



# SHAPES AND FORMS

By Matt Glavach

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## INTRODUCTION:

**Shapes and Forms** introduces the student to five basic forms. These are the circle, square, triangle, rectangle and diamond. The book teaches the proper movements to use in making these forms correctly. These shapes are considered fundamental to many learning tasks.

The five forms are found in many intelligence and achievement tests. Many disadvantaged children are labeled as risks and failures simply because of their difficulty in properly reproducing these figures. Children who have not had exposure to these tasks in their home environment, need to be taught *how* to do them before they can be expected to do them indiscriminately.

A child must have the ability to perceive an object as possessing properties of size and shape that are constant. This is essential to orienting the child in his environment.

The child who has difficulty in these concepts will find it difficult to adjust physically and intellectually from one situation to another. He will find it difficult to work with letter and number symbols and will be seriously handicapped in academic learning.

This book is not an assimilation of figures to be traced and colored indiscriminately. In this book, tasks are analyzed and broken down into small increments; the child is programmed into correct responses. Children are able to draw the object after being taught each step involved, and the proper directions to follow. In each unit they finish with the total picture of the form; thus the task becomes relevant and meaningful. This is important for imprinting the form to memory.

## How it works:

Essentially this book is designed to be self-teaching, it is necessary, however, that certain concepts be presented as the children progress through the material. Presenting the material in units will emphasize the concepts being taught. Covering two or three pages of the **Shapes and Forms** book a day should be sufficient. The quality of learning is more crucial than the quantity. Concepts should be reviewed daily before presentation of the pencil and paper tasks.

A star has been imprinted on the upper right hand corner of each master. Have the students put their finger on this star so that they know the proper placement of their paper.

### Unit 1 -- Circle (pages 1-9)

Unit 1 presents the circle to the students. Before beginning on the pencil and paper exercises, they should be oriented to the properties of a circle. A circle is round; it has no corners, and so forth. Have several objects available in the room that the children can handle; a ball, a wheel, and so forth. Draw a circle on the board and ask the children to make an imaginary circle in the air.

On page one, the children are to trace and color the circle. The student starts at the solid dot at the top of the circle and traces in the direction of the arrow. Be careful that the children are going in the proper direction. If children have not been exposed to this type of task previously, they may need extra practice. If children do have difficulty, be patient, help them get started and give them all of the practice that they need; you will be surprised how quickly they will catch on.

The directions for pages two, three, and four are the same. The lines in these circles are dotted, requiring more coordination on the part of the child.

Pages five, six and seven are balloons represented by circles. These are to be traced and colored. Carefully watch where the students begin, as the starting dot has been faded out; also, watch their direction.

On pages eight and nine, the student can trace and color a little snowman. Again, watch the starting direction used in performing this task.

If you wish, you may have the students cut out and paste some of the exercises. Remember, do not be too critical, this may be many children's first exposure to academic tasks. Their fine motor coordination will improve with practice. Each child must achieve an element of personal success.

### Unit II -- Square (pages 10-23)

Begin by drawing a square on the board. Emphasize that a square has four sides, all the same length. Again, have the children draw an imaginary square in the air. Have objects representing a square available in the room; a box, and so forth.

On page ten the student traces over horizontal lines going from left to right in one smooth motion; there should be no breaks in the line. Emphasize starting at the solid dot and not going beyond the dots. For added practice, you may direct the students to trace each line with several different colored pencils or crayons. Pages eleven and twelve follow these same directions.

Page thirteen requires the student to draw the line without any guides. Students may need extra practice at this task.

Beginning on page fourteen and continuing through page sixteen the student must trace the figure on the left and then reproduce it on the right. He should always go from the left frame to the right frame, and then continue down the page.

Pages seventeen and eighteen require the student to copy both horizontal and vertical lines that eventually form a square.

On pages nineteen, twenty and twenty-one the student must trace and color the squares.

Robin Robot, found on pages twenty-two and twenty-three is a square; reinforce this point to the students. Again, wherever feasible or practical, let the students color and cut out the figures. Make sure the child can adequately handle each task before moving on.

### Unit III -- Triangle (pages 24-30)

Expose the students to as many objects with the triangle form as possible. Draw the triangle and square on the board and let the students compare them.

Pages twenty-four and twenty-five follow the same format as the square; the student must trace the figure on the left and reproduce it on the right. He always goes from the left frame to the right frame and continues down the page.

The students can trace and copy the triangles on page twenty-six, twenty-seven, and twenty-eight. On pages twenty-nine and thirty, they can trace and color Tina Triangle.

#### Unit IV -- Rectangle (pages 31-37)

A good comparison to use here is the rectangle and the square. Show the students how the rectangle has four sides like the square, but only two sides are of equal length.

This section proceeds in the same format as Unit III. Pages thirty-one and thirty-two require the student to trace the lines on the left and reproduce them on the right. On pages thirty-three, thirty-four, and thirty-five, the student will trace and color the rectangles. Following, on pages thirty-six and thirty-seven they can trace and color Tugboat Annie.

#### Unit V -- Diamond (pages 38-42)

The diamond represents the greatest development in the child's ability to perform the shape and form tasks presented here. Give them plenty of practice. Draw the triangle on the board. Have the children draw an imaginary triangle in the air. If possible, let them come to the board and trace your triangle and practice making their own, as they are working on the paper and pencil tasks.

On pages thirty-eight and thirty-nine, the students are asked to trace the lines on the left and reproduce them on the right.

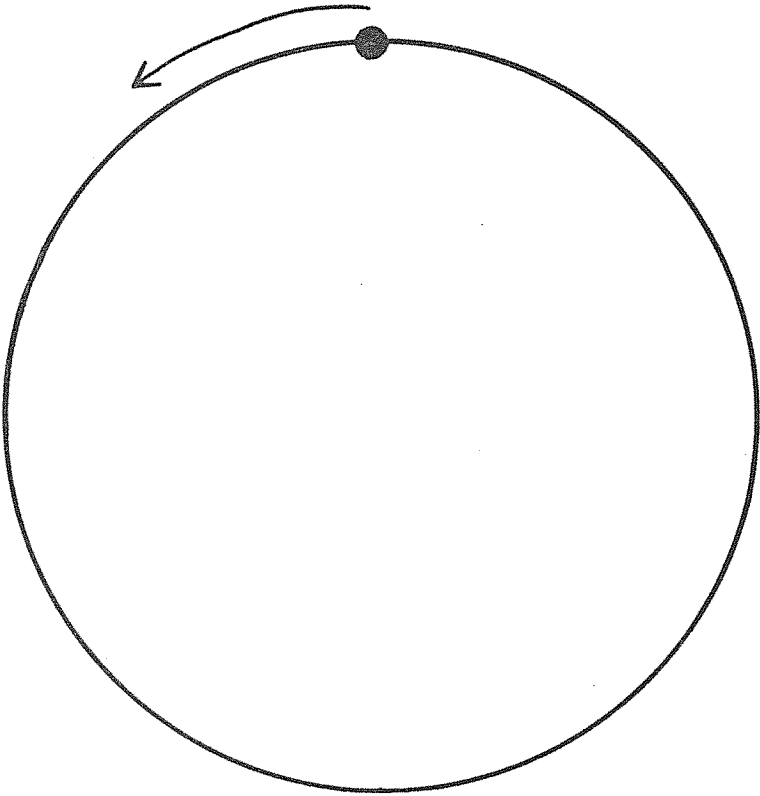
Pages forty, forty-one, and forty-two have the student trace and color the diamonds.

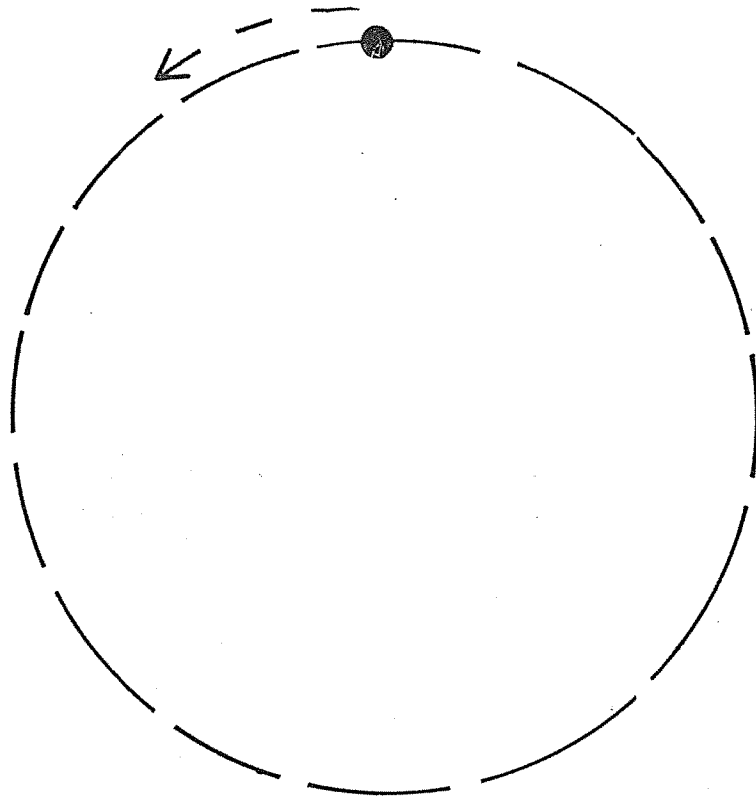
#### Mixed Shapes (pages 43-45)

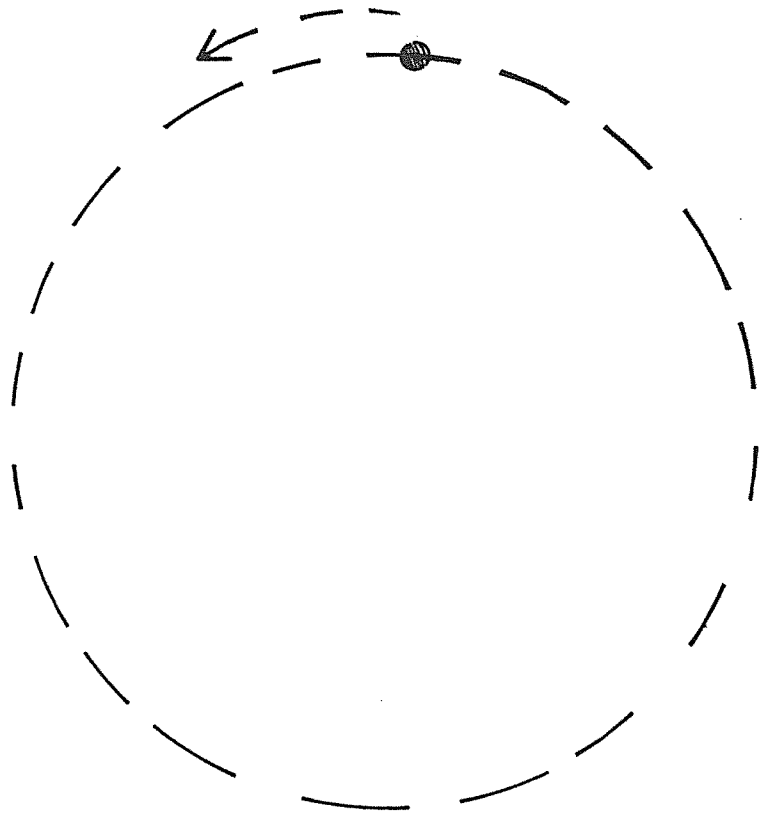
On pages forty-three and forty-four are some shape board forms. The forms on page forty-three are exactly the same as the shape board on page forty-five. Have the students trace, color, and cut them out. They can practice putting them on the shape form board. This will insure that they have the proper shape discrimination.

Page forty-four also has the same forms to be traced, colored, and cut out. These forms are *not* the same size as the shape form board. Let the students work with them and see the difference. This will help them in size constancy. After they understand the differences in sizes, mix the shapes from pages forty-three and forty-four and see if they can discriminate the proper size and shape for the form board.

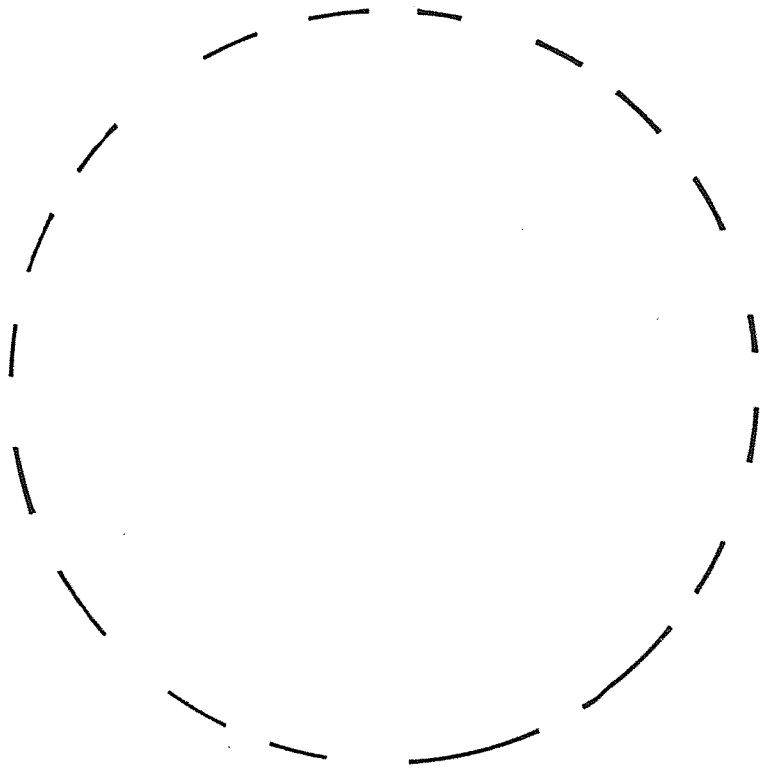
CIRCLE

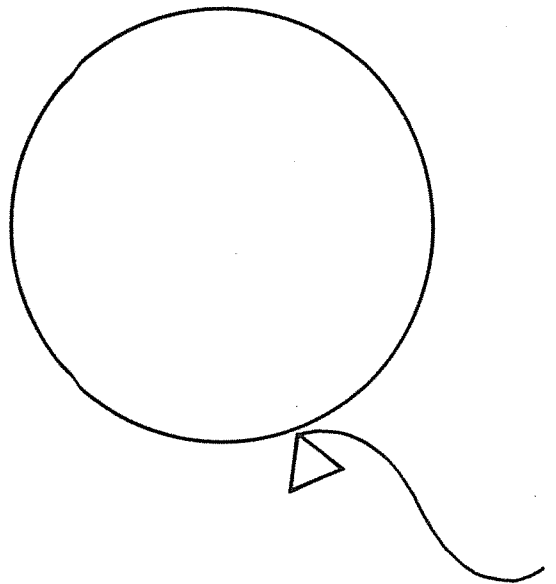
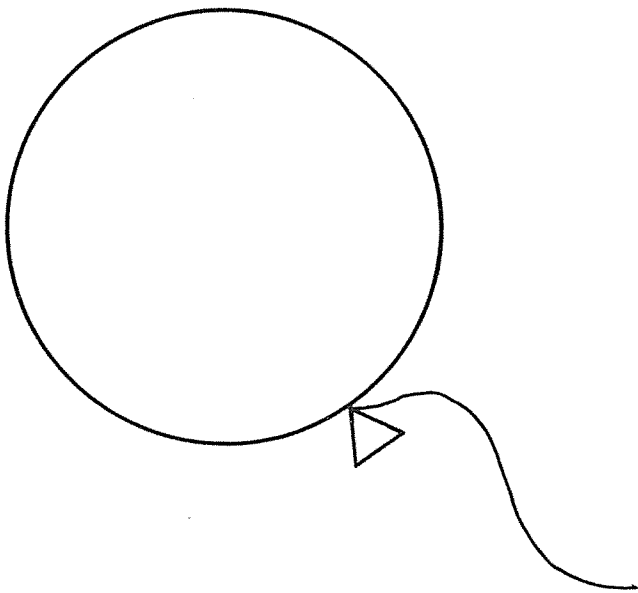
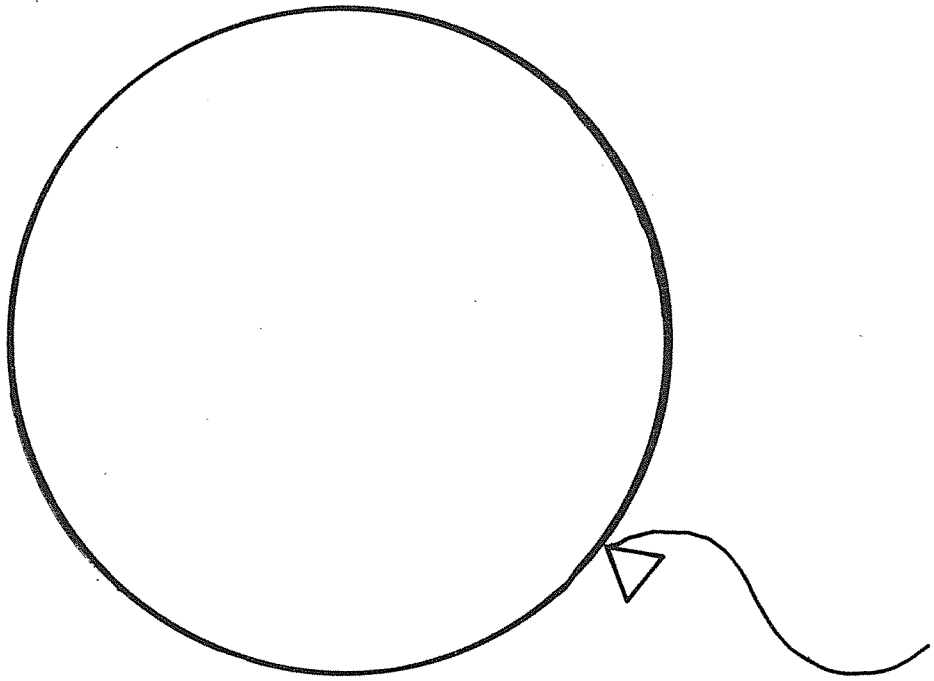


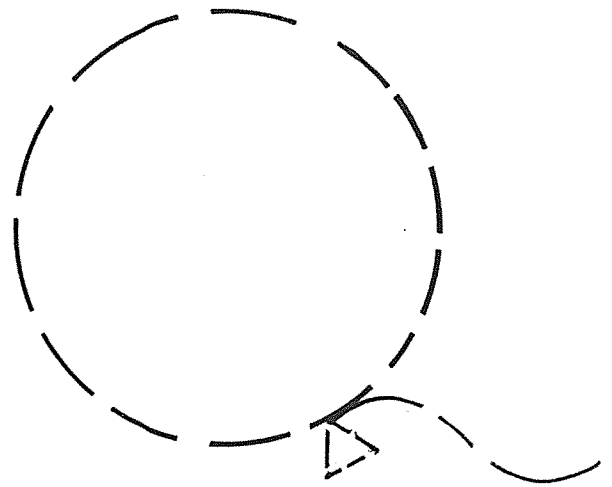
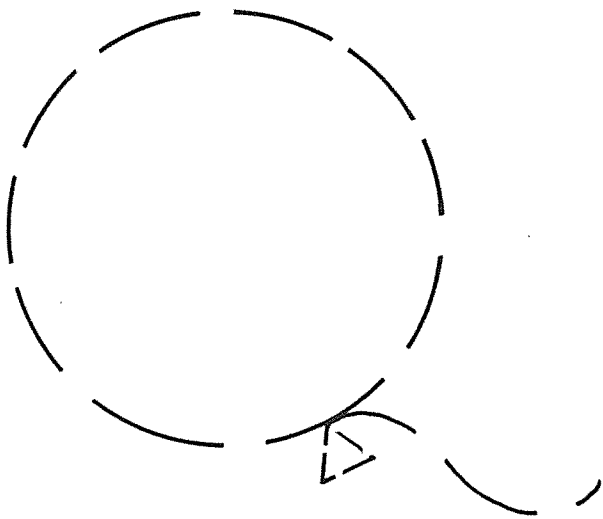
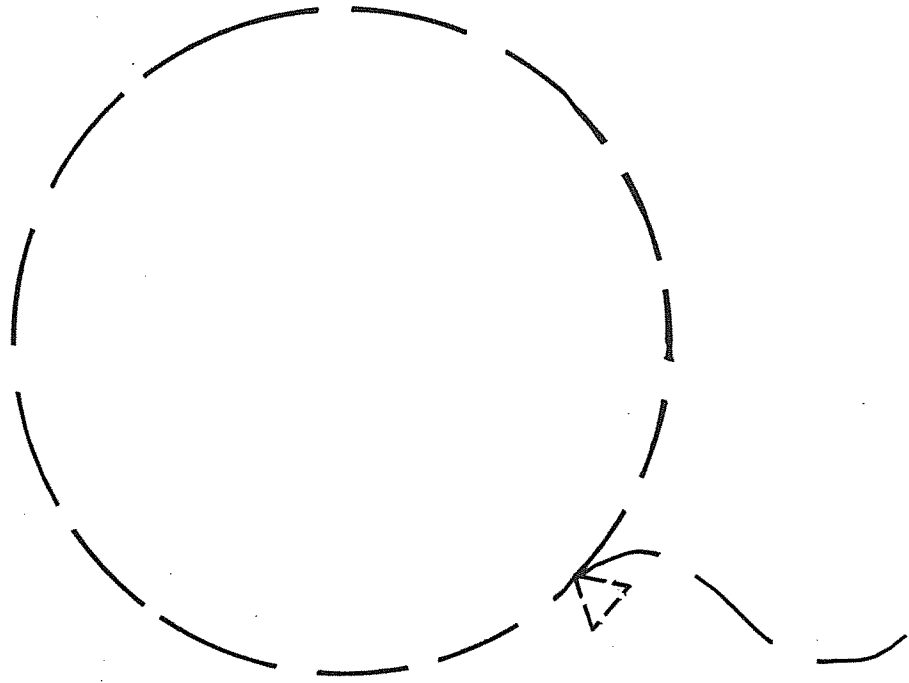


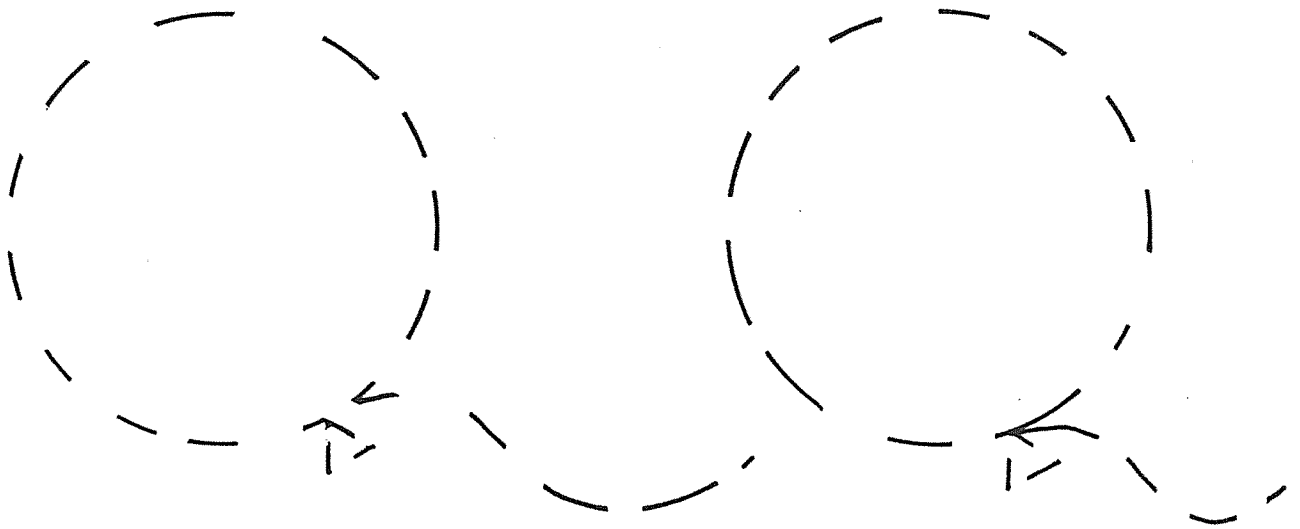
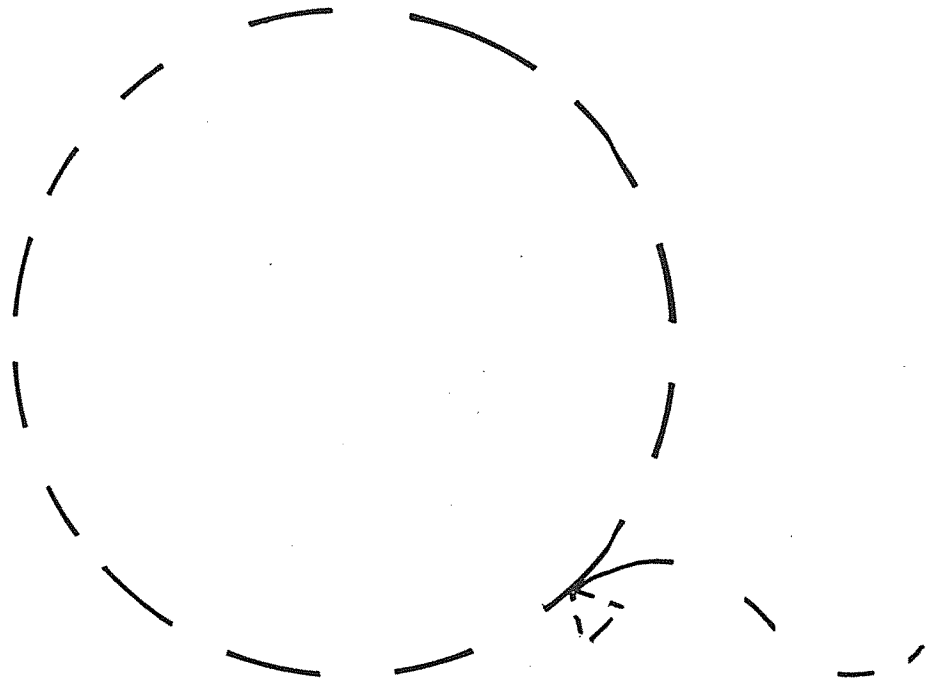


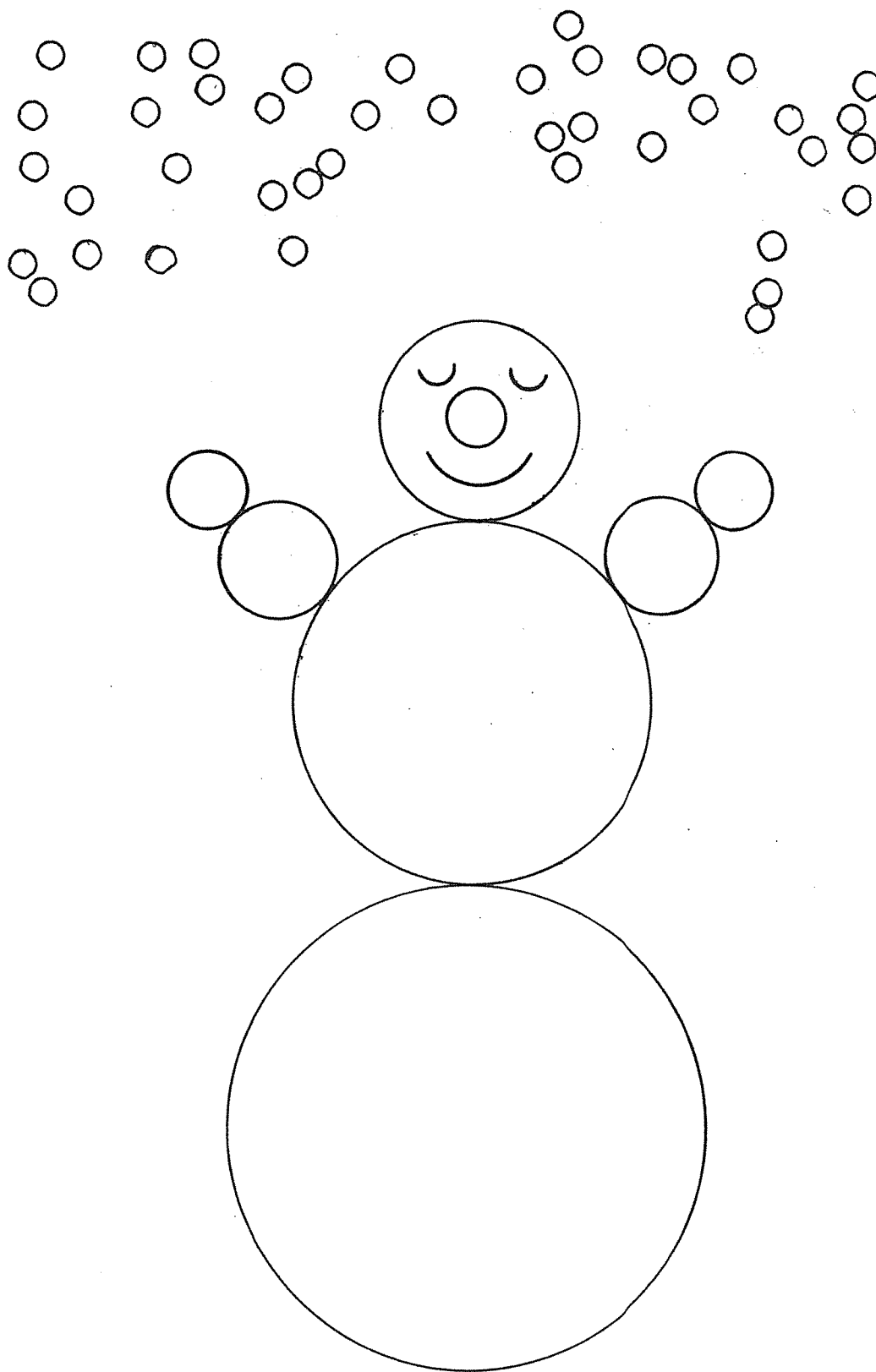




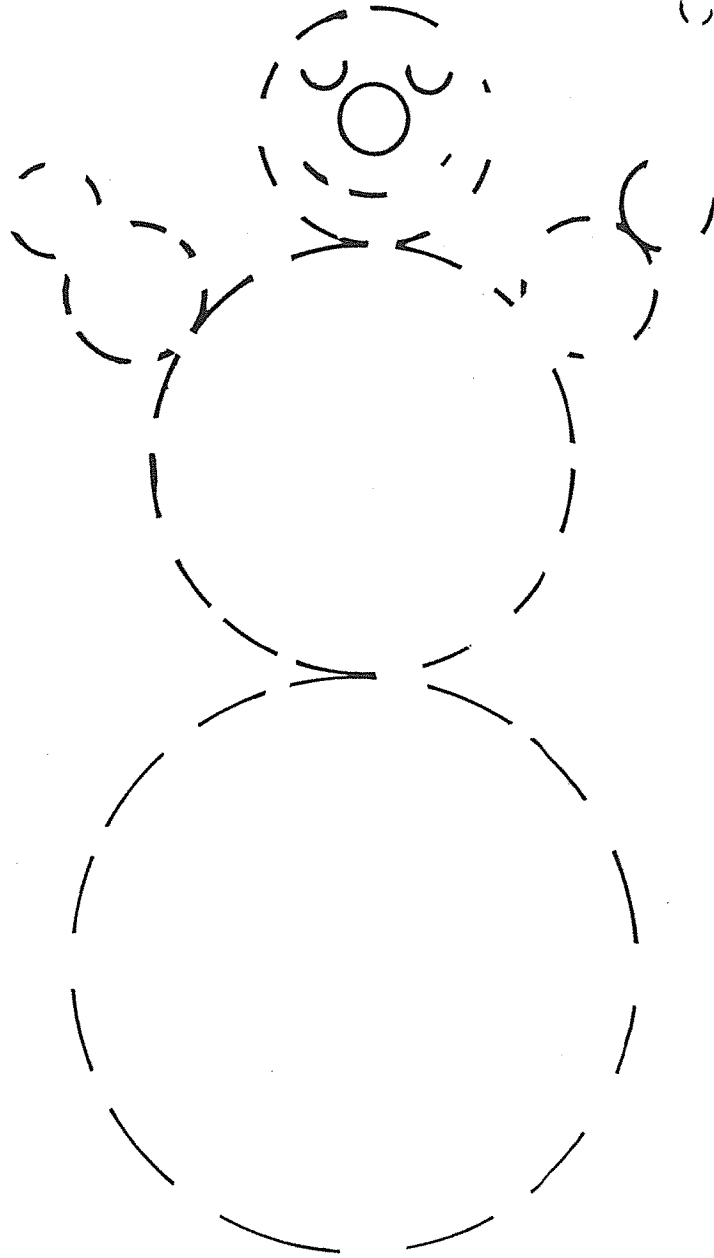








FROSTY THE SNOWMAN



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