

Meet the SHAPELS™

# Curriculum Guide



*Be part of the SHAPELS' world!*

**Discover how basic shapes open the door to a wide variety of engaging activities for building critical thinking skills in young children.**

*By Evelyn C. North*

# USE THE SHAPELS™ TO TEACH MATH!



**Activity #1 Read and Graph the SHAPELS™**  
 Read the story titled “Daniel Meets the SHAPELS™” written by Evelyn C. North. (Go to [SHAPEL LEARNING/Curriculum/Daniel Meets the SHAPELS™](#)) Start a discussion with the children about what they heard, and, as they respond, direct the conversation to a large graph created on poster board or graph paper. Ask them to name the shapes they read about, using the SHAPEL names, and to describe the shape. Keep the graph on hand for future reference! It might look like this...

Shape	Name	Description
Circle	Cindy	A flat, perfectly round shape that has no corners
Diamond	Debbie	A figure that has 4 slanted lines of equal length
Rectangle	Ricky	A four-sided figure with 4 right angles, opposite sides being the same length
Triangle	Tommy	A closed figure with three straight lines and three corners
Square	Suzy	A four-sided shape with equal sides and four corners
Oval	Otto	An egg shaped or elliptical figure

(Kg.) [CCSS.Math.Content.K.MD.A.1](#)  
[CCSS.Math.Content.K.G.A.2](#)

(Pre-K) Identify and Describe Shapes

## Activity #2 Acting It Out!

Begin by making a cardboard “stage set.” Draw or have the children draw each of the six SHAPEL houses with yards. Use this as a backdrop for you or the children to then dramatize the story as it is read aloud. Make copies of the “fold-up” templates of each character and train on cardstock paper to create figures that can be moved around the stage set! (Go to [SHAPEL LEARNING/Curriculum/Shapels Templates](#)) Use stuffed animals for Leo the Lion and Daniel the Bear. Let the children take turns telling and acting out the story.

(Kg.) [CCSS.Math.Content.K.G.B.5](#)  
[CCSS.ELA.Literacy.RL.K.2](#)

(Pre-K) Identify and Describe Shapes/Retell Stories

## Activity #3 Sorting It Out!

Direct small groups (2-4 children per group) to sort shapes according to attributes and size. They can either make construction paper shapes themselves, or use ones you have prepared. Have them either place shapes into piles for review and discussion or tape them onto poster board to see and move the shapes with tape. Also have the children find shapes in magazines that are the same shape, and place them in the pile or on the board. Be sure to continue asking the students to explain the attributes of the shapes. Count the number of each shape.

(Kg.) [CCSS.Math.Content.K.CC.C.6](#)  
[CCSS.Math.Content.K.MD.B.3](#),  
[CCSS.Math.Content.K.G.A.2](#)

(Pre-K) Sort, Classify, and Count Objects by Attribute/Compare Sets (more, less, same)/Match Number with Quantity/Identify and Describe Shapes

## Activity #4 Adding and Subtracting

The SHAPELS™ can be used to practice simple addition and subtraction (ex. 2 Otto Ovals + 3 Suzy Squares = 5 SHAPELS™). Have each child draw their shapes or use pre-made shapes. Have them line them up by your preference. Then ask students how many are left when you take some away; how many are there when you add a few in? In addition, the SHAPELS™ help children compare sets and numbers too!

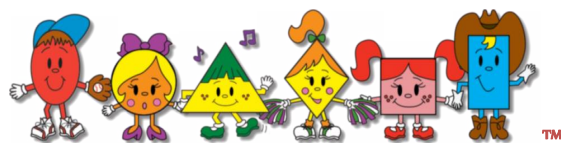
(Kg.) [CCSS.Math.Content.K.CC.C.6](#)  
[CCSS.Math.Content.K.OA.A.1](#) & [K.OA.A.2](#)  
[CCSS.Math.Content.K.MD.B.3](#)  
[CCSS.Math.Content.K.G.A.2](#)

(Pre-K) Match Number with Quantity/Show Addition and Subtraction by using objects or drawings/Identify and Describe Shapes

### Materials:

- ❖ The story of “Daniel Meets the SHAPELS™”
- ❖ SHAPEL character and train templates
- ❖ Mini Stage (houses drawn by teacher or children)
- ❖ Stuffed animals (small bear and lion)
- ❖ Chart paper/Poster board/Construction paper
- ❖ Plastic, wooden shapes or other cutouts of shapes
- ❖ Magazines
- ❖ Scissors/Glue/Tape
- ❖ Pencils/Crayons/Markers

# USE THE SHAPELS™ TO TEACH English Language Arts!



Discussion ideas and activities  
after reading the story of  
"Daniel Meets the SHAPELS™"

By Evelyn C. North

Go to [SHAPEL LEARNING/Curriculum/  
Daniel Meets the SHAPELS™](#)

1. Talk about the author and illustrator of the story.
2. Have the students name all of the characters in the story.
3. Have the students describe the characters by: attributes, personalities, differences or similarities
4. Discuss the theme of the story and the setting.
5. Have the students retell key points of the story.
6. Discuss friendship, neighborhood, emotions (happy, sad, etc.).
7. Students can imagine and share ideas for new adventures of the SHAPEL characters.
8. Students can find shapes in the classroom or go on a shape hunt at home.
9. Identify rhyming words in each poem and the SHAPELTOWN™ Train song.
  - a. Poems can be enlarged on poster board and rhyming words identified and circled.
  - b. Poems can be memorized and repeated in a group or by an individual. Set the poems to music and have the children "sing the poems!"

10. Students can recreate the story with props using templates provided. ([Go to SHAPEL Learning/Curriculum/SHAPELS Templates](#)) Houses for each character can be drawn by the students or teacher. (Small stuffed bear and lion can be used for Daniel the Bear and Leo the Lion.)
11. Students can draw their own characters using other shapes (octagon, hexagon, trapezoid, etc.)

## (Kg.)

CCSS.ELA.Literacy.RL.K.1, RL.K.2, RL.K.3, RL.K.6, RL.K.9

CCSS.ELA.Literacy.RI.K.1, RI.K.2, RI.K.3, RI.K.6

CCSS.ELA.Literacy.RF.K.2a

CCSS.ELA.Literacy.SL.K.2, SL.K.4, SL.K.5, SL.K.6

CCSS.ELA.Literacy.L.K.5, L.K.5a

## (Pre-K)

Identify author and illustrator

Awareness of books and print

Comprehension of stories

Use language to convey ideas

Retell story (setting, main characters, and major events)

With assistance, ask and answer questions about the story

Ability to ask who, what, where, and why questions

Recognize rhyming words (words that sound the same)

Compare and contrast characters

Artistic Expression (drawing & painting)

Identify and describe shapes

Develop small and large motor skills

Music and movement

## Vocabulary:

Author	Illustrator	Character
Poem	Rhyme	Friendship
Neighborhood	Train	Mayor
Dream	Circle	Triangle
Square	Rectangle	Oval
Diamond		
North-South-East-West		

## Materials:

- ❖ The story of "Daniel Meets the SHAPELS™"
- ❖ SHAPEL character and train templates
- ❖ Mini Stage (houses created by teacher or students)
- ❖ Stuffed animals (small bear and lion)
- ❖ Scissors/Glue/Tape
- ❖ Pencils/Crayons/Markers
- ❖ Construction paper/Poster board

## EXTENSIONS:

**1. SHAPELS' Bingo:** Use a pre-made shape bingo board or create your own. Call out shape names and have students use shape markers to cover up the appropriate shape.

[\(Kg.\) CCSS.Math.Content.K.G.A.2](#)

[\(Pre-K\) Identify and Describe Shapes](#)

**2. SHAPELS' Creations:** Children can create their own SHAPEL characters using other shapes (hexagon, octagon, trapezoid, crescent, cone, cylinder, etc.). Name the character after the first letter in the name of the shape.

[\(Kg.\) CCSS.Math.Content.K.G.B.5](#)

[CCSS.ELA.Literacy.L.K.5](#)

[\(Pre-K\) Identify and Describe Shapes](#)

[Artistic Expression: Drawing and Painting](#)

**3. SHAPELS' Magic Shape Bag:** Sew a "bag" out of leftover material or decorate a small paper bag. Cut out different piece(s) of poster board in various sizes and colors and then place the shapes inside the bag. Individual children, with eyes closed, can reach into the bag to pull out a shape and guess the name of the shape (also identifying the color). The shape can then be matched to the appropriate SHAPEL character.

[\(Kg.\) CCSS.Math.Content.K.MD.A.1](#)

[CCSS.Math.Content.K.G.A.2](#)

[\(Pre-K\) Identify and Describe Shapes/Color Recognition](#)

**4. SHAPEL'S Mystery Shape:**

Describe the characteristics of one shape character and see if the children can guess which one it is. (*"I have four sides the same and bright red hair. Who am I?" – Suzy Square.*)

[\(Kg.\) CCSS.Math.Content.K.MD.A.1](#)

[CCSS.Math.Content.K.G.A.2](#)

[\(Pre-K\) Identify and Describe Shapes/Color Recognition](#)

**5. SHAPELS' Nature Walk:** Take students on a walk outside. Have students look for shapes found in nature. Once inside, list and draw those "nature shapes" on a chart.

[\(Kg.\) CCSS.Math.Content.K.MD.A.1](#)

[CCSS.Math.Content.K.G.B.5](#)

[\(Pre-K\) Identify and Describe Shapes/Observe Nature/Sort Objects/Artistic Expression: Drawing & Painting](#)

**6. A SHAPEL Says:** Go outside. Place large poster board size SHAPEL character(s) on the ground. Give students directions to run (skip, jump, hop, etc.) to different characters. Each student must hear the teacher say, "SHAPEL says" before moving on to the next character. This will help with listening skills.

[\(Kg.\) CCSS.Math.Content.K.G.A.2](#)

[\(Pre-K\) Develop Large Motor Skills/Identify and Describe Shapes/Listening Skills-Understand Complex Sentences](#)

**7. SHAPELS' Scope:** Decorate an empty paper towel roll. Children can use as a "telescope" to find shapes around the room.

[\(Kg.\) CCSS.Math.Content.K.G.A.2](#)

[CCSS.Math.Content.K.G.B..5](#)

[\(Pre-K\) Identify and Describe Shapes/Create shapes using a variety of materials](#)

**8. SHAPELS' Shape Sense:** Using sandpaper or material of different "textures," cut out shapes and place each one on a 5" x 5" piece of construction paper or poster board. Children can "feel" what the shape is like.

[\(Kg.\) CCSS.Math.Content.K.G.A.2](#)

[CCSS.Math.Content.K.G.B.5](#)

[\(Pre-K\) Identify and Describe Shapes](#)

**9. SHAPELS' Sponge Painting:** Cut sponges into various shapes and sizes. Children sponge paint on a large piece of paper or on shapes already cut out.

[\(Kg.\) CCSS.Math.Content.K.G.B.5](#)

[\(Pre-K\) Artistic Expression: Drawing & Painting/Create shapes using a variety of materials](#)

**10. SHAPELS Stay in Shape:** Set the SHAPEL poems to music. Use the SHAPEL music to practice stretching or basic exercises. Talk about staying healthy through use of basic poems and songs.

[\(Kg.\) CCSS.ELA.Literacy.RF.K.2](#)

[\(Pre-K\) Develop Large Motor Skills/Music and Movement](#)

**11. SHAPELS Take Center Stage:**

Place students into small groups. Give each group a set of SHAPEL cutout characters. Have students create a short play using the SHAPEL cutouts. Students can perform the play for the class.

[\(Kg.\) CCSS.ELA.Literacy.SL.K.5](#)

[CCSS.ELA.Literacy.SL.K.6](#)

[\(Pre-K\) Ability to describe ideas & events using sentences & vocabulary](#)

**12. SHAPELTOWN™ Train Song:**

Display the Shapeltown™ Train song on chart paper. Have students identify the rhyming word pairs on paper and have them cut and paste prescribed words into a shape that they draw.

[\(Kg.\) CCSS.ELA.Literacy.RF.K.2](#)

[\(Pre-K\) Identify Rhyming Words](#)

**13. SHAPELS' Words:** Give students enlarged shapes on paper. Talk about the letter at the beginning of each shape (ex. Triangle starts with T). Have students write words inside the shape that also start with the same letter.

[\(Kg.\) CCSS.ELA.Literacy.L.K.5](#)

[\(Pre-K\) Letter Recognition/Recognize words that sound the same](#)

## Questions to ask after reading the story of “Daniel Meets the SHAPELS™” to the class:

1. What was Daniel trying to learn?

Answer: He was trying to learn about “shapes” – circle, square, triangle, rectangle, diamond, & oval.

2. What was the name of Daniel’s friend?

Answer: Leo the Lion.

3. What happened when Daniel fell asleep?

Answer: Daniel had a wonderful dream and went to SHAPELTOWN™. What do you like to dream about? Do you know why it is important to get sleep? Because sleep helps you learn, just like Daniel.

4. Describe the big yellow shape that Daniel saw in his dream. What kind of shape was it?

Answer: It was a triangle with three sides and three points.

5. What was the name of the big yellow triangle?

Answer: Tommy Triangle

6. What was the job that Tommy Triangle had in SHAPELTOWN™?

Answer: He was the Mayor of SHAPELTOWN™.

7. What did Daniel have to do before he could go with Leo to SHAPELTOWN™?

Answer: He had to ask his Mom or Dad’s permission to go with Leo.

8. What time did his mother say he had to get back home?

Answer: 12 o’clock

9. What kind of transportation did they use to get to SHAPELTOWN™?

Answer: A train.

10. What type of houses did Daniel see when he got off the train? He saw six houses, but were they all the same? Which would you like to live in and why?

Answer: Each house was a different shape and a different color.

11. What were the names of the six SHAPEL friends?

Answer: Cindy Circle, Suzy Square, Tommy Triangle, Ricky Rectangle, Otto Oval and Debbie Diamond.

12. How did Daniel learn his shapes?

Answer: He learned the poems for each shape. He also connected the shapes to the stories about each character; he learned by making connections between different types of ideas.

13. What happened at 12 o’clock when Daniel returned from SHAPELTOWN™?

Answer: Tommy Triangle disappeared, and Daniel woke up from his dream.

14. Why was Daniel so excited to go to school?

Answer: He wanted to tell his friends that he had learned all his shapes! He knew he could learn more and more and more!

*The activities presented in our Curriculum Guide were designed to help plan lessons that will be aligned to state standards for preschool and kindergarten classes. Since the standards vary from state to state for preschool, please refer to your state’s individual requirements as you develop your program. Key preschool standards are included for each activity “in red.” Kindergarten standards are listed “in green.”*

*A complete listing of Kindergarten Common Core Standards can be found at:*

[www.corestandards.org](http://www.corestandards.org)

Authors: National Governors Association Center for Best Practices, Council of Chief State School Officers

Title: Common Core State Standards

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