



This activity is made possible through a partnership between ASU-Mountain Home's Teacher Education program and Friends of the North Fork & White Rivers.

Exploring Shapes and Positional Words Outdoors

Grade Level: K-2

Subject: Geometry

Standards:

K.GM.2: Name shapes correctly regardless of their orientation or overall size.

Shapes include: circles, squares, triangles, rectangles, oval, rhombus, and octagon.

K.GM.1: Describe the positions of objects and geometric shapes in the environment.

- Terms include: inside, outside, between, above, below, near, far, under, over, up, down, behind, in front of, next to, to the left of, and to the right of.

Objectives:

Students will be able to find and name shapes in the environment (circle, square, triangle, rectangle, oval, rhombus, octagon.)

Students will be able to describe the positions of the shape/object in the environment (inside, outside, between, above, below, near, far, under, over, up, down, behind, in front of, next to, to the left of, and to the right of.)

Materials:

- Cutout Shapes
- Examples of shapes in the environment
- Chalk
- Scavenger Hunt Checklist

Time: 30-45 minutes

Introduce and demonstrate skill/strategy/content:

Discuss all the shapes using the cutout shapes (circle, square, triangle, rectangle, oval, rhombus, octagon). (See below for the shape checklist)

Ask questions like:

- “How many sides does a square have?”
- “How many points does a triangle have?”

Discuss positional words (inside, outside, above, below, next to, behind, in front of, etc.)

Using the cutout shapes, give an example of how you would use a positional word to describe where the shape is (e.g., “The triangle is **above** my head”).

Describe guided practice:

Go on a shape hunt around the campus and find real-world examples of shapes in the environment. (e.g., a stop sign (octagon), a brick wall (rectangles, or a tree stump (circle or oval).

Use the scavenger hunt checklist to mark off all the shapes you have found. Encourage your student/child to name the shapes they have found out loud. Ask questions to encourage the use of positional words.

Some example questions are:

- “Where are the triangles when you look at the horse statue?” (**on, all over**)
- “Is that triangle-shaped rock **above** or **under** the water?”
- “Would you say that the oval-shaped tree stump is **to the left of** or **to the right of** the bridge?”

Review/independent practice:

Have your student/child use chalk to draw shapes on the pavement.

OPTIONAL: Play Simon Says using positional words and shape cutouts. Give the shape cutouts to your student/child and call out positional commands, e.g.:

- Simon says, “Hold the circle **above** your head!”
- Simon says, “Put the square **under** your foot!”
- Simon says, “Stand **next to** the rectangle!”

Formative Assessment/Summative Assessment:

Observation: Monitor your student/child as they identify shapes and use positional words.

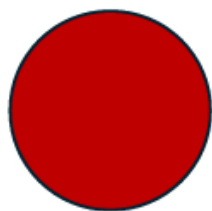
Questioning: Ask your student/child a series of questions to check their understanding.

- “What shapes did we find outside and what were they?”
- “What new words did we use to describe where the shapes were?”
- “How can we find shapes in our everyday life?”

Modification/Accommodations:

- Allow students to identify shapes without physically moving.
- Use a buddy system to assist with movements.
- Allow students to point to shapes instead of naming them verbally.
- Give extra wait time to process and respond.
- Break activities into smaller steps with clear instructions.
- Offer noise-reducing headphones for those sensitive to outdoor sounds.

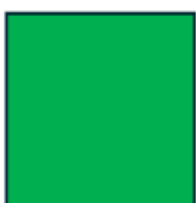
Shape Scavenger Hunt Checklist

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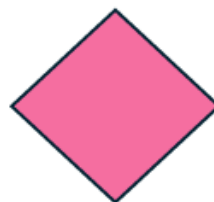
Circle

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Oval

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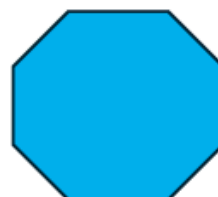
Square

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Rhombus

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Rectangle

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Octagon

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Triangle

Examples of Shapes on Campus



Triangle



Triangle

