

## SHAPES AROUND US

### Performance Standard 9A.A

Create a geometry poster using magazine pictures to represent two-dimensional shapes. The pictures will be cut out, labeled, and drawn to depict the correct shape. Teacher will then ask students to describe the shapes they found and tell how they know that they are:

- *Mathematical knowledge:* Locate, name and draw a circle, square, triangle, and rectangle, record pictures, names and drawings of geometric shapes correctly on poster.
- *Strategic knowledge:* Represent attributes of two-dimensional shapes in photographs and drawings.
- *Explanation:* Explain completely and clearly what was done and why it was done; describe characteristics of the drawn and named shapes; use words such as ‘sides’ and ‘corners’ in explanations; relate the shapes to real-life objects.

### Procedures

1. *In order to demonstrate and apply geometric concepts involving points, lines, and planes (9A)*, students should experience sufficient learning opportunities to develop the following:
  - Recognize and name two-dimensional shapes.
  - Model two-dimensional geometric shapes by drawing or building.
  - Identify geometric shapes and structures in the environment.
2. Have students review and discuss the task to be completed and how it will be evaluated. This assessment may be given to a whole class during one class period. The follow-up communication will need to be assessed individually after each student finishes the poster.
3. Provide each student with a posterboard sectioned into thirds by lines, with the following headings:

PICTURE	NAME OF SHAPE	DRAWING
	CIRCLE	
	SQUARE	
	TRIANGLE	
	RECTANGLE (order may vary)	

4. Ask students to cut pictures out of magazines that represent two-dimensional shapes of a circle, square, triangle, and rectangle. The students should glue these pictures on the posterboard under the heading “PICTURE.” Then the students should write the name of the shape in the second column and draw the geometric figure in the third column.
5. Use the mathematical knowledge and explanation components of the standard rubric as follows:
  - *Mathematical knowledge:* Check the poster for correct pictures, names and drawings.
  - *Strategic knowledge:* Correct attributes represented by pictures and drawings.
  - *Explanation:* Check the clarity of characteristics the students use to describe the shapes they have drawn and named. A student at this stage should be able to locate, name and draw a circle, square, triangle, and rectangle. He/She should use words such as *sides* and *corners* in their explanations, and possibly relate the shape to real-life objects (e.g., “A rectangle is like a door”).

### Examples of Student Work follow

### Resources

### Time Requirements

- Posterboard
  - Variety of age-appropriate magazines
  - Scissors and glue
  - Mathematics Rubric
- One class period to create poster
  - Two to three minutes per student for the explanation

Picture

Shape



Rectangle



Triangle



Circle



Square

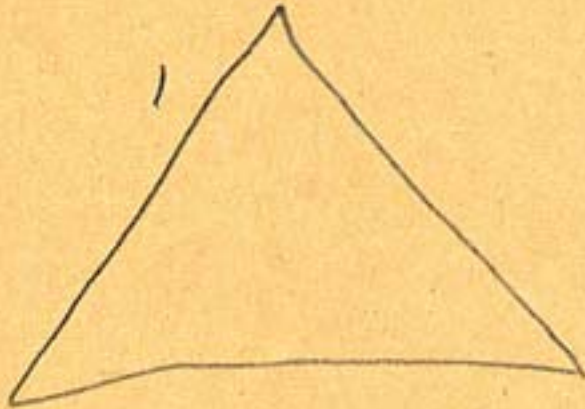
Name

Drawing

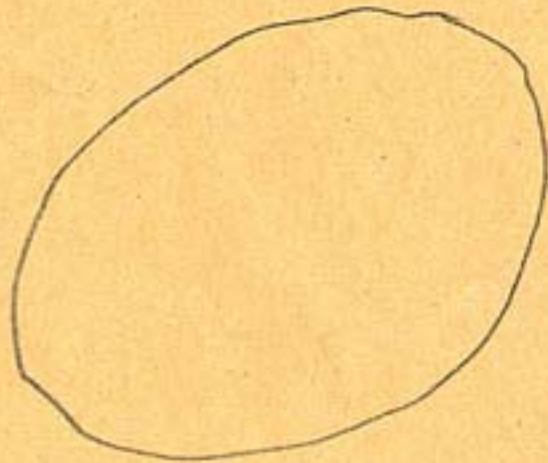
angle



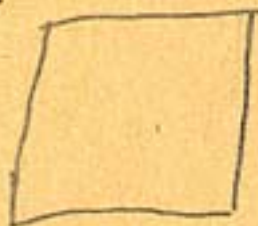
angle



e



are



Picture

Shape



circle



square



rectangle



triangle

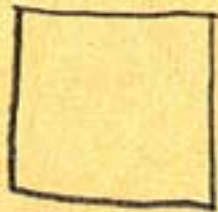
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