**Title: Shape Shuffle**

**Grade Level: 3rd Grade**

**STEAM Subject Areas:  Art and Math**

**Art TEKS Standards, Grade level: 3rd**

**Math TEKS Standards, Grade level:  3rd**

1. **Lesson Objective**(s) - **The student will be able to ...** *create shapes and designs, (A)rt, by applying geometric understanding and number sense, (M)ath.*
2. **Materials/Preparation**– *shape cut-outs, laminated or construction paper will do, be sure, if construction paper, have kids be involved in cutting out the shapes to get familiar with them. Also have scissors and about 5 pre-designed shapes that serve as baselines for students looking to do advanced shape constructions, as well as primary options for any special needs students.*
3. **Vocabulary**– *Polygon, design, and brainstorm*
4. **Activity Instructions**
	1. **Warm-Up/Hook –***while students cut out each shape, talk them through “brainstorming” their designs and see how many ideas the class can come up with to build using the shapes provided.*
	2. **Modeling** – *Have larger laminated shapes to show on white board, demonstrate a few simple shape combinations (Keep it simple).*
	3. **Checking for Understanding/Formative Assessment** – *after giving instructions, walk from table to table asking each student what ideas they have and if they are understanding the steps.*
	4. **Guided Practice** – *start every student on the same design piece, a house constructed of two small squares and a larger triangle*
	5. **Checking for Understanding/Formative Assessment** – *see if each student has laid out the shapes correctly, if noticing any confusion, switch to one square and one triangle, then reassess understanding.*
	6. **Independent Practice** – *once a student has grasped the basic design, allow for them to choose from pre-made designs, varying in difficulty, or allow them to design their own pieces using as many shapes as they would like.*
5. **Adjustments for Students with Special Needs –***having pre-designed options, with multiple easy, medium, and difficult designs, will allow for students of all levels of understanding to do the activity. The students will have no marker of difficulty and will be free to choose their shapes – it is important to never describe any of the designs as “easy” or “hard” to remove the sense that any one student is over or under performing during the activity.*
6. **Formative and Summative Assessments** – *A simple checklist for each student will be needed for this activity. The checklist will be “easy”, “medium”, and “hard” under each student’s name, just to track how advanced each student’s understanding of shapes and design is. Again, checklist is for personal use and these terms will not be included in the activity.*
7. **Closure**– *Be sure to congratulate each student on their work, pointing out pieces from all levels and discussing their composition. Review the list of shapes (polygons) included in the activity then have students collect their scissors and any scrap pieces, making sure each student is involved in cleaning up the activity.*