

Topic: Shape

Matching familiar objects

Lesson concepts



Shapes and objects — Language (describing, naming, comparing)



Shapes and objects — Sorting (appearance, function)

Today students will:

- ▶ compare and sort familiar objects based on their shape.

Resources

Find and prepare

Opaque bags (for example: pillowcases) each containing four to five familiar items representing familiar three-dimensional objects, for example: can of food, milk carton, an orange, a salt shaker and a biscuit box

Sorting circles (drawn with chalk on the floor or hula hoops)

Collections of equipment, play and collage materials that could represent familiar three-dimensional objects

Digital camera (optional)

Key terms

For definitions and explanations of terms, please see the [Glossary](#).

Lesson

Introduce the lesson

Note

At this stage in the study of shapes, the focus is on students exploring their environment to discover ways to compare shapes and developing the language of shape rather than learning shape names and properties.

It is important to highlight and develop the following vocabulary throughout this lesson:

length, long, longer, longest, shortest, shorter, short, tall, taller, the same length as, as long as, as short as, compare, beside, next to

Identify common objects

Feel the shape

Display one of the opaque bags.

Ask students to:

- close their eyes
- put their hand in the bag
- feel one of the objects.

Focus questions

Q: *What can you feel when you touch the object? Describe it.*

A: For example: sharp corners, curved surfaces, flat surfaces

Q: *What might it be?*

A: For example: a can

Q: *Why do you think so?*

A: For example: I can feel round sides and two flat circles at either end.

Display each object from the bag one at a time. Discuss the accuracy of students' guesses as to what was in the bag.

Display the contents of each of the bags on the floor.

Ask students to:

- select one of the objects
- describe its shape
- find another object the same shape
- place it in a sorting circle on the floor.

Focus questions

Q: *Which group of objects do you think have a like shape?*

A: For example: The orange and the ball.

Q: *Why do you think so?*

A: For example: They are both round.

Q: *How could you describe this shape?*

A: For example: smooth and round

Discuss and explain words that have been used to describe the shape of the objects.

Locate and match common objects of similar shape

Same shape

Ask students to:

- locate objects around the room (for example: lounge room, kitchen, bedroom)
- find objects that are similar in shape to the objects already in the sorting circles
- place the new items in the sorting circles that contain objects that are similar in shape
- check the sorting
- justify the placement of objects and relocate them if necessary.

Discuss any new shape vocabulary used by students.

Justify sorting of objects

Shape hunt

Provide students with one of the three-dimensional objects, for example: can of food, ball, cereal box.

Ask students to:

- carry the three-dimensional object
- walk around the room and outdoors photographing or drawing objects of similar shape to the three-dimensional object they are carrying
- describe the similarities and differences of the shapes they find and the object using the language of shape
- display the photographs taken or drawings
- sort them into groups of like shapes.

Focus questions

Q: *How are these objects similar to the objects in the sorting circle?*

A: For example: The house has flat faces like the box in the sorting circle.

Q: *How are they different?*

A: For example: The roof of the house is pointy, so it's not like the box.

Q: *Which objects are they most like?*

A: For example: The downpipe is like a really long tin can.

Q: *Why did you group them that way?*

A: For example: All the ball shapes have a curved surface so I put them together.

