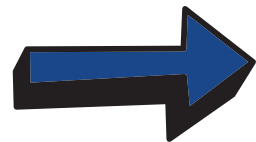


2D SHAPES

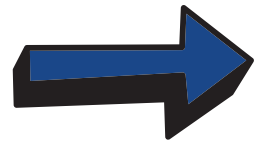
PRESCHOOL
MATH



10 CIRCLE TIME ACTIVITIES

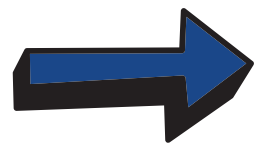
- Engaging & Age Appropriate
- Full-color

107
PAGES!



5 LEARNING CENTERS

- Hands-on
- Fine Motor & Working Memory



4 REFERENCE POSTERS

- Full-Color



EVERYTHING IS PLANNED FOR YOU!

Hexagons

2-D
SHAPES

Full-color pieces are included.



Materials:

- "Let's Make a Hexagon" poem
- hexagon shadow page
- craft sticks
- optional: magnetic white board

Material list is included.

Objectives:

- The students will count sets to 5 and 10 and make combinations of objects to create each set.
- The students will be able to compose and describe the structure of a hexagon.

Objectives written in kid-friendly language.

Procedure:

1. Print the poem and post it at students' eye-level. Make copies of the shape shadow page and pass out to each student.
 2. Provide each student with 6 craft sticks. (use a rubber band or small baggie to organize sticks)
- Adding a craft stick to each side until all 6 sides of the hexagon are made.

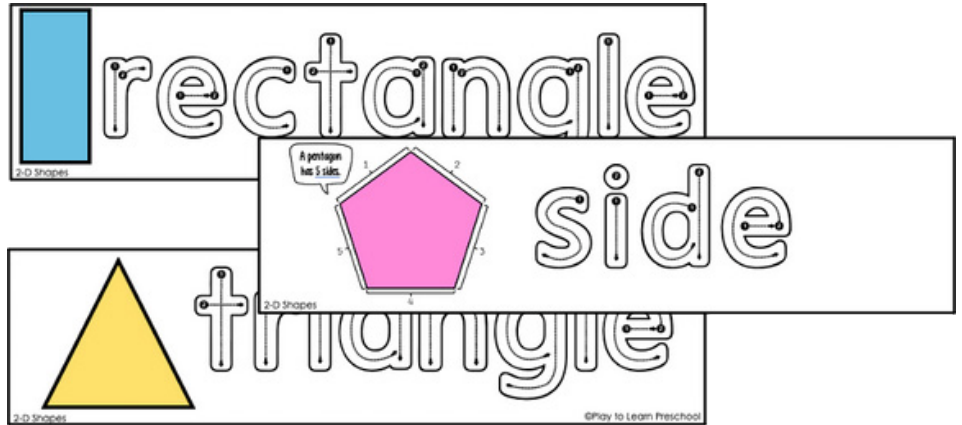
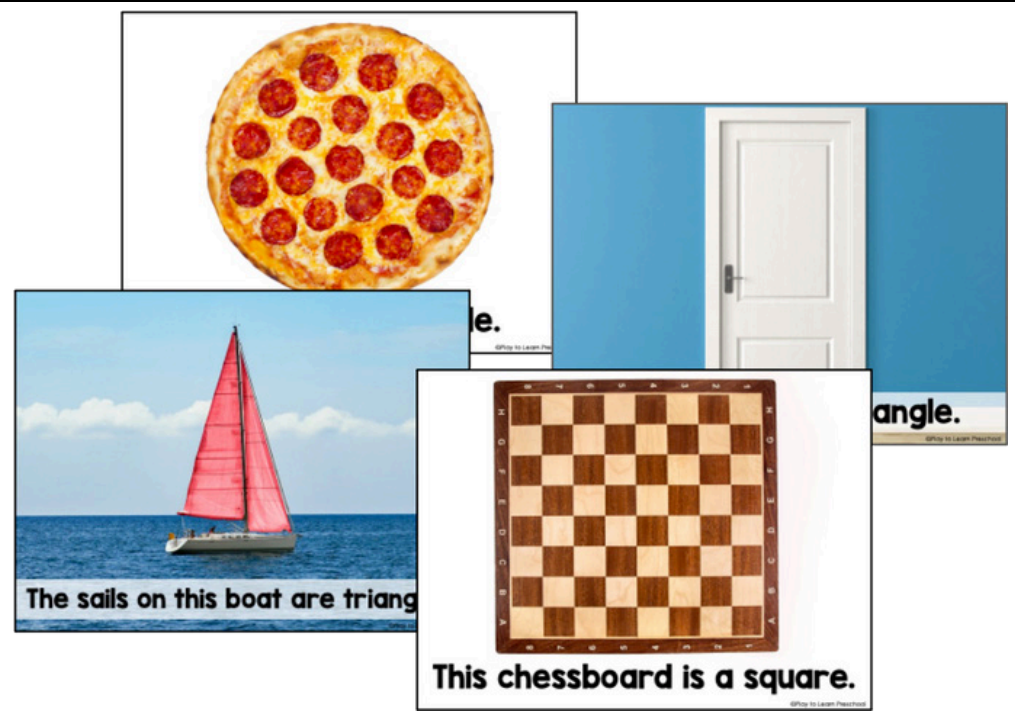
Step-by-step directions for each activity.


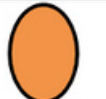



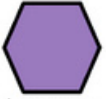
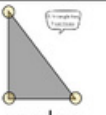
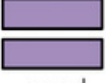
Adaptations & Extensions:

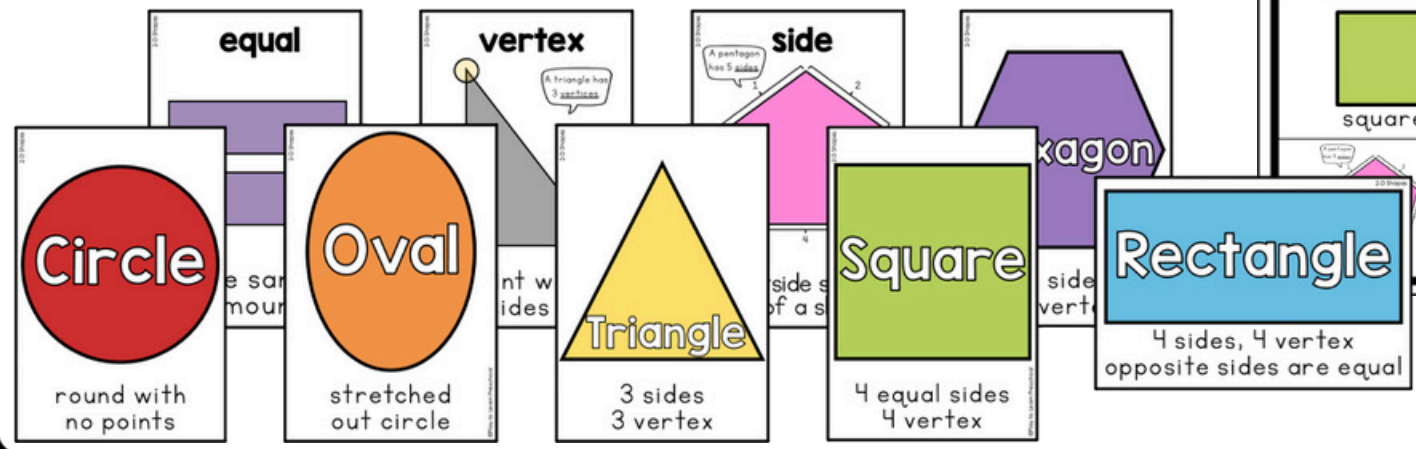
- Add magnets to the back of the sticks and assemble the hexagon on a white board as the poem is read.
- Use sidewalk chalk to create a shape maze on the blacktop outside. Put similar shapes together to create a path that can jump from one shape to the next.

Adaptations & Extension Ideas

FULL-COLOR REFERENCE CHARTS & POSTERS



2-D Shapes Language Board		
 circle	 oval	 triangle
 square	 rectangle	 hexagon
	 vertex	 equal

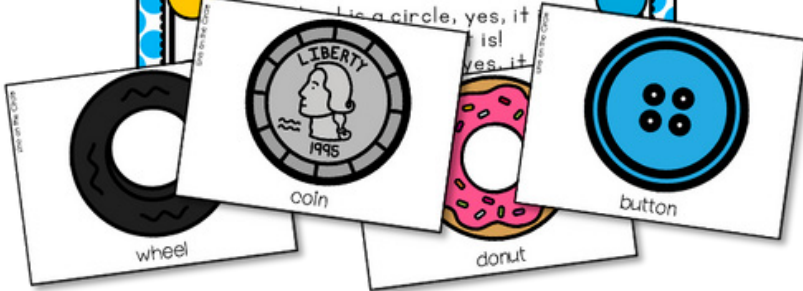


ENGAGING LESONS

Line on the Circle

To the tune of "The Wheels on the Bus"

The line on the circle goes round and round
Round and round.
Round and round.
The line on a circle goes round and round
There are no points.



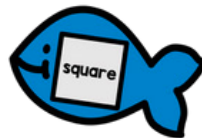
Let's Make a Hexagon

Progressive Poem

Let's make a hexagon.
Going real slow.
We add one side,
And watch it grow!

Let's make a hexagon.
Going real slow.

Now



Yes!



You are a triangle.
Count the sides
with me.
Here is one,
and here is two,
And this one makes

3

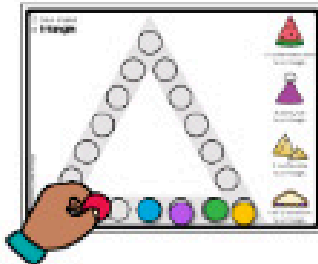
You're not a triangle.
Take a look and see.
A triangle has 3 sides.
What could this be?



CENTER ACTIVITIES

Fine Motor Dots

MATH CENTER



Materials:

- mini erasers, pom-poms, or bingo chips
- shape cards
- pattern cards

Objectives:

- The students will coordinate eye-hand movement.
- The students will easy simple shapes.

Guiding Questions:

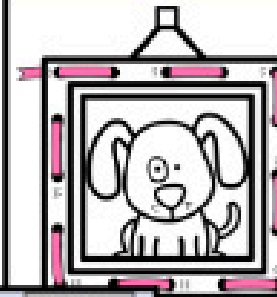
- Look at the examples of shapes on the page. What of that is a triangle?
 - Encourage students to roam to find objects.
- What shapes are the chips the page? What other do we see that would match making?

Procedure:

1. Print the shape cards and patterns or post into a page or projector.
2. Provide a small basket of mini-erasers, pom-poms, or bingo chips to students.
3. Students place the items on each circle to create the shape.

Lacing Cards

MATH CENTER



Materials:

- ribbon with plastic end
- lacing cards (color & B/W included)
- hole punch

Objectives:

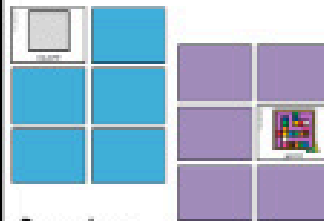
- The students will control the small muscles of their hands.
- The students will easy simple shapes.

Guiding Questions:

- What do you notice about the sides of each shape?
 - Encourage discussion of the number of sides or how many have points (corners) to go around advanced others have no points.
- Where do you think we should start lacing? Why? What comes next?
 - Following is numerical sequence to a great benefit of counting numbers or similar activities such as this.

Concentration

MATH CENTER



Materials:

- shape cards
- picture cards
- cardstock paper

Objectives:

- The students will use visual discrimination skills to identify matching shapes.
- The students will share and take turns with others.

Adaptations & Guiding Questions:

- Fill 2 paper bags with plastic performing files. The student pulls a shape from one bag, then reaches into the other bag and looks around for the matching shape, identifying its attributes by touch.
- Do you notice any other shapes within the pictures?

Procedure:

1. Print the shape cards. Put the pictures into one color and the shapes into another color of cardstock. Cut apart and laminate as desired.
2. Place the cards facing down in a grid pattern, one for the shapes, and one for the pictures. Select the right number of cards for your students.
3. Students take turns flipping over a card from each pile. If the picture and shape match, the student gets to keep the pair. If they don't match, they return them to the face-down position and try again.

Locking

MATH CENTER



Materials:

- padlock & key sets
- lacing ring labels
- shape labels & pictures
- clear packing tape

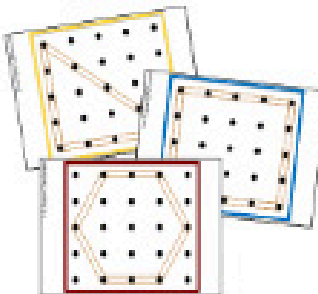
Objectives:

- The students will be able to identify and describe two-dimensional shapes.
- The students will strengthen the muscles in their hands.

Adaptations & Guiding Questions:

- Set up a lock station by using a padlock and eye hooks with a bolt backing. Push the eye hook through a hole in the pegboard, then secure with a bolt behind.
- What shapes do you see in the picture? Encourage students to look at different shapes within each picture, such as circles on the necklace chain?

Geoboards



Materials:

- geoboards
- rubber bands
- pattern cards

Objectives:

- The students will be able to describe two-dimensional.
- The students will coordinate eye-hand movement.

Guiding Questions:

- What shapes did you create? How do you know?
 - Encourage discussion of the number of sides or number of vertices.
- Is the still a ___ if we turn it upside down? What if it is turned sideways?
 - Students need exposure to shapes in different sizes and orientations. Emphasize that the shape does not change based on the attributes, such as the number of sides and vertices.

Procedure:

1. Print the pattern cards on cardstock and laminate, as desired.
2. Provide geoboards and a basket of rubber bands of a small table.
3. Student choose a pattern card and replicate the shape using the rubber bands on the geoboard.

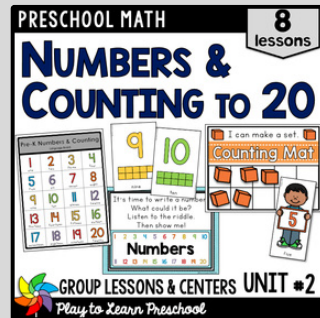
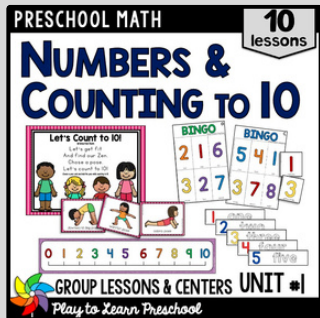
HAVE FUN PLAYING AND LEARNING WITH YOUR STUDENTS!



Meet Jamie

Jamie White is the founder and C.E.O of Play to Learn Preschool. She has her bachelor's degree in Early Childhood Education and a master's degree in reading education. She has taught in both public and private schools and works tirelessly to create meaningful and delightful preschool experiences for both her virtual and in-person preschool students.

ADDITIONAL RESOURCES:



Play to Learn Preschool