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|  little Lukes Preschool and Childcare Center | Title – Shape House |
| | Theme – Families and Communities – Ms. L |

Objectives (Letter People & Common Core)

Students will be able to...

- Identify 2-D shapes (circle, square, triangle, rectangle). (LP: M, G)
- Put together shapes to create designs/puzzles of increasing complexity. (LP: M, G)
- Use positional words (*on, under, inside, etc.*). (LP: M, G)
- Recognize when a shape's position or orientation has changed. (LP: M, G)
- Develop imagination and creativity through self-expression. (LP: FA, A/M/D)
- ❖ Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as top, bottom, up, down, in front of, behind, over, under, and next to. {CC.M.G.1}
- ❖ Correctly name shapes regardless of size. {CC.M.G.2}

Materials

- ✓ Markers / Crayons
- ✓ Glue
- ✓ Pictures of Houses (*materials are below*)
- ✓ Shapes – Pages 6 & 7 – print on different colored construction paper (*materials are below*)
- ✓ Shape Home Worksheet (*materials are below*)
 - Page 9 is a template for some students to match shape-to-shape.
 - Pages 10 & 11 are the shapes specifically for the house template (Page 9).

Anticipatory Set


1. Ask students:
 - a. **Do you live in a cave like bat?** (No.)
 - b. **Do you live in a nest like a bird?** (No.)
 - c. **Do you live in a fishbowl?** (No.)
 - d. **Where do you live?** (In a house.)
2. Show the pictures of the houses and ask students to describe what they look like (i.e., color, shape, size, etc.).
3. Ask students to describe what their house looks like. Prompt students with questions to help them describe their houses.
 - a. Is your house big or small?
 - b. What color is your house?
 - c. How many rooms does it have? Who lives in your house?
 - d. Do you have a big backyard?

Activity

1. Explain to the students that they are going to make their house using different shapes.
2. Review the various shapes students will be using to create their shape house.
 - a. Hold up each shape individually and ask students to identify it.
 - i. Students can identify the colors of the shapes as well.
 - b. Ask students to identify what the different shapes might be used for (e.g., rectangle – door, square – window, circle – window, triangle – roof, etc.)
3. Show the pictures of the houses.
 - a. Point to the different shapes on the houses and ask students to describe what each shape represents (e.g., door = rectangle, windows = squares, roof = triangles, etc.).
 - b. Discuss how all houses look different. Some houses are tall rectangles and others are long rectangles. Some houses are square shaped. Some houses have triangles roofs, while others have flat rectangular roofs.
4. Provide each student with a Shape Home worksheet (based on modifications).
 - a. Have students make a house using the different shapes.
5. As students are working, ask:
 - a. **What shapes are you using?**
 - b. **What did you use the _____ (shape name) for?**
 - c. **How many _____ (shape name) have you used?**
 - d. **Are you making a tall house or a long house?**
 - e. **Etc...**
6. Once students have completed their home, have them write/trace their name to complete the sentence: “_____’s **shape home.**” (see differentiation/modifications).
 - a. Once students have completed the sentence, help them to reread their sentence.
7. Once students have finished, they can share their work with the group.
 - a. Encourage students to name the shapes they used to make their house and any other special features they added to their pictures.

Differentiation

- Higher:
 - Students will write their names. Teachers may need to provide a model for the students to copy or spell the word one letter at a time for the students to write.
 - Challenge students to use two or more shapes together to make different parts of the house.
- Lower:
 - Students will trace their names.
 - Limit the shapes the student has in front of them. The teacher can hand the students more shapes as needed.

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Possible Modifications

- ❖ Provide as much assistance as students need for those that are younger or if writing is a challenge (monitor closely so students don't become challenged by the writing aspect). Hand-over-hand assistance will be provided as students write.
- ❖ Provide a highlighted outline of their name for the students to trace over.
- ❖ Some students will use a template to make their house and match shape-to-shape.

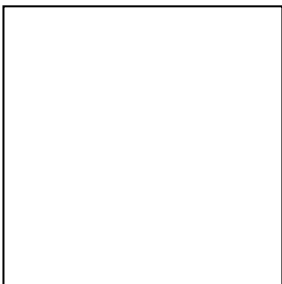
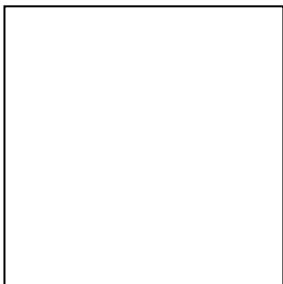
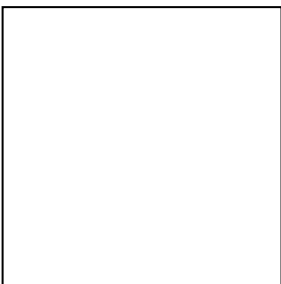
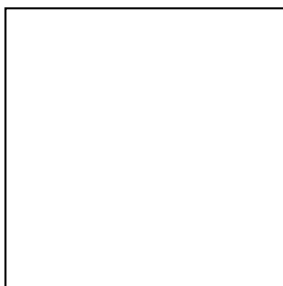
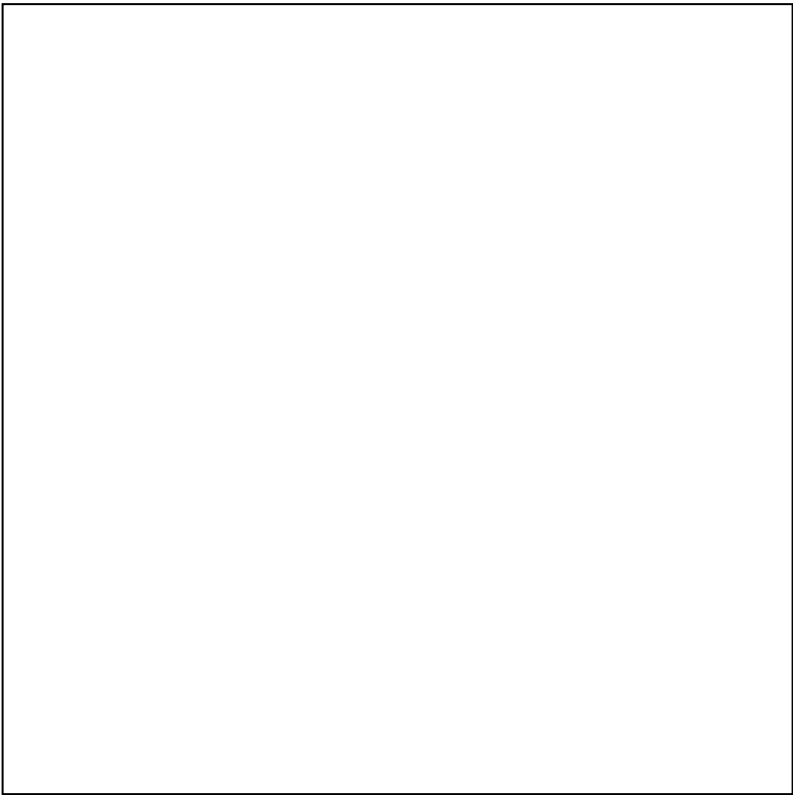
Assessment

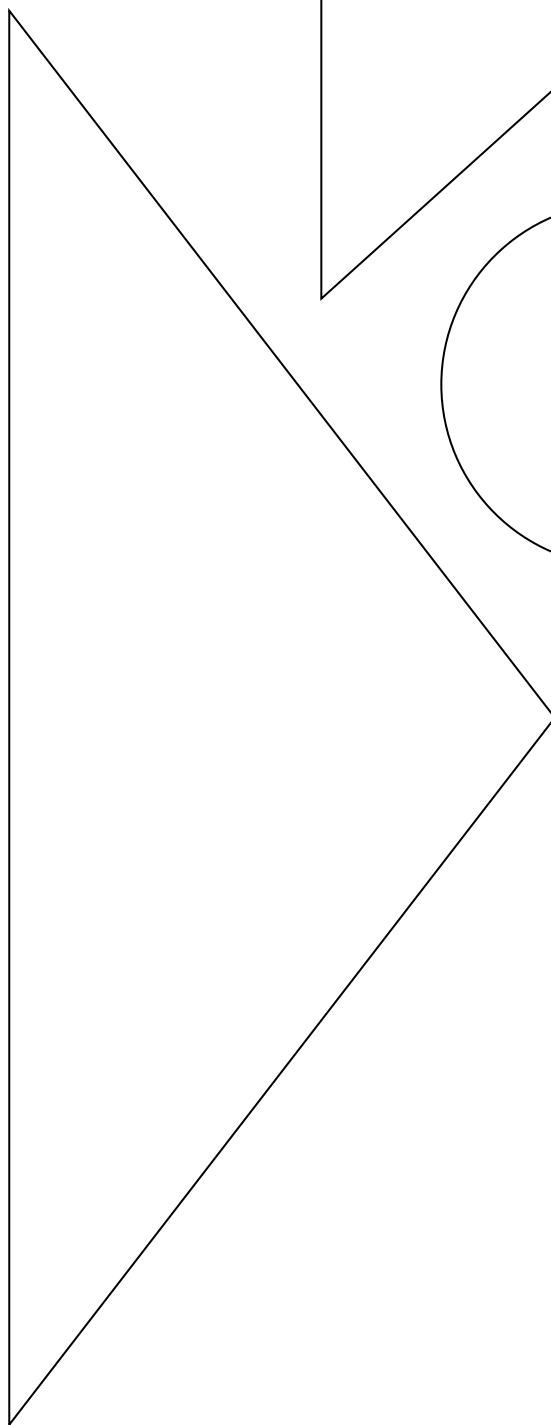
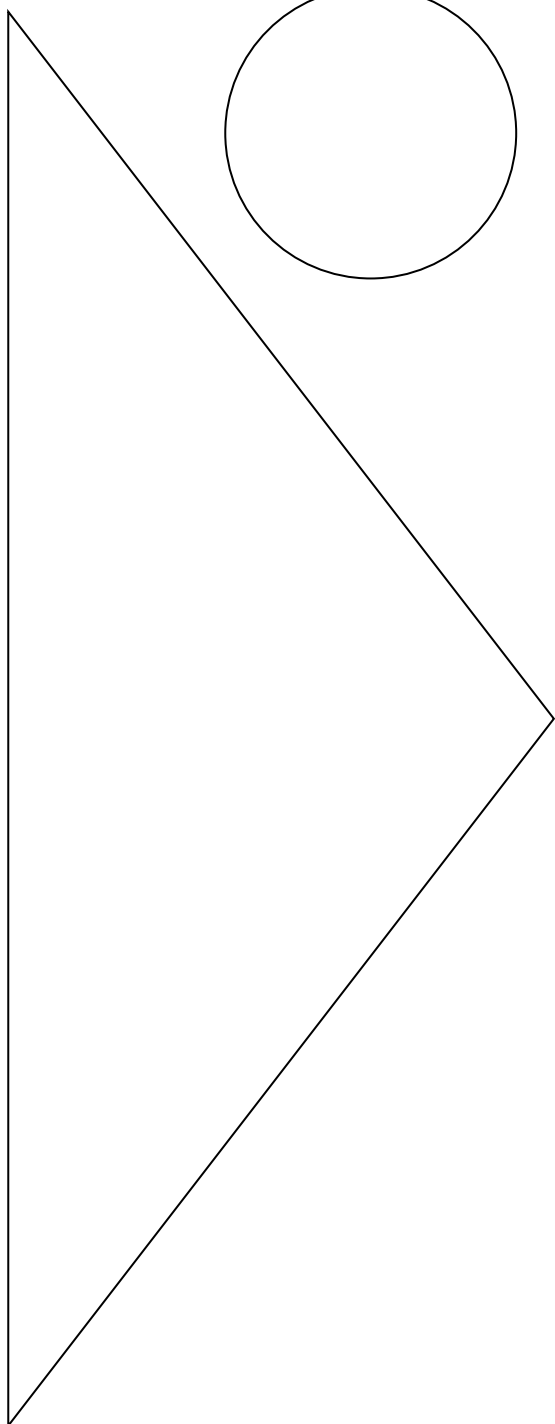
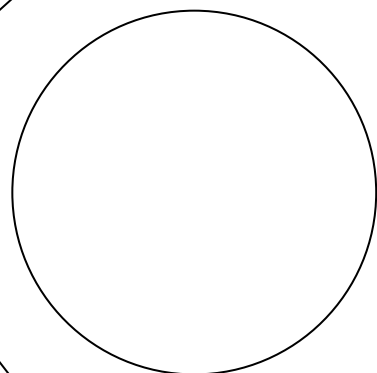
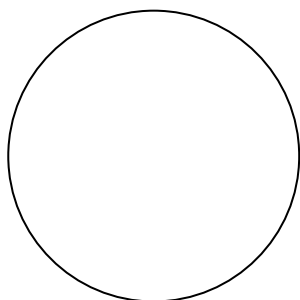
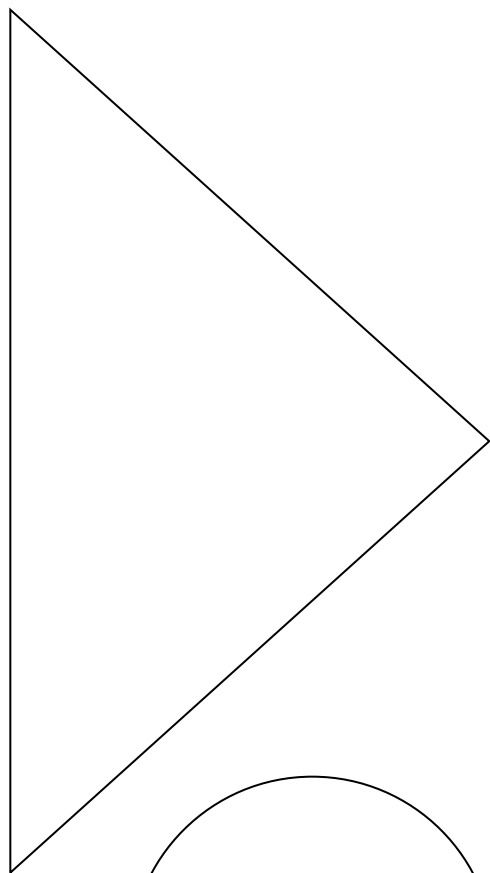
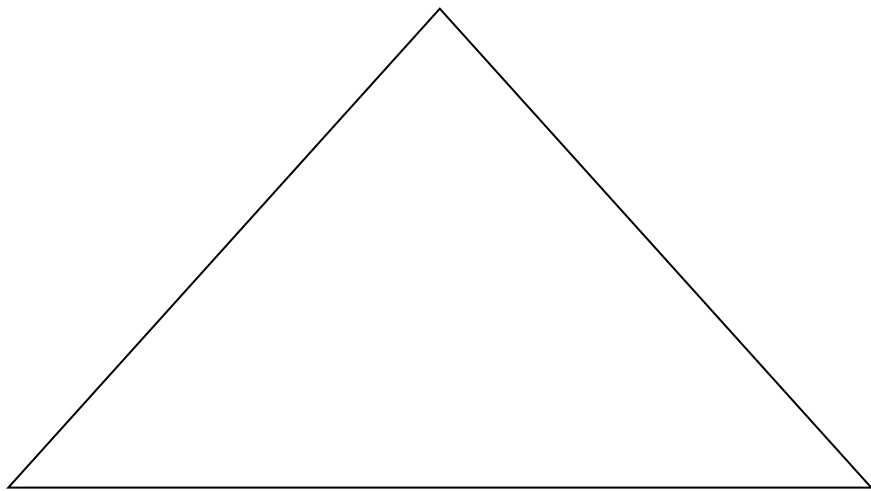
- Informal observation of where each student is at in their development of all writing & pre-reading skills in the objectives (will vary greatly from student to student). Record notes of abilities and how much assistance was needed to complete the page or part of the page.
- Informal observation of where each student is in his or her development of listening skills.
- Informal observation of students' ability to identify 2D shapes (circle, rectangle, triangle).
- Informal observation of students' ability to put together shapes to create a design.
- Informal observation of students' understanding of different houses and what they look like, and different parts of a house (door, roof, windows, etc.).

HOUSES

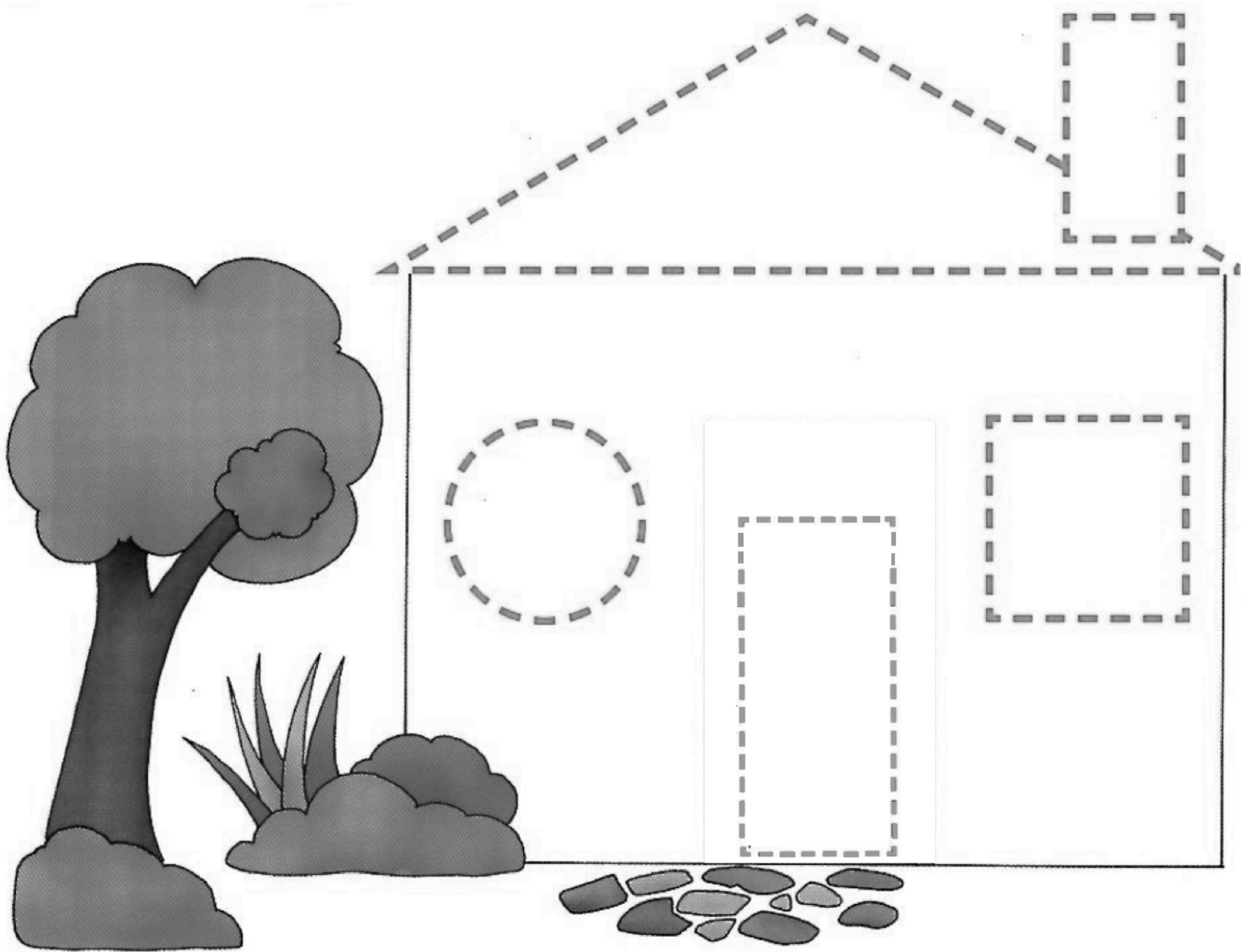








_____ 's Shape Home.



_____ 's Shape Home.

