

# Making 2D Shapes Accessible During Routines and Transitions

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- Building learning into existing routines and transitions is an effective way to engage children through repetition and predictability (Jenning, Hanline, & Woods, 2012). By incorporating **2D Shapes** into everyday routines and transitions, the learner is offered multiple opportunities to practice these skills throughout authentic and diverse environments.

## Embedding 2D Shapes into Routines

Centers/Free Play	<ul style="list-style-type: none"> <li>Set up multiple opportunities for children to engage with <b>2D Shapes during free play or classroom centers. Provide a range of sensory modalities and integrate the children’s interests to promote sustained engagement.</b></li> <li>Narrate children’s actions during dramatic play. Point out shapes you see in pretend food and in other toys and encourage the children to do the same.</li> <li>Place pattern blocks or shape tiles into a sensory bin. Have children name and sort the shapes as they find them.</li> </ul>
Snack and Shared Mealtimes	<ul style="list-style-type: none"> <li>Encourage children to engage with shapes during mealtimes. Include a balance of teacher-led questions and peer-led discussion.               <ul style="list-style-type: none"> <li>Discuss shapes in food. Model this by saying, “Your tortilla chips are triangles! What other shapes are on your plate?”</li> <li>Children who are nonverbal can participate through gestures. For example, “Can you point to a food on your plate that is a circle?”</li> <li>If providing the children with food, plan meals around one shape. For example, circular crackers, grapes, banana slices, and pieces of hot dog.</li> </ul> </li> </ul>
Outdoor Time	<ul style="list-style-type: none"> <li>Highlight <b>2D Shapes</b> outside of the classroom during outdoor experiences, highlighting how math exists in the natural world. This can be through structured activities or simply through free play. Always be sure to follow the child’s lead.</li> <li>Narrate the child’s play to teach key vocabulary. For example: “You are playing in the sandbox which is shaped like a square!”</li> <li>Approach the trajectory through gross motor activities               <ul style="list-style-type: none"> <li>Shape race: on a basketball court (or you can place out rubber spots in different shapes) tell the children to run and stand on a certain shape. “Find a rectangle! Find a square!” You can also have the children skip, crawl, hop, or tiptoe.</li> </ul> </li> </ul>
Story Time	<ul style="list-style-type: none"> <li>Incorporate <b>2D Shapes</b> into class read-alouds. Any book can be used, even if it does not explicitly describe <b>2D Shapes</b>. <b>Pause frequently to discuss shapes with the students and hold space at the end to summarize the reading as a group.</b></li> <li><b>Books about 2D Shapes:</b> <ul style="list-style-type: none"> <li>My Shapes Book by Maria Yiangou</li> <li>Sweet Shapes by Juana Medina Rosas</li> <li>Perfect Square by Michael Hall</li> </ul> </li> <li>Point out shapes on the page as you read and have children find and label them, too.</li> </ul>

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- Make connections about shapes to things in the children's everyday lives. For example,
  - "What shape is your bed at home?"
  - "Have you read any other stories about shapes? What shapes did those stories talk about?"
  - "What shapes can you see in the classroom?"

## Embedding {Trajectory} into Transitions

- Transition song: Give every child a 2D shape. This could be a shape tile, a pattern block, or a shape printed on cardstock. It's okay if more than one child has the same shape. Sing the song below to call on children to get into line:

To the tune of Where is the Thumpkin?  
Where is triangle?  
Where is triangle?  
Here I am, here I am (*children holding triangles hold them in the air*)  
How are you today, sir?  
Very well, I thank you,  
Run away, run away (*children with triangles get into line*)  
*Repeat with other shapes*

- **Have children stand on shapes on the floor when lining up to leave the classroom. Alternatively, you may tape shapes to the wall for them to put their hand on while waiting. If you have more children than shapes, you may also use different colors (pink triangle, green triangle, etc.). However, be mindful that the shapes have enough contrast with the background if there is a child with a visual impairment.**
- **Go on a shape hunt while walking down the hall. This could be square windows or rectangular doors or a circular clock. Children could say these shapes out loud, if appropriate or you can tell each child a shape to silently count. Then have them tell you what they saw when you get to your destination.**