

Shapes Go Fish

Targeted skill

Young children are expected to learn the names of basic shapes and their distinguishing characteristics.

Materials

- ◆ index cards
- ◆ markers

What to do

Create a set of 24 playing cards out of index cards. Make eight cards with a triangle, eight with a square, and eight with a circle. If more than two or three people are playing, you need to make more cards to allow enough matches for everyone. Shapes Go Fish is played like any other game of Go Fish.



To play:

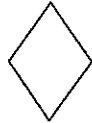
1. Shuffle the cards and deal four cards to each player. Stack the remaining cards facedown between the players. Turn one card faceup.
2. The goal of the game is to collect a set of four of the same shape.
3. The first player selects a shape in his hand and asks one player if he or she has that particular shape. If the player does, he or she must give it to the player who asked for it.
4. Player 1 can continue asking other players for specific cards, until one of the players does not hold the requested card. This player responds, "Go fish." Then Player 1 takes the card on top of the remainder pile and discards one card. Player 2 takes a turn.
5. The first player to get four cards with the same shape wins.

Shape Go Fish (continued)

When your child is able to consistently recognize the three primary shapes—circle, square, and triangle—add other shapes, one at a time (rectangle, diamond, trapezoid, pentagon, hexagon, octagon, semicircle, rhombus).



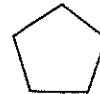
rectangle



diamond



trapezoid



pentagon



hexagon



octagon



semicircle



rhombus

If your family is used to playing Go Fish with particular rules, you may follow those rules or customs when playing Shapes Go Fish. The intent is to learn the names of the shapes, not cause controversy over the rules.

Extending the activity

Go on a scavenger hunt around the house or in the neighborhood to look for shapes in the environment. For example, a door is a rectangle, the light-switch plate (for two switches) is a square, coins are circles, and paper money is a rectangle. However, you want to stress that the *surface* of the desk is a rectangle, the *surface* of the door is a rectangle, the *surface* of the clock is a circle, and so on. You do not want your child to continue thinking that a ball is a circle and a block is a rectangle. (A ball is a sphere and a block is a rectangular prism.)

What your child is practicing

Learning to identify shapes begins the process of understanding geometry. Your child needs many different experiences with seeing and naming shapes in simple drawings and within his or her environment before he or she learns and understands them.