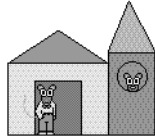


Mouse House



I Spy Shapes

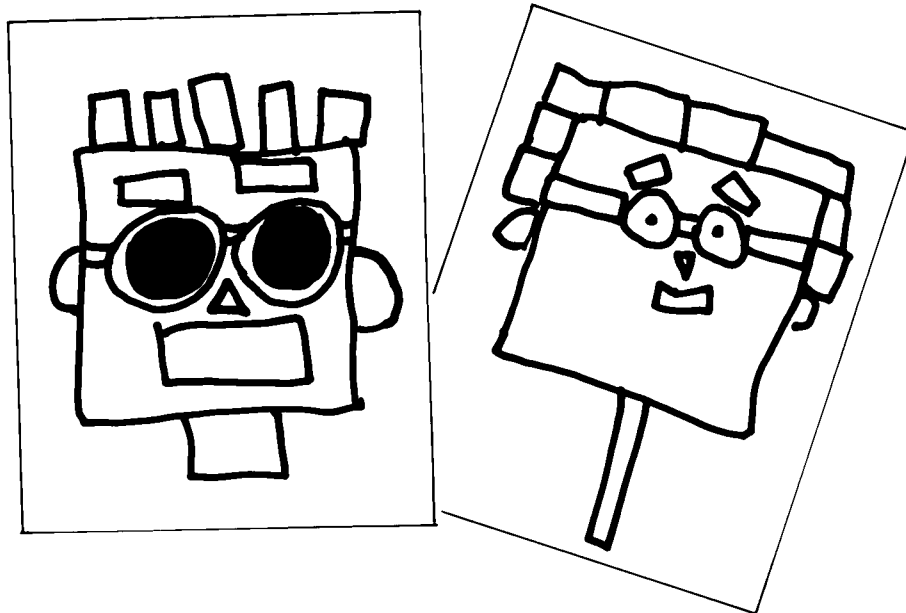
Language Arts

Review the characteristics of each geometric shape with your class: A triangle has three sides; a square has four equal sides, etc. Describe an object in the room to your class: "I see something that is shaped like a rectangle and is made of wood. What is it?" Let the student who guesses the object describe the next object to be found.

Funny Faces

Art

Draw and discuss the following geometric shapes on the chalkboard: square, triangle, rectangle, circle, and half-circle. Ask a student to draw a funny face on the chalkboard, using these shapes. Then ask another student to describe the face to the class, using the names of the shapes. To make this a collaborative drawing activity, have students work with partners. All students will need pencil, paper, and something sturdy under the paper. Have each pair sit back-to-back. As one student draws and says aloud what is being drawn (for example, "I'm drawing a large circle for a head. Now I'm using small triangles for ears."), the other student "copies" the drawing, relying on the verbal information for directions. When the drawings are finished, have students compare results and see the variation achieved using the same shapes (see the examples below). Then have students switch roles.



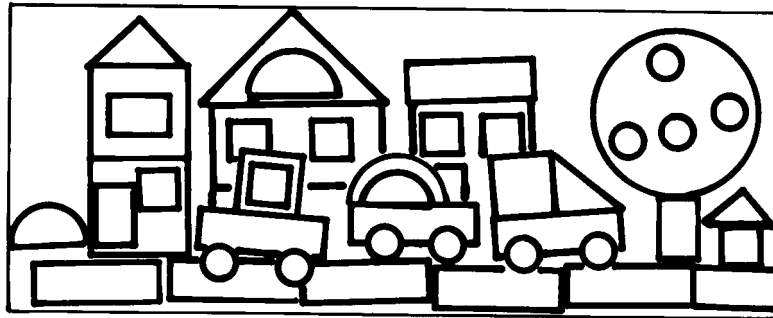
Shape Sets

Make a copy of pages 63 and 64 (for each student) on the heaviest paper your copier will accommodate. Have students color the shapes as they choose and cut them out. These shape sets can be stored in old envelopes. Students can use the shape sets for the following three activities:

Our Town

Art

Roll out several long pieces of shelf or freezer paper across the classroom or art room floor. Have students bring their shape sets and crayons with them to work on a classroom town. Students can work in small groups or individually, tracing around their shapes along the paper (or gluing their shapes to the paper) to design buildings, trees, vehicles, etc. Once the shapes are outlined (or glued in place), have the students add details and fill in with color. Hang the completed artwork in the classroom. Then, play "How many?" with your students and ask questions such as the following: "How many triangles between this tree and this bush?" "How many yellow squares are there in our paper town?" Student volunteers can also ask "How many?"



Shadow Play

Art

Set up a station where students can make shadow pictures using an overhead projector. Have students combine different shapes on the projector surface and then turn on the projector to see the shadow picture on the screen or wall. They may enjoy working at this station in pairs with one student composing the picture and the other guessing what it is.

Sort It Out

Science

Each student will need a shape set for this categorizing activity. Start by asking students to sort the shapes into two groups: shapes that are circles and shapes that are not circles. Then have student volunteers make up rules for sorting the shapes. Some suggestions include:

Two groups:

- big shapes and little shapes
- shapes with some straight lines and shapes with no straight lines
- shapes with four sides and shapes with a different number of sides
- shapes that are yellow and shapes that are not yellow (if students colored their shapes)

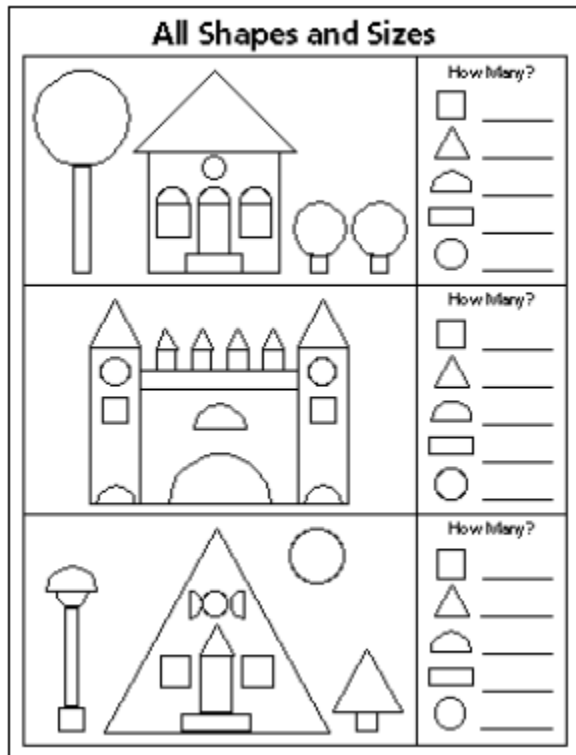
Three groups:

- shapes with curves, shapes with three straight sides, shapes with four straight sides
- big shapes, medium-sized shapes, little shapes

All Shapes and Sizes

Science

Page 65 can be used to sharpen categorizing skills, while working with shapes. There are many ways to use the sheet; two are suggested below:



- Make page 65 into a transparency and use it to introduce Mouse House to your students. Talk about the different shapes and their characteristics. Have students point out all the rectangles in a picture, all the circles, etc.
- Make a copy of page 65 for each student. Beginning with the first picture, instruct students to pick a different color to fill in each shape along the right-hand side of the page (for example, yellow square, red triangle, etc.). Then have students color all the shapes in the picture according to this key. Last, have them count the shapes and fill in the blanks at the right. For the next picture, they may want to change the color key.

Crazy Quilt

Art

If possible, introduce this activity by showing the students quilts or pictures of quilts. Discuss how quilts have been made for many years and often can give us a glimpse into the times in which they were created. Explain how quilt making is a useful way to recycle fabric from old clothing and to utilize leftover fabric scraps. Give each student a 4-inch square of white paper; these will be the quilt blocks. Have students fill their blocks with the geometric shapes they used in the Mouse House. (You may want to draw the geometric shapes on the board for reference.) They can arrange the shapes into any design they wish and fill the blocks with as much color as possible. When they have finished, assemble the blocks by stapling them edge-to-edge onto a bulletin board. As a class, discuss the variety and repetition in the quilt. (You can also do this activity with small pre-cut geometric shapes, asking students to color and then glue the shapes to their quilt blocks.)

Team Shapes

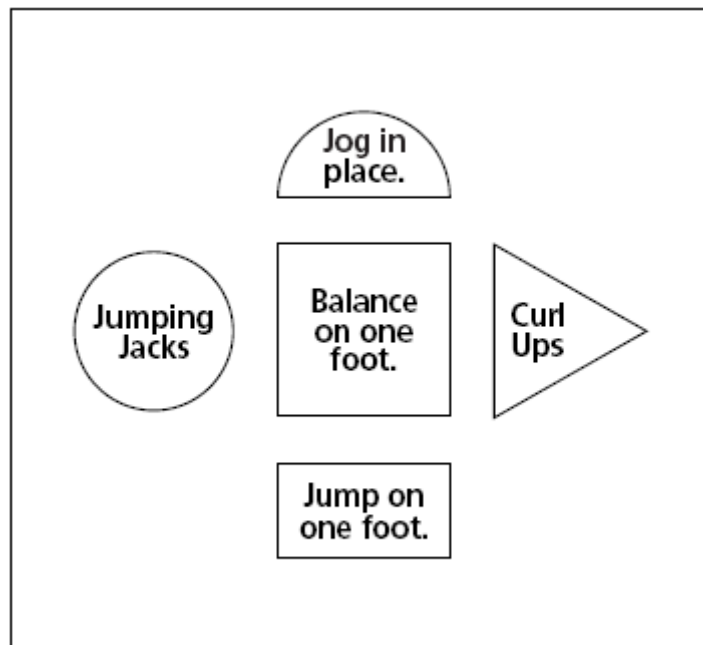
Physical Education

Using paper from a recycling box, cut out an equal number of rectangles, squares, triangles, half-circles, and circles. The total number of shapes should equal the number of students in your class. (For example, if you have 20 students, you will need four of each of the five shapes.) When you need to group students into teams, distribute the shapes randomly to the students. Then, to make up five teams, explain that all the triangles will be a team, all the rectangles will be a team, etc. If you want to make up two teams instead of four, you can have two types of shapes on a team. For example, one team can be squares and triangles. The other team can be circles and rectangles.

What Shape Are You In?

Physical Education

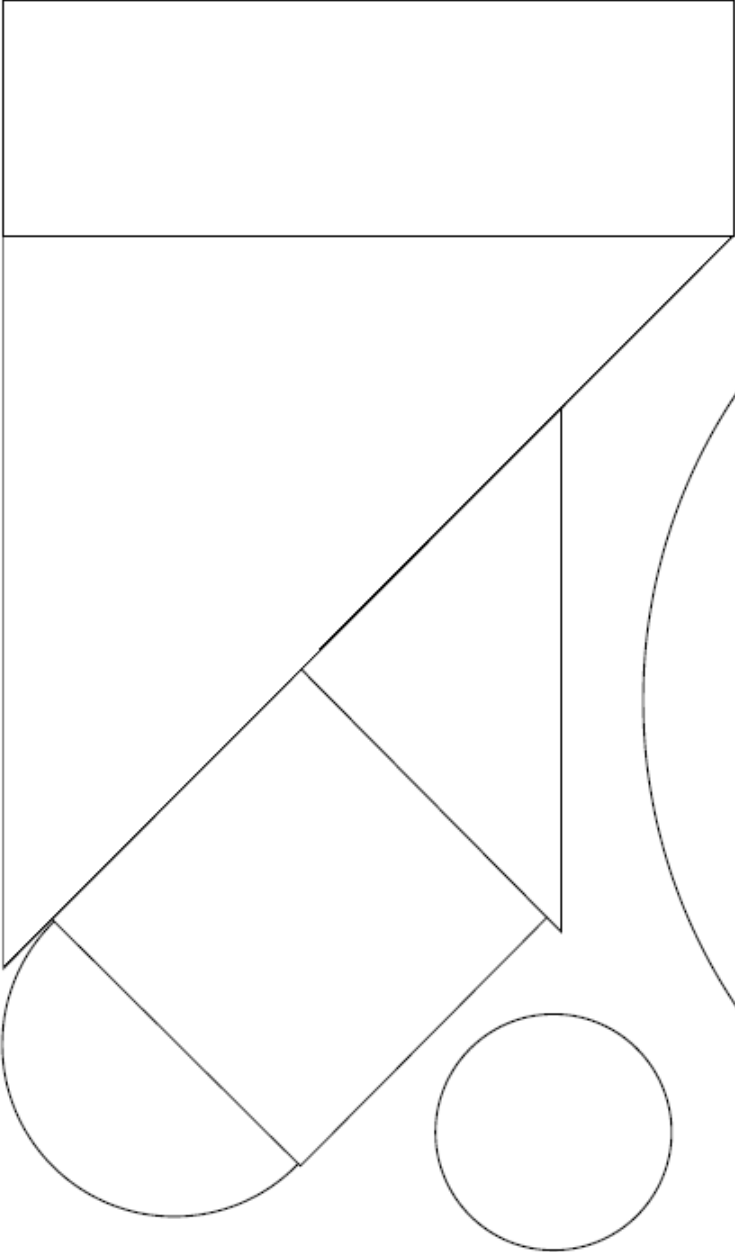
Using chalk on the playground (or tape on the gymnasium floor), mark off very large shapes. You can use some or all of the shapes from Mouse House (square, rectangle, circle, triangle, and half-circle). Have students walk along the edges of each shape as they quietly say the name of the shape aloud. Next, divide the class into the same number of groups as there are shapes. Write an activity key on the chalkboard (or post a key written on tagboard). You might like to try the following:



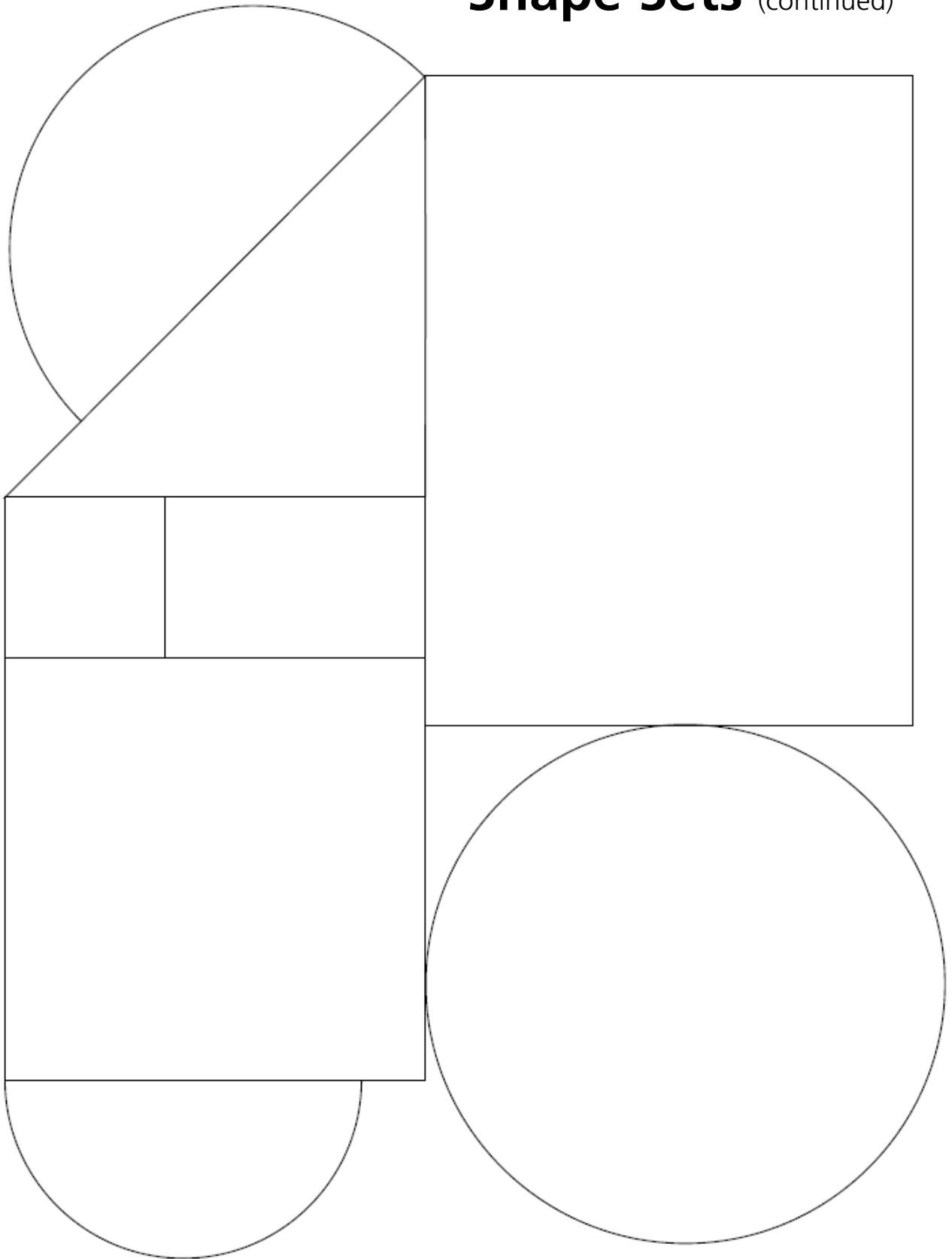
Assign each group to stand inside one of the shapes and then consult the activity key to see what they should do first. A student leader rings a bell or says "go" when it is time to start the activity. After a few minutes, the leader instructs the groups to rotate to the next shape, consult the activity key, and begin the activity for that shape. Continue the rotation until all groups have been in all the shapes. This is a good activity for warm-up or cool-down time in physical education.

Shape Sets

Use with "Our Town," "Shadow Play," and "Sort It Out" (page 60).


















Shape Sets (continued)



Use with "Our Town," "Shadow Play," and "Sort It Out" (page 60).

All Shapes and Sizes

	<p>How Many?</p> <p> _____</p> <p> _____</p> <p> _____</p> <p> _____</p> <p> _____</p>
	<p>How Many?</p> <p> _____</p> <p> _____</p> <p> _____</p> <p> _____</p> <p> _____</p>
	<p>How Many?</p> <p> _____</p> <p> _____</p> <p> _____</p> <p> _____</p> <p> _____</p>

Use with "All Shapes and Sizes" (page 61).