

This book is about a child who discovers all kinds of shapes throughout a busy neighborhood, from rectangular skyscrapers to round drums. It lends itself to recognizing shape properties in real-world objects.

CORE SKILL OBJECTIVES

INTENTIONAL TEACHING PRACTICES

THINK-MATH



Children will:

- ◆ Identify and compare the shapes of real-world objects
- ◆ Name and describe shapes by their properties

Teachers will:

- ◆ Label shapes and where things are in space
- ◆ Prompt children to identify shapes and/or their properties

TEACHING TIP

Shapes can be found all around in different orientations and sizes. As you encourage this foundational Geometry learning, prompt children to notice shapes throughout the day. Ask children to notice the properties of shapes (sides, angles, length, curves) and compare them. Noticing shapes in the environment also provides a chance to compare where these materials are in relation to each other – another essential skill in early math learning.

1. INTRODUCE

- ◆ “Everywhere you look, there are shapes – in buildings, on the playground, even in the food you eat! Today, we are going to read *City Shapes*, a story about a child who sees shapes all over the city they live in.”

2. READ THE BOOK

- ◆ Pause occasionally to ask children to identify real-world shapes in the book and their own environment.
- ◆ Label shape properties and spatial attributes of the objects in the book.

Label Shapes and Where Things are in Space

Read: “A truck rumbling by to deliver the mail, a silvery cart with hot pretzels for sale”

Ask: “What shapes can you already spot in this picture? Do you see shapes around you that are similar to the ones in the book? What do you see?”

Label: “I spotted the square boxes and the circular wheel. I know these are squares because they have 4 sides that are all the same length. This circle is round and has no corners.”

Read: “Some SHAPES in the city are... gleaming TRIANGLES”

Ask: “How do we know these flags are triangles? Yes, they have 3 sides. What shape is flying above the triangle flags?”

Label: “Some of these flags also have rectangle stripes, and the windows on the building behind them are rectangles. Even though they look different, they all have two long sides and two short sides.”

Read: “The SHAPE that is *home* --”

Ask: “Buildings, houses, and homes can be made up of many different shapes. What shapes can you think of that may be in a home?”

Label: “Now the child is in a building far above the city. I can tell because I see the square rooftops in this picture.”

3. REVIEW

- ◆ “The child in this book walked around the city and noticed shapes everywhere. I wonder what shapes you’ll notice inside and outside today!”

4. KEEP IT GOING

- ◆ Provide opportunities for children to notice geometry in the world around them (indoors and outdoors). Point out shapes and their properties and prompt children to do the same. Try incorporating games that prompt children to identify or compare real-world items’ shapes. Encourage children to look around and notice how shapes can look different but share the same properties (e.g., “I spy... a sign that’s a triangle! What other triangles can you spy?”).