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Early Childhood Themes —Shapes Kit

This sample includes the following:

Teacher's Guide Cover (1 page)
Table of Contents (1 page)
Introduction (2 pages)
Lesson Plan (1 page)
Vocabulary Concept Card (2 pages)
Song page from Unit Resource (1 page)
Pattern Page from Unit Resource (2 pages)
Reader (9 page)

To Create a World ⁱⁿ which
Children Love to Learn!

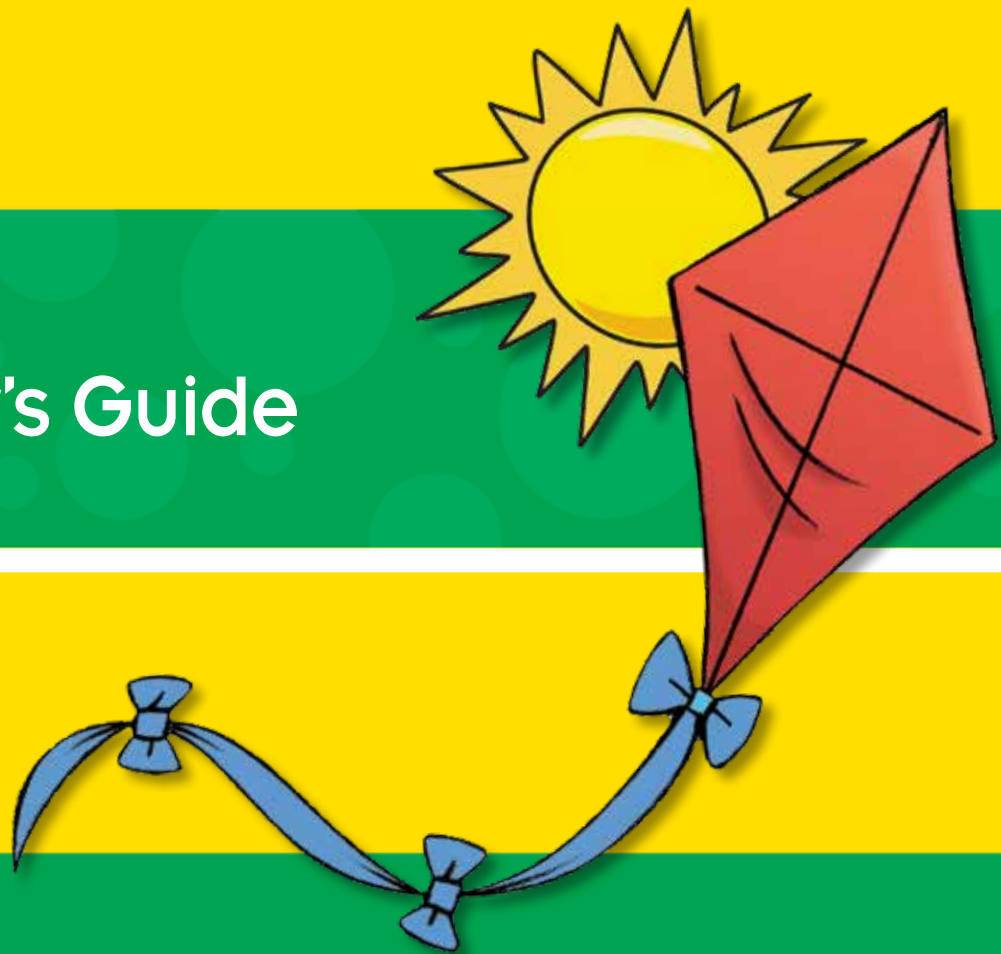
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Literacy, Language, & Learning

Early Childhood Themes

Shapes

Teacher's Guide



Teacher Created Materials
PUBLISHING

Table of Contents

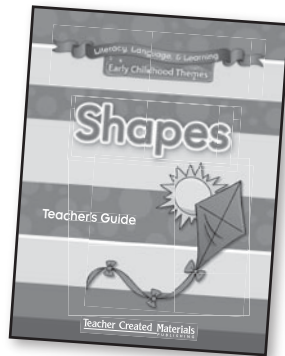
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Introduction

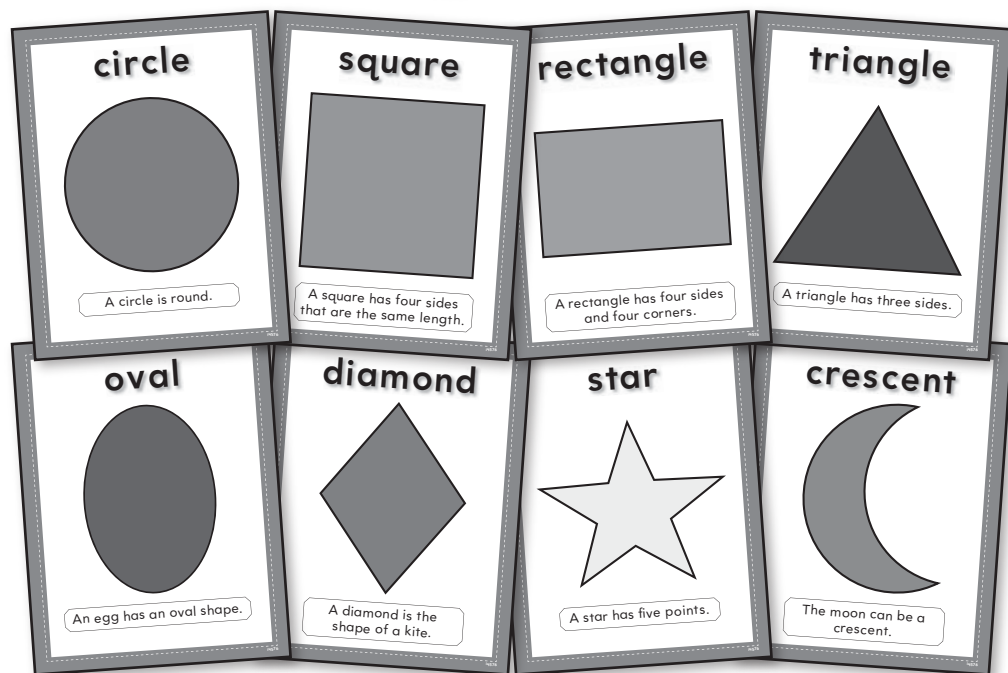
Welcome to the world of early childhood education. Young children love to play, get dirty, and discover. As a teacher, you have the task of introducing them to the world of school. You will need to plan meaningful activities for the children in your classroom. These experiences allow them to discover new things in a safe, nonjudgmental environment and feel successful. The lessons and materials in this kit support the importance of play and meaningful experiences.

The components of this kit can create a captivating unit around the theme. The main resource for the teacher is the *Shapes Teacher's Guide*. In it, teachers can find quick and easy lessons in the following areas: literacy, phonemic awareness and phonics, math,



social studies, science, music and movement, and art. Within each section are five lesson plans. The Menu of Lesson Choices on pages 36–37 provides a quick overview of the contents of the lessons. Each lesson provides details on the materials needed and procedures of the lesson.

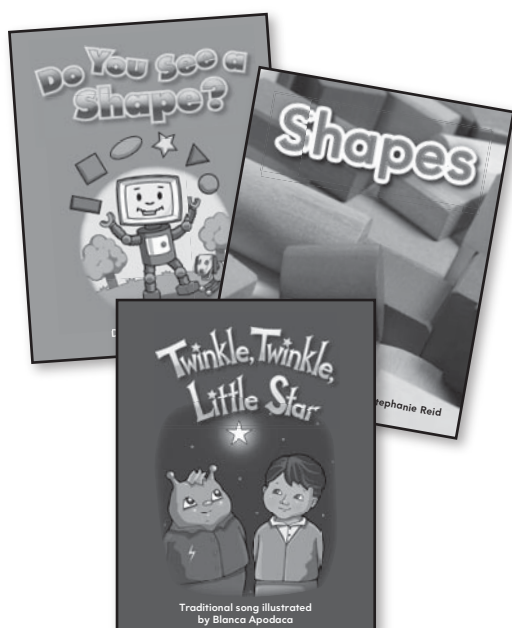
The eight vocabulary concept cards are core to many of the lessons. These cards provide clear and detailed photographs depicting shapes in the world around us. They are bright and colorful and give the children images to which they can relate concepts about shapes as they are being discussed throughout the unit. The backs of the cards include activities that teachers can use for activating prior knowledge, developing phonemic awareness and phonics, and building knowledge and comprehension.



Introduction *(cont.)*

The three books included in this kit provide the literature foundation for the theme. The concept book, *Do You See a Shape?*, provides pictorial support for the children’s understanding that shapes are everywhere. A wordless photo book, *Shapes*, helps develop the children’s oral language as they discuss and create a story about shapes in the world around them. A book created around the traditional nursery rhyme “Twinkle, Twinkle, Little Star” provides a beautifully illustrated way for the children to access and read print.

Each of these books is also provided as an enlarged “lap size” book for teacher read-aloud as children gather around for storytime and other learning activities.



The Audio CD included in the kit provides audio of the theme-related songs (pages 76–81), both as instrumentals and with vocals, and audio of the concept book *Do You See a Shape?* and the traditional rhyme book *Twinkle, Twinkle, Little Star*.

The Teacher Resource CD included in the back of this Teacher’s Guide provides a variety of features to supplement the lessons: all patterns from this Teacher’s Guide (pages 82–104) in both color and black-and-white; the vocabulary word cards from this Teacher’s Guide (pages 105–106) in both color and black and white; each of the books in this kit in electronic format with page-turning capabilities; each of the books in this kit in pdf format; additional resources from this Teacher’s Guide; video clips to support the kit content and vocabulary; and interactive whiteboard activities to support the lessons. Complete descriptions of the contents of the CDs, as well as instructions for their use, can be found on pages 109–122.



Shapes in the World



- vocabulary word cards (pp. 105–106)
- *Shapes* book
- “Old McShapester” song (p. 76)
- chart paper
- marker
- paper
- crayons

Procedure:

- 1 Gather children together on the rug or in their chairs.
- 2 Display the vocabulary word cards. Describe each shape and ask children to find a picture of the shape on the word cards.
- 3 Teach the “Old McShapester” song.
 - As you sing, have children point to the vocabulary word card that matches the shape in the song.
 - Invite children to sing along as they become familiar with the words of the song.
- 4 Show children the book *Shapes*.
 - Look at the book together.
 - Discuss the shapes on each page.
 - List the locations of shapes on a sheet of chart paper. Use a sentence frame when you write (e.g., *A _____ is a _____.*)
 - Have children name the objects and the shapes (e.g., *A window is a rectangle.*)
- 5 Take the class for a walk around your school.
 - Encourage children to look for shapes as you walk.
 - Stop to point out shapes you see in the environment.
- 6 When you return to the classroom, provide each child with a sheet of paper and crayons.
 - Ask children to think of a shape that they saw while walking.
 - Ask children to draw this object.
- 7 Allow each child to share his or her picture and talk about it.
 - Label each child’s picture with a sentence about the shape and object.
 - Practice reading the sentences together as a group.



You may wish to use the interactive page-turning book *Shapes*. See the Teacher Resource CD file [shapesbook.html](#).



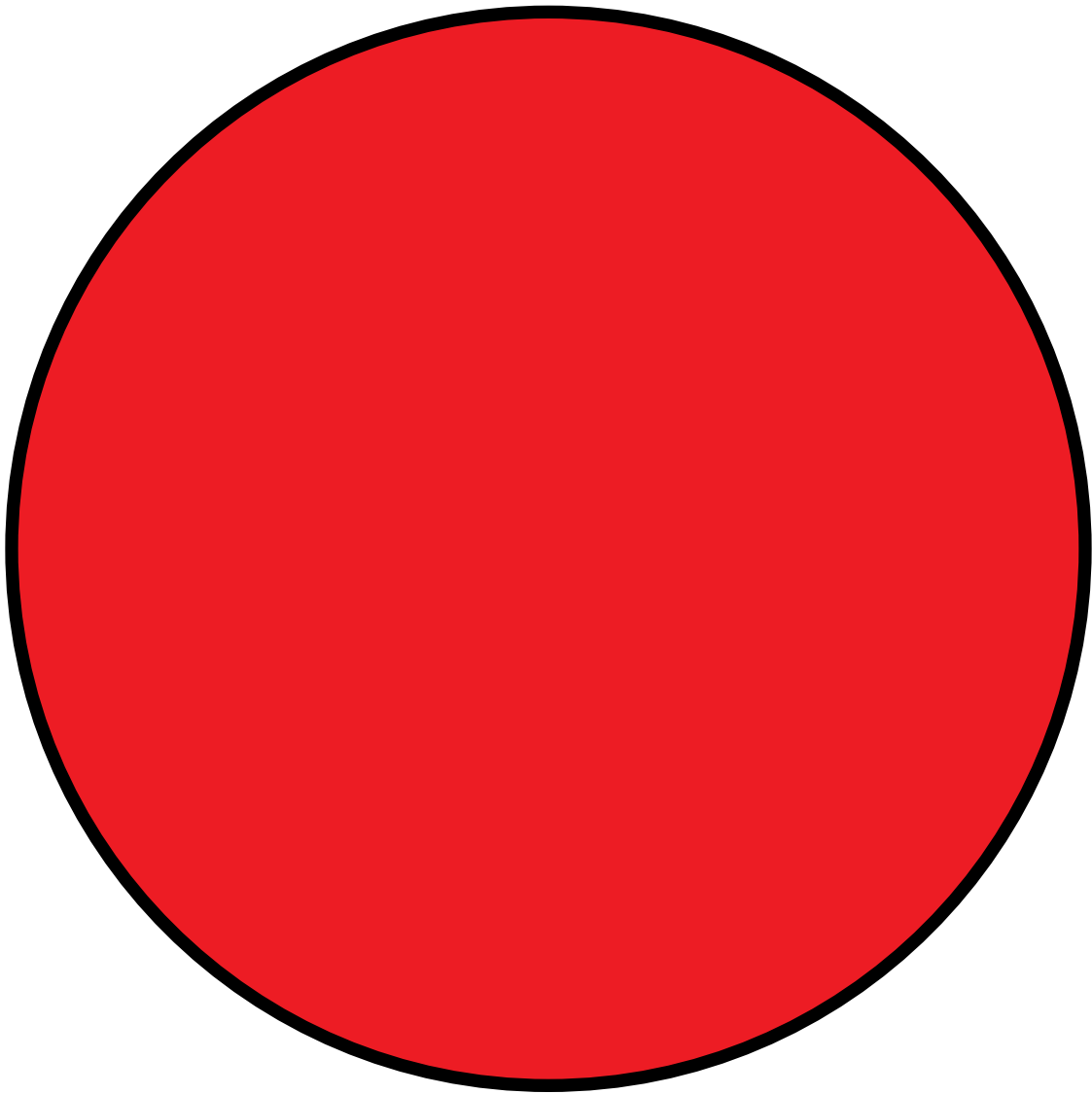
Refer to the Audio CD track #1.

Extension

Collect children’s labeled shape drawings. Bind them together into a book for your classroom library. Encourage children to continue looking for shapes in the world around them and make pages to add to the book.



circle



A circle is round.

circle



Connecting Pieces: Activating Prior Knowledge

- Before displaying the card, give clues to help children guess the shape. You may wish to give clues such as, "This shape is round with no corners." When children have guessed *circle*, show them the card.
- Read the sentence aloud. Trace the circle on the card. Then have children trace a circle in the air with their fingers. Emphasize that a circle is round with no sides or corners.
- Have children stand together in a circle. Allow each child, one at a time, to walk around the outside of the circle.



Building Blocks: Phonemic Awareness and Phonics

- Have children stand together in a circle. Say the word *circle* while you clap for each syllable (cir-cle). Ask children to clap while they say the word *circle*. Ask children to tell how many times they clapped. Children should indicate that they clapped two times. Explain that you clapped two times because there are two syllables in the word *circle*.
- Continue to practice counting syllables with the following words:

star (one)	line (one)
diamond (two)	square (one)
side (one)	crescent (two)
corner (two)	round (one)
curve (one)	rolling (two)



New Ideas: Building Knowledge and Comprehension

- Ask children to think of objects that are circles. Allow children to share their ideas.
- Ask if anyone has seen or made a snowman. Explain that snowmen are made of balls of snow that look like circles. Display a picture of a snowman or draw a snowman on the board. Trace and count the snowman's circles.
- Talk about the sizes of the circles on the snowman. Point out that there is a large circle on the bottom, a medium circle in the middle, and a small circle on top for a head. Allow children to make their own snowman pictures. You can provide precut circles for them to glue on paper or have them draw circles to create snowmen. When their drawings are complete, encourage children to use shapes to add details, such as eyes (circles), noses (triangles), and mouths (crescents).

Shapes Songs

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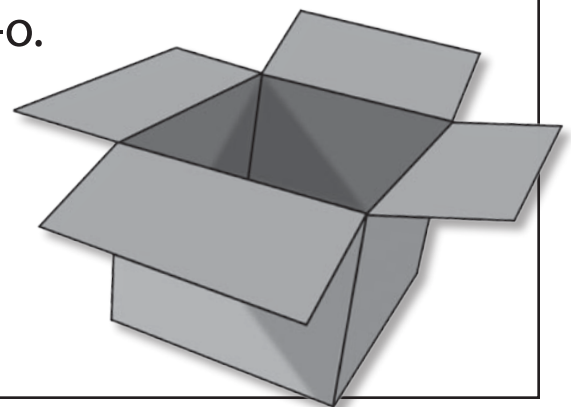
Old McShapester

(sung to the tune of "Old McDonald")

Old McShapester had a box, e-i-e-i-o.
And in that box she had a square, e-i-e-i-o.
With a corner, corner here, and a corner, corner there.
Here a corner, there a corner, everywhere a corner, corner.
Old McShapester had a box, e-i-e-i-o.

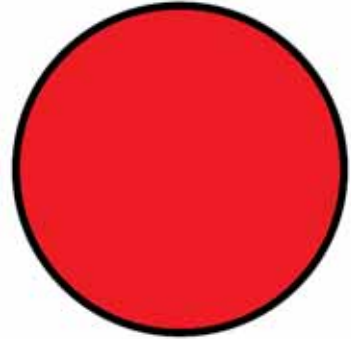
Old McShapester had a box, e-i-e-i-o.
And in that box she had a circle, e-i-e-i-o.
With a curve, curve here, and a curve, curve there.
Here a curve, there a curve, everywhere a curve, curve.
Old McShapester had a box, e-i-e-i-o.

Old McShapester had a box, e-i-e-i-o.
And in that box she had a triangle, e-i-e-i-o.
With an angle, angle here, and an angle, angle there.
Here an angle, there an angle, everywhere an angle, angle.
Old McShapester had a box, e-i-e-i-o.



Vocabulary Word Cards

circle



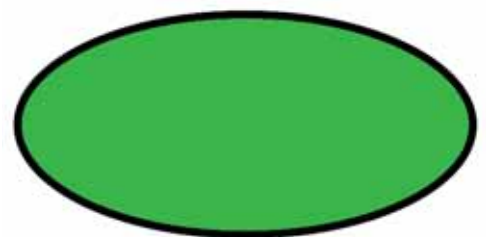
crescent



diamond

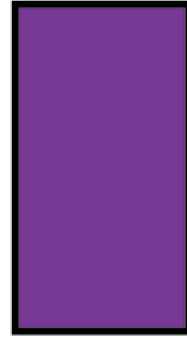


oval



Vocabulary Word Cards (cont.)

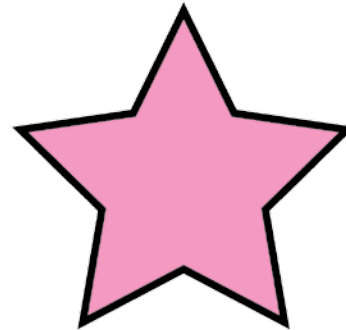
rectangle



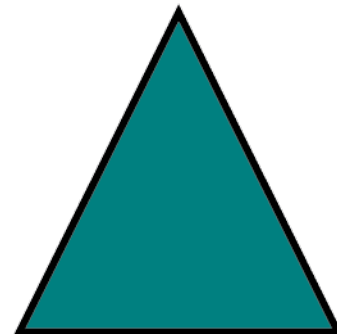
square



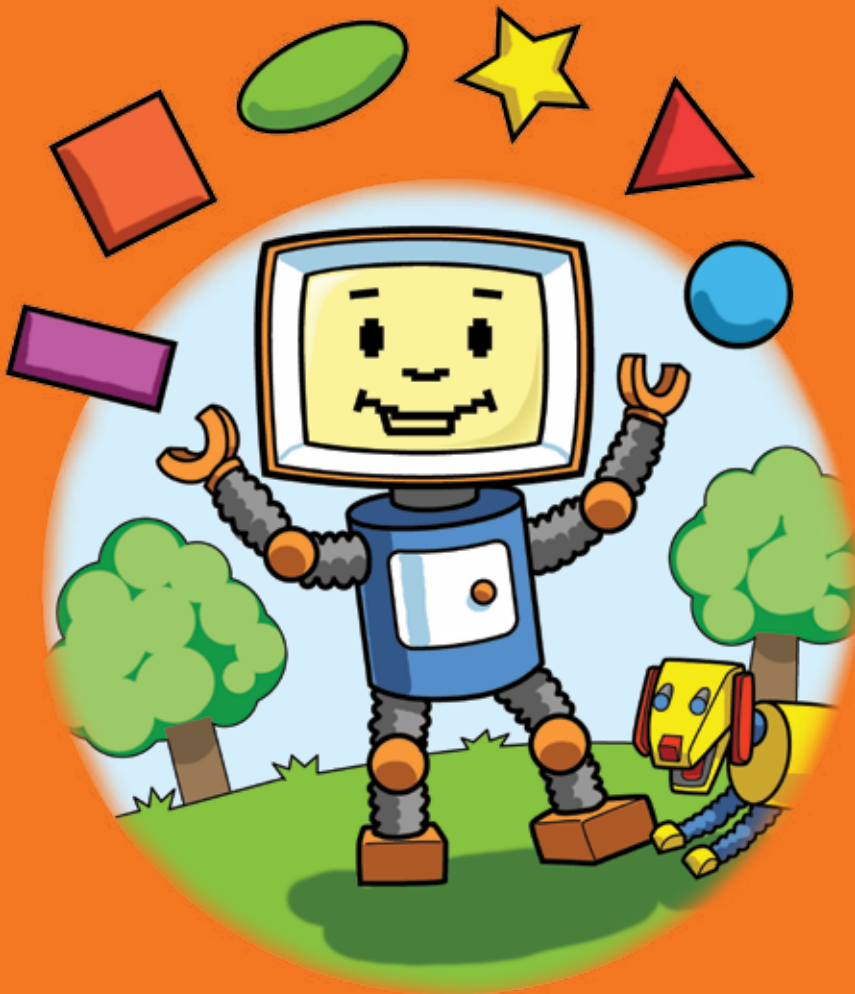
star



triangle

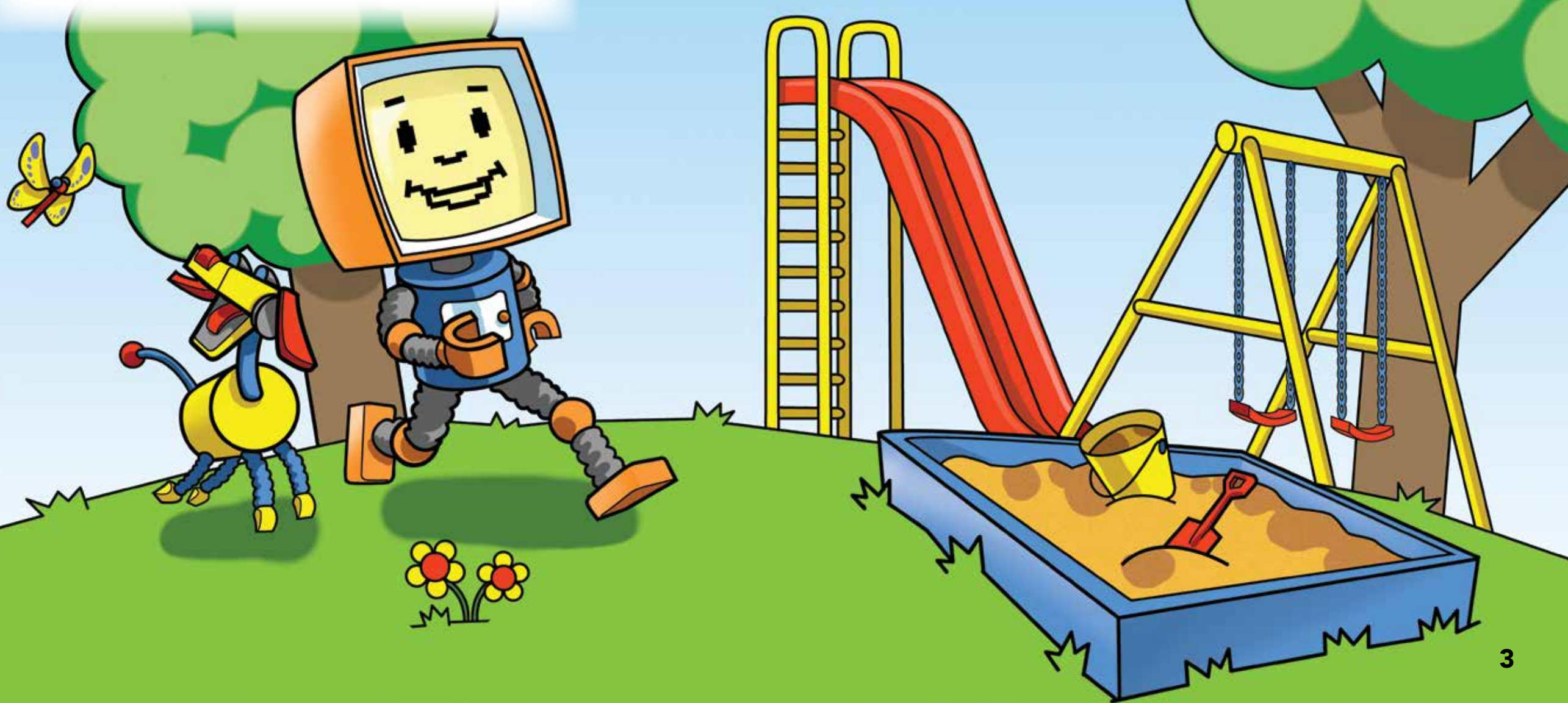


Do You See a Shape?



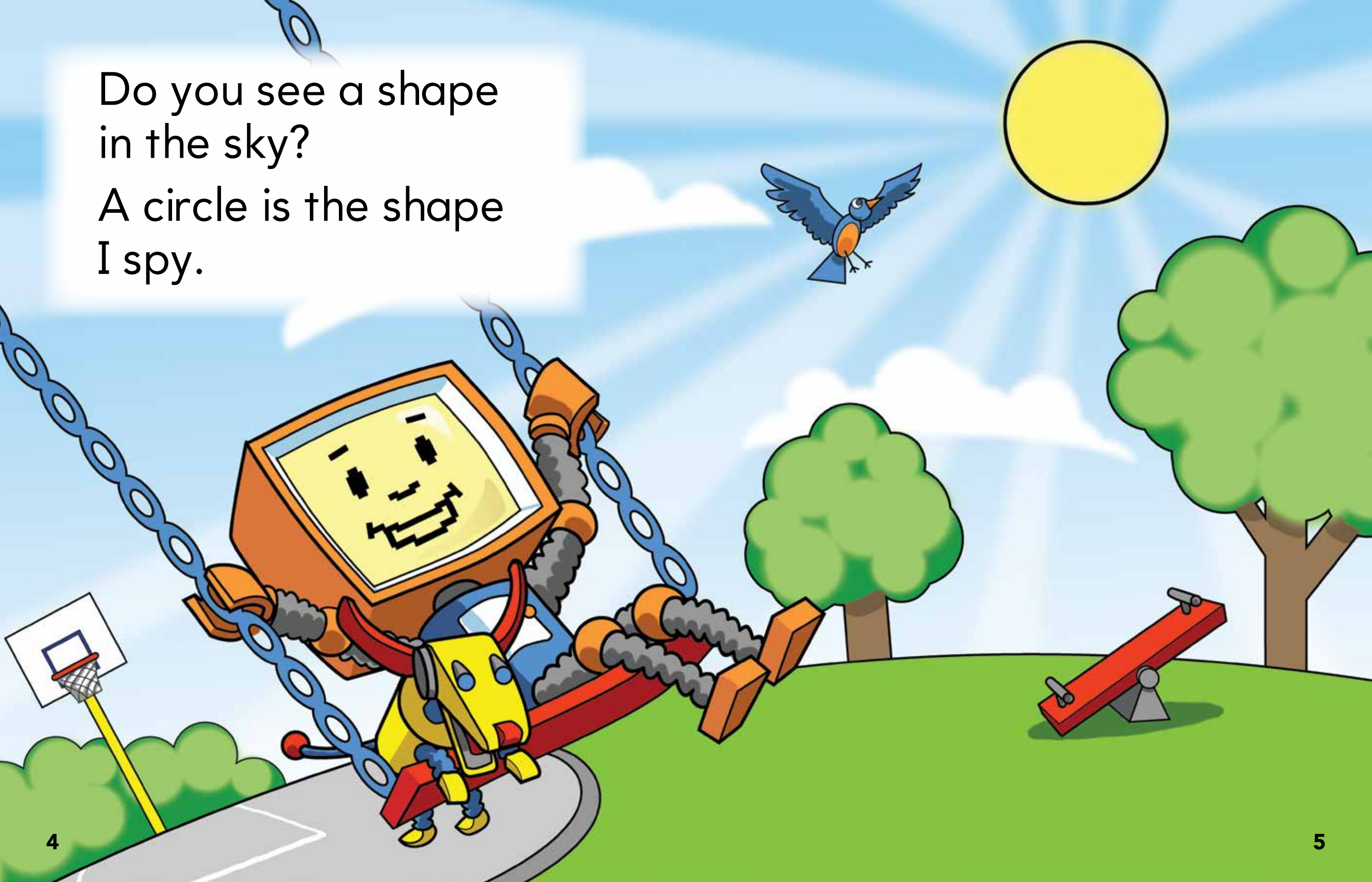
Dona Herweck Rice

Do you see some shapes all around?
Take a look at the shapes I found.

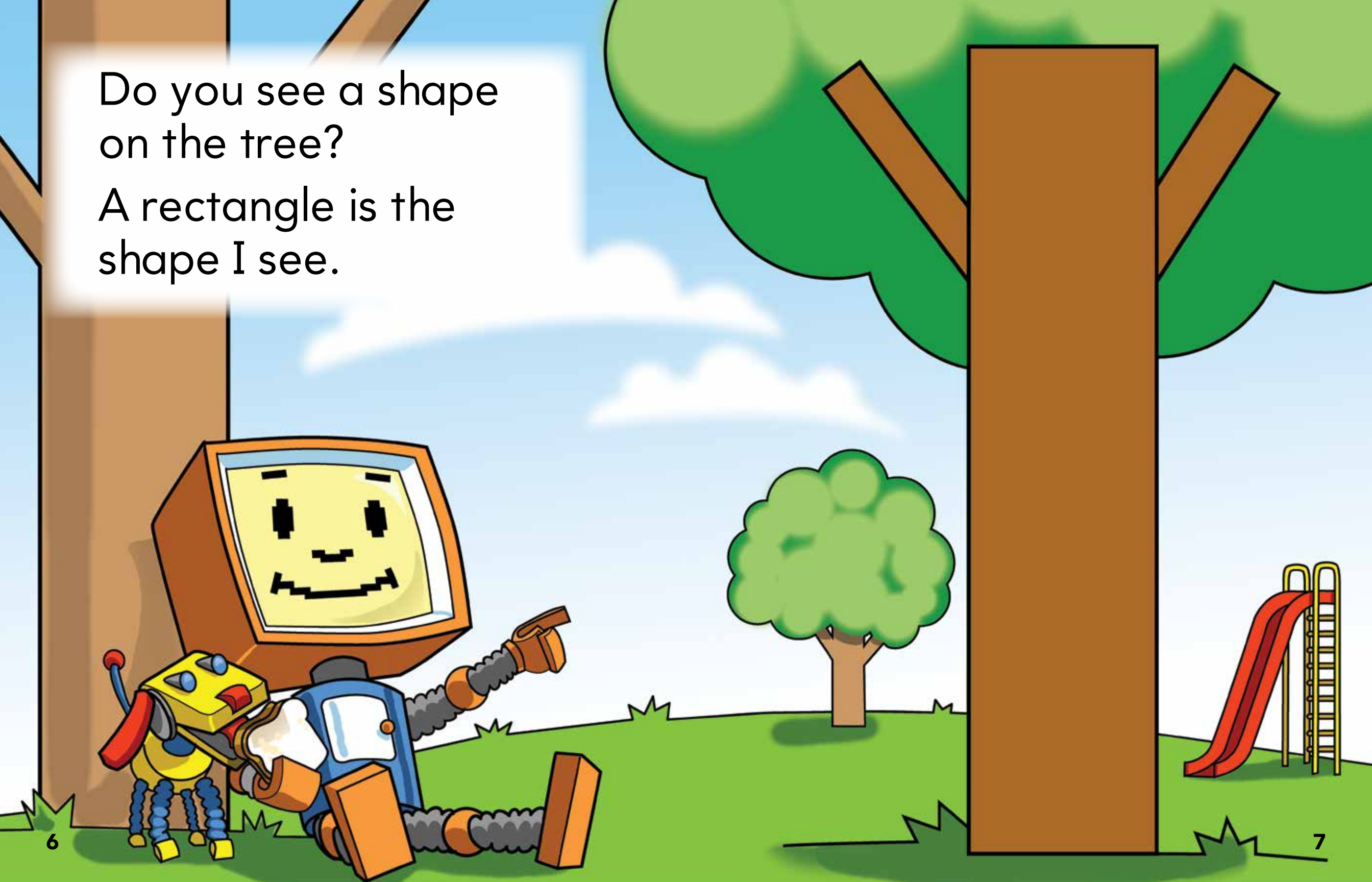


Do you see a shape
in the sky?

A circle is the shape
I spy.



Do you see a shape
on the tree?
A rectangle is the
shape I see.

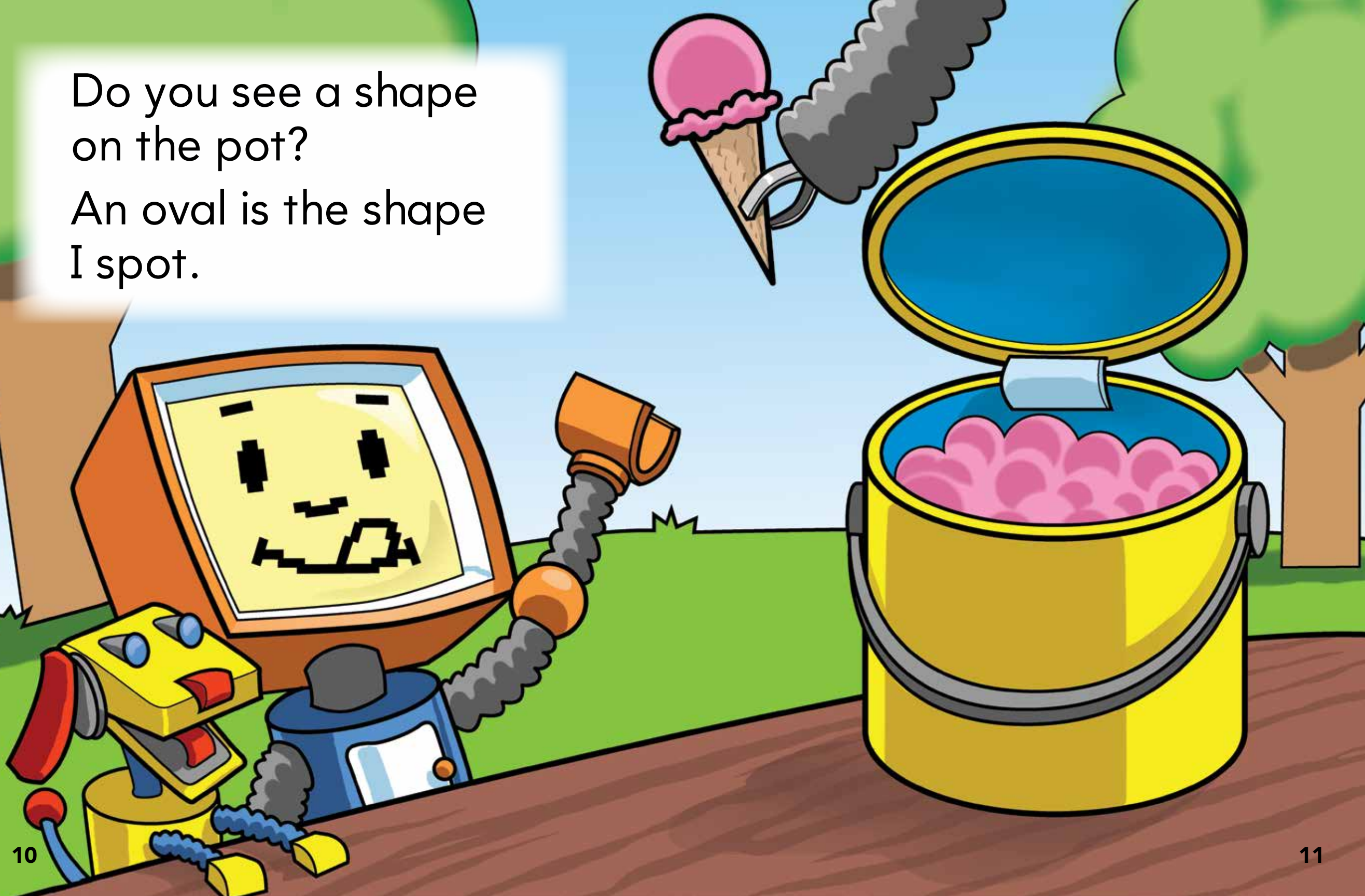


Do you see a shape
on the boat?

A triangle is the
shape I note.

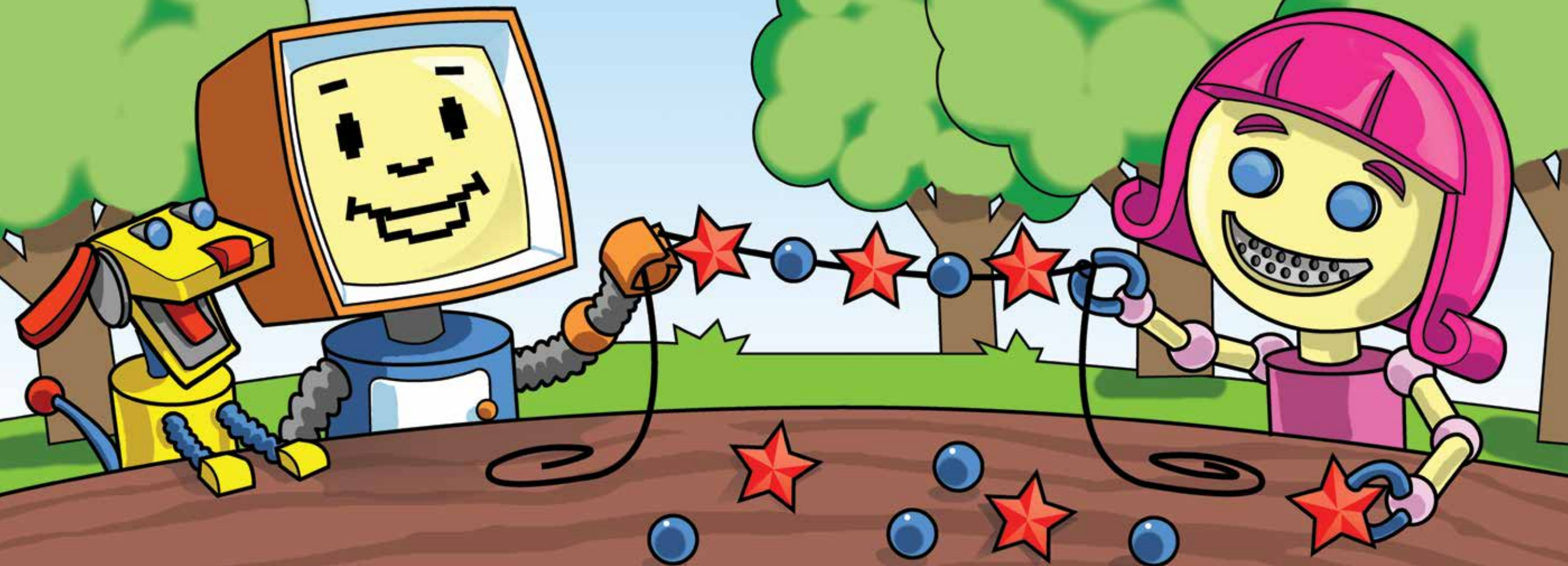


Do you see a shape
on the pot?
An oval is the shape
I spot.



Do you see a shape
in the beads?

A star is the shape
I need.



Do you see a shape
in the zoo?

A square is the
shape I view.



Do you see some
shapes all around?
All types of shapes
are what I found!

