Kindergarten – Math/Arts

Standards:

CCSS.MATH.CONTENT.K.G.A.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.

CCSS.MATH.CONTENT.K.G.A.2

Correctly name shapes regardless of their orientations or overall size.

CCSS.MATH.CONTENT.K.G.A.3

Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

V&PA.K.1.1

Recognize and describe simple patterns found in the environment and works of art.

Objective(s):

- Students will study natural objects on the trail to determine shape and dimensionality.
- Students will look for and describe patterns in the trail environment.

4Cs:

- Communication - Students will communicate with a partner about their findings of shape and pattern.
- Collaboration - Students may work with a partner to find specific shapes on the trail. (scavenger hunt?)

Materials:

- None

Prerequisite Knowledge (Vocabulary, part of trail, technology, etc):

- Some knowledge of 2-D and 3-D shapes.
    - Triangle
    - Circle
    - Cylinder
    - Cone
    - Oval

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- etc.

Lesson Summary:

- As students make their way along the trail, they will work with a buddy to identify 2-D shapes (like leaves), 3-D shapes (like tree trunks), and patterns (like lines on tree trunks)
- As students identify shapes, challenge them to imagine putting 2 or 3 of the shapes together. Would you have a new shape? What shape would it be?
- Some possible questions to ask: Are all trees (leaves, etc.) the same shape? Do you see any animals? What shape are they? Do they have a pattern you can see (in fur, scales, feathers, etc.)?

Map of Trail (state if zone specific): All Zones

Additional Resources:

- Lots & Lots of Zebra Stripes by Stephen R. Swinburne
- A Star in My Orange by Dana Meachen Rau
- Or choose other books relating to patterns and shapes in nature