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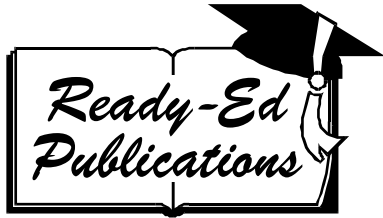
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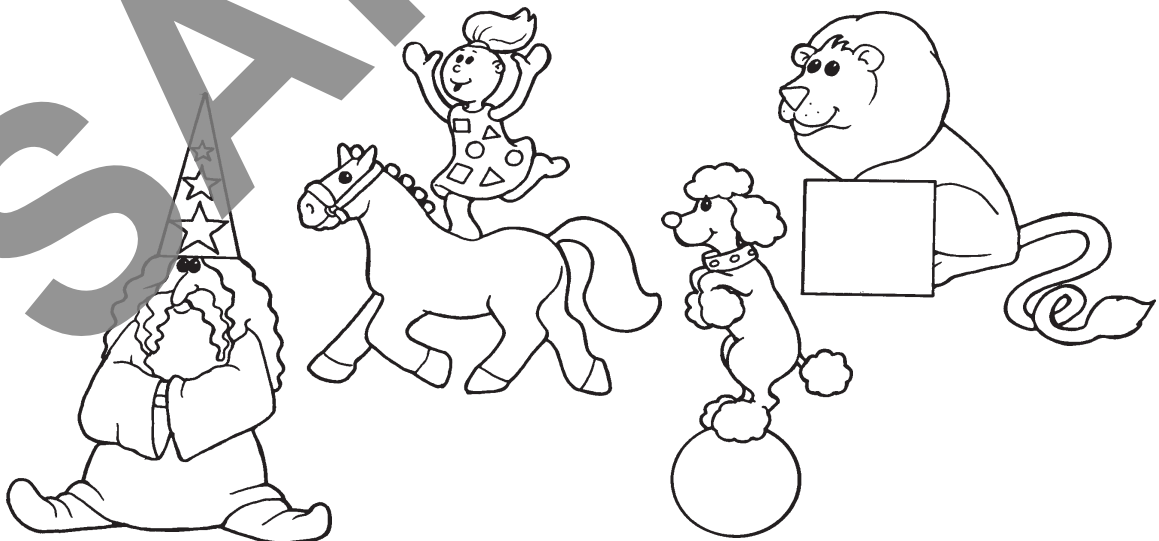


The Shapes & Spaces Series
Book 1 - For 6 to 8 Year Olds

SHAPES AND SPACES

AT THE CIRCUS

(Uses both customary and metric measurements.)



Written by Judy Gabrovec. Illustrated by Melinda Parker.

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Teacher Information

“Shapes and Spaces at the Circus”, an activity book suitable for 6 to 8 year old children, uses the theme of the circus to introduce early spatial language and concepts. The activities are Standards-based and provide children with the opportunity to develop early knowledge of

- ❖ pathways;
- ❖ mazes;
- ❖ spatial features of 2-D shapes;
- ❖ spatial features of everyday objects;
- ❖ matching shapes;
- ❖ recognising the similarities and differences in shapes;
- ❖ describing possible functions of shapes;
- ❖ arranging shapes according to size, shape;
- ❖ symmetry;
- ❖ repeated patterns;
- ❖ tessellations;
- ❖ classifying shapes using spatial features;
- ❖ identifying shapes;
- ❖ spatial language;
- ❖ manipulating 2-D shapes;
- ❖ copying shapes;
- ❖ function of 2-D shapes;
- ❖ and ways in which 2-D shapes can move.

Some nets for 3-D shapes are included at the back of the book so children can begin early experimentation with these.

Games and activities involving handling, arranging, building, stacking, packing, and investigating these shapes are included on page 4 of this book.

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Games and Activities Using Concrete Material

It is vital that children's early experience with space and shape involve handling, arranging, building, stacking, packing, rolling, sorting, matching, and investigating a variety of three dimensional objects that exist in their everyday environment.

The type of everyday objects that can be used to develop important mathematical spatial awareness are:

- ❖ blocks of all shapes and sizes;
- ❖ models of regular shapes (cubes, pyramids);
- ❖ building sets and construction kits;
- ❖ toys (marbles, buttons, balls, jigsaw puzzles);
- ❖ manipulative material (Plasticine, modelling clay, wire, string);
- ❖ playground equipment;
- ❖ school buildings;
- ❖ school yard;
- ❖ classroom;
- ❖ furniture.

Some suggestions on using these materials are:

Compare the building blocks according to size, shape, color and possible uses.

Classify blocks using properties like color, shape, number of corners, and number of faces.

Build structures from an assortment of blocks following a "brief" or a set of instructions, e.g. Build a tower using ten square blocks and ten rectangular blocks.

Have discussions with children about which blocks would suit specific purposes, e.g. Which blocks would stack, roll, or be more suitable for balancing on than other blocks?

Investigate the way in which the different blocks can move, e.g. Can they spin, roll, slide?

Identify things in their classroom, school yard or bedroom that are the same shape as the blocks.

Cut out appropriate pictures from magazines and glue them onto charts that represent different shapes.

Use blocks to play games to develop the concepts of repeated patterns and symmetry.

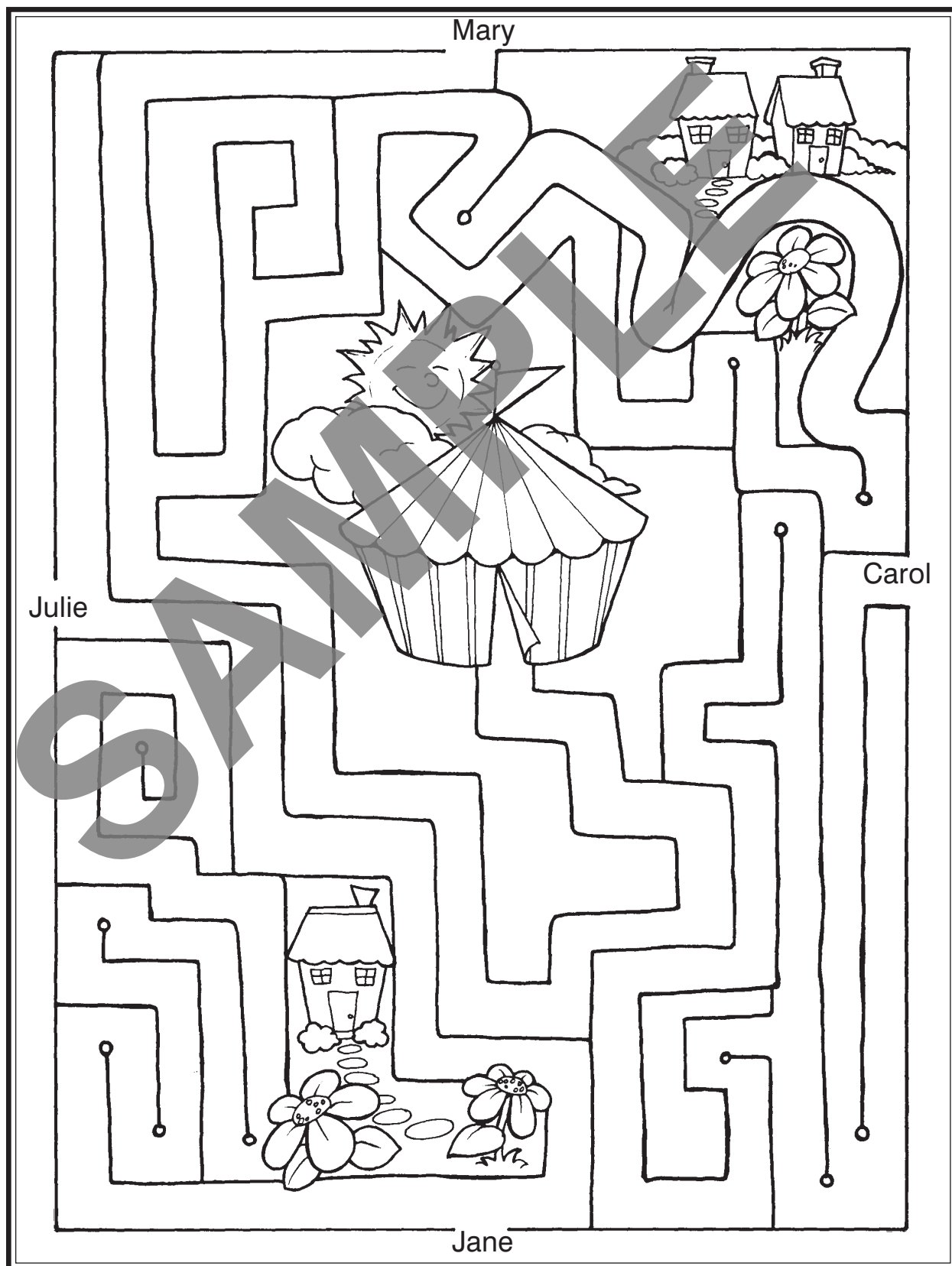
Develop children's spatial language by encouraging them to describe their models and constructions to other children in the class.

Encourage children to evaluate their model making efforts by explaining how and why they constructed the model and if it was a success.

Going to the Circus

Carol, Mary, Julie and Jane are going to the circus.

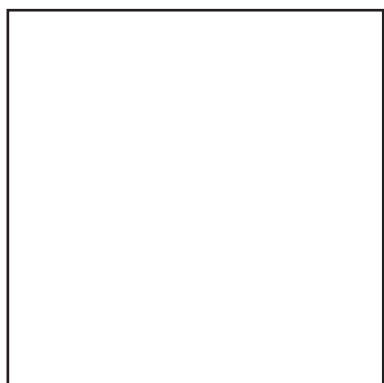
Who has taken the right path?



Which Shape?

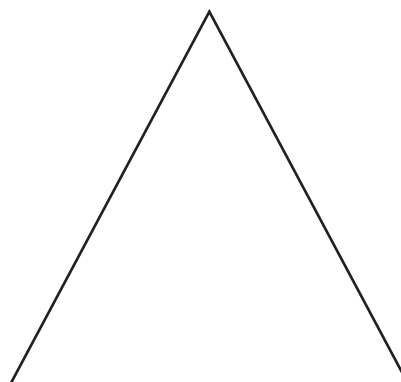
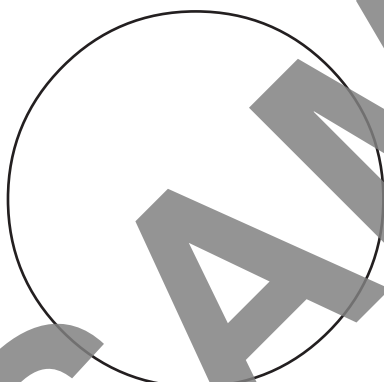
Some different shapes are square, triangle, rectangle, and circle.

Look at the shapes below.



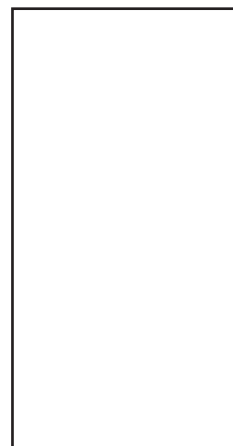
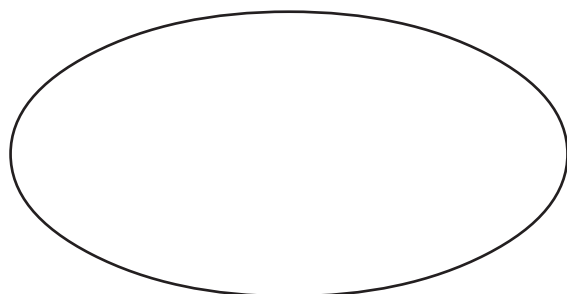
This shape is a

This shape is a



This shape is a

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