

C. Geometry and Spatial Sense Skills

Prekindergarten children recognize, describe, and name attributes of shapes.

By around 48 Months of Age	End of Prekindergarten Year Outcomes	Examples of Child Behaviors	Examples of Instructional Strategies
Child recognizes common shapes.	<p>V.C.1.</p> <p>Child names common shapes.</p>	<p>The child:</p> <ul style="list-style-type: none"> • identifies shapes using her sense of touch when blindfolded (“This shape has 4 sides. It’s a square.”). • identifies common shapes, such as circle, square, rectangle, and triangle. • knows the number of sides and corners for shapes, such as square, rectangle, triangle. • describes attributes of shapes using his own language. • uses mathematical vocabulary to describe shape pictures (“This triangle has 3 sides and 3 corners.”). • identifies common solids informally as balls, boxes, cans, and cones, then possibly using more formal language, sphere, cubes, cones. 	<p>The teacher:</p> <ul style="list-style-type: none"> • teaches names of common shapes (circle, square, triangle, rectangle) when showing pictures or in the classroom environment. • uses hiding games or scavenger hunts for children to locate shapes. • uses common objects to model shapes, such as paper plates, placemats, clocks, etc., in dramatic play center. • provides opportunities for children to identify shapes both among various shapes on a table, and identified in real life settings (playground, etc.). • encourages children to use the attributes of shapes to describe artwork (“My car has a door with 4 sides.”).
Child manipulates shapes using fine and gross motor skills.	<p>V.C.2.</p> <p>Child creates shapes.</p>	<p>The child:</p> <ul style="list-style-type: none"> • puts together shapes to make real-world objects and other shapes (using a square and a triangle to make a house). • breaks apart shapes to make real-world objects and other shapes (cutting a house picture into a triangle and a square). • creates new shapes by putting together 2 or more shapes to make a new shape (2 triangles together make a square). • uses mathematical vocabulary to describe shapes pictures (“This house has 4 sides and 4 corners.”). • puts together or breaks apart solids to make real world objects and other solids (a sphere and a cone make an ice cream cone). 	<p>The teacher:</p> <ul style="list-style-type: none"> • provides shapes (manipulatives or construction paper) that children can combine (a triangle and a square make a house). • provides materials to make shapes such as play dough and toothpicks. • models a variety of solids to manipulate (play dough and toothpicks, using the play dough to identify the corners and the toothpicks to identify the sides). • models appropriate language to describe shapes (“This square has 4 sides and 4 corners.”).