**Week 26– Overlapping Shapes**

**Grade:** Primary (K-3)

**Unit:** Spatial Sense

**Curriculum Expectations**   
Sort and identify two-dimensional shapes by comparing number of sides, side lengths, angles, and number of lines of symmetry.  
Explain how elements and principles of design are used to communicate meaning or understanding in their own and others’ artwork.  
SEL: See themselves as capable math learners, and strengthen their sense of ownership of their learning, as part of their emerging sense of identity and belonging.

**Activity**1) Students will use their imagination to create an artwork of overlapping shapes using a variety of colours.   
2) First, students will find a sheet of paper and draw as many shapes as the want on their paper making sure that they overlap. Students should use a variety of different shapes and different sized shapes in their artwork.   
3) Once the student is happy with all of their shapes, they will start to colour them. Students should think about how they want their artwork to feel and what they want it to express when selecting their colours. When shapes overlap it creates a new space and students will coulor in each space with a colour of their choosing. See the example below.  
  
  
  
  
4) Once students have finished with their artwork, they will select 4 different shapes from their paper. They will sort and identify these shapes using the chart below.

**Check for Understanding**   
I can sort and identify different two-dimensional shapes.   
I can explain how the elements of line and colour communicate meaning.

**Materials**   
Recording sheet attached below, pencil, markers/ crayons/ pencil crayons, measuring device and a sheet of paper

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| --- | --- | --- | --- | --- |
| The shape | Number of sides | Side lengths | Number of lines of symmetry | Number of vertices |
|  |  |  |  |  |
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