

## Synergize to Create Geometric Shapes

<b>Title:</b>	Synergize to Create Geometric Shapes		
<b>Learning Objective:</b>	Students will be able to demonstrate an understanding of creating, describing, classifying, and comparing two- and three- dimensional figures by creating their own painting and describing and classifying the shapes they used with the help of looking in a book and at paintings.		
<b>FranklinCovey Habit:</b>	Seek First to Understand, Then to Be Understood; Synergy		
<b>21<sup>st</sup> Century Skill:</b>	Communication and Collaboration Skills		
<b>Subject Area:</b>	Math		
<b>Activity Type:</b>	___ Individual	_X_ Group	___ Homework
<b>Source:</b>	Miss Tooley, A.B. Combs		
<b>Activity Time:</b>	30-45 minutes	<b>Grade Level:</b>	3

### Set Up

Student Materials	Teacher Materials	Review
Paint Construction Paper Pencils	<i>The Greedy Triangle</i> by Marilyn Burns  PowerPoint of geometric painting by famous artists  Chart Paper for Consensogram and Venn Diagram	Review previously taught material about working with two- and three- dimensional figures over the past few weeks.  This activity is culminating for a series of tasks about two- and three- dimensional figures.

### Introduction

Ask students if they have ever heard of the famous artists named Pablo Picasso or Wassily Kadinsky. Then inform the students that you will be reading a book about a greedy triangle and then will create our own Picasso and Kadinsky style painting while synergizing with their classmates.

### Activity

1. Have the students complete a Consensogram about their knowledge of two- and three-dimensional figures.
2. Next have the class preview *The Greedy Triangle* together by making predictions based on the cover of the book and discuss geometric figures that they think will be in the book. Tell the students to be looking for these shapes as you are reading the book.
3. Then read the book *The Greedy Triangle* to the class aloud. The students should recognize and describe the geometric figures that they find in the book. Stop throughout the book so that you can discuss these figures and also find connections with these figures that the students see in their every day lives. Also lead the students to recognize the Covey Habits that are used in *The Greedy Triangle* such as Seek First to Understand, then to be Understood.
4. Upon completion of the book show the students the PowerPoint that consists of geometric paintings by famous artists. Ask the students questions as each of the paintings come up to help the students recognize the shapes that different artists used. Have the students use correct vocabulary when describing comparing, and classifying the shapes.
5. Then have the whole class compare the shapes they found in *The Greedy Triangle* to the shapes found in the paintings using a Venn Diagram working together as a whole class with you leading the discussion.
6. Then split students into groups of three. Tell them they are going to work together to create their own geometric paintings, like Picasso's and Kadinsky's. Each group will receive a large piece of construction paper, different colors of pain, and geometric shaped sponges. Remind the students how important it is that they synergize and work together to complete this painting.
7. Have the students discuss the characteristics of each of their sponges and then create their own painting. Tell them that while they are painting they need to keep track of what shapes they used and how many of each shape was used. Tell them that they will be sharing this information with you and the rest of the class when they are done. Walk around and monitor the students as they are working together.
8. Upon completion of the paintings have the students share their geometric paintings with the class while using the correct vocabulary to describe, classify, and compare the geometric shapes they used. The other students can also ask questions about their paintings as each group is presenting.

### Wrap Up

Discuss with the class the things that they learned from doing this activity. Also discuss the different shapes that they used and how they decided on which shapes to use as a group. How well did they work together and synergize? Complete another Consensogram to check if the students' knowledge of two- and three- dimensional shapes has improved throughout the lesson.

**Assessment**

Assess the students through observations based on their ability to use correct vocabulary to describe, recognize, classify, and compare two- and three- dimensional figures. Walk around while they are working in their groups and see who is participating and who is not. Assess them this way as well.

**Extensions & Integrations**