

Making 3D 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 **3D Shapes** into everyday routines and transitions, the learner is offered multiple opportunities to practice these skills throughout authentic and diverse environments.

Embedding 3D Shapes into Routines

Centers/Free Play	<ul style="list-style-type: none"> ▪ Set up multiple opportunities for children to engage with 3D Shapes during free play or classroom centers. Provide a range of sensory modalities and integrate the children’s interests to promote sustained engagement. ▪ Allow children to lead the play, observing and narrating when appropriate. This may sound like: <ul style="list-style-type: none"> ▪ “You found the basket of balls. Those are spheres! Look how they roll when you dump them out.” ▪ “The blocks are cubes with flat sides so you can stack them.”
Snack and Shared Mealtimes	<ul style="list-style-type: none"> ▪ Encourage children to engage with the trajectory during mealtimes. Include a balance of teacher-led questions and peer-led discussion. ▪ Label foods as 3D shapes and encourage children to do the same if they are able. <ul style="list-style-type: none"> ▪ “This orange is sphere.” ▪ “Can you point to the cubes on your plate? That’s right, the cheese is a cube!”
Outdoor Time	<ul style="list-style-type: none"> ▪ Highlight 3D Shapes 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. ▪ Label objects on the playground with their shape name. <ul style="list-style-type: none"> ▪ “The monkey bars form a big rectangular prism.” ▪ Incorporate shape names into gross motor activities. For example, while on the playground have children run/ skip/ or hop and find items that a certain shape. “Go find something that is a pyramid.”
Story Time	<ul style="list-style-type: none"> ▪ Incorporate 3D Shapes into class read-alouds. Pause frequently to discuss 3D Shapes with the students and hold space at the end to summarize the reading as a group. ▪ Books about 3D Shapes: <ul style="list-style-type: none"> ▪ Captain Invincible and the Space Shapes by Stuart J. Murphy ▪ All Year Round by Susan B. Katz ▪ Spookley the Square Pumpkin by Joe Troiano

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- Incorporate songs that focus on 3D shapes to help children become familiar with the names. Sing these during down time or during transitions. It can be as simple as singing “cube, sphere, pyramid, and cone” to the tune of “Head, Shoulders, Knees, and Toes” while showing an example of each shape.
- Implement a 3D Shape activity when transitioning out of the classroom. For example, hand blocks in different shapes and say, “I want everyone holding a cube to go line up.”
- Children who use visual schedules may use different 3D shapes to represent each activity, like a cube for lunch and a sphere for story. This may be especially useful for children with low vision so they can feel the shapes in a tactile schedule.
- Have children sort blocks or other similar toys when cleaning up. Narrate this process with phrases like, “The balls go into the green bucket. They’re all spheres!” Or, “Put the cube blocks in this bin and the pyramid blocks on this shelf.”