



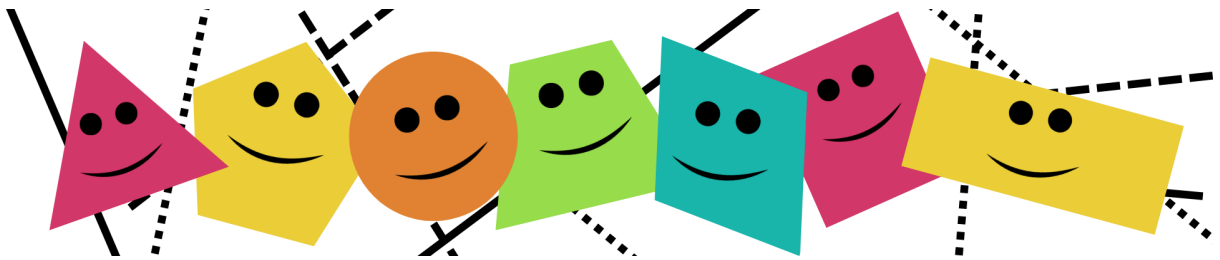
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Integrated learning solutions

WHEN A LINE BECOMES A SHAPE

Grade Band: K-1

Content Focus: Visual Arts & Math



LEARNING DESCRIPTION

In this lesson, students will learn about lines and shapes through the book, *When a Line Bends...A Shape Begins*. Students will be able to name and describe shapes, identify them in their environment, create a character out of shapes, and write a sentence summary about the defining attributes of their shape.

LEARNING TARGETS

Essential Questions	"I Can" Statements
<p>What are the different types of geometric shapes?</p> <p>How can I draw geometric shapes?</p> <p>How can I create a character out of a geometric shape?</p>	<p>I can identify different kinds of geometric shapes.</p> <p>I can draw geometric shapes.</p> <p>I can create a character out of a geometric shape.</p>



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How can I describe the attributes of a shape in written form?

I can write about the attributes of geometric shapes.

GEORGIA STANDARDS

Curriculum Standards	Arts Standards
<p>Kindergarten K.GSR.8: Identify, describe, and compare basic shapes encountered in the environment, and form two-dimensional shapes and three-dimensional figures.</p> <p>Grade 1 1.GSR.4: Compose shapes, analyze the attributes of shapes, and relate their parts to the whole.</p>	<p>Kindergarten VAK.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. VAK.CR.2 Create works of art based on selected themes. VAK.CR.3 Understand and apply media, techniques, and processes of two-dimensional art. VAK.RE.1 Discuss personal works of art and the artwork of others to enhance visual literacy. VAK.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).</p> <p>Grade 1 VA1.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. VA1.CR.2 Create works of art based on selected themes. VA1.CR.3 Understand and apply media, techniques, and processes of two-dimensional art. VA1.RE.1 Discuss personal works of art and the artwork of others to enhance visual literacy. VA1.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).</p>

SOUTH CAROLINA STANDARDS

Curriculum Standards	Arts Standards
<p>Kindergarten K.G.2 Identify and describe a given shape and shapes of objects in everyday situations to include two-dimensional shapes (i.e., triangle, square, rectangle, hexagon, and circle) and</p>	<p>Anchor Standard 1: I can use the elements and principles of art to create artwork.</p> <p>Anchor Standard 2: I can use different materials, techniques, and processes to make art.</p>



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<p>three-dimensional shapes (i.e., cone, cube, cylinder, and sphere).</p> <p>K.G.5 Draw two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, and circle) and create models of three-dimensional shapes (i.e., cone, cube, cylinder, and sphere).</p> <p>Grade 1</p> <p>1.G.1 Distinguish between a two-dimensional shape's defining (e.g., number of sides) and non-defining attributes (e.g., color).</p> <p>1.G.4 Identify and name two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, rhombus, trapezoid, and circle).</p>	<p>Anchor Standard 3: I can improve and complete artistic work using elements and principles.</p> <p>Anchor Standard 4: I can organize work for presentation and documentation to reflect specific content, ideas, skills, and or media.</p>
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KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
<ul style="list-style-type: none"> ● <u>Capital/uppercase letter</u> - The first letter of a sentence or a proper noun ● <u>Period</u> - A punctuation mark that indicates the end of a sentence ● <u>Geometric shape</u> - A flat, two-dimensional figure that has specific characteristics and can be identified by its attributes ● <u>Edge</u> - The side of a shape ● <u>Vertices</u> - Angles 	<ul style="list-style-type: none"> ● <u>Line</u> - One of the seven elements of art; the path of a moving point ● <u>Shape</u> - One of the seven elements of art; an enclosed line; two-dimensional object

MATERIALS

<ul style="list-style-type: none"> ● Pieces of yarn (some long, some medium, and some short) ● Types of Shapes handout - one per student ● White paper ● Crayons or markers ● Construction paper ● Glue sticks ● <i>When a Line Bends...A Shape Begins</i>



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INSTRUCTIONAL DESIGN

Opening/Activating Strategy

- Give students several pieces of yarn of different lengths and the [Types of Shapes](#) handout. Tell students that shapes are made from connected lines. Have students practice outlining the shapes using yarn as lines.

Work Session

- Show students the cover of the book, *When a Line Bends, A Shape Begins*. Ask students to help identify the title, author, and illustrator.
- Tell students that today they are going to learn about different kinds of shapes through the book, *When a Line Bends...A Shape Begins*. As you read the book to students, have students practice making the shape discussed by manipulating their yarn. Ask students how many pieces of yarn they need to make the shape to help them understand the number of sides/edges and vertices each shape has.
- After reading the book, ask students what the book was about to check for understanding. Ask them about the different kinds of shapes they learned about and where they can see examples of these shapes in the classroom.
- Tell students that they are going to be making shape characters. Assign each student a shape (square, circle, rectangle, triangle, etc). Tell students that their shape will become a character—it needs to have the correct number of vertices and sides/edges as well as arms, legs, hair, and a face.
- Students should first draw their shape large on construction paper.
- Then, students should cut it out and glue it on a white piece of paper.
- Finally, students can add a face, arms, legs, hair, etc. using crayons or markers.
- Once students create their shape characters, they will write a sentence about their character. Their sentence should say what type of shape it is, how many lines are used to make it (how many sides), and what they choose to name their shape. Students should focus on using correct punctuation in their sentences (beginning with a capital letter and ending with a period).

Closing/Reflection

Have students get in groups of four so that each member of the group has a different shape. Students should take turns presenting their shape character and reading their sentence to the group.

ASSESSMENTS

Formative

Teachers will assess understanding through:

- Students' yarn shapes that they make as they read the book
- Class discussion after reading the book to see if students understood the book and can identify types of shapes in the classroom

Summative



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CHECKLIST

- Students' shape characters should have the correct number of vertices and sides/edges.
- Students' sentences about their shape character should begin with an uppercase letter and end with a period. They should include the attributes of their shape.

DIFFERENTIATION

Acceleration:

- Have students work together to create a story in which their shape characters interact. Have students develop a beginning, middle, and end to their story. Students can either draw or write the beginning, middle, and end of the story depending on the student's abilities.

Remediation:

- Instead of having students use yarn to make the shapes, have them trace the shapes with their pencils or a colored crayon.
- Have students answer verbally or in non-sentence written form the type of shape character they created and the number of sides/lines used to create the shape.

ADDITIONAL RESOURCES

[Types of Shapes](#) handout
[When a Line Bends...A Shape Begins](#) read aloud

**This integrated lesson provides differentiated ideas and activities for educators that are aligned to a sampling of standards. Standards referenced at the time of publishing may differ based on each state's adoption of new standards.*

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