

Active Shapes

Equipment

- > Chalk for drawing shapes on the concrete.

Achievement objectives

- > Identify and describe, using their own language, the following 2D shapes: triangle, square, oblong and circle.
- > Make, name and describe, using their own language and the language of geometry, everyday shapes and objects.

Learning outcomes

- > Make and describe the features of various 2D shapes.
- > Use their body to make various shapes.
- > Recognise and explain the similarities and differences between various shapes.

Suggested assessment

- > Teacher could use the shapes already drawn on the concrete or create their own.
- > Students could move around the outside of all the shapes. Teacher calls out a shape and students go and stand in that shape.
- > Teacher could ask selected students to explain how they know it is that particular shape:
 - How do you know that's a square?
 - Why do you think that's a circle?
 - How do you know that's a rectangle and not a square?
- > Instead of calling out the shape, teacher could describe it and see who moves to the correct shape:
 - Go to the shape that has three sides and three corners.
 - What is the name of that shape?
- > Students could take turns describing the shapes.

Notes

- > Shapes make great playground markings and students can play these games and others on their own during interval and lunchtime.
- > Students need encouragement to draw large shapes to move in and around.

Teaching and learning

- > In groups: Teacher calls out or holds up a shape and students use parts of their body to make the shape.
- > In pairs. One student closes their eyes while the other one leads them around the shape describing it as they go. The student with their eyes closed tries to guess the shape. Move in different ways e.g. backwards, forwards, sideways, on tip toes, heel to toe, giant steps, slow motion or moon walking.
- > Students draw their own shape on the concrete with chalk. Then make up a movement to travel around it. Movements could include:
 - crawling like a snake
 - jumping like a frog
 - flying like a plane
 - galloping like a horse.
- > Students could move around someone else's shape after travelling around their own.

Ways to adapt

- > Small groups. Design and play a giant outdoor board game using shapes and movement. Use large dice and people instead of counters. It could be similar to snakes and ladders but students might need to run up the ladders and walk backwards down the snakes. Shapes could be used with numbers in them and a different action performed on each shape. The board game could be drawn with chalk on the concrete.
- > Play action numbers. Students come up with a shape that represents a number such as:
 - tahi – balance on one foot
 - rua – balance on one hand and one foot
 - toru – balance on two hands and one foot
 - whā – balance on two elbows and two feet
 - rima – balance with a partner.

Teacher or child calls out a number and everyone performs the actions.