



About the Book

Text Type: Nonfiction/Procedural Page Count: 16 Word Count: 365

Book Summary

Through the simple yet entertaining process of drawing familiar pictures, readers learn the basic concepts of geometric shapes, such as circles, squares, and triangles. The book provides excellent opportunities for art, math, and science connections.

About the Lesson

Targeted Reading Strategy

- Summarize

Objectives

- Use the reading strategy of summarizing to understand text
- Classify information
- Discriminate long /a/ sound in words
- Identify long /a/ sound combined with silent e
- Understand the use of commas in a series
- Understand meaning of content words

Materials

Green text indicates resources available on the website

- Book—*Let's Make Shapes* (copy for each student)
- Chalkboard or dry erase board
- Chart paper and markers
- Word journal (optional)
- *Classify shapes, VCe long /a/, content words worksheets*
- *Discussion cards*



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

- High-frequency words: *another, around, each, join, many, than, then, thing, use*
- Content words: *circle, curved, geometric, half, rectangle, shape, square, straight, triangle*

Before Reading

Build Background

- Show students a collection of items that are clear examples of different shapes (a ball, a plate, a book, a picture frame, and a block). Have students look around the classroom and identify similar shapes in the room.
- Brainstorm shape names and list them on the board. Ask: *What shape names do you know?* List the names of the shapes that match the shapes in the book (square, rectangle, triangle, circle).

Preview the Book

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they might read about in a book called *Let's Make Shapes!* (Accept any answers students can justify.)

Lesson Plan *(continued)*

Let's Make Shapes!

- Ask students to identify the shapes in the pictures and match them to the shapes they identified already in the classroom.
- Show students the title page. Discuss the information on the page (title of the book, author's name, illustrator's name).

Introduce the Reading Strategy: **Summarize**

- Explain to students that one way to understand and remember information in a book is to stop at the end of each page to think about what the main points are and then repeat them in your mind.
- Model summarizing information.
Think-aloud: I can tell from reading the title and looking at the pictures that this book is probably going to teach me how to make different shapes. I will need to remember to stop as I read and list in my mind, or summarize, what I have read about each shape. On pages 3 and 4, I read that lines connect two points and can be made into many different shapes.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- Use the book preview as an opportunity to introduce unfamiliar vocabulary to students and to model language patterns. For example, on page 5, say: *The four shapes on this page are a circle, square, rectangle, and triangle.* Continue by having students repeat the language you used. Ask: *What shapes made from straight lines and curved lines might you see in a kitchen?*
- Encourage students to add the new vocabulary words to their word journals.

Set the Purpose

- As students read, have them stop and repeat the important information about making shapes in their mind and think of familiar items that resemble the shapes.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Ask them to place a finger on the page number at the bottom corner of page 3. Have them read to the end of page 8, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Model summarizing important information in text.
Think-aloud: On pages 4 and 5, I read that lines are used to make various shapes. After reading the pages, I stopped to summarize the important points in my mind. For example, I thought about how lines can be bent and joined to make various shapes, such as circles, squares, and triangles.
- Have students read the remainder of the book to remember important information about other shapes.



Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Reinforce that summarizing in their own words what they read helps students understand and enjoy the story and remember new information.

Lesson Plan *(continued)*

Let's Make Shapes!

- Model the strategy of summarizing.
Think-aloud: After reading page 10, I stopped and thought about the steps for carving a triangle for a nose in a jack-o'-lantern. It is an easy shape to cut because you make three straight cuts that meet at three corners. A triangle has no curved lines. Thinking about carving a face in a jack-o'-lantern helped me understand and remember the triangle shape.
- Ask students to explain or show how the strategy of summarizing helped them understand and remember the information in the book.

Teach the Comprehension Skill: **Classify information**

- **Discussion:** Ask students whether they were surprised when they read about making a dog out of a square. Draw a square on the board. Have volunteers retell the steps to draw a dog as you draw the dog on the board.
- **Introduce and model:** Tell students that this book is about different shapes and the different kinds of lines that are used to make them. Ask: *What are the two kinds of lines that are used to make all the shapes?* (Curved lines and straight lines.) Say: *The shapes in this book can be organized into two groups: shapes made with curved lines and shapes made with straight lines.*
Think-aloud: In this book, shapes like squares, rectangles, and triangles are made with straight lines. Curved lines make circles and half circles.
- **Check for understanding:** Have students turn to page 6. Ask them to tell whether the smiley face is made with straight lines or curved lines (curved lines). Have students turn to page 11 and tell whether the tree is made with straight lines or curved lines (straight lines).
- **Independent practice:** Introduce, explain, and have students complete the [classify shapes worksheet](#). If time allows, discuss their responses.
- **Extend the discussion:** Have students write one sentence about how to draw the shape of their choice. When they have finished, share their sentences with the group and discuss.

Build Skills

Phonological Awareness: **Discriminate long /a/**

- Say the words *shape* aloud to students, emphasizing the medial long /a/ sound. Have students say the word aloud and then say the long /a/ sound.
- Read page 4 aloud to students. Have them raise their hand when they hear a word that has a long /a/ sound.
- Say the following words one at a time and have students give the thumbs-up signal if the word has the long /a/ sound: *circle, make, rectangle, tape, face, square.*

Phonics: **Vce long /a/ pattern**

- Write the word *shape* on the board and say it aloud with students.
- Have students say the long /a/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students which letter stands for the long /a/ sound in the word *shape*. Review or explain that the letter a makes the long sound when there is a silent e at the end of the word.
- Write the following words on the board, leaving off the long a and silent e: *take, gave, came.* Say each word one at a time, and have volunteers come to the board and add the long a and silent e in each word. Have students practice blending the sounds together to say each word.
- **Independent practice:** Introduce, explain, and have students complete the [VCe long /a/ worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: **Commas in a series**

- Explain that one way commas are used is to separate words in a list, or series of items.
- Have students turn to page 5. Read the page with students again. Ask: *What list of items do you see on this page?* (a list of shapes). Point out the commas that separate each item in the list.

Lesson Plan *(continued)*

Let's Make Shapes!

- Turn to page 7 and read the page with students. Ask students what types of items are listed (mouse face parts).
- Have students provide examples of other lists of things (a grocery list, a to-do list, and so on). Discuss how using commas in a list helps keep the items on the list separated.

Word Work: **Content vocabulary**

- Write the following words from the book on the board: *circle, square, rectangle, triangle*. Say each word aloud with students. Ask volunteers to draw each shape under the appropriate word on the board. Then have them identify items in the classroom that have the same shapes. Ask students to describe the shapes of the items by telling how each shape is formed (number of sides, straight or curved lines).
- As the following words are used by students, add the words to the board: *shape, straight, and curved*.
- Discuss with students the words *geometric shapes* as a way to describe the group of many-sided shapes.
- **Independent practice:** Introduce, explain, and have students complete the **content words worksheet**. If time allows, discuss their answers.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

Extend the Reading

Informational Writing Connection

Illustrate shapes on a large chart or on an overhead projector. Review the shapes with students. Have them write their first name turning the letters into geometric shapes so their name looks like a piece of art. Have students color the shapes and label each shape they used. Display their shape names on a bulletin board titled *Geometric Letters*.

Social Studies Connection

Have students draw a simple map with buildings made from geometric shapes, and roads. The map can show a real location such as the area around the school or students' homes, or can be imaginary such as a map to hidden treasure. Have students choose a starting and destination point on their map and mark out the route to connect the two. If necessary, use a map of your own to demonstrate how to trace a route.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently use the reading strategy of summarizing to understand text
- accurately classify shapes during discussion and on a worksheet
- correctly discriminate the long /a/ sound in words
- correctly identify long /a/ sound combined with silent e during discussion and on a worksheet
- accurately demonstrate the use of commas to separate words in a list
- accurately read and understand content words found in the text during discussion and on a worksheet

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)