

Grade K

## **Shape Hunt**

Using Multimedia Software and Digital Camera

Look for shapes.

Where can you find them?

### **Steps**

1. What shapes do you see here?

[Traffic Sign Shapes](http://members.aol.com/rcmoeur/sqnsshape.html)

<http://members.aol.com/rcmoeur/sqnsshape.html>

[Utility Covers](http://www.danheller.com/manholes.html)

<http://www.danheller.com/manholes.html>

2. Go outside. Find your shape.

3. Have your picture taken with the shape.

4. Find your slide.

5. Type your name.

6. Type the name of the shape.

5. Tell about your shape.

What do you want your slide to say?

**Keep Going!**

Draw a picture.

Make sure it has a shape in it.

Ask someone to find the shape in your picture.

Draw on paper, or use draw and paint software.

[Teacher Page, Lesson, Grade K]

## Shape Hunt

### Using Multimedia Software and Digital Camera

<b>SUBJECT</b>	<b>TEKS</b>
<b>Technology</b>	2A, 7A, 7B, 11A
<b>Math</b>	8A, 8B, 9A, 9B, 9C
<b>Language Arts</b>	2A, 4A, 5B, 5C, 5D, 5E

#### Overview

This lesson invites students to note the shapes used in the world around them. Students take a walk to find shapes outdoors, and then have their pictures taken with the shapes. After the photos are entered into the class slide show template provided, students contribute to individual pages of the slide show, typing their names and the names of the shapes, and dictating sentences about the attributes and locations of their shapes.

#### Learning Goals

- Recognize shapes found outside and describe their location and attributes
- Observe use of a digital camera
- Type name and the name of a shape on a multimedia slide
- Observe typing of dictated sentences
- Participate in a class-made multimedia presentation

#### Prerequisites

- Knowledge of shapes
- [How To Use a Digital Camera](#)
- [How To Create a Multimedia Slideshow](#)
- [Adding Photos To a Multimedia Presentation](#)
- [Adding Text to a Multimedia Presentation](#)

#### Time Estimate

Three 45-minute class periods

#### Materials

Digital cameras  
Multimedia software  
Attribute blocks (optional)

#### Preparation

- Download the Shape Hunt Template to computer(s). Alternatively, you may wish to create your own slide show template.
- Make a typed list of shape names for each computer station.

#### Vocabulary

- Attribute, shape, square, circle, triangle, rectangle, oval, octagon (other shape names possible)
- Digital camera, digital photo, slide page, slide show, shift key, text, image, import,

download

## **Procedure**

### **Part I- Online, Whole class**

#### **Step 1**

Brainstorm with the class various shapes and their attributes. *How many sides does a triangle have? How is it different from or the same as a square? What makes a square a square? How can you tell that a shape is a square and not some other shape?* Ask similar questions for triangles, rectangles, and circles. You might use attribute blocks as a visual for this discussion.

#### **Step 2**

View the Web sites with the class. Discuss the attributes of the shapes on the sites. Lead a discussion about where students have seen shapes in the things around them.

### **Part II- Offline, Small Groups**

#### **Step 1**

In small groups with a helping adult, have students go on a walk to find shapes in the environment around the school. Photograph students individually standing by a shape that they have found.

### **Part III - Offline, Teacher Preparation**

#### **Step 1**

Import students' digital photos into the Shape Hunt Template. For help, refer to [How To Create a Multimedia Slideshow](#) and [Adding Photos To a Multimedia Presentation](#).

### **Part IV- Online, Whole class**

#### **Step 1**

Gather the class around a computer and introduce the Shape Hunt slide show, reading the title slide and showing students how to move from one slide to the next. Choose an object in the room and ask how students might describe its shape and location. For example, *The clock is a large black circle. It hangs over the door.* Have students do the same for several other objects in the room. Note whether students describe the size, shape, and color of the objects. On one student page of the slide show, model by typing your name and the name of the shape shown. Explain that students will dictate two sentences for the slide, like the ones the class created for objects in the room.

### **Part V – Online, Individuals**

#### **Step 1**

Have students move to the slide page that shows their photo, and type their name beginning with a capital letter and the name of the shape on their slides. Post the list of shape names you have created for students to refer to.

#### **Step 2**

Have students dictate two sentences about their shape and observe as their sentences are typed in. Have students save their work.

### **Part V- Online, Whole class**

## Step 1

Present the completed slide show to the class. Have the class compare the attributes of the different shapes found. Encourage discussion. You might want to record any reflections and questions (*Are rectangles the shape you can find most in buildings?*) that come up and plan with students to pursue them. This record of students' thinking can also be added to the slide show and shared with viewers.

## Extensions

- View the slide show as a shared reading experience with the appropriate students.
- Take another walk to look for shapes. This time, have students record the number of each shape found. In the classroom, create a graph to show the results. Make a graph on paper and using graphing software.
- Create a shapes exhibit in the classroom. Have students bring in objects from home. Use draw and paint software to represent the shapes and tell about their attributes.

## Variations

- Do a similar social studies lesson. Take digital photos of school staff and display them in a slide show with text about their jobs.
- Do a similar language arts lesson. Take digital photos of environmental print on signs and buildings outside. Display the photos in a slide show.

## Assessment

Use the following checklist questions as you observe students working or as you evaluate their completed work. You may wish to share parts of the checklist with the students for self-assessments. Use the rubric to guide students as they work and as a way for you and your students to assess their work.

## Checklist

Are students able to:

- \_\_\_ recognize shapes found outside and describe their location and attributes?
- \_\_\_ observe use of a digital camera?
- \_\_\_ type own name and name of a shape on a multimedia slide?
- \_\_\_ observe typing of dictated sentences?
- \_\_\_ participate in a class-made multimedia presentation?

## Student Rubric

Great	Good	Needs Work	My sentences tell several about the shape I found and where I found it.
Great	Good	Needs Work	I typed my name using a capital for the first letter.
Great	Good	Needs Work	I typed my shape name.

### **Additional Resources**

- Shapes, Shapes, Shapes by Tana Hoban  
[http://www.amazon.com/exec/obidos/ASIN/0688147402/ref=pd\\_bxgy\\_text\\_1/103-5215325-6515065#product-details](http://www.amazon.com/exec/obidos/ASIN/0688147402/ref=pd_bxgy_text_1/103-5215325-6515065#product-details)
- Architecture: Shapes by Michael J. Crosbie, Steve Rosenthal  
[http://www.amazon.com/exec/obidos/ASIN/0471143669/qid=1028144320/sr=1-27/ref=sr\\_1\\_27/103-5215325-6515065](http://www.amazon.com/exec/obidos/ASIN/0471143669/qid=1028144320/sr=1-27/ref=sr_1_27/103-5215325-6515065)
- The Art of Shapes: For Children and Adults by Margaret Steele  
<http://www.amazon.com/exec/obidos/ASIN/0914357506/qid%3D1028150080/sr%3D11-1/ref%3Dsr%5F11%5F1/103-5215325-6515065>
- So Many Circles, So Many Squares by Tana Hoban  
[http://www.amazon.com/exec/obidos/ASIN/0688151655/qid=1028145564/sr=1-2/ref=sr\\_1\\_2/103-5215325-6515065](http://www.amazon.com/exec/obidos/ASIN/0688151655/qid=1028145564/sr=1-2/ref=sr_1_2/103-5215325-6515065)
- The Village of Round and Square by Anne Grifalconi  
<http://www.amazon.com/exec/obidos/ASIN/0316328626/qid=1028150114/sr=2-1/103-5215325-6515065>

### **TEKS**

#### **Math TEKS**

(8) Geometry and spatial reasoning. The student uses attributes to determine how objects are alike and different.

The student is expected to:

- (A) describe and identify an object by its attributes using informal language;
- (B) compare two objects based on their attributes

(9) Geometry and spatial reasoning. The student recognizes characteristics of shapes and solids.

The student is expected to:

- (A) describe and compare real-life objects or models of solids;
- (B) recognize shapes in real-life objects or models of solids; and
- (C) describe, identify, and compare circles, triangles, and rectangles including squares.

#### **TAAS II Objective 3**

The student will demonstrate an understanding of geometry and spatial reasoning.

(3.8) Geometry and spatial reasoning. The student uses formal geometric vocabulary.

The student is expected to

- (A) name, describe, and compare shapes and solids using formal geometric vocabulary.

**Language Arts TEKS**

K.2(A) connect experiences and ideas with those of others through speaking and listening (K-3);

K.4.(A) learn the vocabulary of school such as numbers, shapes, colors, directions, and categories (K-1);

K.5(B) know that print moves left-to-right across the page and top-to-bottom (K-1)

(C) understand that written words are separated by spaces (K-1);

(D) know the difference between individual letters and printed words (K-1);

(E) know the difference between capital and lowercase letters (K-1);

**Technology TEKS**

(2A) use a variety of input devices such as mouse, keyboard, disk drive, modem, voice/sound recorder, scanner, digital video, CD-ROM, or touch screen

(7A) Use software programs with audio, video, and graphics to enhance learning experiences

(7B) use appropriate software, including the use of word processing and multimedia, to express ideas and solve problems

(11A) publish information in a variety of media including, but not limited to, printed copy or monitor display