

## MYSTERY SHAPES

*What are the attributes of a triangle or a rhombus? Use your sense of touch to explore and identify the world of shapes.*

### Big Idea

Children will use their sense of touch to describe the attributes of a shape and identify the shape.

### Standards

IELDS 8.A.ECa Sort, order, compare, and describe objects according to characteristics or attribute(s).3	Students will sort and compare shapes by their points and sides.
IELDS 9.A.ECa Recognize and name common two- and three-dimensional shapes and describe some of their attributes (e.g., number of sides, straight or curved lines).	Students will recognize and name different shapes and describe their points and lines.
CCSS.MATH.CONTENT.K.G.A.2 Correctly name shapes regardless of their orientations or overall size.	Students will name the different shapes that they feel and pull out of the mystery box.

### Materials

- Sensory Boxes or bag to hide shapes
- Book: Perfect Square by Michael Hall
- Different shape types and sizes\*
- tape

\*For younger students use only 2D shapes such as triangle, circle and square. For older students, incorporate 3D and more complex shapes such as hexagon, octagon, etc.

### Setup

Put the different shapes inside the boxes. Tape out the different shapes on the floor or table for students to sort the shapes once they have discovered them. For older students, just have bowls or bins available for them to sort their shapes into.

### Directions

1. Begin by reading the story Perfect Square and asking students on each page, "What shapes do you see?"
2. Now that we have seen some shapes in our story let's find out what shapes we have in our mystery box. The secret to our mystery box is that we will only be using our sense of touch. Can everybody show me your hands? We use our hands to feel different things.

3. Show an example of what kind of shape they will find in the mystery box. Hold it up and allow children to tell you what shape it is. Then count the sides and the number of corners or points the shape has. Use your finger to outline the shape (almost like your tracing it) (This will provide modeling for what children should be doing when they stick their hand in the mystery box. )
4. Introduce the mystery box and demonstrate how they should be feeling for the shape. Remind them that they are only using their sense of touch. As the educator stick your hand in the box and pick a shape. Once you have picked the shape begin to describe it. "My shape has 4 sides and four corners... I know a shape that has 4 sides and 4 corners could it be a square" then pull the shape out of the box. Remind children of the bowls/shapes next to the mystery box where they can put their shapes once they have identified them.

*Investigation Questions: How many points do you feel? How many sides do you feel? What does the shape remind you of? Does it feel more like a ball or a box? What group on the table does your shape belong with? How do you know? What if we put two of this shape together, now where does this shape belong?*