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Sing along with *The Shape Song Swingalong* and explore everything that can be created with a line, circle, square, and triangle.

Ages: 3 to 7 years**ATOS Reading Level:**

N/A

Lexile: N/A**ISBN:** 9781846866791**Copyright:** 2011

The Shape Song Swingalong

What can you make with a line, circle, square, and triangle?

Topics: classification, counting, geometry, shapes, transformations

Activities To Do Together:

Before you read the book *The Shape Song Swingalong* ask your child:

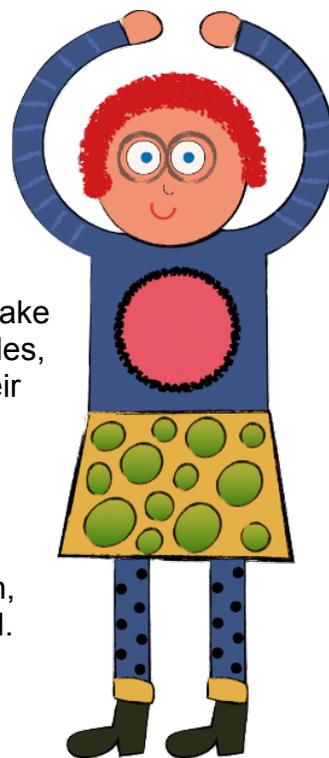
- To tell you which shape they think is most interesting and why.
- To tell you about the shapes they are familiar with and where they see those shapes.

While you read *The Shape Song Swingalong*:

- Ask your child to pick one illustration from the story and tell you about the shapes they see.

When you are done reading *The Shape Song Swingalong* encourage your child to:

- Create a Shape Song Swingalong Dance! Teach it to someone.
- Make up a song about different shapes. Make a song about rectangles, pentagons, and/or hexagons. What other shapes can they write a song about?
- Use combinations of different shapes to make a collage of boats, skyscrapers, sand castles, animals, or anything else that captures their imagination.
- Draw something using lines, circles, triangles, and squares.
- Choose a picture in the story - the owl, lion, boat, or any image that interests your child. Ask your child to tell you about how lines, circles, squares, and triangles were combined in the illustration.



Questions for Building Mathematical Concepts:

1. Can you make a line, circle, square, and triangle with your body? Try it! What other shapes can you make with your body?
2. What shapes do you see on the page with the big skyscrapers? Why do you think skyscrapers are called “skyscrapers”?
3. What animals do you see at the party in the park? What shapes do you see in each of the animals?
4. What shapes do you see throughout the day? Where do you see them?
5. Have you ever dreamed about shapes? Describe your dream and the shapes that you saw.

Early Math Project Resources:

[Build This Shape](#)

[Stretch Break](#)

[Make This Shape](#)

Follow this [link](#) for additional online resources.

Vocabulary for Building Math Concepts:

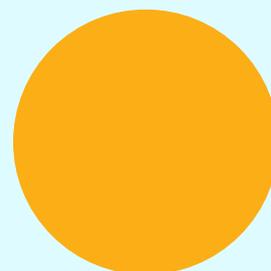
another, circle, collection, line, square, triangle

Spanish Title: not available

Related Books:

Color Farm by Lois Ehlert; *Color Zoo* by Lois Ehlert; *Perfect Square* by Michael Hall

This [link](#) to the World Catalog will help you find *The Shape Song* *Swingalong* in the public library.



Math Connections:

Sing along with *The Shape Song Swingalong* to explore shapes and the specific attributes that make them unique. Learning about shapes helps children identify and organize visual information. Additionally, recognizing and understanding the characteristics of different shapes reinforces children's development of skills such as counting, number sense, and literacy. In learning about shapes, children discover the number of sides and angles that make up each shape. For example, a triangle is made up of three straight sides and three angles whereas a square is made up of four equal straight sides and four angles. With your child, count the sides of different objects within your environment. What is the shape of your child's favorite blanket? How many edges does it have? Are all edges the same length? What shape is their favorite book? How many sides does it have? Unlike a triangle and a square, a circle is made up of a curved line and has no angles. Find an example of a circle. An understanding of shapes promotes the recognition of letters and numbers, which are made up of a variety of shapes and lines. This understanding extends to children recognizing other signs and symbols in daily life. As you and your child explore numbers and letters together, ask your child if they see any familiar shapes in the letters.

When learning about shapes, children also think and make observations about similarities and differences, which lays the foundation for other skills such as sorting, categorizing, and problem solving. After reading *The Shape Song Swingalong*, discuss with your child how two shapes are similar and how they differ from one another. For example, ask your child how many lines make up a square? How many lines make up a rectangle? How is a square similar and different from a rectangle? When is a rectangle the same as a square? Compare and contrast the characteristics of other shapes. Continue exploring shapes by talking about how different shapes can be combined to create other shapes, objects, and images. What other shapes can you and your child think of that were not sung about in *The Shape Song Swingalong*?

Further reinforce shape recognition and the unique qualities of shapes with your child by creating a scavenger hunt; challenge your child to find lines, circles, squares, and

Vocabulary for Extending Math

Concepts: angle, attribute, characteristic, cone, crescent, cube, curve, cylinder, edges, faces, parallelogram, pentagon, polygon, prism, pyramid, rectangle, round, sphere, star, vertices

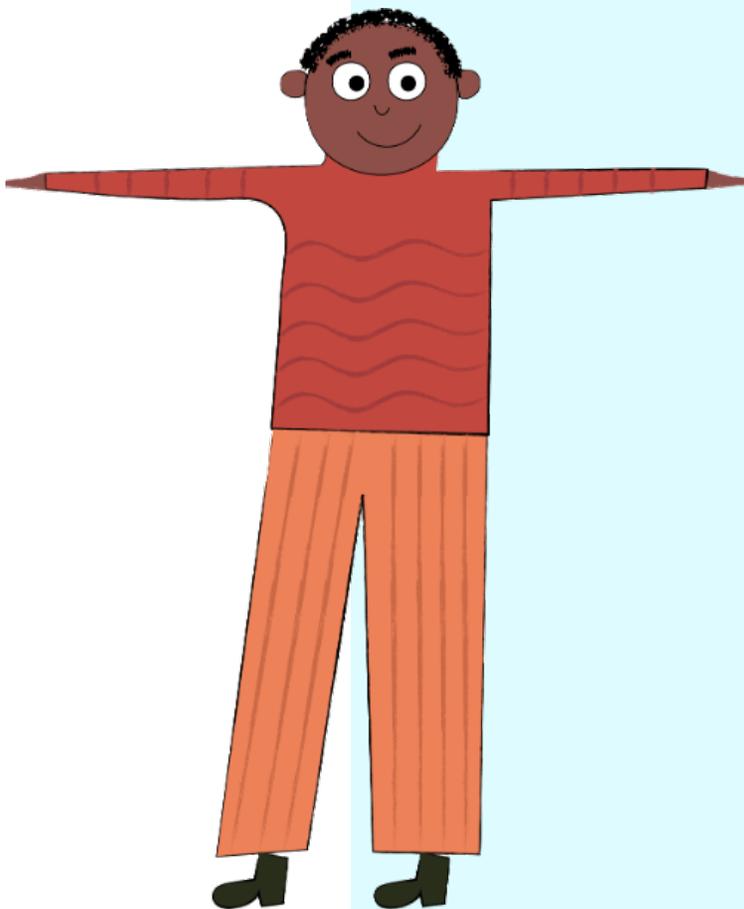
Vocabulary for Reading

Comprehension: beachside, create, dreaming, funky, skyscrapers, waterslide



triangles as sung about in *The Shape Song Swingalong* throughout your home. If your child has a solid understanding of lines, circles, squares, and triangles, introduce them to other shapes such as trapezoids, pentagons, hexagons, ovals, etc.

Consider exploring three-dimensional versions of shapes such as spheres, cubes, pyramids, etc. Challenge your child to find these shapes in locations outside of your home. For example, you may ask your child to find different shapes at the park, at the grocery store, or on a walk.



Age Level	Related Infant Toddler Foundations , Preschool Foundations and CA State Standards
Preschool/ TK	Number Sense 1.0 Children begin to understand numbers and quantities in their everyday environment. Algebra and Functions 1.0 Children expand their understanding of sorting and classifying objects in their everyday environment. Geometry 1.0 Children identify and use a variety of shapes in their everyday environment.
Kindergarten	Counting and Cardinality K.CC.4 Count to tell the number of objects. Measurement and Data K.MD.3 Classify objects and count the number of objects in each category. Geometry K.G.1 Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). K.G.4 Analyze, compare, create, and compose shapes. K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. K.G.6 Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”
Grade 1	Geometry 1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. 1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

