



Pre K-Kinder

“Shapes”

By: Kaitlin O’Melveny

During the story, Fred the Fish introduces his friends to squash, which “Has different shapes and shades and hues, various varieties that you can choose, and numerous nutrients your body can use.” Help your young students sort through different vegetables, shapes, and objects to enhance their “Fred the Fish” experience!

OBJECTIVES:

Students will sort different objects by shape, size, and color.

CA STANDARDS:

Math. Algebra and functions. 1.1 Identify, sort, and classify objects by attribute and identify objects that do not belong in a particular group.

2.0 Reading Comprehension. Students identify the basic facts and ideas in what they have read, heard, or viewed.

CA DRDP indicators:

24.Math.3.Shapes, 26.Math.5 Classification, 12.Lang.1.Comprehends meaning

MATERIALS:

- *Fred the Fish and the Squash that Goes Squish* by Duke Christoffersen, available at www.brainfoodgarden.com
- Cut outs of vegetable pictures (see below)
- Other classroom objects that vary by size, shape, and color.

PROCEDURE:

- After reading *Fred the Fish and the Squash that Goes Squish*, introduce students to the idea of sorting objects. Show them pictures of squash from the book, and ask them questions like “What colors do you see in the squash? What shapes do the squash look like?” (i.e. orange, green, yellow-round, long). **5 min.**
- Have them look around the room, and ask them to point out objects that are also long or round (i.e. markers, crayons, balls, bean bags). Extend

- this by asking if they see other shapes in the classroom. Continue this with different colors, as well as sizes. **1 min.**
- After the discussion, have students in small groups join you at a table with the cut outs of vegetable pictures. From the pictures, have them pull out all pictures that show round vegetables, green vegetables, etc. and put them into groups. Repeat this as many times as desired. **5 min./per group.**

ASSESSMENT:

Have students sort vegetables into a new group on their own. Have them verbally explain why the vegetables belong in this group. Observe students' answers. **5 min.**

EXTENSIONS:

For more sorting practice, have students find objects around the classroom to sort by color, shape, and size. Also, pre-sort the pictures, adding one or more pictures that don't belong. Have students find the picture that does not match the others.

ADAPTATIONS:

For ELL: This lesson is full of visual aides! For more adaptations, try modeling an example for students or sorting the first couple of vegetables for them.

For Special needs students: If movement is an issue, allow students to sort the pictures verbally. If time is an issue, allow more time for students to complete the lesson, or allow them to take a set of the pictures to sort at home.





*Cut out each vegetable picture for sorting lesson. Vegetables can be sorted in the following ways:

By Size: **Big** vegetables are Bell pepper, Green squash, tomato, carrot, corn, green bean. **Small** vegetables are Brussels sprouts, eggplant, hot pepper, pumpkin, purple onion, yellow squash, and zucchini.

By Shape: **Round** vegetables are bell pepper, green squash, Brussels sprouts, tomato, purple onion, and pumpkin. **Long** vegetables are green bean, hot pepper, eggplant, yellow squash, zucchini, and carrot.

By color: **Red** vegetables are bell pepper, hot pepper, and tomato. **Purple** vegetables are eggplant, and purple onion. **Green** vegetables are green bean,

Brussels Sprouts, green squash, and zucchini. **Orange** vegetables are pumpkin and carrot. **Yellow** vegetables are corn and yellow squash