

Teaching Activity Guide for

The Shape Family Babies

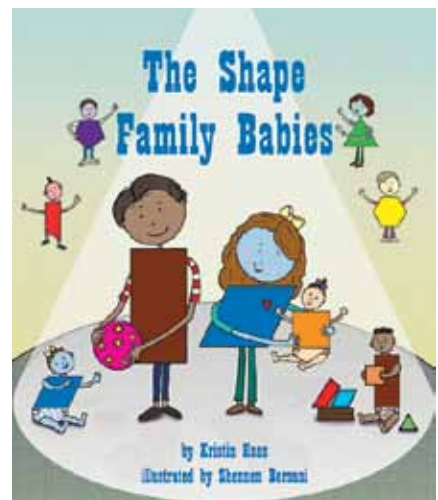


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by Kristin Haas
illustrated by Shennen Bersani

How to Use This Activity Guide (General)

There are a wide variety of activities that teach or supplement all curricular areas. The activities are easily adapted up or down depending on the age and abilities of the children involved. And, it is easy to pick and choose what is appropriate for your setting and the time involved. Most activities can be done with an individual child or a group of children.

For teachers in the classroom: We understand that time is at a premium and that, especially in the early grades, much time is spent teaching language arts. All Arbordale titles are specifically selected and developed to get children excited about learning other subjects (science, geography, social studies, math, etc.) while reading (or being read to). These activities are designed to be as comprehensive and cross-curricular as possible. If you are teaching sentence structure in writing, why not use sentences that teach science or social studies? We also know and understand that you must account for all activities done in the classroom. While each title is aligned to all of the state standards (both the text and the For Creative Minds), it would be nearly impossible to align all of these activities to each state's standards at each grade level. However, we do include some of the general wording of the CORE language arts and math standards, as well as some of the very general science or social studies standards. You'll find them listed as "objectives" in italics. You should be able to match these objectives with your state standards fairly easily.

For homeschooling parents and teachers in private schools: Use as above. Aren't you glad you don't have to worry about state standards?

For parents/caregivers: Two of the most important gifts you can give your child are the love of reading and the desire to learn. Those passions are instilled in your child long before he or she steps into a classroom. Many adults enjoy reading historical fiction novels . . . fun to read but also to learn (or remember) about historical events. Not only does Arbordale publish stories that are fun to read and that can be used as bedtime books or quiet "lap" reading books, but each story has non-fiction facts woven through the story or has some underlying educational component to sneak in "learning." Use the "For Creative Minds" section in the book itself and these activities to expand on your child's interest or curiosity in the subject. They are designed to introduce a subject so you don't need to be an expert (but you will probably look like one to your child!). Pick and choose the activities to help make learning fun!

For librarians and bookstore employees; after-school program leaders; and zoo, aquarium, nature center, park & museum educators: Whether reading a book for story time or using the book to supplement an educational program, feel free to use the activities in your programs. We have done the "hard part" for you.

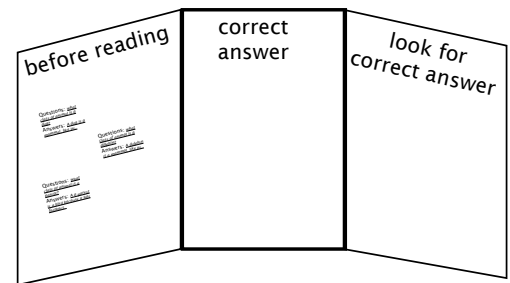
What Do Children Already Know?

Young children are naturally inquisitive and are sponges for information. The whole purpose of this activity is to help children verify the information they know (or think they know) and to get them thinking “beyond the box” about a particular subject.

Before reading the book, ask the children what they know about the subject. A list of suggested questions is below. The children should write down their “answers” (or adults for them if the children are not yet writing) on the chart found in Appendix A, index cards, or post-it notes.

Their answers should be placed on a “before reading” panel. If doing this as a group, you could use a bulletin board or even a blackboard. If doing this with individual children, you can use a plain manila folder with the front cover the “before reading” panel. Either way, you will need two more panels or sections—one called “correct answer” and the other “look for correct answer.”

Do the children have any more questions about the subject? If so, write them down to see if they are answered in the book.



After reading the book, go back to the questions and answers and determine whether the children’s answers were correct or not.

If the answer was correct, move that card to the “correct answer” panel. If the answer was incorrect, go back to the book to find the correct information.

If the children have more questions that were not answered, they should look them up.

When an answer has been found and corrected, the card can be moved to the “correct answer” panel.

Pre-Reading Questions

1. What is a polygon?
2. What is a name for a shape with four sides?
3. What is the name for a shape with four angles?
4. How many sides does a triangle have?
5. What is the difference between a rectangle and a square?
6. What is the difference between a trapezoid and a parallelogram?
7. How many sides does a pentagon have?
8. How are a square and a rhombus similar?
9. How many angles are in a pentagon?
10. What is a square?

Comprehension Questions & Writing Prompts

Objective Core Language Arts, Speaking and Listening: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

1. Who finally came up with the name “Square”?
2. Two of the relatives invented made-up names for the new baby. What were they? Have you ever made up a word? Invent a new word and use it in a sentence.
3. Have you ever named or helped name something, like a pet, younger sister or brother, a stuffed animal, or a toy? Draw the person or thing that you helped name and write about how you chose that name.
4. Although the Shape Family named their baby Square, several of the other name options also fit. Which other shape words can be used to describe a square?

Cross-Curricular Vocabulary Activities

Objective Core Language Arts:

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.

Identify new meanings for familiar words and apply them accurately (e.g., duck is a bird & the verb to duck). Use words & phrases acquired through conversations, reading/being read to, and responding to texts.

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade-level topic or subject area.

Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Use frequently occurring adjectives.

Vocabulary Game: This activity is a very general idea and is designed to get children thinking of vocabulary words that will then be used as the beginning vocabulary list for a science lesson.

Select an illustration from the book and give the children a specific length of time (five minutes?) to write down all the words they can think of about the particular subject. It is helpful to project an illustration on a whiteboard. Use eBook or book preview found at www.ArbordalePublishing.com.

The children's word list should include anything and everything that comes to mind, including nouns, verbs, and adjectives. At the end of the time, have each child take turns reading a word from his/her list. If anyone else has the word, the reader does nothing. However, if the reader is the only one with the word, he/she should circle it. While reading the list, one person should write the word on a flashcard or large index card and post it on a bulletin board or wall.

At the end, the child with the most words circled "wins." And you have a start to your science vocabulary list. Note: if a child uses an incorrect word, this is a good time to explain the proper word or the proper usage.

Glossary/Vocabulary Words: Word cards may be used (see Appendix) or have children write on index cards, a poster board, or on a chalkboard for a "word wall." If writing on poster board or chalkboard, you might want to sort words into nouns, verbs, etc. right away to save a step later if using for Silly Sentences (on the next page). Leaving the words posted (even on a refrigerator at home) allows the children to see and think about them frequently. The glossary has some high-level words. Feel free to use only those words as fit your situation.

Using the Words: The following activities may be done all at once or over a period of several days.

- Sort vocabulary words into nouns, verbs, adjectives, etc. and write what they are on the backs of the cards. When the cards are turned over, all you will see is "noun," etc. (these can then be used for the "silly sentences" on the next page).
- After the cards have been sorted, go over the categories to ensure that all cards have been placed correctly. (Mistakes are a great opportunity to teach!)
- Choose two words from each category and write a sentence for each word.
- Write a story that uses at least ten vocabulary words from the word sort.
- Have children create sentences using their vocabulary words. Each sentence could be written on a separate slip of paper. Have children (individually or in small groups) sort and put sentences into informative paragraphs or a story. Edit and re-write paragraphs into one informative paper or a story.

Silly Sentence Structure Activity: This "game" develops both an understanding of sentence structure and the science subject. Use words from the "word wall" to fill in the blanks. After completing silly sentences for fun, have children try to fill in the proper words by looking for the correct information in the book.

Word Bank

| Adjective | Noun | Verb |
|------------------|-------------|-------------|
| acute | angles | arrived |
| beautiful | baby | called |
| each | child | decided |
| equal | children | expected |
| first | day | had |
| four | hexagon | look |
| obtuse | ideas | married |
| oldest | image | name |
| one | parent | noted |
| right | polygon | proposed |
| second | quadrangle | reasoned |
| third | rectangle | recommended |
| three | relatives | resembled |
| two | rhombus | scoffed |
| unequal | she | suggested |
| youngest | sides | were |
| | square | wondered |
| | they | |
| | trapezoid | |

Cross-Curricular: Silly Sentences

1. They _____ and soon were expecting their first child.
verb
2. _____ parent _____ whom the baby would look like.
adjective verb
3. Finally the day _____, and there was not one, not two, but three _____ children.
verb adjective
4. She had four _____ angles and four equal _____.
adjective noun
5. What could they _____ this beautiful child?
verb
6. Her parents _____ to ask their _____ for ideas.
verb noun
7. Aunt _____ proposed, "She has _____ angles. We could name her Quadrangle."
noun adjective
8. "Pish posh," _____ Grandma Rhombus. "Who ever heard of a rectombus?"
verb
9. "Why, she's the spitting _____ of Great-Great-Grandpa Square. If she has four right _____ and four _____ sides, she's a square!"
noun noun adjective
10. It was agreed. Rhombus and _____ 's _____ child would be _____ Square.
noun adjective verb

Language Arts: Word Families & Rhyming Words

Language Arts, Reading Standards: Foundational Skills, Recognize and produce rhyming words.

Word families are groups of words that have some of the same combinations of letters in them that make them sound alike...or rhyme. For example ad, add, bad, brad (Brad), cad, Chad, clad, dad, fad, gad, glad, grad, had, lad, mad, pad, plaid (silent 'i'), sad, shad, and tad all have an "ad" letter combination and rhyme.

- Find and write down rhyming words in the poem.
- Are they in the same word family?
- If so, circle the combination of letters that are the same.
- Can you think of more words in the word family?

Rhyming words are:

one

and

none

They are / are not from the same word family.

Other words that rhyme are:

Rhyming words are:

hexagon

and

octagon

They are / are not from the same word family.

Other words that rhyme are:

Rhyming words are:

side

and

ride

They are / are not from the same word family.

Other words that rhyme are:

Rhyming words are:

book

and

look

They are / are not from the same word family.

Other words that rhyme are:

Word Search

Find the hidden words. Even non-reading children can match letters to letters to find the words! Easy—words go up to down or left to right (no diagonals). For older children, identify the coordinates of the first letter in each word (number, letter).

| | A | B | C | D | E | F | G | H | I | J |
|----|---|---|---|---|---|---|---|---|---|---|
| 1 | H | F | A | M | I | L | Y | A | L | F |
| 2 | S | H | A | D | E | D | O | G | A | L |
| 3 | Q | U | A | D | R | A | N | G | L | E |
| 4 | U | I | N | P | S | T | D | S | O | Q |
| 5 | R | I | G | H | T | E | V | I | E | U |
| 6 | P | O | L | Y | G | O | N | D | K | A |
| 7 | X | P | E | U | N | D | I | E | T | L |
| 8 | S | H | A | P | E | R | Y | W | I | S |
| 9 | K | P | A | R | A | L | L | E | L | E |
| 10 | C | D | M | S | Q | U | A | R | E | R |

ANGLE
EQUAL
FAMILY
PARALLEL
POLYGON
QUADRANGLE
RIGHT
SHAPE
SIDE
SQUARE

Shape Sorting Cards

Objective: Classify organisms according to one selected feature, such as body covering, and identify other similarities shared by organisms within each group formed.

Describe several external features and behaviors of animals that can be used to classify them (e.g., size, color, shape of body parts).

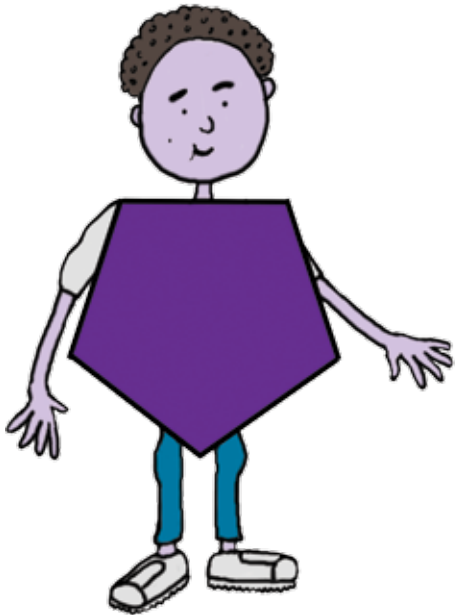
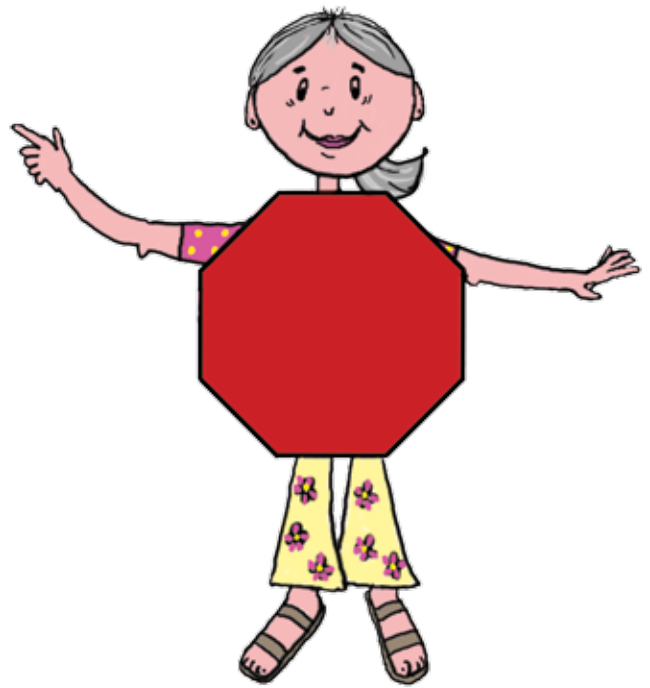
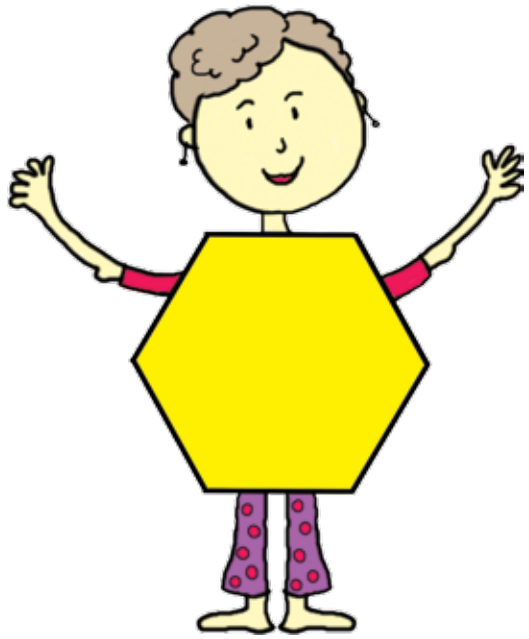
Identify observable similarities and differences (e.g., number of legs, body coverings, size) between/among different groups of animals.

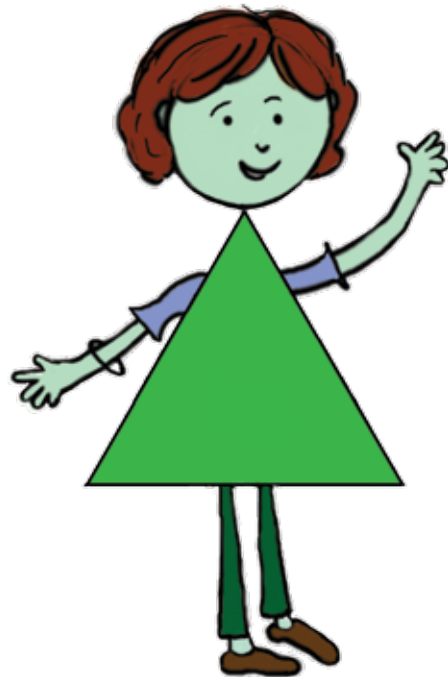
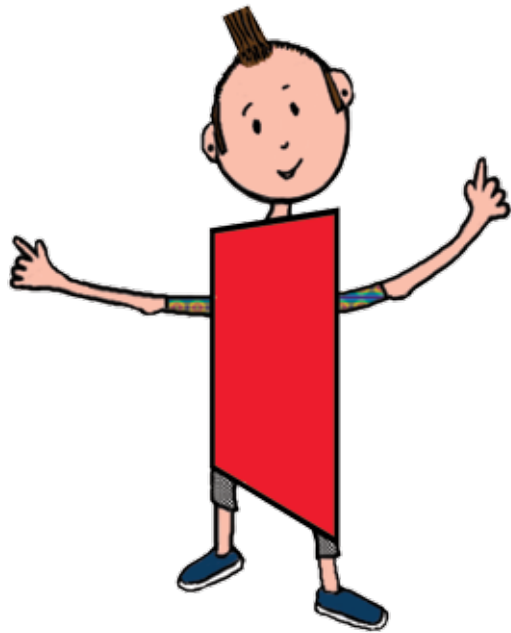
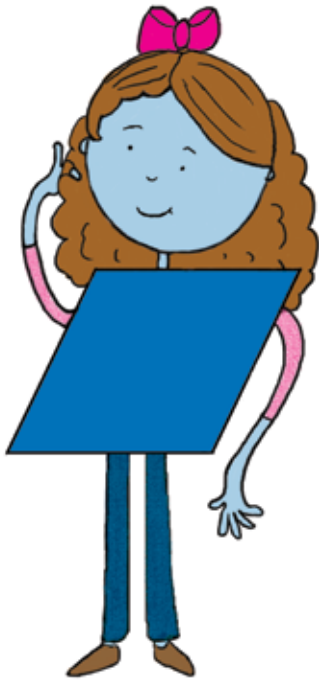
Shape Card Games:

Memory Card Game: Make two copies of each of the sorting card pages and cut out the cards. Mix them up and place them face down on a table. Taking turns, each player should turn over two cards so that everyone can see. If the cards match, he or she keeps the pair and takes another turn. If they do not match, the player should turn the cards back over and it is another player's turn. The player with the most pairs at the end of the game wins.

Who Am I? Copy and cut out the cards. Poke a hole through each one and tie onto a piece of yarn. Have each child put on a "card necklace" without looking at it so the card hangs down the back. The children get to ask each person one "yes/no" question to try to guess "what they are." If a child answering the question does not know the answer, he/she should say, "I don't know." This is a great group activity and a great "ice-breaker" for children who don't really know each other.

Charades: One child selects a card and must act out what the animal is so that the other children can guess. The actor may not speak but can move like the animal and imitate body parts or behaviors. For very young children, you might let them make the animal sound. The child who guesses the animal becomes the next actor.





Science Journal (Vocabulary)

Rectangle

my definition

my drawing

Triangle

my definition

my drawing

Polygon

my definition

my drawing

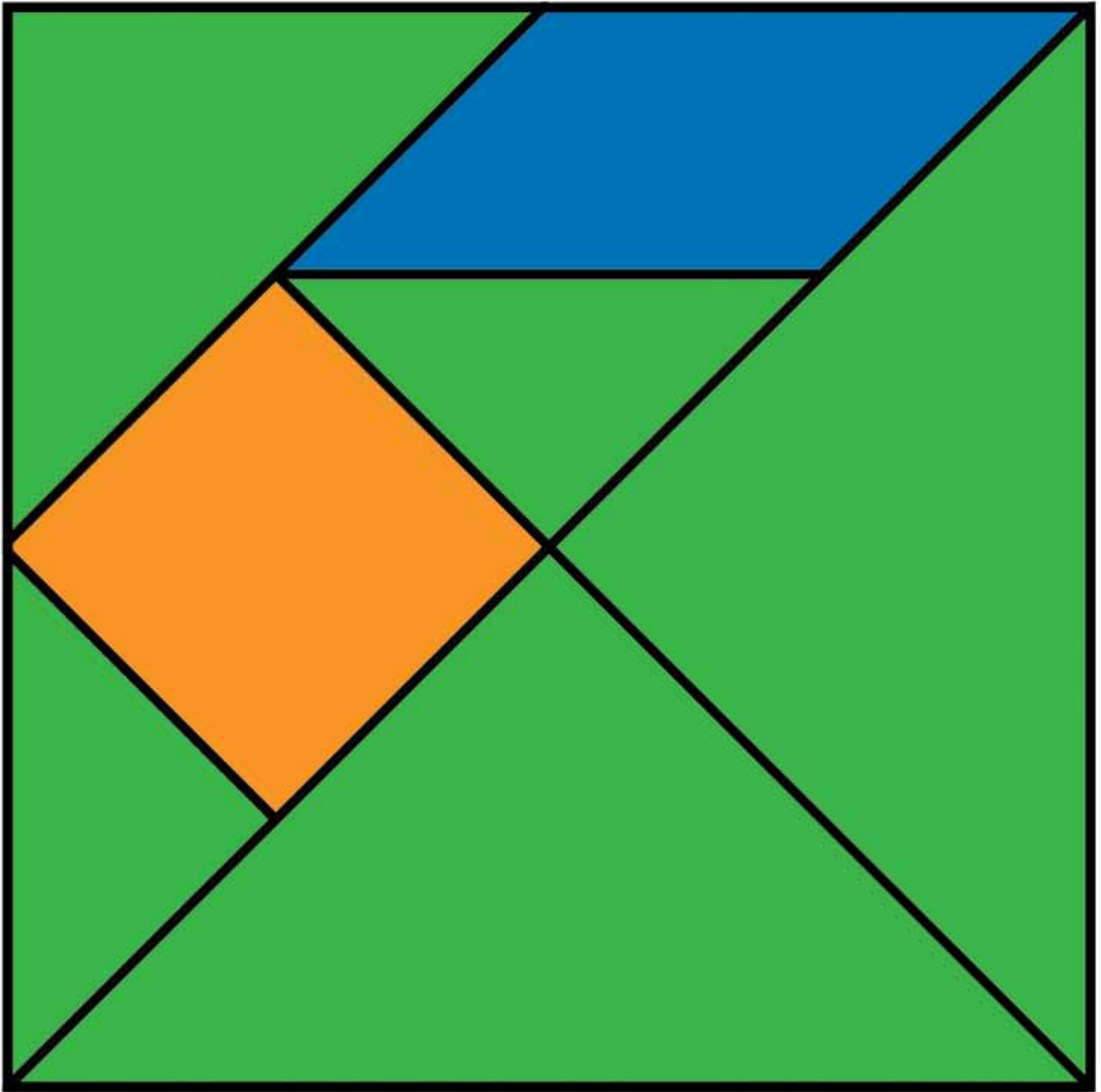
Square

my definition

my drawing

Math: Tangram

Copy this page and cut out the shapes below. After mixing them up, and without looking at this guide, try to put them back together so that they make a square. What other shapes or designs can you make?



Math Cards

Objective Core Mathematics Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (up to 10)

Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

Use numbers, up to 10, to place objects in order, such as first, second, and third, and to name them

For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

Math Card Games

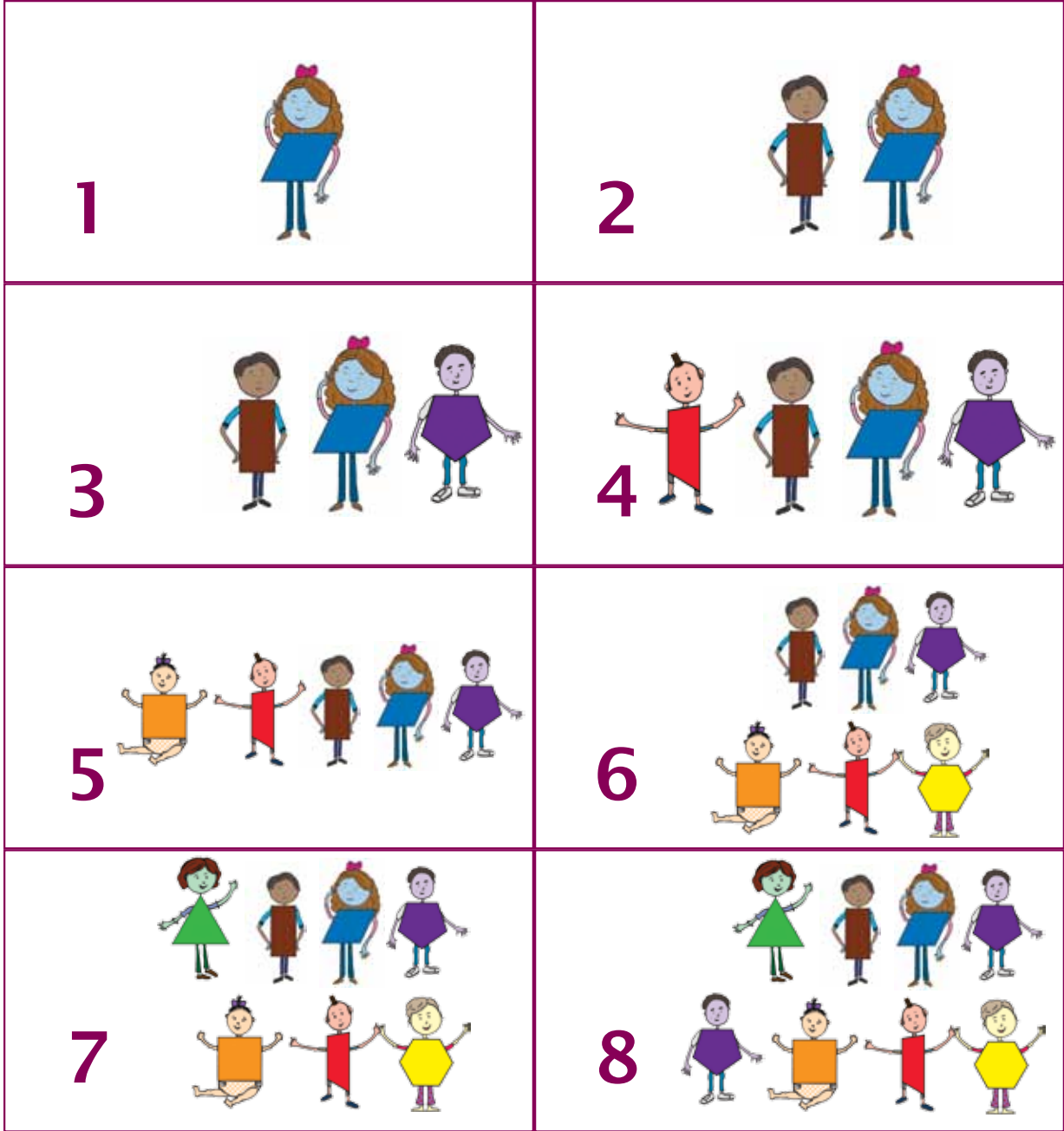
(Make four copies of the math cards to play these games):

Tens Make Friends Memory Game is a combination of a memory and adding game.

- Play like the memory game, above.
- If the animal numbers add up to 10, the child keeps the pair and takes another turn.
- If they do not add up to ten, the player should turn the cards back over and it is another player's turn.

Go Fish for Fact Families is a twist on "Go Fish."

- Shuffle cards and deal five cards to each player. Put the remaining cards face down in a draw pile.
- If the player has three cards that make a fact family, he/she places them on the table and recites the four facts related to the family. For example, if someone has a 2, 3, and 5, the facts are: $2 + 3 = 5$, $3 + 2 = 5$, $5 - 2 = 3$, $5 - 3 = 2$.
- The player then asks another player for a specific card rank. For example: "Sue, please give me a 6."
- If the other player has the requested card, she must give the person her card.
- If the person asked doesn't have that card, he/she says, "Go fish."
- The player then draws the top card from the draw pile.
- If he/she happens to draw the requested card, he/she shows it to the other players and can put the fact family on the table. Otherwise, play goes to the next person.
- Play continues until either someone has no cards left in his/her hand or the draw pile runs out. The winner is the player who then has the most sets of fact families.



Character

Objective Core Language Arts, Reading Standards for Literature, Key Ideas and Details (2): Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Identify some of their own personal responsibilities.

Identify qualities of good citizenship, including honesty, courage, determination, individual responsibility, and patriotism.

Understand that choices in behavior and action are related to consequences and have an impact upon the student himself/herself and others.

Describe ways that individual actions can contribute to the common good of the community.

Predict consequences that may result from responsible and irresponsible actions.

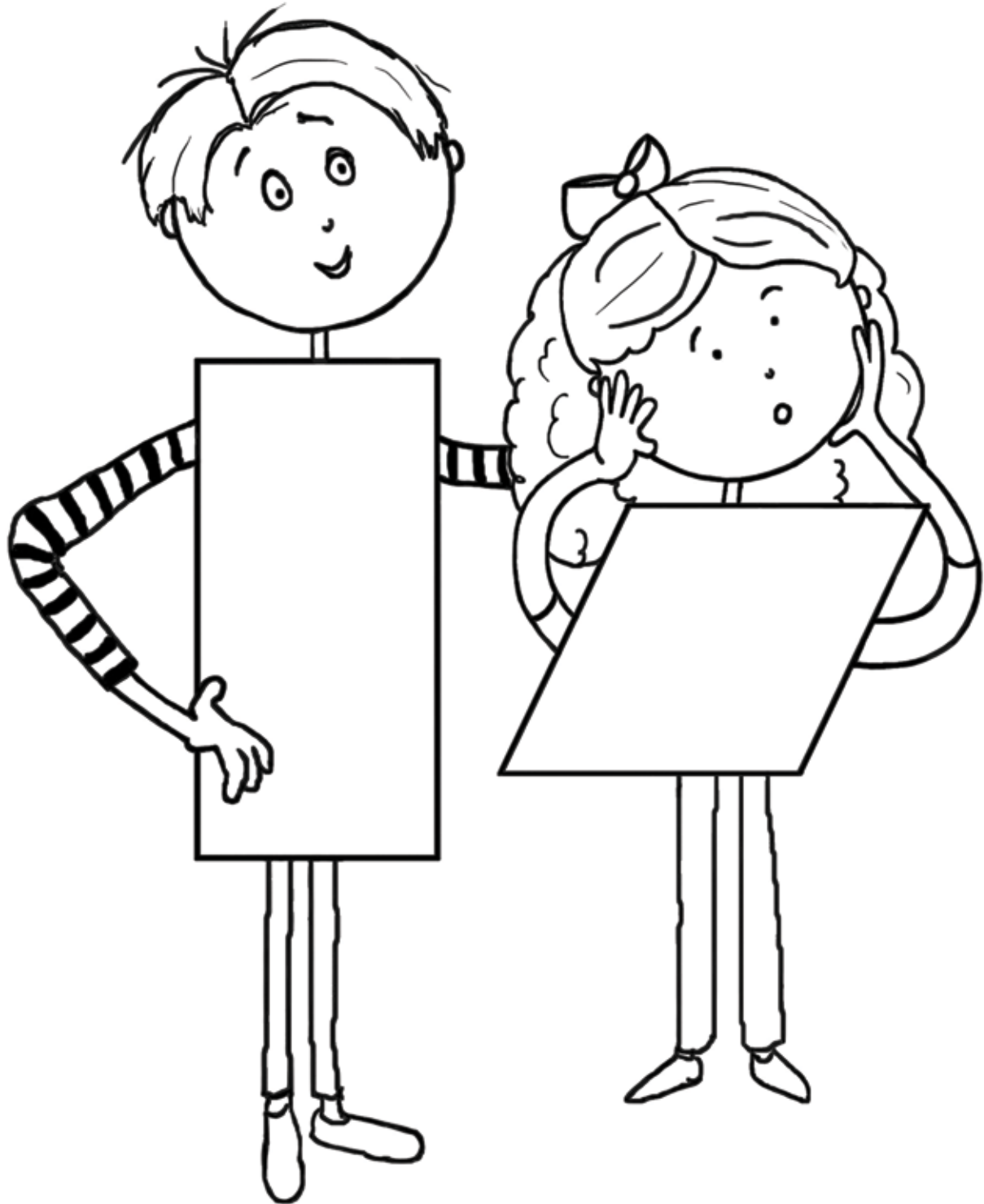
Mother Rhombus and Father Rectangle asked their family for help naming their third child. When is a time that you have asked for help? Write or draw about a time when someone helped you.

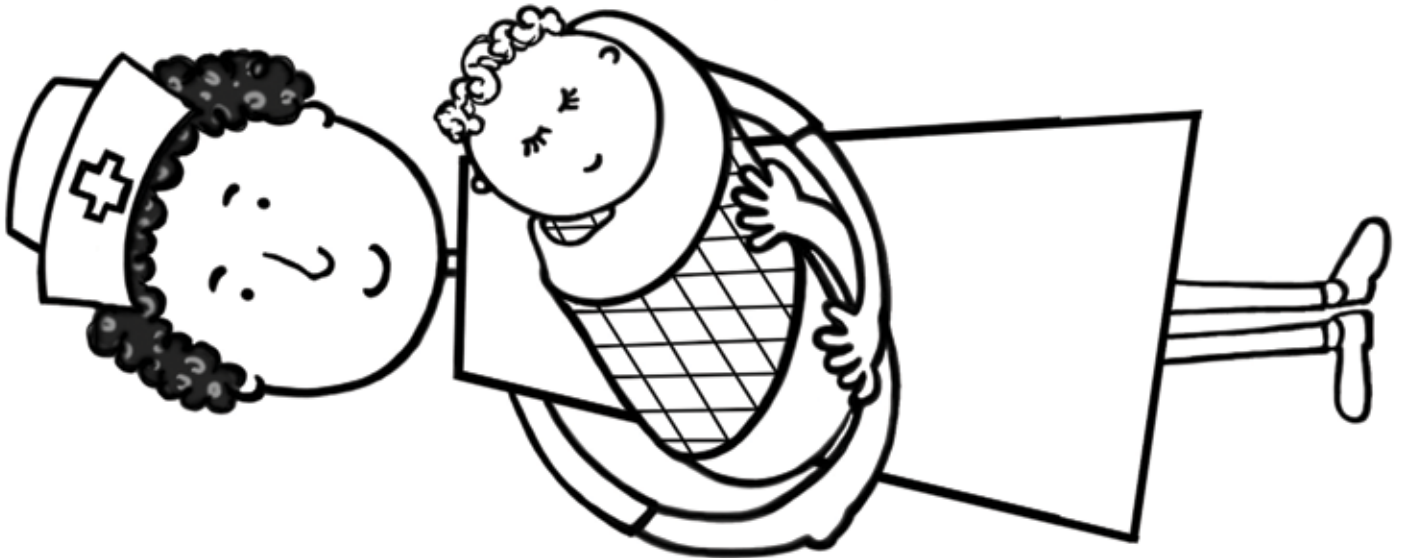
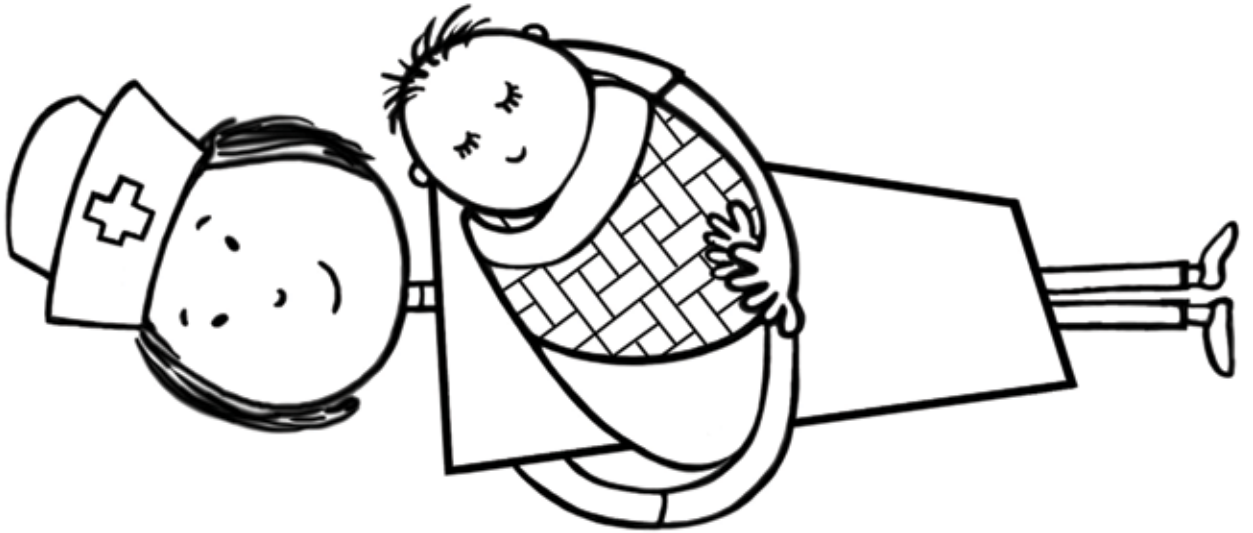
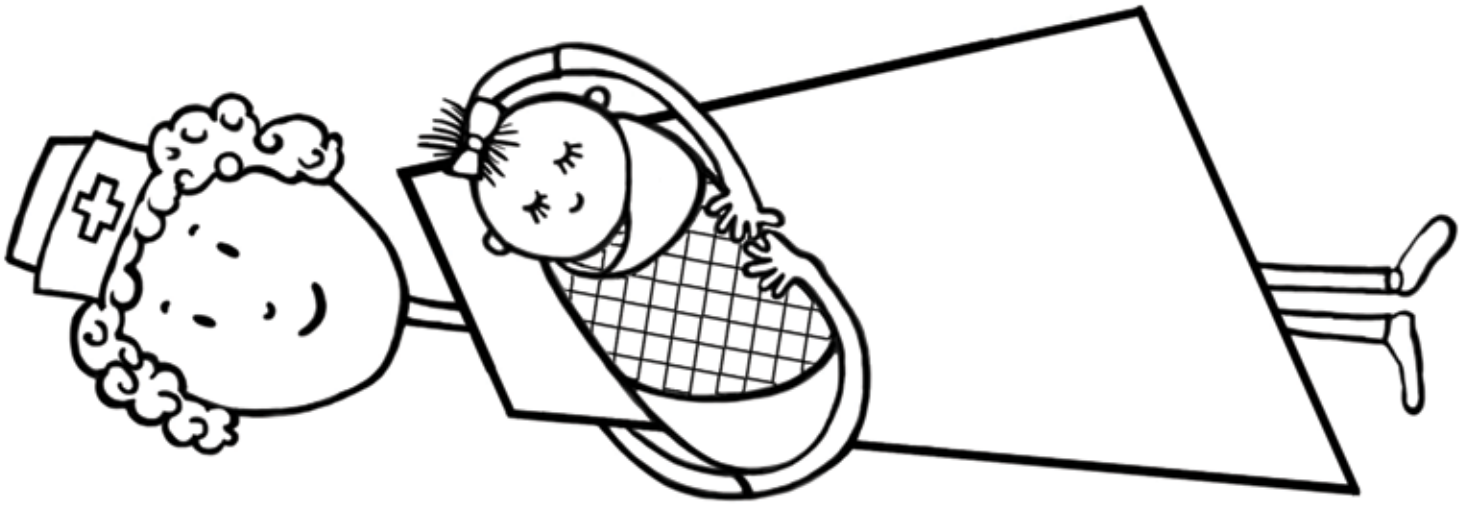
All of the family members tried to help Mother Rhombus and Father Rectangle. When have you helped someone else? Write a story in which you help someone.

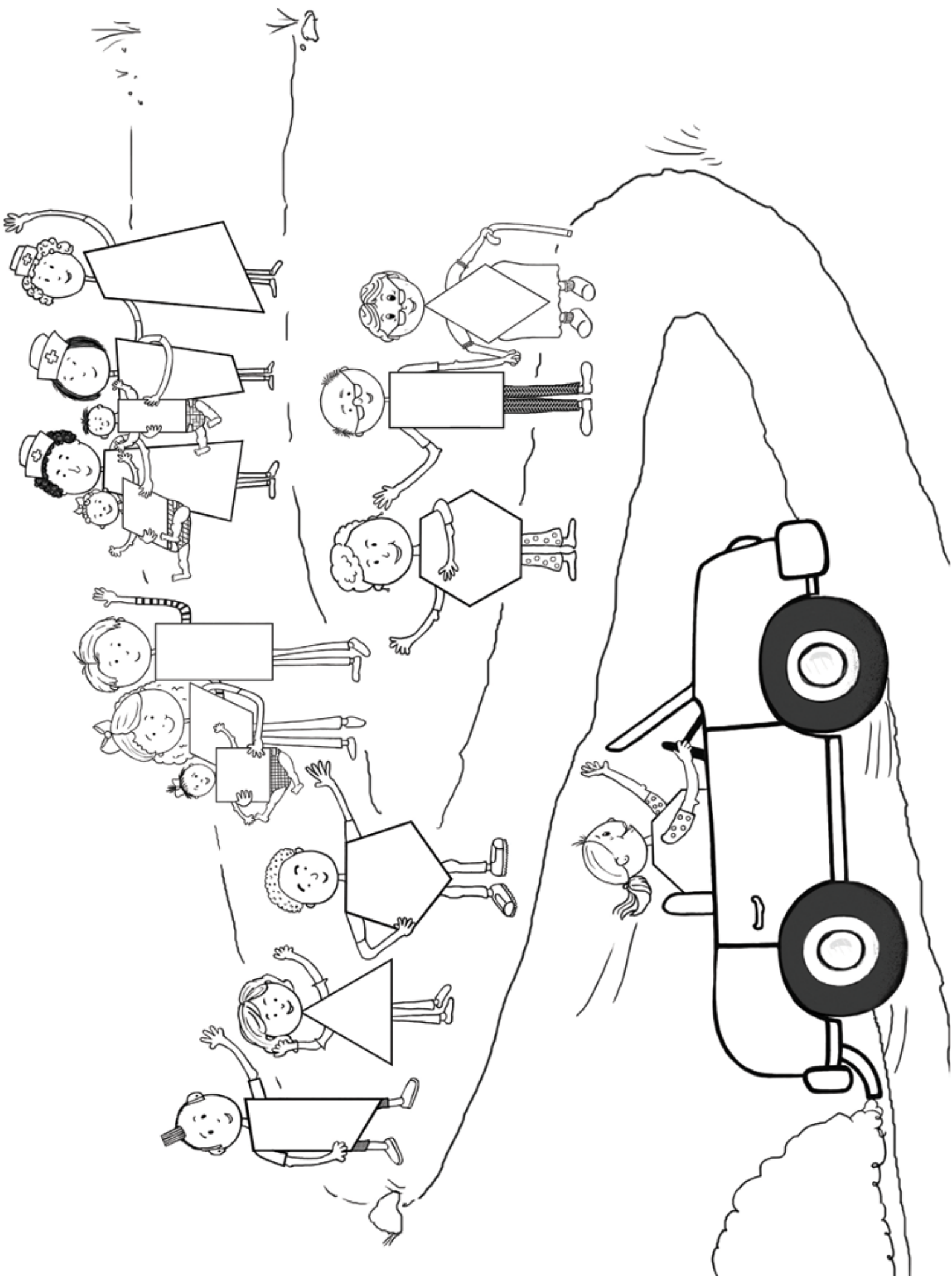
Mother Rhombus and Father Rectangle listened to all of their family member's suggestions. Do you listen to others when they share ideas? Tell about a time when you were respectful of somebody else's ideas, even if you didn't agree with them.

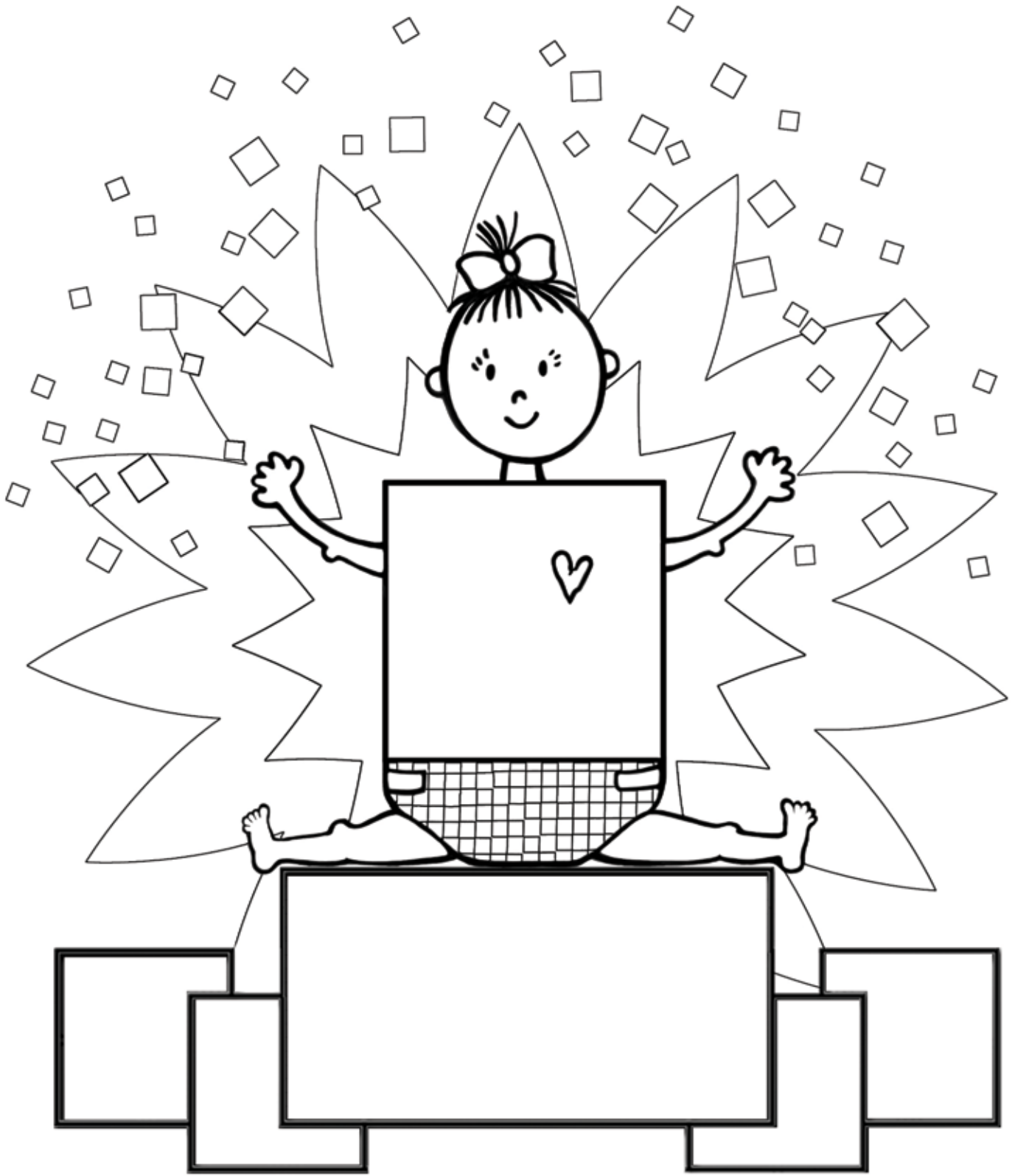
It took a lot of people coming up with ideas before they could decide on a name. Write a story where a group of people find a solution to their problem by working together as a team.

Coloring Pages









Answers

Cross Curricular: Silly Sentences

1. They married and soon were expecting their first child.
2. Each parent wondered whom the baby would look like.
3. Finally the day arrived, and there was not one, not two, but three beautiful children.
4. She had four right angles and four equal sides.
5. What could they name this beautiful child?
6. Her parents decided to ask their relatives for ideas.
7. Aunt Hexagon proposed, "She has four angles. We could name her Quadrangle."
8. "Pish posh," scoffed Grandma Rhombus. "Who ever heard of a rectombus?"
9. "Why, she's the spitting image of Great-Great-Grandpa Square. If she has four right angles and four equal sides, she's a square!"
10. It was agreed. Rhombus and Rectangle's youngest child would be called Square.

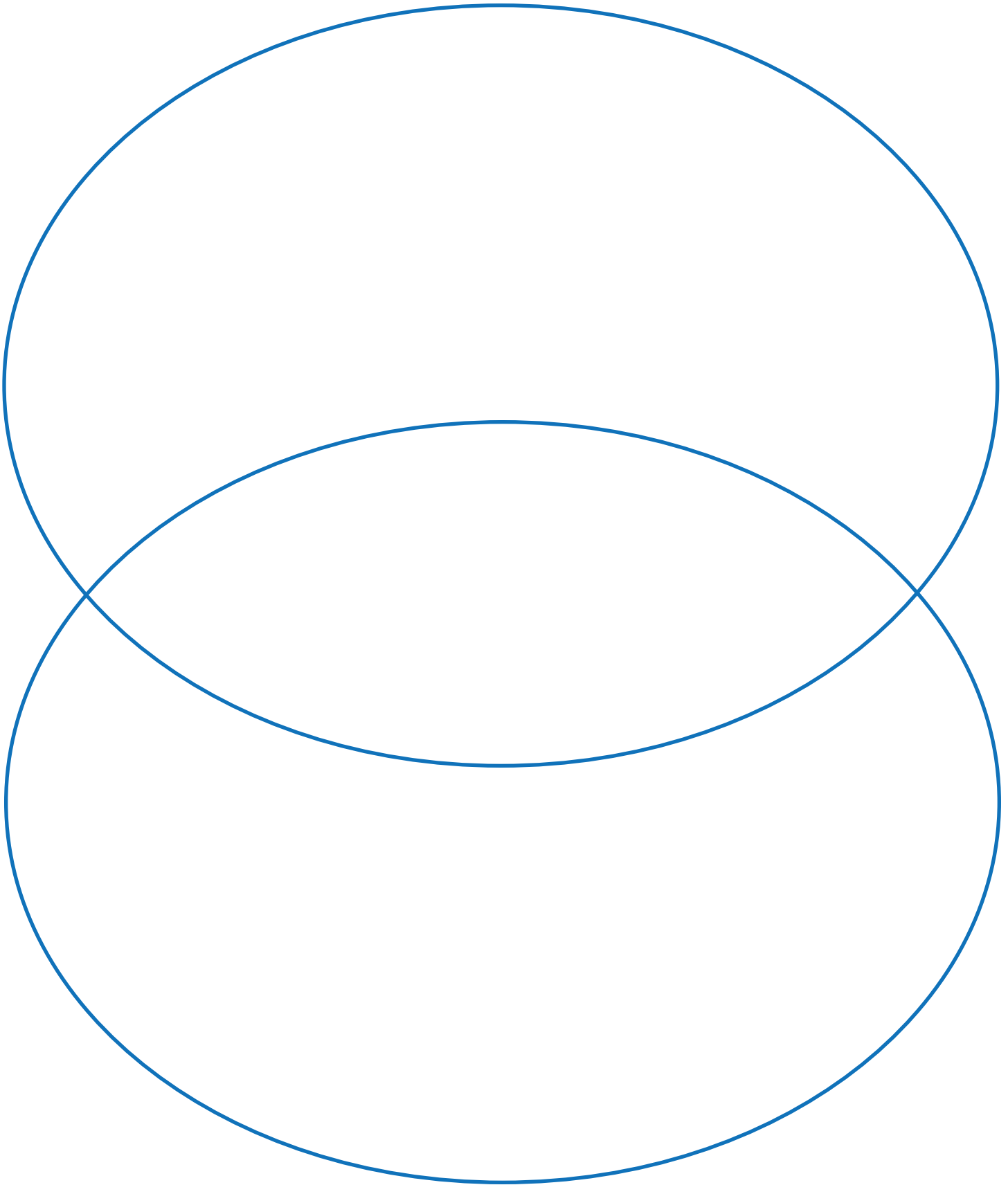
Word Search

| | A | B | C | D | E | F | G | H | I | J |
|----|---|---|---|---|---|---|---|---|---|---|
| 1 | | F | A | M | I | L | Y | | | |
| 2 | | | | | | | | | | |
| 3 | Q | U | A | D | R | A | N | G | L | E |
| 4 | | | N | | | | | S | | Q |
| 5 | R | I | G | H | T | | | I | | U |
| 6 | P | O | L | Y | G | O | N | D | | A |
| 7 | | | E | | | | | E | | L |
| 8 | S | H | A | P | E | | | | | |
| 9 | | P | A | R | A | L | L | E | L | |
| 10 | | | | S | Q | U | A | R | E | |

| | |
|------------|------|
| ANGLE | 3-C |
| EQUAL | 3-J |
| FAMILY | 1-B |
| PARALLEL | 9-B |
| POLYGON | 6-A |
| QUADRANGLE | 3-A |
| RIGHT | 5-A |
| SHAPE | 8-A |
| SIDE | 4-H |
| SQUARE | 10-E |

Appendix B—Venn Diagram

Compare and contrast two shapes



Appendix C—Vocabulary Cards

| | |
|--|--|
| | |
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|--|--|
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