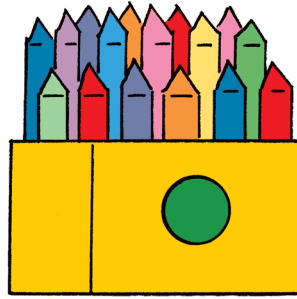
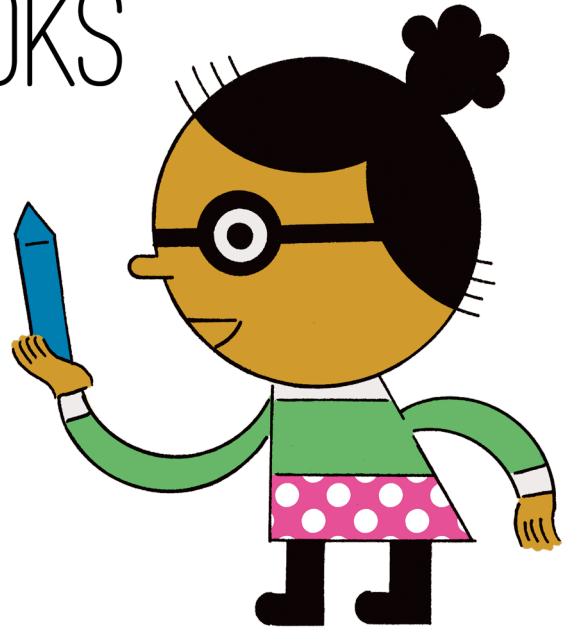


# Shapes and Shapes

by Ivan Brunetti

TOON Level One  
 Grades = 1-2  
 F&P Reading Level = J  
 ISBN = 978-1-6626-6507-3

FOR VISUAL READERS  
**TOON BOOKS**<sup>®</sup>



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## CCSS-aligned Guided Reading Lesson Plan

Standards indicated for grades K and 1

<b>Overview</b>	What makes a shape a shape? What shapes do you know, where do you see them, and what can you do with them?
<b>Subject</b>	Mathematics (Geometry)
<b>Grade Level</b>	K-2
<b>Suggested Time</b>	40 minutes
<b>Materials</b>	Paper, pencils, crayons, scissors, cardboard
<b>Objectives</b>	To learn and/or review shapes. To decide what makes a shape a shape. To see what you can do with shapes.
<b>BEFORE READING</b>	
RI.K.2, RI.1.2, RI.2.1	What is a shape?
RI.K.2, RI.1.2, RI.2.2	Can you name some shapes?
RI.K.6	Who is the author/artist of this book? Have you read any other books by him before? What were they about?

## DURING READING



RI.K.1, RI.K.3, RI.K.10, RI.1.1,  
RI.1.3, RI.1.10, RI.2.1, RI.2.3,  
RI.2.10

What shapes can you name? What makes them different from one another? What is the same about them?

RI.K.3, RI.K.10, RI.1.3,  
RI.1.10, RI.2.1

What shapes do you see around you right now?

RI.K.3, RI.K.10, RI.1.3,  
RI.1.10, RI.2.10

How many sides do the shapes you see have?

RI.K.3, RI.K.10, RI.1.3,  
RI.1.10, RI.2.10

Is this a shape?



No. Why not?

RI.K.3, RI.K.10, RI.1.3,  
RI.1.10, RI.2.10

Is this a shape?



No. Why not?

RI.K.3, RI.K.10, RI.1.3,  
RI.1.10, RI.2.10

Is this a shape?



Yes. Why do you think so?

RI.K.3, RI.K.10, RI.1.3,  
RI.1.10, RI.2.10

How about a semicircle?



Yes.

RI.K.1, RI.K.2, RI.K.3,  
RI.K.10, RI.1.3, RI.1.10,  
RI.2.1, RI.2.2, RI.2.10

What do you think makes a shape a shape?

*Most common shapes are flat, closed, and have 3 or more straight sides.*

RI.K.1, RI.K.2, RI.K.3,  
RI.K.10, RI.1.3, RI.1.10,  
RI.2.1, RI.2.10

How is a circle different from other shapes?

*It doesn't have straight sides.*

RI.K.1, RI.K.2, RI.K.3,  
RI.K.10, RI.1.3, RI.1.10,  
RI.2.1, RI.2.10

How is it like other shapes?

*It's closed: there is no way in and no way out.*

RI.K.1, RI.K.3, RI.K.10, RI.1.3,  
RI.1.10, RI.2.1, RI.2.2, RI.2.3,  
RI.2.10

What is the same about a square and a rectangle?

*4 straight sides, 4 square corners*

RI.K.1, RI.K.3, RI.K.10, RI.1.3,  
RI.1.10, RI.2.1, RI.2.2, RI.2.3,  
RI.2.10

How is a square different from a rectangle?

*A square has 4 sides the same length.*

RI.K.1, RI.K.3, RI.K.10, RI.1.3,  
RI.1.10, RI.2.1, RI.2.2, RI.2.3,  
RI.2.10

How is it the same?

*It has 4 square corners. A square is actually a special kind of rectangle, but there's no need to get that technical at this age.*

RI.K.1, RI.K.3, RI.K.10, RI.1.3,  
RI.1.10, RI.2.1, RI.2.2, RI.2.3,  
RI.2.10

RI.K.10

RI.K.4, RI.1.4, RI.2.1, RI.2.4

RI.K.1, RI.K.3, RI.K.10, RI.1.3,  
RI.1.10, RI.2.1, RI.2.2, RI.2.3,  
RI.2.10

Can you name another shape with four sides?

*A diamond.*

What is your favorite shape? Why?

What is a shape with 3 sides called? 5 sides? 6 sides? 8 sides?

Do all sides of a shape have to be the same length?

*No.*

## VISUAL EXPRESSION

RI.K.7, RI.K.10, RI.1.1, RI.1.3,  
RI.1.6, RI.1.7, RI.1.10, RI.2.1,  
RI.2.7

Pages 4-5:

Look at how the artist uses different colors for the names of the shapes. What do they match?

RI.K.1, RI.K.3, RI.K.7, RI.K.10,  
RI.1.1, RI.1.3, RI.1.6, RI.1.7,  
RI.1.10,

What shapes does the artist use for people's heads? For the other parts of their bodies? Use page 8 to help you answer.



RI.K.1, RI.K.3, RI.K.7, RI.K.10,  
RI.1.6, RI.1.7, RI.1.10, RI.2.1,  
RI.2.10

Pages 10-13:

What shapes does the artist use to make cars and buses? For making a neighborhood? Hopscotch? A soccer ball?



RI.K.1, RI.K.3, RI.K.7, RI.K.10,  
RI.1.1, RI.1.3, RI.1.6, RI.1.7,  
RI.1.10, RI.2.1, RI.2.10

Pages 22-23:

What shapes do you see in the baseball game?



RI.K.1, RI.K.3, RI.K.1, RI.K.3,  
RI.K.4, RI.K.7, RI.K.10, RI.1.1,  
RI.1.3, RI.1.6, RI.1.7, RI.1.10,  
RI.2.1, RI.2.3, RI.2.10

Pages 26-27:

What solid (three-dimensional) shapes can be made from flat shapes? What are they called?

RI.K.1, RI.1.6, RI.K.7, RI.K.10,  
RI.1.1, RI.1.6, RI.1.7, RI.2.1,  
RI.2.10

How does the artist make the floor of the classroom?

RI.K.1, RI.K.3, RI.1.6, RI.K.7,  
RI.K.10, RI.2.1, RI.2.10

How does the artist make eyes, mouths, eyebrows, and eyeglasses?

## AFTER READING

RI.K.10, RI.1.10, RI.2.10

Exploring shapes:

Give children pencil or crayons and paper. Ask them to combine shapes to make new things.

RI.1.1, RI.1.3, RI.1.7,  
RI.2.1, RI.2.7

Give children scissors and different shapes made from colored paper. Ask them to cut the paper in half (or in other places) to see what shapes they get. Have them use the names for the shapes when they can. (See page 6.)

Give children paper and scissors. Have them cut the paper into squares, rectangles, circles, and triangles. Let them explore what other kinds of three-dimensional shapes they can make. Have them use the names for they shapes when they can. (See pages 26-27.)

Give children different shapes made of colored paper or cardboard. Have them see what else they can do with them. (See pages 28-31.)

Have the children make a list of shapes in their homes and where they see them. They can draw them as well. They should report to the class. You can take a large sheet of paper and make a graph (using the appropriate shapes) to see which shapes appear more or less often.

Have groups of three or children make shapes with their bodies and limbs.

Discuss what can be found in a neighborhood.

Put up a large sheet of paper and have children draw a neighborhood made of shapes, including buildings, vehicles, people, and pets. Cut-out shapes can be used instead or together with their drawings. This can be a project spanning several periods or days. You could make an airport or other large, busy area as well.

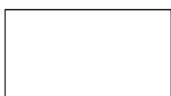
RI.K.3, RI.K.4, RI.K.7,  
RI.K.10, RI.1.3, RI.1.4,  
RI.1.7, RI.1.10, RI.2.1, RI.2.3,  
RI.2.4, RI.2.7, RI.2.10

For curious or more advanced students:

A four-sided shape (polygon) is called a quadrilateral. There are different kinds of quadrilaterals, and many are subsets of others.

Here they are:

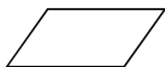
Rectangle



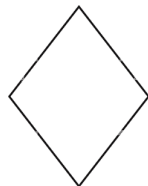
Square



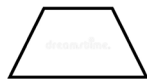
Parallelogram



Rhombus



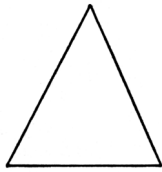
Trapezoid



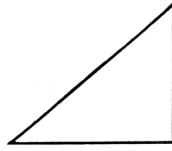
Explore what is the same and what is different about them.

There are three kinds of triangles:

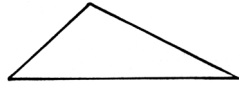
Acute



Right



Obtuse



Explore what is the same and what is different about them.

[Triangles can also be named by the lengths of their sides: scalene, isosceles, and equilateral. Little kids love to learn new, interesting words.]

You can use the words sides and angles.

Below are the ELA Common Core State Standards for Reading for Information addressed in this book by grade level.

	<b>Key Ideas and Details</b>	<b>Craft and Structure</b>	<b>Integration of Knowledge and Ideas</b>	<b>Range of Reading and Level of Text Complexity</b>
<b>K</b>	<p>CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>CCSS.ELA-Literacy.RI.1.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>CCSS.ELA-Literacy.RI.K.4: With prompting and support, ask and answer questions about unknown words in a text.</p> <p>CCSS.ELA-Literacy.RI.K.6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p>CCSS.ELA-Literacy.RI.K.7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	<p>CCSS.ELA-Literacy.RI.K.10: Actively engage in group reading activities with purpose and understanding.</p>
<b>1</b>	<p>CCSS.ELA-Literacy.RI.1.1 Ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text.</p> <p>CCSS.ELA-Literacy.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>CCSS.ELA-Literacy.RI.1.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>CCSS.ELA-Literacy.RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>CCSS.ELA-Literacy.RI.1.7: Use the illustrations and details in a text to describe its key ideas.</p>	<p>CCSS.ELA-Literacy.RI.1.10: With prompting and support, read informational texts appropriately complex for grade 1.</p>
<b>2</b>	<p>CCSS.ELA-LITERACY.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>CCSS.ELA-Literacy.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>CCSS.ELA-Literacy.RI.2.3 Describe how characters in a story respond to major events and challenges.</p>	<p>CCSS.ELA-Literacy.RI.2.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>	<p>CCSS.ELA-Literacy.RI.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>CCSS.ELA-Literacy.RI.2.10: By the end of year, read and comprehend informational texts, including history/ social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>