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| **Introduction**  This lesson is designed for Kansas kindergarten classrooms based on the math standards for kindergarten. The goals of the lesson are to introduce students to six two-dimensional shapes and help them identify them in the world around them as well as on Ukrainian pysanky. This lesson aims to introduce students to Ukraine, including its relative size and location, as well as introduce pysanky as a part of Ukrainian culture. Other goals of the lesson include counting shapes and other objects, describing the location of objects using prepositions, and determining if there is more or less of something by counting.    Instructors are encouraged to contact the KU Center for Russian, East European, and Eurasian Studies (CREES) if they would like the CREES outreach coordinator to visit their classroom and present about Russian, East European, and/or Eurasian culture. You can contact CREES at [CREES@ku.edu](mailto:CREES@ku.edu) |
| **Objectives**   * Recognize pysanky and understand that they are part of Ukrainian culture * Learn where Ukraine is * Recognize and name six two-dimensional shapes (triangle, circle, oval, square, hexagon, and rectangle) * Identify these shapes in the world around them * Locate the shapes in relation to other objects using location prepositions * Count shapes * Determine if there are more or less of a shape or an object by comparing two pictures * Draw shapes |
| **KS State Standards Addressed**   * K.G.1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. * K.G.2. Correctly gives most precise name of shapes regardless of their orientations (position and direction in space) or overall size. * Model shapes in the world by building shapes from components (e.g. sticks and clay balls) and drawing shapes. * K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. * K.CC.5 Count to answer “how many?” up to 20 concrete or pictorial objects arranged in a line, a rectangular array, or a circle, or as many as 10 objects in a scattered configuration; given a number from 1 to 20, count out that many objects. * K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. * K.MD.2. Directly compare two objects, with a measurable attribute in common, to see which object has “more of”/”less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter. |
| **Lesson Plan**   1. Introduce the topic for today: Learning shapes with Ukrainian pysanky 2. Give a little information about Ukraine using the **Learning Shapes Through Pysanky Powerpoint**. Show them where Ukraine is, how big it is, and tell them some facts. 3. Show them what pysanky are and give a little background information using the notes in the slideshow. 4. If you want, you can show them a video of how a pysanka is made. The video is 6 minutes long. 5. Next identify shapes. Ask if anyone knows what the shapes are called? If not, have them help you describe each shape and then tell them the name. 6. Look at the pysanky on the slides and see if they can identify any shapes that they see. The first slide is mostly triangles. Can they count the pysanky? Can they count the triangles on each pysanka? 7. The second slide has more complicated designs with triangles, circles, squares, ovals, and rectangles. Can they count how many triangles they see on the first pysanky? What about circles? Which pysanka has more ovals? Which has fewer circles? 8. Have them compare the two baskets of pysanky. Count the eggs in each basket. Which basket has more? Which has less? 9. Look at the three pysanky on the slide. Ask them to tell you which have triangles, which have squares, and which have both. If you want, you can ask them to identify any other shapes they see on the pysanky. 10. Pass out the blank egg paper and have them decorate their own pysanka. Make sure they are drawing the shapes they learned today (triangle, circle, square, rectangle, hexagon, oval). As they are working, walk around and have them describe their egg. What shapes did they use? How many of each shape did they use? 11. Ask them to look around the classroom and identify shapes that they see. Do a few together to start. 12. Count how many of each shape they can find in the classroom. 13. Next have them describe where the shapes are are using below, beside, in front of, behind, and next to. |
| **Supplies**   * Learning Shapes Through Pysanky PowerPoint * Blank Egg Handout * Crayons, Markers, or Colored Pencils |
| **Prerequisite Knowledge**  Students should already know the numbers 1-20 as well as the spatial prepositions behind, in front of, next to, above, and below. Students should be able to hold a pencil or crayon and draw and color independently. |