

# MATCHING SHAPES

**Age Level:** Toddler (2-3 year olds)

**Subject(s) Area:** matching, shapes

**Materials Needed:** large piece of paper, marker, many different shaped materials to trace, bucket, and Little Critter Shapes book by Mercer Mayer

## Standards:

ELG Social and Emotional Development- Self-Awareness: Shows confidence in increasing abilities

ELG Physical and Motor Development- Gross Motor Development: Develops increasing ability to change positions and move body from place to place

ELG Physical and Motor Development- Fine Motor Development: Coordinates eye and hand movements

ELG Cognitive Development- Exploration and Discovery: Attends to colors, shapes, patterns or pictures

## Objectives:

TLW identify basic shapes.

TLW compare shapes and their different sizes.

TLW manipulate objects to find their correct outline on a mat.

TLW discover that each shape can look different and have different sizes.

## Learning Activities:

**Technology:** N/A

**Required Vocabulary:** match, circle, square, rectangle, triangle

**Opening Element:** Gather the learners together into two small groups and have one group go do a different activity (in this case, they will go to the other teacher). With one small group, take a survey by raise of hands regarding whether or not the learners know their shapes. Point out shapes in the environment and ask the learners to give examples of different types of shapes (ex. square, circle, oval, triangle, etc.).

### Instructional Methods:

**Guided Practice Strategies:** Once the survey and questions are completed, read to the learners the book "Shapes" by Mercer Mayer. While reading, ask the learners questions regarding shapes, how many sides they have, why it is a certain shape, and why it cannot be another type of shape. Go through the entire book with the learners to make sure they have a good understanding of the different types of shapes.

**Independent Concrete Practice/Application:** (Prior to the lesson, the teacher should gather a giant piece of paper and trace multiple objects on it that are in the shape of triangles, squares, circles, and rectangles. The shapes that have been traced should be put into a bucket for later.) Set up the large piece of paper and give the learners directions on how to play with it by taking a shape out of the bucket and trying to find its matching outline on the paper. After the directions have been explained, allow the learners to grab objects out of the bucket and find where they go. After the learners have found where every shape goes, talk about it and repeat as time allows. (15-20 min).

**Classroom management/ Movement:** This lesson allows the learners to continuously move. Since the paper on which the shapes are traced is so big, they will have to reach, stretch, and move in order to match their shape to its outline. Classroom management will be used to keep the learners engaged and challenge them when doing the activity.

**Differentiation:** This lesson allows for many different type of learners. Visual and auditory learners will see the shapes and hear the shape names during the reading of the shape book. Visual and tactile/kinesthetic learners will be able to physically move around and manipulate the different shape objects to see where they best fit. This lesson emphasizes shapes as well as gross motor control.

**Reflective Questions:** What shape is that? Where do you think it goes? Does it fit in that spot on the paper? Do you think this square will fit in the triangle space? Why or why not? Can this shape fit in more than one spot? What happens if I turn the shape sideways? Does the shape change?

**Wrap-Up:** After the learners have found where every shape goes, talk about the different shapes and why some fit in the outlines while others did not. Ask questions regarding size and shape. Next, have the learners put all of the materials back in the bucket. The groups can be switched and this lesson can be repeated with group 2.

## Assessment:

**Formative-** The learners will be individually assessed on their participation, their understanding and identification of different shapes, and how well they match a material shape with its outline.

**Summative:** At the end of learning, the learners will be assessed on their understanding and identification of different shapes and their ability to properly match a material shape with its correct size outline.

## Reflection:

This lesson went really well. Going in with a positive attitude, displaying enthusiasm for the subject, and not showing them the activity until it was time really helped keep the learners on track. When reading the book, I think I did a great job asking the learners reflective questions such as what shape was on the page, if they could find examples of the shape, how they knew it was the shape they said, etc. There were also no behaviors during this part so I think reading the book was a great attention grabber. The activity of matching shapes to their outlines went great! The learners had a blast moving around and trying to find where all of the materials went. The only problems that I found with this lesson are that within 5 minutes of having the first group, the paper I drew the outlines on was ripped, crumpled, and torn. In the end, the paper served its purpose for both groups of learners, but I think if I were to do it again I'd use something sturdier to draw on such as cardboard. I also noticed that after I finished reading the book, my reflective questioning slowed down, so I need to remember to stay consistent with the reflective questions. I think this is a great activity for toddlers to practice their shapes and matching skills while getting in a ton of movement and having fun while doing it!

Ex. of the piece of paper with the different shape outlines (this picture is from google)

