

# Shape Your Way!

Age Range: *K - 3rd*

Group Size: *flexible*

Time: *45-90 Minutes*

## Adventure Goals:

*Our goal for every adventure is for children to have fun with books and reading! In this adventure, children will enjoy listening to a story read aloud and begin to recognize that we see shapes everywhere and every day.*

## Measurable Objectives and Outcomes:

- **Objective:** *Students will be introduced to the idea of shapes and patterns.*
- **Outcome:** *Participants will become aware of, and begin to familiarize themselves with the shapes we see around us.*

## Adventure Outline:

*Reading books about shapes will expand vocabulary, connect books with everyday life and advance reading skills and comprehension.*

- *Discuss different shapes we see in our surroundings*
- *Introduce vocabulary like symmetry, patterns*
- *Read story that involves shapes (examples: *Shape Shift* by Joyce Hesselberth, *Triangles* by David Adler, *Seeing Symmetry* by Loreen Leedy)*
- *Distribute paper, pencils, rulers and shape templates (for tracing) to participants.*
- *Participants will trace and label their choices of shapes, then experiment with symmetry and patterns.*
- *Participants will review vocabulary discussed in today's adventure*

## Supplies:

*Paper*

*Pencils*

*Rulers*

*A selection of cardboard "shape" templates to trace (These can be prepared by using heavy cardboard with a die-cut machine, like AccuCut, or just cut shapes like triangle, square, rectangle, circle, trapezoid, etc., from cardstock with scissors.)*

# Adventure Considerations:

*This is a space to include any special considerations for your activity.*

*Example considerations:*

- *How will you set up your program space?*
- *How will you make sure participants can see during read-alouds and group brainstorms?*
- *If your adventure includes an outdoor activity or a messy craft or experiment, are there special considerations you should prepare for to make sure participants are successful?*
- *How will you make sure kids with diverse physical, cognitive, and social-emotional ability levels can participate successfully?*

Adventure Plan	Navigation
<p>Hook:... (10 Minutes)</p> <p><i>Welcome everyone! Today we're going to talk about shapes. Look around...Do you see lots of lines? Do you see lots of angles? Do you see lots of triangles?</i></p> <p><i>(Have students talk about the different shapes they can find in the room.)</i></p> <p><i>There are a lot of shapes in this room! How about outside? Can you think of any shapes you see outside?</i></p> <p><i>What about street signs? What do different shaped signs mean?</i></p> <p><i>We're going to read a story about symmetry, and do some fun activities with shapes. Let's think about this: Shapes and symmetry and patterns</i></p> <p><b>Question:</b> <i>Does anybody have an idea of what these words mean?</i></p> <p><b>Pair Discussion:</b> <i>Turn to your partner and draw a shape. (Facilitator will also follow the same instructions.) Raise your hand when you are done. Now draw a line through the middle of your shape. Raise your hand when you are done. This is symmetry. Draw the shape three times in the same line. Raise your hand when you are done. This is a pattern. (Facilitator may demonstrate these examples on a whiteboard.)</i></p> <p>Getting Started: (15 minutes)</p> <p><b>Before Reading:</b> <i>Introduce the book.</i></p> <p><b>Say:</b> <i>What shape is this book? (Show the cover of the book)</i></p> <p><i>(open book to show front and back cover) Now what shape is the book? (still a rectangle)</i></p>	<p><i>This is where you add connections to the research, tips/notes about family engagement, managing time, differentiation, etc., and ideas to extend learning or add variations. Examples of each type of navigation note are included throughout this template.</i></p> <p><b>Variation Example:</b> <i>When selecting your read-aloud consider an ebook to model <a href="#">joint media engagement</a> with families and caregivers.</i></p> <p><b>Research Connection Example:</b> <a href="#">Oral Language Development:</a> <i>Providing ample low-anxiety opportunities</i></p>



**Say:** This book is “Seeing Symmetry” by Loreen Leedy.

In pairs you could talk about these questions:

1. What do you think this book might be about?  
*¿De que crees que se tratara el libro?*
2. What do you see that makes you say that?  
*¿Qué ves que te hace decir eso?*
3. What’s going on in this picture?  
*¿Qué está pasando en esta imagen?*
4. What kind of a book do you think this is? Is it fiction or nonfiction?  
*¿Qué tipo de libro crees que es, de ficción o no ficción?*

**While Reading:**

Use your finger to show where you are in the text.

Talk about the pictures; ask:

*What else do you see?*

*Do you see symmetry in any of the letters printed on the page? Do different styles of of the print change this?*

**After Reading:**

**Ask:**

1. What did you like or dislike about this book?  
*¿Qué te gusto o disgusto de este libro?*
2. What was the most surprising thing you learned?  
*¿Qué fue lo más sorprendente que aprendiste?*
3. Is there anything you are still wondering about?  
*¿Hay algo del libro que todavía te sigas preguntando?*

**Book Browsing Time: (10 mins)**

Have a selection of books about shapes; include books about building things, Legos, basic drawing, and math.

**Open Exploration:**

Invite participants to select books and read them either silently or with a caregiver.

Invite caregivers to participate by browsing books themselves and/or reading with/to their child(ren). Walk around and help participants find good books for them.

Encourage participants to:

- Try out multiple books to figure out a book that will work for them.
- Pick a book or two to borrow!

Consider adding some of the following elements to enhance book browsing time:

**Booktalk:**

for participants to talk develops oracy skills that are crucial to reading and language development.



If you have the time, start with a couple of booktalks before open exploration. This is a chance for you to highlight different styles within a genre; model how to browse for a book to find ones that are interesting and at a good level for you as a reader; give reluctant readers some enticing materials to start with; and model looking at illustrations and writing styles to find a [mentor text](#) to use during writing/drawing activities.

### **Neighbor Share:**

Invite participants to share about a book that they just looked at with another participant. Consider including [sentence prompts](#) to help participants as needed.

Example Sentence Prompts:

- I picked....
- You should try this book because....
- This is my favorite part of the book because....

### Adventure:...(15 mins)

**Say:** Now, let's review some of the different shapes we've talked about today.

Do you recognize these shapes? (Show the die-cut shapes that participants will be using, and write the names of each on the whiteboard.) So, we have a circle, a square, an oval, a triangle, a rectangle, a heart, a parallelogram, and a trapezoid. You're going to choose some of your favorite shapes to trace on your paper, and label them with the name of the shape.

Give everyone the opportunity to choose and trace their favorites.

Now I want you to take a ruler and draw a line through one of your shapes. Does your new shape have symmetry? Why or why not? Try to create symmetry with your other shapes. Can you combine shapes and still have symmetry?

Do you remember the definition of a pattern? Okay, now pick one or two shapes and trace them, creating a pattern.

Allow participants to continue tracing and experimenting with shapes.

### Wrap-up/Share: ...(10 mins)

We've had some fun with shapes today. What did you learn about shapes?

Where will you look for shapes when you leave here today?

### **Example Tip:**

Mentor texts help beginning writers and illustrators by providing examples.

### **Example Note: Time Management**

**Short on Time?:** Consider using a bell or call and response clap after about a minute to let participants know when to switch and let their partner talk.

### **Example Tip:**

Sentence prompts give structure that supports young children, reluctant speakers, and those learning English to share their ideas. You can allow participants to alter and/or deviate from these prompts depending on their need.

### **Example Extension:**

Extend the brainstorming session by doing the activity all together as a group before participants try it on their own.

### **Example Family**

#### **Engagement Message:**

Share a family engagement message if caregivers are present.

## Variations and Extended Learning

If time allows, you could provide Magna Tiles, blocks, Legos, or other shape-based toys for the children to explore.

## Vocabulary

*Symmetry: Having equal parts in two or more directions*

*Asymmetrical: Lacking symmetry*

*Pattern: An arrangement of lines or shapes that is repeated at regular intervals*

*Parallelogram: A flat, four-sided shape whose opposite sides are parallel (they don't intersect each other)*

*Trapezoid: A flat, four-sided shape, but only two sides are parallel*

## Read-aloud and Book Browsing Suggestions

*Shape Shift by Joyce Hesselberth*

*We Love Rectangles by Beatrice Harris*

*We Love Diamonds by Beatrice Harris*

*Swirl by Swirl; Spirals in Nature by Joyce Sidman*

*Triangles by David A Adler*

*Shaping Up Summer by Lizann Flatt*

*Circle Square Moose by Kelly Bingham*

*Mysterious Patterns; Finding Fractals in Nature by Sarah C Campbell*

*Que Dia es Hoy? by Graciela Repun*

*Cuanuhtenoc by Patty Rodriguez*

*Que Forma Tiene? by Bobbie Kalman*

## Family Engagement

### *Messages for Caregivers*

#### **Open-ended questions:**

*Asking kids open-ended questions helps them develop critical thinking and communication skills. Open ended questions have multiple possible correct answers rather than one correct answer.*

#### **Ask what kids think:**

*Talking with your kids and asking them what they think about complex ideas helps them strengthen their thinking skills and vocabularies.*

#### **Choice builds engagement:**

*Kids read more and develop lifelong reading habits and strategies when they are allowed to choose their own books.*

#### **Reading isn't always quiet!**

*Kids need to talk before during, and after reading to develop comprehension skills.*