Shapes Around Us

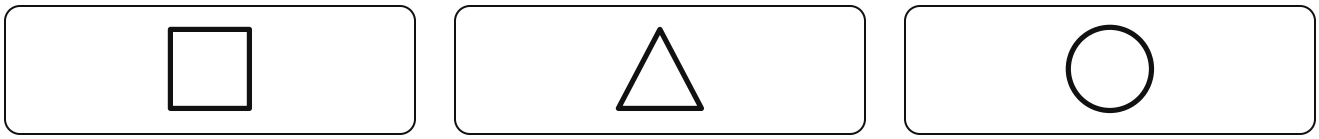
Children choose and draw shapes that model real objects.

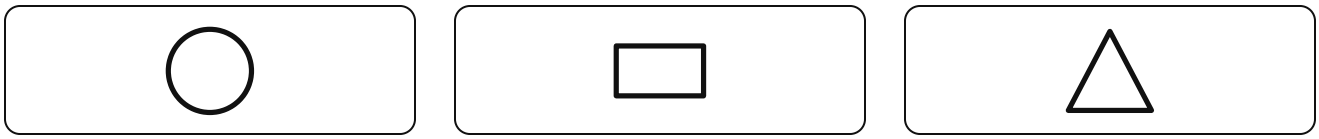
MT.K.G.5 "Model shapes in the environment. This standard should incorporate cultural context relating to Montana Indigenous Peoples and local communities."

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 CHOOSE A SHAPE

a 

b 

2 DRAW A MODEL

drum

door

ANSWER KEY # Shapes Around Us

HOW TO RUN THIS PAGE

Read the questions aloud and give children time to choose and draw their shape models. The drum example connects the lesson to gatherings in some Montana Indigenous communities without suggesting that all communities use drums in the same way.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 · CHOOSE A SHAPE

SAY "A shape can show the outline of something real. Listen to each question and circle one shape."

ROW	SAY	STUDENTS CIRCLE
a	At some Montana Indigenous community gatherings, people use drums. Which shape models the top of a round drum?	**circle**
b	Which shape models the front of our classroom door?	**rectangle**

PART 2 · DRAW A MODEL

SAY "The words beside the boxes say drum and door. Draw a shape in each box to model the top of a round drum and the front of our classroom door. Point to each drawing and tell me what it shows."

- Box 1 (beside drum): **A closed, round shape modeling the top of a round drum.**
- Box 2 (beside door): **A rectangle modeling the front of the classroom door.**

WHAT TO ACCEPT

Circle row answers are circle, then rectangle. Accept recognizable hand-drawn models, even if the lines are uneven, and note whether each child can explain what the drawing models.