

SHAPES IN A FRAME



REASON WITH SHAPES AND
THEIR ATTRIBUTES

Name _____

Date _____

CCSS Standards

- Distinguish between defining attributes vs. non-defining attributes and build and draw shapes to possess defining attributes.

CCSS.MATH.CONTENT.1.GA.1 (1st Grade)

- Compose two-dimensional shapes or 3D shapes to create a composite shape & compose new shapes.

CCSS.MATH.CONTENT.1.GA.2 (1st Grade)

- Recognize and draw shapes having specified attributes.

CCSS.MATH.CONTENT.2.GA.1 (2nd Grade)

Materials Needed

- Square sheet of paper
[Printer Paper to Origami Square Tutorial Video](#)
- Shapes worksheets
- Pencil & Crayons

I Can

“I can identify and create different shapes by defining their attributes.”

Objectives

Students will be able to identify triangles, squares and rhombus'/diamonds using their attributes.

Introduction

Today we will create a picture frame using origami! While we are making our picture frame, think about what shapes you see and how you know what it is.

Directions:

Graphic Examples



Teacher Direction

Have students look at their origami paper.

! Tell students:
“Use your 5 senses to observe the paper.
What do you notice and wonder?”

Have students share what they see, and write their answers in their worksheets in Q1

Hand each student a square piece of origami paper.

Follow the directions to create an origami nest.

Video [here](#)

PDF [here](#)

Depending on student level, show the students folding PDF directions to do on their own or go step-by-step to help students create their picture frame using the PDF or video.



Observation Time!

Give students time to observe their finished picture frame to see what has changed about their sheet of paper.

? Ask students:
“What do you notice about your paper now that it is folded? How has your paper changed?”

Have students write their answers in their worksheets in Q3



4



Shape Hunt!

Have students go on a shape hunt. Students will look at their picture frame to share how many different shapes they see.



Ask students:

“How many different shapes do you see in your frame? What are the shapes that you see? What attributes tell you what they are?”

Students will now fill out Q4 on their worksheet.

5



Partner Time:

Have students share with a partner or a small group their answers.

6



Counting Time:

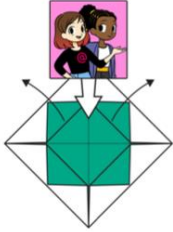
Have students count how many triangles, rhombuses, and squares they count in their picture frame.

Teacher can show the class an example of counting shapes on the class example.

Have students fill out Q6 on their worksheet.



7



Picture Drawing!

Show students an example of a shape person/animal drawing. **Students can sketch their drawing on Q7 in the worksheet.**



Tell students:

“Now you will make a shape person or animal. Draw a shape animal or person using only shapes. You can use new shapes we haven’t already found, or the ones that we saw in our frame. Your finished drawing will go into your picture frame.”

Once student’s finish, help them slide their picture into the frame.



8

Gallery Walk!

Have students do a gallery walk of their drawings.



Tell students:

“Look for other shapes you can find in your friend’s artwork.”

Have students write or draw the shapes they found in their friends' work in the worksheet on Q8.