

Strand: Matter

Theme: Shapes

Purpose for Reading: To appreciate that shapes occur in the environment.

Comprehension Strategies: Making connections to the world, synthesizing information.

Vocabulary

Dictionary Words: ball, building, car, food, house, refrigerator

Vocabulary Words: door, eggs, patch, roof, wheels, windows

High-Frequency Words: a, at, can, look, on, see, the, this, you

Before Reading

- Ask the students to look around the room and name some things that are rectangles. Invite them to discuss any other things they know that are rectangles.
- Read the title and have the students talk about the cover photo. What is the shape of the ball? Have them look closely at the photo and say the shapes they can see on the ball. Do they know the names of these shapes?
- Read the title page together and ask the students to point to any shapes they can name.

Introduce the Picture Dictionary

- Ask the students to turn to the picture dictionary. Ask the students to name the objects in the photos and to say where they may see them. Read the labels together.

Take a Photo Walk

- Pages 4–5: Invite the students to look at the building in the photo. Ask them to name the shapes they can see. Read the label together and ask the students to identify the shape that the arrow is pointing to.
- Pages 6–7: Invite the students to look at this photo. Ask them to identify any shapes they know. Read the label and ask the students the name of the shape that the arrow is pointing to. Have them identify the other triangles in the photo.
- Pages 8–9: Invite the students to read this label and say the shape. How many circles can they see in the photo?
- Pages 10–11: Revisit the word *hexagon* with the students. Have them count the sides of one of the black hexagons. Read the label together and explain how many patches are sewn together to make the ball.
- Pages 12–13: Invite the students to name the object in this photo. Ask them what they think the label says. Read it together and have them identify the shape of the refrigerator doors.
- Pages 14–15: Ask the students to name the objects and the shape in this photo. Read the label to confirm or revise their suggestions.

Read the Book


- Ask the students to return to the title. Read the title together.
- Turn to pages 2–3. Have the students point to the dictionary words as they read them independently.

- Turn to pages 4–5. Read this page with the students. Remind them to point as they read and check the words they say. Explain that the pattern is not the same on every page.
- Ask the students to continue reading the book independently. Provide support where necessary.

After Reading

Comprehension

- Check general comprehension by asking questions, such as *What is the shape of the windows in the building? Which objects are oval? Which things in the book are circles?*
- Discuss the shapes in more depth. Lead the discussion by asking questions, such as *Which shapes have sides? Which shapes have no sides?* Show the students how to go back to the photos and use information from different photos to assist with their answers.
- Have the students make connections to the world by suggesting other objects in the environment that are the same shapes as those in the book. Chart their answers.

Shape	Object
	mailbox

Vocabulary and Word Recognition

- Have the students find the high-frequency word *on* in the text. Write sentences containing *on* on the board. Invite volunteers to come and point to the word *on*. Have them write *on* over and over until

they can write it fluently. Add *on* to a high-frequency word chart or word wall.

- Ask the students to talk more about refrigerators and freezers. Expand their knowledge by making a mind map of all the things they know. Lead the discussion by asking questions, such as *What is the difference between refrigerators and freezers? What colours are usual refrigerator colours? What sorts of things do people put in refrigerators and freezers? What do people sometimes put on refrigerator doors?*

Oral Language

- Have the students work in pairs, to play a shape guessing game. One student names an object, the other says what shape it is. For example, I am a flag. What shape am I?

Writing

- Have the students make a picture from pre-cut paper shapes. Ask them to copy and complete the sentence frame.

This is a _____. It has_____.

Creative Extension Activities

- Describe the number of sides and corners on the shapes, then go on a walk through the school and outside to hunt for more examples of shapes. Record and discuss the findings.
- Using cut-out shapes, make a flower with 1 small circle and 4 triangles. Make a truck with 4 small circles, 1 rectangle and 1 square.

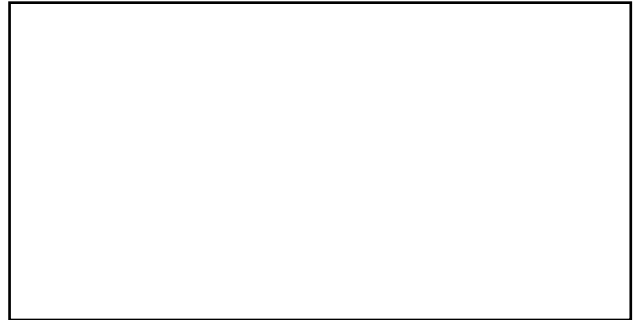
Independent Follow-Up Activities

- Reread the book to improve fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

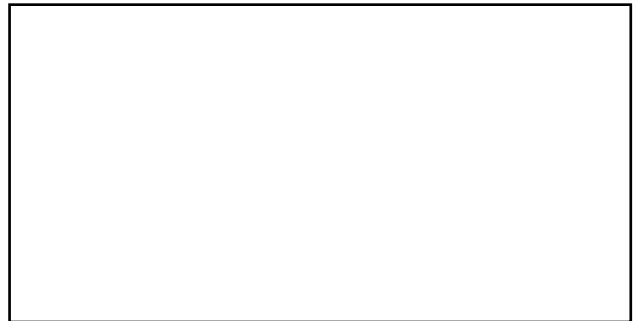
Name: _____

Read the sentences. Draw the shape.

This shape is
on the car.



This shape is
on the house.



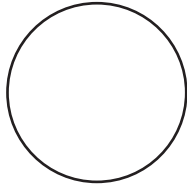
This shape is
on the refrigerator.



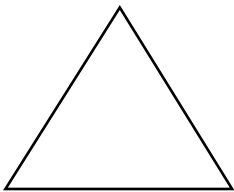
Circle the word *on*.

Name: _____

Complete the names of the shapes.



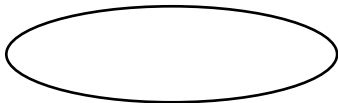
c _____



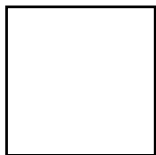
t _____



r _____



o _____



s _____

Colour the triangle, the rectangle, and the square red.

Colour the circle and the oval blue.