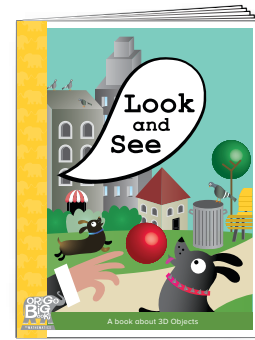


# Look and See

A book about 3D Objects



## Aim


*Look and See* introduces three-dimensional objects for the cube, cylinder, rectangular prism, cone, pyramid, and sphere.

Students identify and describe 3D objects in the environment around them. They talk about the characteristics of these objects using terms such as *flat*, *curved*, *roll*, and *stack*.

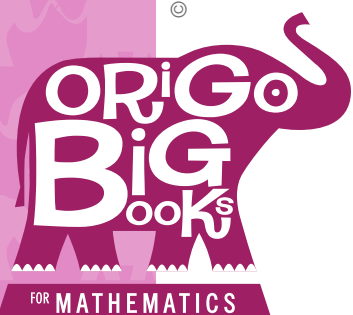
These whole-class/large group and small-group activities provide students with the opportunity to:

- listen to a story about 3D objects
- listen to the accompanying tune
- use materials to identify and describe objects that have three dimensions
- use the teaching tool to identify, describe, match, sort, and compare 3D objects
- represent 3D objects using real-life materials from the environment

## Activities

1. Listening to the story
2. Listening to the tune
3. Using the teaching tool to identify, describe, match, sort, and compare 3D objects 
4. Scavenger hunt
5. Sorting objects
6. Comparing objects
7. Looking for flat faces and curved surfaces
8. A feely bag
9. Three objects in a row game
10. Home activities

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# I. Listening to the story

## Resources

- *Look and See*

## Activity

Display the cover of the book and read the title to the students. Ask, **What do you think this book will be about?** Listen to their predictions. If no-one discusses the setting, ask, **Where do you think this story will happen? Look at the animals on the cover, what do we call these animals?** Take a picture walk through the story. Ask the students to describe the shapes they see in their own words. Read the story. Then read it again, pausing to talk about each picture and identify the different 3D objects shown on each page. For each 3D object that the students find in the story, ask them to find a 3D object in the classroom that looks the same.

# 2. Listening to the tune

## Resources

- *Look and See*
- Big Book Tune *Look and See*

## Activity

Play the Big Book Tune while following the words of the song in the Big Book. Encourage a student to volunteer to turn the pages of the book along with the song and point to each word as it is sung, helping as needed. Play the song again, encouraging the students to engage in one or both of the following ways:

- singing along with the music
- collecting solid shapes and have volunteers hold up the solid shapes when they are referred to in the tune.



### 3. Using the teaching tool to identify, describe, match, sort, and compare 3D objects

#### Resources

- *Look and See*
- *Teaching Tool*



#### Activity

- Read each spread and have a student place objects on the work area to match the object in the book. Have the student describe the object.
- Place one 3D object on the work and invite a student to place a 3D object that is the same on the work area. Have the student describe why the objects are the same. Remove all objects from work area. Repeat for all the 3D objects.
- Place a 3D object on the work area, and invite a student to place a 3D object that is different on the work area. Have the student describe why they are different. Repeat for two more objects.
- Place six objects on the work area (e.g. three cubes and three cylinders) and invite a student to sort the objects and describe each group in their own words.
- Place four 3D objects on the work area: three 3D objects that have the same attributes and one 3D object that is different. Invite a student to remove the 3D that is different from the work area and replace it with one 3D object that is the same.



## 4. Scavenger hunt

### Resources

- *Look and See*
- Classroom 3D objects (cube, rectangular-based prism, cylinder, cone, pyramid, and sphere)
- Pencil and paper
- Camera (optional)
- Easel with language chart paper

### Activity

Read each scene in *Look and See* and encourage the students to describe the different objects they see. Display classroom 3D objects and talk with the students about the attributes of the objects. Ask the students to match the objects in each scene with the classroom 3D objects. Separate the students into six groups and give each group a 3D object. Say, **We are going for a walk around the school. As we walk around the grounds, look for objects that match your 3D object.** As students walk around outside, ask them to draw or take photos of the 3D objects they see that match their 3D object. Students may also be able to collect some of the objects and bring them back to class to put on display. After the walk, encourage the students to describe the objects they found in their own words. Record the students' descriptions on the chart. Also write the name of the 3D object. Display the lists so students can refer to these words in later activities. Encourage the students to describe or state more object words for the list.



## 5. Sorting objects

### Resources

- Small everyday objects that can be displayed on a table:
  - a. *cube* e.g. dice, building block, sugar cube, connecting cube, Rubik cube, gift-wrapped cube;
  - b. *sphere* e.g. balls (different types), marble, orange, cherry, globe of Earth;
  - c. *cylinder* e.g. can of food, vase, wide straw, candle, cooking pot, battery, glass, cup (without a handle);
  - d. *cone* e.g. party hat, ice cream cone, building block;
  - e. *pyramid* e.g. building block, chocolate box, candle, clocks, lamps;
  - f. *rectangular-based prism*, e.g. gift box, juice box, brick, tissue box, assorted food boxes, eraser.

### Activity

Provide an assortment of objects that have different shape attributes. Ask the students to sort the objects into groups and to describe each group in their own words. The students' descriptions might include references to texture, such as rough and smooth, or terms that refer to shape, such as *straight*, *curved*, *round*, *flat*, *corners*, *can roll*, and *can stack*.

## 6. Comparing objects

### Resources

- Support 1 — see attached
- Small everyday objects from Activity 5

### Preparation

Print and laminate 1 copy of Support 1 for each pair of students.

### Activity

Separate the students into pairs. Give each pair a copy of Support 1. One student from each pair collects two objects of their choice from the collection and places them on the support page. The student describes something that is the same or something that is different about the two objects. The students take turns finding objects with the same and different attributes. Take photographs of the students' object choices. These photos can be printed and made into a class object book. Scribe the students' descriptions for the text for each photo in the book.



## 7. Looking for flat faces and curved surfaces

### Resources

- Pictures to cut out
- Scissors and glue
- Paper

### Preparation

Collect a selection of object pictures from magazines, catalogs, or advertising brochures.

### Activity

Separate the children into small groups. Give each group a selection of pictures that can be cut out. Ask the students to find pictures of objects that have only flat faces. The students cut out these pictures and paste them onto a sheet of paper. Then ask them to find pictures of objects that have only curved surfaces. These objects can be pasted on another sheet of paper. Afterward, invite each pair to display the objects they have pasted onto each sheet of paper. Ask, **How are the objects different? How are the objects the same?**

## 8. A feely bag

### Resources

- 1 large opaque bag
- Classroom 3D objects from Activity 4
- 1 of each type of everyday object from Activity 5, and fabric to cover

### Activity

Place the classroom 3D objects beside the large opaque bag. Refer to the six everyday objects, and encourage the students to describe the attributes in their own words. Ask for one student to stand with their back to the bag while you place one of the six objects in the bag. Cover the remaining five objects with the fabric. Ask the student to turn around and place their hand inside the bag to feel the object. Ask, **Does this object have flat or curved faces? Does it have any straight or curved edges? Does it have any corners?** Ask the student to point to the classroom 3D object that feels the same as the one in the bag. Ask the student to take the object from the bag to check their prediction. Repeat with different volunteers until all six small objects have been used.



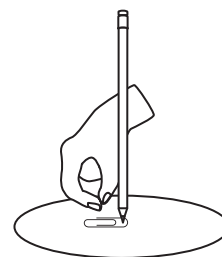
## 9. Three objects in a row game

### Resources

- Support 2 — see attached
- Support 3 — see attached
- 2 sets of 6 different colour counters for each pair of students
- 1 pencil for each pair of students
- 1 extra large paperclip for each pair of students

### Preparation

Print and laminate 1 copy each of Support 2 and Support 3 for each pair of students. Demonstrate how to place the paperclip on the center of the spinner chart. The pencil point is placed on the center point of the spinner and the paperclip. The pointer finger is used to flick the paperclip so that it spins around the pencil point.



### Activity

Separate the students into pairs. Give each pair a copy of Support 2 and Support 3, counters, a pencil, and a paperclip. Allow students to choose the colour counters they want. The first student spins the paperclip and names the object shape where the paperclip stopped. That student looks at the game board and places a counter on a picture that has the same attributes as the object they spun. The other student then has a turn. A student misses a turn if counters have covered all the object pictures matching the object that is spun. Play continues until one student is able to place three of their counters in one row or column.

On another day, ask the students to draw, cut out, and paste pictures onto a blank game board, which is then laminated. Using their own game board, students can play the game with the same spinner chart.

## 10. Home activities

### Resources

- Support 4 — see attached

### Preparation

Print 1 copy of Support 4 for each student.

### Activity

Give each student a copy of Support 4. When the students return the letters to school, ask them to talk about the different objects they found at home.



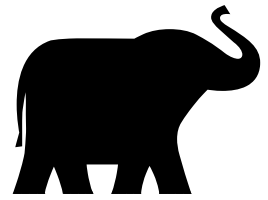








# Letter to Home



Student's Name \_\_\_\_\_

Dear Family,

The activities I am sending home on this letter will help your student to find and describe different objects that he or she sees every day. Please help the student to do the following:

Ask the student to think of a small object in the kitchen. Then as you try to guess the name of the object, ask questions such as:

*Is it big or small?*

*Is it heavy or light?*

*Is it rough or smooth?*

*Does it have flat or curved faces?*

*How many faces does it have?*

*Will it roll?*

*Can it stack?*

*Does it look like another shape I might have seen?*

Then go to another room and ask your student to think of another object they can see there. Ask the same questions in a different order.

Ask your student to choose two objects in the kitchen. They then tell you something that is the same about both of them, and something that is different about them. Repeat this activity in another room.

I would like to know how you both worked on and liked the activities. Ask your student to tell you what to write on the back of this letter. Please add any comments of your own.

Yours sincerely,