

Shapes and Spots

Students name everyday shapes and describe where classroom objects are.

NY-K.G.1 "Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to."

NAME _____

DATE _____

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

1 CIRCLE SHAPES

a				
b				
c				

2 TRACE PLACES

1	ABOVE
2	BELOW
3	BESIDE

HOW TO RUN THIS PAGE

Read each row prompt aloud and give students time to circle one shape. Then arrange the classroom objects named in Part 2, listen to each student's spoken position word, and have students trace the gray word.

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

PART 1 • CIRCLE SHAPES

SAY "I will read the shapes and the question in each row. Circle one shape that answers each question."

ROW	SAY	STUDENTS CIRCLE
a	Triangle, circle, square, rectangle. Which shape can name a round coin?	circle
b	Circle, square, triangle, rectangle. Which shape can name the front of a book?	rectangle
c	Triangle, rectangle, circle, square. Which shape can name a slice of pizza?	triangle

PART 2 • TRACE PLACES

SAY "For box 1, watch me place a pencil above a book, then say where the pencil is and trace the gray word. For box 2, watch me place a paper clip below a book, then say where the paper clip is and trace the gray word. For box 3, watch me place a pencil beside a book, then say where the pencil is and trace the gray word."

- Box 1 (beside 1): **above**
- Box 2 (beside 2): **below**
- Box 3 (beside 3): **beside**

WHAT TO ACCEPT

Circle rows: circle, rectangle, triangle. In Part 2, listen for above, below, and beside; accept "next to" as an oral equivalent for beside.