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| <p>Unit 2</p>  <p>Week 4</p> | <p><b>Small Groups: Shape Capers- Shake a Shape Pictures</b></p> <p>Low Support</p> | <p><b>Math</b><br/><b>SG 1</b></p> | <p><b>Standards:</b><br/>MELDS.M.G.PS.1<br/>MELDS.M.G.PS.2</p> |
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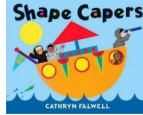


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**Guiding Math Ideas:**

- 3-D and 2-D Shapes- Finding and describing.

**Math Concepts from Unit Learning Progressions:**

- Math has special vocabulary (e.g. 3D and 2D shape)
- Using words to describe geometrical figures.

**Materials:**

- *Shape Capers* by Cathryn Falwell-
- Shake-a-Shape Box (box with a opening or door cut in it)
- Bag of assorted paper or foam shapes suitable for gluing- rectangles, semi-circles, squares, circles, various types of triangles
- Paper and glue or glue sticks
- Math organizer with additional paper or foam shapes.

**Math Vocabulary:**

- If there are any new shapes in the Purchased bag of foam shapes, name them.
- Find Shape Definitions at <https://www.mathsisfun.com/geometry/index.html>

**Preparation:**

This activity follows Large Group Shape Caper Shake-a-Shape Game. The Shake-a-Shape Box is placed on the Math Center Table. It is filled with assortment of paper and foam shapes. Place paper and glue in front of each child. Place organizer with additional shapes on shelf. Have *Shape Capers* book handy.

**Procedure:**

*We played a game called Shake a Shape. Today, we can use our Shake-a-Shape box to make some shape pictures.*

Children take turns shaking the Shake a Shape Box. A number of shapes will fall out. Children can create shape pictures.

Reinforce children's naming of shapes and give descriptions.

*Yes, this is a triangle. It has 3 sides and 3 angles.*

Children may name their shapes and/or describe what they are making.

Children may want additional specific shapes. They can use the organizer with extra shapes and add to their pictures. They can refer to the *Shape Capers* book for ideas.

**Strategies to Provoke Math Thinking:**

- This is an open-ended activity to encourage children to explore and manipulate 2-D shapes, similar to the 3-D shape activities in Unit 1. Children may be more interested in the gluing process than the shapes, placing shapes here and there; they may use the various shapes to create pictures. Either approach meets the learning goal of recognizing, naming and manipulating 2-D shapes.

**Documentation:**

This is the first activity where you can observe individual children's knowledge of shape names.

**Provocation:**

There are probably shapes, such as oval or diamond, which are in the purchased bag of shapes that are not in Shape Capers. Explore other shape names as children's interests dictate.