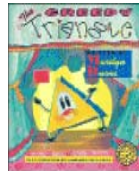


## Tips for Helping at Home

- Look for different shapes in the environment, at home or while you are out. You can look for both two-dimensional and three-dimensional shapes. Encourage your child to look closely and describe what each shape looks like.
- Making shapes is a good way to learn about them. At home, your child might use clay or playdough, building blocks, drinking straws or a loop of yarn or rope to make different shapes.
- Drawing shapes is also fun. Your child might like to design pictures using shapes, as we will be doing in class.
- You and your child might visit the children's section of the local library and find books about shapes to read together.

Some examples include:

Burns, Marilyn. *The Greedy Triangle*.  
New York: Scholastic, 1994.



Hoban, T. (1986). *Shapes, shapes, shapes*.  
New York: Greenwillow Books, 1986.



Dodds, D. A. (1994). *The shape of things*.  
MA: Candlewick Press.

## Websites

<http://www.primaryresources.co.uk/online/longshape3d.html>

Pattern Blocks:

[http://nlvm.usu.edu/en/nav/frames\\_asid\\_169\\_g\\_1\\_t\\_3.html?open=activities](http://nlvm.usu.edu/en/nav/frames_asid_169_g_1_t_3.html?open=activities)

## Mathematical Emphasis

### Investigation 1— Shapes Around Us

- Observing and describing two-dimensional shapes
- Relating 2-D shapes to real-world objects

### Investigation 2—Exploring Shapes with the Computer

- Visualizing how to move a shape so that it is oriented correctly to fit into a design
- Building knowledge about the relationships among pattern block shapes

### Investigation 3—Looking at 3-D Shapes

- Developing vocabulary to describe 2-D and 3-D shapes
- Finding combinations of shapes that fill an area

### Investigation 4—Making Shapes and Building Blocks

- Building knowledge about the relationships among pattern block shapes
- Combining smaller 3-D shapes to make a larger 3- D shape

### Investigation 5—Faces on 3-D Blocks

- Observing similarities and differences between the faces of different 3-D shapes

## Duval County Public Schools



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## Investigations in Number, Data, and Space



### Making Shapes and Building Blocks Grade Kindergarten

#### Exploring Geometry

Unit Goals:

- Students are introduced to geometry by looking at the 2- and 3-dimensional shapes in their classroom environment.
- Students use a variety of materials, including pattern blocks, Geoblocks, clay, and the Shapes software
- Students observe, describe, construct, and represent 2-D and 3-D shapes.
- Students explore how shapes can be combined to make other shapes.
- Students begin to work with 2-D representations of 3-D objects as they try to match Geoblocks to 2-D outlines of the block faces.

#### Proposed Time Frame:

6 weeks

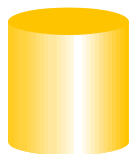
## Vocabulary

### Two-Dimensional Shapes:

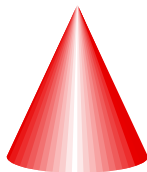
Square, rectangle, triangle, circle, oval

### Three-Dimensional Shapes:

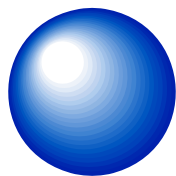
cylinder



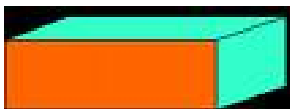
cone



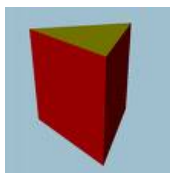
sphere



rectangular prism



triangular prism



## At-Home Connection

During this unit, your child will be creating their own shape mural.

Students may make a mural of entirely paper shapes with no drawing materials or they may use art supplies to provide a variety of ways to design and add to the mural.

Here is one example of typical student work:



When looking at your child's work with them, ask them:

◇What are the different shapes in your picture?

◇How did you decide which shapes to use in your picture?

◇Did you put any shapes together to make other shapes?

◇How many sides does a (triangle) have? What is a (triangle) made up of?

Ask your child about...

## Every Day Counts Calendar Math...

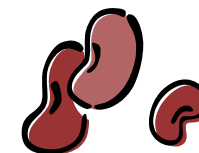


For more information...

[www.greatsource.com/grants/edc.html](http://www.greatsource.com/grants/edc.html)

## Game

### Grab Bag



#### You will need:

Two or more players

Counters (5–10) in a bag

#### How to play:

One player puts the counters in the bag, reaches in and takes some out.

Player opens hand to show the counters taken out, then says: "I had \_\_\_\_\_ counters and took out \_\_\_\_\_." How many do you think are still in the bag?"

Player holding the bag can then confirm if the other player's guess is correct.

Players then switch roles, trying different combinations as well as using a different number of cubes in the bag.



## Glossary

<http://www.amathsdictionaryforkids.com/>

