



GEOMETRIC SHAPES PICTURE – Shape, Colour, Pattern

Students work with a variety of pre-cut, geometric, paper shapes to create a picture.

Required Time

20 Minutes

Grade Level

Pre-Kindergarten to Grade 1

Subject

Language Arts
Mathematics
Visual Arts

Vocabulary

colour
geometric shapes
pattern
shape

Materials

Crayola Pre-cut Construction Paper Shapes

Crayola Glue Sticks

Crayola Scissors

Crayola Construction Paper - 22.9 cm x 30.5 cm (9" x 12")

Shop Crayola
Products

Steps



Step One

1. Sort the paper cut-outs by their shape.



Step Two

1. Glue the shapes to another piece of paper.
2. Make patterns.
3. Use contrasting colours.



Step Three

1. Look at your picture from a distance.
 - *What shape did you use the most of?*
 - *How many different shapes did you use?*
 - *Did you use shapes to make a pattern? How?*
 - *What do you like the best about this picture? Why?*
 - *Who would love this picture? Why?*

Learning Goals

Students will be able to:

- create a picture using pre-cut, geometric, paper shapes;
- create personal responses to the centre materials;
- work independently and self-regulate;
- share their ideas with peers;
- demonstrate a sense of accomplishment.

Extensions

Have students:

- use tracers to draw geometric and organic shapes;
- cut out the shapes;
- glue the shapes on a variety of small boxes;
- glue the boxes together to create a sculpture.

Prepare

1. Create an art centre in your classroom with the following things:
 - scissors
 - a variety of pre-cut geometric shapes
 - glue sticks
 - construction paper
2. Gather, and make available, books about shapes and sorting, for example, *The Shape of Things*, by Dayle Ann Dodds, and Julie Lacombe; *The Shape Song Swingalong*, by Barefoot Books; *Triangle*, by Mac Barnett, and Jon Klassen; *Square*, by Mac Barnett, and Jon Klassen; *Circle*, by Mac Barnett, and Jon Klassen; *Math Counts: Shape*, by Henry Arthur Pluckrose; *Sam Sorts*, by Marthe Jocelyn; *National Geographic Kids Look and Learn: Shapes! Board book*, by National Geographic Kids; and *When a Line Bends . . . A Shape Begins*, by Rhonda Gowler Greene, and James Kaczman.
3. Download and display the *Shape poster* available on this website.
4. Cut out some large geometric paper shapes.

Introduction

1. Conduct a read-aloud with a book such as *The Shape of Things*, by Dayle Ann Dodds, and Julie Lacombe.
 - *draw attention to how combinations of shapes form things such as houses and boats*
2. Practice sorting a variety of large, cut-out shapes.
3. Invite some students to combine several shapes to create something new.
4. Display and draw attention to shapes and shape words in the classroom.
5. Introduce the art centre.
6. Introduce the challenge.

Activities

The Challenge

1. Create a picture using geometric paper shapes.
2. Use your own ideas to make your picture.
3. Use different shapes.
4. Repeat shapes to make a pattern.
5. Explain how you made your picture.

The Process

1. Ensure that students understand the challenge.
2. Establish success criteria with your students, for example,
 - I know I am successful when I:*
 - *use my own ideas to make my picture*
 - *use different geometric shapes*
 - *repeat shapes to make a pattern*
 - *explain how I made my picture*
 - *share my ideas with my classmates*
3. Guide students through the steps outlined in the lesson plan.
4. Observe students as they work.
5. Provide individual assistance and encouragement.

Sharing

1. Gather students to share and discuss their pictures. Ask students:
 - *What shape did you use the most of?*

- *How many different shapes did you use?*
 - *Did you use shapes to make a pattern? How?*
 - *What do you like the best about this picture? Why?*
 - *Who would love this picture? Why?*
2. Display all the pictures in the classroom.
 3. Encourage students to view the pictures and notice how they are the same, and how they are different.

Assessment

1. Observe students as they work - thoughtful focus, discriminating, seeking more information, elaborating, experimenting.
2. Observe students as they discuss the artworks - active listening, insightful contributions, supporting ideas with evidence found in the artwork and from personal experience.
3. Use a checklist to track progress. (Download - ShapePicture_tracking.pdf)
4. Have grade 1 students use the self-assessment form to evaluate their work. (Download - ShapePicture_self-assessment.pdf)