

Shape Stand-Ins

Students use flat shapes to model familiar classroom objects.

NY-K.G.5 "Model objects in their environment by building and/or drawing shapes."

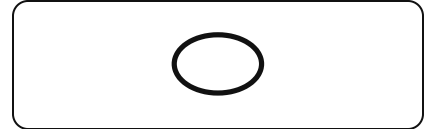
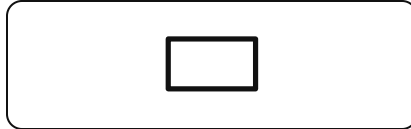
NAME _____

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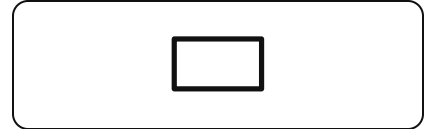
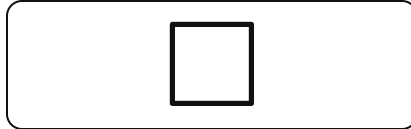
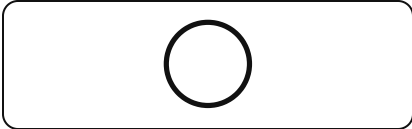
Teacher: this page is run aloud. The script and answers are on the guide page.

1 CIRCLE IT _____

a



b



2 DRAW IT _____

1

2

HOW TO RUN THIS PAGE

Read each question aloud and give students time to look at the real classroom object before marking the page. Students show this skill when they choose or draw a flat shape that can stand for the object's front or outside edge.

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 IT

SAY “We will look at real classroom things and choose a shape that could stand for each one. Listen to each question, look at the shapes in the row, and circle one shape.”

ROW	SAY	STUDENTS CIRCLE
a	Look at the front cover of a book. Which shape could be a model for its flat front? Circle it.	rectangle
b	Look at the outside edge of our classroom door. Which shape could be a model for it? Circle it.	rectangle

PART 2 • DRAW IT

SAY “Now you will draw shapes as models. Look at a book cover. What shape could you draw to model its flat front? Draw it in box 1. Look at our classroom door. What shape could you draw to model its outside edge? Draw it in box 2.”

- Box 1 (beside 1): **rectangle**
- Box 2 (beside 2): **rectangle**

WHAT TO ACCEPT

Both circle rows are rectangles. In each drawing box, accept a closed rectangle with four straight sides and four corners, whether it is drawn tall or wide.