

<b>Shape Hunt</b>	<b>Kindergarten – Shapes and Counting</b>
<h1 style="color: #1a3d4d;">Shape Hunt</h1>	
<p><b>Learning Outcomes</b></p> <p>14 Demonstrate an awareness of the natural and built environment through hands-on investigations, observations, questions, and representations of their findings</p> <p>16 measure, using non-standard units of the same size, and compare objects, materials, and spaces in terms of their length, mass, capacity, area, and temperature</p> <p>17 describe, sort, classify, build, and compare 2-dimensional shapes and 3-dimensional figures, and describe the location and movement of objects through investigation</p>	<p><b>Specific Expectations</b></p> <p>17.1 explore, sort, and compare the attributes (e.g., reflective symmetry) and the properties (e.g., number of faces) of traditional and non-traditional two-dimensional shapes and three-dimensional figures</p> <p>17.3 investigate and explain the relationship between two-dimensional shapes and three-dimensional figures in objects they have made</p>
<p><b>Description</b></p> <p>Students will use clear frames with shapes drawn on them to find matching shapes in their environment.</p>	
<p><b>Materials</b></p> <p>Paper, laminator, laminator sheets, scissors, markers</p>	
<p><b>Introduction</b></p> <p>This activity uses inquiry-based learning. Students will create their shapes and then use what they have learned about shapes, sides, and counting to identify those shapes. They will then use the shapes they made to help find similar 3D shapes in their environment. They will be making connections between learning and their environment and applying knowledge to new problems through play and exploration.</p>	

Knowing and understanding shapes is an important skill. Knowing how to communicate about shapes allows us to recreate objects, create compatible pieces to other objects, and share measurements and specifications related to an object.

In Anishinaabek culture, items are designed with purpose, and the way that the shapes of those items are named and described reflect that. Anishinaabemowin is a verb-based language, which means that words describe what something does, rather than using a single noun to name an object. Anishinaabemowin words can be broken down into components which make up a description.

The components used to describe shape functions in Anishinaabemowin can be broken down to describe four things: the axis, the faces, the edges, and the angles.

Something with a straight axis uses the prefix –gwayag (for example, a spear), while something with a curved axis uses the prefix –waag (for example, a hockey stick).

Nabag describes a flat face, like the top of a pancake. Noonim describes a face which is round and oblong, such as a zucchini. Waawige- describes something which is round in a 3-dimensional sense, like the earth or the moon.

Something with sharp edges is giin-. Ginakw- describes something with sharp points, and azhiw- describes dull edges and points.

Gakakade describes a 3-dimensional shape with repeated right angles. Zhashawa(paa) describes a 3-dimensional shape with curves or non-right angles.

These words are provided by Muriel Sawyer, a Nipissing First Nation language keeper. Dialects and spellings vary from community to community.

### Action

1. Hand out paper and markers
2. Have students draw the outlines of some different shapes (triangle, square, circle). Each shape should have a different number of sides.
3. Count the sides of the shapes together and name the shapes.
4. Cut out the shape outlines, removing the inside so that they can be looked through.
5. Laminate the shapes.
6. Hand the shapes back out to the students.
7. Have students hold up and look through their shapes to try to find 3D objects or parts of objects in the classroom or schoolyard that match their 2D shapes.

8. Have students describe complex shapes creatively, using language that they choose. If they need prompting, have them identify straight and curved lines, flat and rounded faces, sharp and dull edges and points, and sharp or curved angles.

### **Consolidation/Extension**

Compare the number of faces on their 2D shape to the number of faces on the matching 3D shapes.

Compare the number of sides, edges, corners, etc.

### **Additional Resources**

Look boardbook by Kyra Teis

We all Count by Jason Adair

Baby's First Books : Ezhijiiyaag/Shapes

Oui Love Shapes par Ethan Saffron

<https://www.teacherspayteachers.com/Product/French-Mini-Shape-Book-mon-livre-de-formes-1648006>

<https://ojibwe.net/lessons/beginner/the-sound-of-our-language/> -> Anishinaabemowin pronunciation guide