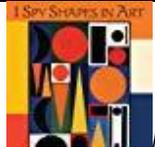


<p>Unit 4</p>  <p>Week 4</p>	<p><b>Large Group: Color, Shapes and Art</b></p>	<p>Math LG</p>	<p><b>Standards:</b> MELDS.M.MP.PS.7 MELDS.M.G.PS.2 MELDS.M.G.PS.4</p>
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<p><b>Guiding Math Idea:</b></p> <ul style="list-style-type: none"> <li>● Geometry: Parts and Wholes in Geometric Figures</li> <li>● Measurable Attributes</li> </ul> <p><b>Math Concepts From Unit Learning Progressions:</b></p> <ul style="list-style-type: none"> <li>● 3D and 2D shapes have different attributes and uses. (Unit 3)</li> <li>● Classifying shapes by describing and comparing some attributes.</li> </ul> <p><b>Adaptations for Using Large Group In Alternate Schedule Slots:</b></p> <ul style="list-style-type: none"> <li>● Go on a Shape Hunt outdoors. Simplify the activity by creating multiple shape hunts over several days, each hunt looking for a different shape.</li> </ul>
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<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● <i>I Spy Shapes in Art</i> by Lucy Michlethwait</li> <li>● <i>Mouse Shapes</i> by Ellen Walsh (resource)</li> <li>● <i>Perfect Square</i> by Michael Hall (resource)</li> <li>● shape badges</li> <li>● foam geometric shapes</li> <li>● bucket/bag for each group</li> <li>● chart Paper with columns for shapes</li> </ul>	<p><b>Math Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● detective: a person who uses clues to find things or solve problems.</li> <li>● team: a group of people who work together</li> <li>● parts and wholes: shapes can be divided into parts and the parts can be put back together to make the whole thing.</li> <li>● tally mark: a way of keeping track of counting.</li> </ul>
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**Preparation:**  
 Make shape badges- cut-outs of different shapes- circle, triangle, square, rectangle, and oval. Make several of each shape for the different teams of children. Adjust the numbers and types of shapes

depending on the amount of time allotted for this activity. Write "Shape Detective" at the top of each shape (optional).

This large group can take place any time during the week either before or after small groups that also focus on shapes.

Put the books and the container of geometric shapes in the large group meeting area.

"I have 2 books about shapes. I'm going to read one of them and put the other one in the \_\_\_\_\_ center for our activities this week."

"Does anyone know what a **detective** is?... Yes, a detective tries to find out things by using hints and clues. Sometimes those things are hidden. Our book today is about finding shapes in pictures. It is called *I Spy Shapes in Art*. With a title like this, what do you think it will be about?... It is about the shapes that are hidden in pictures called art. Let's see if we can be Shape Detectives and find some shapes in the pictures in the book. These shapes are all sorts of colors- sometimes the color helps the shape to "hide" in the picture - and sometimes the color makes the shape easy to find!"

"Do you think we could find shapes in the things around us too? Let's be Shape Detectives and look for the hidden shapes in our school. Detectives sometimes have badges- our special badges are different shapes. Some of you will look for squares, some for rectangles, some for circles, some for triangles, some for ovals."

"Do you know what shape you are hunting for, Shape Detective?"

*Continue collecting color clothing data [see Week 1 Large Group] for the Unit Data Collection Project.*

*Show the 3 books.*

*Children respond with guesses.*

*Children give ideas about the book.*

*Read the book. As you and the children identify shapes in the art work, hold up a similar shape from your shape container.*

*Distribute the Shape Detective Badges, taping or clipping to the children.*

*Be sure children know their assigned the shapes.*

“We have some **teams**- people who are working together. Here is the Square Team, The Circle Team....”

“When you find your shape, put one of your foam shapes in your team’s bucket and we will count them when we get back to group time.”

“Wow! We were busy being Shape Detectives. Let’s hear from the Square **Team**- How many squares did you find? Where did you see a square? For each one you found, I’ll make a mark, called a **tally mark**, on this paper.”

“Did anyone find part of a shape instead of a whole shape?”

“Did anyone find shapes that were not on our badges?”

“I wonder what shape we found the most often?”

“We are going to be having lots of fun with colors and shapes this week. Here’s a good book about Mouse Shapes. It will be in the \_\_\_\_\_ center this week for you to enjoy.”

*Form groups of 3 or 4 children into teams.*

*Break up the group into at least 2 groups and head off to find the shapes. Adjust the activity as needed, including hallways, outdoors, gym, etc. to make the hunt more interesting. Set a time limit for the Shape Detective Hunt and gather in the group area.*

*Give each shape team a chance to report.*

*Keep a tally of the shapes on chart paper and count them, writing the numeral beside the tally marks.*

*Children describe other shapes. Add to the list.*

*If time permits, compare numbers and types of shapes.*

*Place book in a classroom area of choice, along with the bucket of foam shapes.*

### ***Strategies to Provoke Math Thinking:***

- Discovering and describing attributes of shapes is an ongoing preschool (and kindergarten) activity. Use descriptive language to note the many attributes of the shapes as the children discover them: color, size, sides, angles. If children appear confused, for example about the differences in rectangles and square (or square-rectangle as it is more accurately called), describe the attributes in terms of sides.

- Visual Discrimination: *Why do we call some things shapes, and yet have no word for other drawings or objects? Why are some squiggly and straight lines called letters and numbers, and others are not?* Discerning shapes is a pre-reading skill where children determine what kinds of marks have meaning attached to them. Encourage children to make up names for odd shapes, or to investigate whether or not there is an actual name for what they are exploring.
- In the real world, many objects are similar to geometric shapes, but are not true examples. Accept all answers, but be sure to note the differences for children to keep accuracy as a priority. In this activity, children are looking for 2-dimensional shapes, not 3-dimensional. If they identify a box as a square, for example, describe it as a cube, but note that one side of it (face) is a square.

**Provocation:**

Micklethwait's book *I Spy Color in Art* is an excellent companion book for this unit, and a similar color hunt can be designed to coordinate with it. Collect old art "coffee table" books and place in the library and art area for inspiration.