Learn About Shapes

Activity Book
This is a circle.
Trace the circles on this page.

This is a triangle.
Trace the triangles on this page.
This is a star.
Trace the stars on this page.

This is a square.
Trace the squares on this page.
This is a trapezoid.
Trace the trapezoids on this page.

This is a diamond.
Trace the diamonds on this page.
This is an octagon.
Trace the octagons on this page.

This is a heart.
Trace the hearts on this page.

Valentine’s Day card
This is an oval.
Trace the ovals on this page.

This is a rectangle.
Trace the rectangles on this page.
The apple is red.

Circle the items below that are red.

The fish is orange.

Circle the items below that are orange.

Red and Orange
The banana is yellow.

Circle the items below that are yellow.

The frog is green.

Circle the items below that are green.
The sky is blue.

Circle the items below that are blue.

The balloon is purple.

Circle the items below that are purple.
Draw a circle ○ around the items that are red.

Draw a square □ around the items that are orange.

Draw a triangle △ around the items that are yellow.
What’s Missing?

Draw circles on the cars to complete the pictures and color them in.
Primary colors mix together to make secondary colors. Color in the circles below.

- Red + Yellow = Orange
- Yellow + Blue = Green
- Blue + Red = Purple
Trace all the shapes you see in the picture, and then color in the shapes.
Pocket Chart Math
Colors, Shapes & Patterns

- **green**
- **circle**
- **star**
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Designed by: Pauline Foster

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Printed in China
Dear Teachers,

The following pages have been designed with you in mind. Flip through this book to find exciting, hands-on ideas for introducing and reinforcing common colors, shapes, and patterning skills with a pocket chart! (LER 2206)

Pocket Chart Math — Colors, Shapes, and Patterns has been developed to provide creative teaching ideas and reproducible activities to support the use of a pocket chart. Suggested activities are designed to attract all types of learners. They encourage listening, speaking, observing and manipulating color, shape, and picture cards to teach children to identify colors and shapes, recognize patterns, and much more. In addition, this book contains 96 ready-to-use cards to aid you as you teach colors, shapes, and patterns. The cards display illustrations, shapes, or words to use within each lesson, and are color-coded for handy organization. A Cards-At-A-Glance chart shows what is pictured on each card, and is located in the back of the book for easy reference. Also included is a Reading List to help you build a classroom library filled with children's literature about colors and shapes.

This book quickly becomes a compact storage file! Tear out the sheets of cards along the perforated lines. Laminate the cards for extra durability, cut them, and store them in the pocket provided on the back cover of the book. As you use them, tear out the blackline master pages for photocopying, then use the folder pocket on the inside front cover for storage.

1. Fill your room with colors and shapes! Use colorful construction paper to make oversized paper crayons in each color, and hang them in your classroom. Cut out common shapes (circle, square, rectangle, triangle, star, oval, diamond), and display them in your room, too. You could also make a colors and shapes bulletin board to get students in a colors and shapes mood (and to set the tone for your lessons on these topics).

2. Survey children to see what their favorite color is, and ask them to explain their choice. Have a Favorite Color Day, and invite students to wear their favorite color to school. Or designate a date for each color (for example, "Blue Day"), and invite all students to wear the color of the day or bring an item of that color to school.

3. Have a colors (or shapes) scavenger hunt in your school. Ask students to collect or photograph items of different colors or shapes in your classroom or building. Then, compare results to see the different things students found as examples of each color and shape.

4. Extend your color lessons into artwork! Bring in large books of artwork and talk about the colors each artist uses in his or her work. Provide paints (watercolors are a safe and colorful bet) and brushes, and invite students to paint pictures using their favorite colors. When the paintings are dry, look at each one and talk about the ways colors can make us feel. What colors are happy colors? What colors are sad colors?

5. Talk about the symbolic meanings of certain colors. Use the list that follows as a starting point for your discussion.

- green and red = go and stop
- red and green = Christmas
- black and orange = Halloween
- red and blue = hot and cold

6. To introduce shapes, give each student a piece of yarn or string approximately 3 feet (.9m) long. Ask the children to form shapes by arranging the length of yarn on the floor or on their desk. Form different shapes with your own yarn and allow children to model yours, if necessary.
Presenting the concept:
Place the 11 "color scribble" cards (shown above) in the pocket chart. Ask children to identify the colors by name. As students identify the colors, place the appropriate color name cards underneath the scribble cards, and read each name aloud. Ask a few students to come to the pocket chart and identify the word and picture cards that refer to their favorite color.

Extending the activity:
Gather the color name cards into a pile, and place the color scribble cards in the pocket chart for the students to see. Ask a student volunteer to select one of the color name cards from the pile and read the word aloud (you may have to help the student read the word). Then, ask the student to place the word card near the color scribble card in the pocket chart, and locate an item in the classroom that is that color. For example, if the student selects the blue word card, he or she should place it near the blue scribble card, and point to an object, like a blue chair, in the classroom.

Next, pass out the color scribble cards and the color word cards among the students. Ask each student to identify their color (you may need to help the students who have word cards read their words) and think of an object (or objects) that are that color. For example a student holding the red color scribble card or the red word card should say their color aloud and offer examples of red things, such as a tomato, a fire engine, and a stop sign.

Note to teachers:
Because many of your students may be non-readers, you may need to read the instructions on each activity sheet aloud and explain the activities clearly. Additionally, several of the activities will require children to use crayons or markers.
**Activity 1**

**Color and Draw**

Directions: Color each Color box with the color that matches the word printed inside. Then, draw a picture of something that color in the Picture box.

<table>
<thead>
<tr>
<th>COLOR</th>
<th>PICTURE</th>
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<tr>
<td>RED</td>
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<td>GRAY</td>
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</tbody>
</table>
Teaching Notes: Shapes

Cards needed: (orange ☀)

(circle) (square) (triangle) (rectangle)

(star) (oval) (diamond)

Presenting the concept:
Place the seven large blue shape cards in the pocket chart. Ask children to identify the shapes by name. As students identify the shapes, place the appropriate shape name cards underneath the shape cards, and read each name aloud.

One at a time, discuss the features of each shape. Use the list below as a starting-point for your discussion.

Circle – round: one smooth, curved line with no end or beginning
Square – four lines connected: two horizontal lines and two vertical lines; four corners
Triangle – three lines connected: two slanted lines and one horizontal line; three corners
Rectangle – four lines connected: two long lines and two short lines; four corners
Star – five pointy "arms" (show students how to draw a star): many different lines and corners
Oval – a flattened-out circle: one smooth, curved line with no end or beginning
Diamond – a stretched-out square: four points, four straight lines, four corners

Extending the activity:
Pass out the large blue and black shape cards among the students. (There are 17 cards, so some students will probably have to share.) One at a time, place a shape word card in the pocket chart and read the word aloud. Ask the students who are holding that shape to place their shape card in the pocket chart near the appropriate word card.

Repeat the activity until the pocket chart is filled with shapes and words. For an advanced version of this activity, pass out the word cards too (in addition to the picture cards), and give verbal hints to describe each shape, based on your discussion earlier. Have students guess which shape you’re hinting about, and place the matching word and shape cards in the pocket chart.
Shape-Up!

Directions: Trace each shape and its name. Then color each shape with the right color.

Name ________________________________

Activity 2

circle – red
square – blue
triangle – green
rectangle – yellow
star – orange
oval – purple
diamond – black
Presenting the concept:
Begin by placing the color words red, black, blue, and green in the pocket chart – one card in each corner of the chart. Spread out the picture cards (shown above) on a flat surface near the chart, but set aside the small and medium-sized red shapes for later in this activity. Read one of the four color words aloud, and ask a student volunteer to come to the chart, select the shapes of that color, and place them in the chart near the color word. (For example, as you focus on the word blue, the student volunteer should select the four blue shapes and place them in the chart near the word blue.)

Extending the activity:
Introduce the terms small, medium, and large. Place the word cards small, medium, and large in one of the pockets horizontally. Then pass out the red shape cards only (12 shapes: a small, medium, and large circle, square, rectangle, and star) among your students. Ask each student to place his or her shape card in the pocket chart underneath the appropriate term. Note: It may be difficult for students to distinguish between the sizes of the shapes without seeing the three shapes next to each other and comparing them. If a student places a shape under an incorrect term, do not correct the mistake until the other two shape cards are in the pocket chart, and the difference in the sizes of the shapes is easy to see.
Activity 3

Size it Up!

Directions: For each set of shapes, draw an X through the small size, circle the medium size, and underline the large size. The first one is done for you.

Name ___________________________________
Presenting the concept:
Begin by reviewing the shapes and their names, using the blue shape cards and the shape word cards. Transition into a discussion about the shapes we see around us. Ask students if they see a circle in your classroom (clock, globe, apple, rubberband, etc.). Then, ask students to hunt for examples of the other shapes, too. Encourage students to "reach" as they search for shapes, with suggestions like: "Do you see the two circles in the number eight? Do you see the rectangles in the letter I?" Gather the items the students find (if possible) into groupings, and display them on a table, using the shape word cards as title cards for each group.

Extending the activity:
Arrange the 28 shape picture cards on a flat surface near the pocket chart. Place the blue shape cards in the left side of the pocket chart, one card per pocket. Invite one student to select a picture card, and find the shape in the picture. (For example, a student who selects the kite card should recognize that the kite is a diamond shape.) The student should then place the picture card in the pocket next to the shape card that matches the picture (the kite card is placed next to the diamond card). Repeat this activity until all of the picture cards have been placed in the pocket chart.

Try this activity another way, by passing out the picture cards, one per student. Place the shape (or shape word) cards in the left side of the pocket chart, one card per pocket. Begin with the shape card closest to the top of the chart, and call out that shape to your class ("triangle"). The students who are holding pictures of triangular items should place their cards in the chart next to the blue triangle.
Find the Shapes

Directions: Look at each picture and circle the shape that you see.
Teaching Notes: Shape Patterns

Cards needed: (blue 🌟)

Presenting the concept:
Now that your students have become familiar with the seven shapes covered in this book, introduce them to simple shape patterning. Talk about (and show examples of) patterns and sequences in common things. Some possible examples include the stripes on a flag (red-white-red-white), the emphasized beats in a waltz (ONE-two-three, ONE-two-three), or the repeated pattern in wallpaper or a border (heart-flower-star-heart-flower-star).

Extending the activity:
Place the following combination of black shapes in the pocket chart:

Ask students to say the names of the shapes in the sequence ("circle, square, circle"). Then ask them to tell you which shape would come next in this series (a square). Place a black square at the end of the series to complete the sequence.

Repeat the activity with the following sequences, one at a time, asking the students to explain which shape comes next in the series by placing the appropriate cards in the pocket chart. Save the sequences that contain different sizes of shapes to the end, as they are more difficult.

1. □ △ □
2. ● □ △ ●
3. △ △ ● ●
4. ● ● ●
5. □ □ ●
6. △ □ ●
7. □ □ △
8. △ △ ●
9. ● ● ● △
10. △ △ △ □
11. □ □ ●
12. □ △ ● □

Follow up this activity with a fun and physical sequencing activity. Distribute the nine large black shape cards (3 circles, 3 squares, 3 triangles) to nine students. Call out shape sequences, and ask the students to arrange themselves in those sequences according to the cards they hold.
Activity 5A
What Comes Next?
Directions: Look at each sequence and draw the shape that comes next in the series.

1. ⬜️ ⭐️ ⬜️ ⭐️ ⬜️ 

2. ⬜️ ⬜️ ⬜️ ⬜️ ⬜️ 

3. ⬜️ ⬜️ ⬜️ ⬜️ ⬜️ 

4. ⬜️ ⬜️ ⬜️ ⬜️ ⬜️ 

5. ⬜️ ⬜️ ⬜️ ⬜️ ⬜️ 

6. ⬜️ ⬜️ ⬜️ ⬜️ ⬜️
Activity 5B
Which Size Fits?
Directions: Look at each sequence and draw the shape that comes next in the series.

1. 〇 〇 〇 □ □ □ △ △ △ — —

2. ⭐ ⭐ ⭐ ⭐ ⭐ ⭐ ⭐ ⭐ ⭐ ⭐

3. △ △ △ △ △ △ △ △ △ △

4. ◇ ◇ ◇ ◇ ◇ ◇ ◇ ◇ ◇ ◇

5. 〇 〇 〇 △ △ △ △ △ △ △
### Teaching Notes: Color Patterns

**Cards needed:** (purple ⋅ ⋅)

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**Presenting the concept:**
Now combine colors with patterning! Remind students of the stripes on the flag (red-white-red-white), and talk about other color-related patterns. Ask them to look at their own clothing to find examples of color patterns. Place the following simple pattern in the pocket chart: black square, red square, black triangle, red triangle, black star. Ask students to examine the shapes and colors that appear on the cards, and determine the next shape in the series (red star). Repeat this activity using other simple sequences. Ask students to determine the next card in the series, or the next several cards in the series, depending on your example. The following sequences are a good starting point:

- Red square, blue square, green square, red triangle ...
- Black triangle, black square, black circle, red triangle ...
- Green triangle, black triangle, green square, black square ...
- Blue star, red star, green star, black star, blue triangle ...

**Extending the activity:**
Pass out the shape cards (shown above) to the students, so each student has one card. (Depending on the number of students in your class, some students may have to work as a team.) Provide unique sequence starters for them, like the ones listed above, or help them develop their own sequences based on the repetition of both shapes and colors. While most of the class works to create a sequence and stands in the order displaying the cards in the sequence, one or two students could be the "guessers," and sit outside the classroom until the others are ready. The guessers can then attempt to crack the sequence code and continue the pattern by telling their card-toting classmates where to stand!
Directions: Color the pictures below using the color printed inside each shape. Then look at the colors and shapes to find the pattern. Draw the next shape in the pattern on the blank line, and color it in.

1. red  blue  red  blue

2. black  yellow  black  black

3. pink  purple  blue  pink

4. orange  green  brown  orange

5. red  red  yellow  yellow  gray

6. blue  yellow  blue  yellow  blue
Activity 7

Color and Shape Review

Listen as your teacher reads each word, and draw a line from each word to its shape.

triangle

star

circle

square

Color the shapes using the color printed inside each one.

yellow  red  pink  purple  brown

Finish the pattern by drawing a shape.

1.  

2.  

3.  

Name ________________________________
Reading List

Bear in a Square
Stella Blackstone

Bear’s Shape Book
Kiki Thorpe

Beach Ball
Peter Sis

Mixing and Matching
Nicola Tuxworth
Gareth Stevens Pub., Milwaukee, WI: 1999

One Fish Two Fish Red Fish Blue Fish
Dr. Seuss

One, Two, Red and Blue
David LeJars
World Book, Chicago: 1997

Paintbox Penguins
Marcia Leonard
Troll Associates, Mahwah, NJ: 1990

Round and Square
Miriam Schlein
MONDO, Greenvale, NY: 1999

Round is a Mooncake: A Book of Shapes
Roseanne Thong

Shapes
Karen Bryant-Mole

Sue Likes Blue
Barbara Gregorich
Penworthy, Milwaukee, WI: 1990

Warthogs Paint: A Messy Color Book
Pamela Duncan Edwards

What Color is That, Piggywiggy?
Christyan and Diane Fox

Cards-At-A-Glance
Cards are shown as front-to-back pairs.
circle
square
rectangle
triangle
oval
diamond
black
brown
gray
pink
white
star
Draw the Shape

Name ________________________________

Read the word and trace the shape.

square  crescent  ring  oval  heart  rectangle
Connect the Dots

Name ________________________________

Connect the dots, then write the name of the shape you drew on the lines below.
Taking Sides

Look at the shapes below. Count the number of sides and write it next to each shape.

Bonus: How many sides does a ball have? _____
Use crayons or markers to color the picture. Use the key below.

- stars = yellow
- circles = red
- squares = blue
- rectangles = green
- diamonds = orange
- triangles = purple
Primary and Secondary Colors

Red, yellow, and blue are primary colors. Orange, green, and purple are secondary colors. A secondary color is created by mixing together two primary colors. By adding the color white, you can make all of these colors a shade lighter. Color each paint splotch with water-based markers. Make sure you color the whole splotch. What new colors did you create?

1. Yellow and Blue
2. Red and Yellow
3. Red and Blue
4. Red, Orange, Yellow, Green, Blue, Purple

Now color these splotches with the following crayons:
5. Blue and White
6. Red and White

Answers: 1. green  2. orange  3. purple  4. black  5. light blue  6. pink
Camouflaging Colors

Name ____________________________________________________________

Being camouflaged is a good way to stay safe. Many animals can change their colors, or camouflage themselves, to blend in with their surroundings. Chameleons and frogs are good examples of animals that are hard to find in their habitats.

Think about where Carl Chameleon might live. Add in his surroundings, and then use your crayons to camouflage him in his environment. What color would he be?

Think about how you would camouflage yourself in your bedroom. What kinds of clothes or face paint would you have to wear?
Color Matching

Match the object to its color. Then use crayons to color each picture.

1. sun-yellow
2. ballet slippers-pink
3. fire engine truck-red
4. blueberry-blue
5. snowflake-white

List 3 things that come in your favorite color:

1. 
2. 
3. 

Answers: 1. sun-yellow 2. ballet slippers-pink 3. fire engine truck-red 4. blueberry-blue 5. snowflake-white
Prisms refract, or break, white light into many different colors. During a storm, raindrops can also be prisms. Millions of raindrops break the sun’s white light into a colored rainbow. The sun’s light refracts as:

- Red
- Orange
- Yellow
- Green
- Blue
- Purple

Use your crayons to shade in these rainbow stripes.
Draw a line from each butterfly to their matching color spots on the right.
Trace the dotted lines below!

- Strawberry
- Ladybug
- Orange
- Ladybug
- Pear
Game Board part 1
Cut out Game Board part 2 and tape to game board part 1.
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Print 2 or 3 copies. Cut out cards on dashed lines.
Includes:
• Game board
• Game cards: colors and shapes, numbers 0–10
Note: Find 4 objects to use as game pawns

Object of the Game:
Be the first player to go around the playground, return to class for snack time, and win!

Setup:
• Tape game board together, cut out cards (colors & shapes for Level 1; numbers for Level 2).
• Each player chooses a game pawn and places it on Start.

How to Play:
Level 1: Colors & Shapes
1. The youngest player goes first. Choose a color/shape card.
2. Identify the color or shape on the card, and move to the next open matching space on the board (note: if the matching space is occupied by another player, move ahead to the next matching space). Play continues to the right.
3. If a player lands on a slide space, follow the dots to move forward or backward.
4. If a player lands on a merry-go-round space, jump on the merry-go-round and get off at the next merly-go-round space. The merry-go-round can send you forward OR backward several spaces.
5. To win, be the first player to land on Finish by drawing any color or shape. Congratulations—you get to pick a delicious snack first!

Level 2: Counting
1. Use your number cards.
2. Game play is the same as in Level 1, except this time, you draw cards and count spaces to move forward. Multiple players can share the same space, so look at the board closely!
3. If you draw a 0, let the next player draw. Your turn will come again soon! If you draw a double arrow, switch places with any other player.
4. To win, draw any number large enough to get you to the Finish space. If you are three spots away from Finish, for example, and you draw a 5, you are the winner since 5 is greater than 3.

WARNING:
CHOKING HAZARD - Small parts. Not for children under 3 years.
**Directions**

- Use the shape cards and one color marker for each player.
- Place markers on Start. Shuffle the game cards and pick a card. Move ahead to the next space that shows the shape in the color you picked. For example, if you draw a green circle card, you must move to the next space that has a green circle in the picture.
- The first player to the finish wins.
Cut out the Game Markers and Game Cards on the dotted line.

### Game Markers
- Green UFO
- Yellow UFO
- Red UFO
- Blue UFO

### Game Cards
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CUT ALONG DOTTED LINES

1. orange circle
2. purple diamond
3. black trapezoid
4. black circle
5. red octagon
6. purple oval
7. yellow heart
8. blue octagon
9. red oval
CUT ALONG DOTTED LINES

- blue + yellow
- green
- yellow circle
- brown octagon
- red orange
- yellow green
- blue purple
- pink brown
- black white
- gray

- square
- rectangle
- heart
- oval
- trapezoid
- circle
- octagon
- diamond
- triangle
- star

- orange triangle
- pink trapezoid
- gray crescent
- blue diamond
- green oval
**Colors and Shapes Flash Cards**

**Suggested Activities:**

**Around the Room**—Choose one flash card and ask children to look for objects in the room that are the same color. Now ask children to look for objects that are the same shape. Is there anything that matched both color and shape?

**Ship Shape**—There are eleven different shapes in this set. Have children point to each shape as you say the name out loud. Help children draw the shapes on a piece of paper. Leave plenty of room between shapes and ask children to draw something using each one. For example, draw a person using the circle for a head, or make the triangle into a spaceship.

**Now You See It**—Line five cards face up in a row. Give children time to study the cards. Ask children to close their eyes while you remove...