

**Level 2**

<b>Suitable for:</b>	young learners who have completed up to 100 hours of study in English
<b>Type of English:</b>	American
<b>Headwords:</b>	400
<b>Key words:</b>	10 (see pages 2 and 8 of these Teacher's Notes)
<b>Subject words:</b>	10 (see pages 2 and 9 of these Teacher's Notes)
<b>Key grammar:</b>	present simple, present continuous, <i>can</i> , imperatives, simple adjectives and adverbs

**Summary of the Reader**

In this book, the students look at five different 2D shapes: **circle**, **square**, **triangle**, **rectangle**, and **oval**, and two types of lines: **straight** and **curved**.

Each shape and line is introduced to us in objects and living things we would see in a park, such as a boat, a duck, a bird, a fish, a ladybug, a butterfly, a tree, flowers, and leaves.

The shapes and lines are presented first as images on the page, and then as instructions about how to draw what is in the park using these shapes and lines.

The shapes and lines are revisited as the students draw what they see in the park and as the text unfolds.

**Introducing the topic: Shapes**

Before the students read the book ...

- Look at the everyday objects around you. Point to a circle, a triangle, a square, a rectangle, and an oval.
- Do air drawings of each shape. The students copy using their right hand and then their left hand.

- Put the students into five groups. Give each group a drawing of a different 2D shape on a piece of card. The groups look around the classroom and identify then draw three or four examples of the 2D shape they have.
- Ask each student to find a partner. Hold up one of the cards with a 2D shape. In their pairs, encourage the students to make the shape together with their fingers, then their hands, and then their arms. Which shape is easy to make together? Which is difficult to make together?
- Do the *Before you Read* activity on page 15 of the Reader.
- Refer students to Lexical sets on page 4 of these Teacher's Notes.

**Did you know ... ?**

- Triangle shapes are often used in construction because of their great strength.
- We can see many circles and ovals in flowers.
- We can see many squares and rectangles in buildings.

## Key words

(see page 8 of these Teacher's Notes for the Key words in context)

artist (n)	ladybug (n)
beak (n)	leaves (n)
body (n)	pond (n)
butterfly (n)	seed (n)
duck (n)	wing (n)

## Curriculum links

**Science** Living things are always around us. Ask the students to give you examples of living things, prompting them by confirming that animals and plants are living things. Show pictures of animals and plants if possible, e.g. a duck, a bird, a ladybug, a flower, a tree. How do the students know that these are living things? (*They grow. They need food and drink. They move. They live.*) Draw a tree on the board. Is it living or non-living? How do they know? Draw a pencil on the board. Is it living or non-living? How do they know? Talk about where the pencil comes from. Brainstorm a list of non-living things. Put the students into pairs to ask and answer about living and non-living things. Write questions on the board: *Does it grow? Does it need food and drink? Does it move? Does it live? Do the students think that there are more circles, triangles, squares, rectangles, and ovals in living or non-living things?* You could have the students make a poster in groups showing eight living and eight non-living things with at least one 2D shape in each one. (See also Activity 1 on page 5 of these Teacher's Notes.)

**Math** Draw a large grid on the board with A, B, C, D, along the horizontal and 1, 2, 3, 4, on the vertical. In each box draw one or more shapes. Draw the shapes from different angles, e.g. a triangle standing on one apex. Ask each student to write *true* and *false* on two separate pieces of paper. Explain that you will say a sentence about a shape or shapes in one of the boxes in the grid. If the sentence is true, the students hold up *true*. If it is false, they hold up *false*. Give examples, e.g. *In C3 there's a triangle. In A2 there are three squares. In D1 there's an oval and*

## Subject words

(see page 9 of these Teacher's Notes for the Subject words in context)

circle (n)	oval (adj) / (n)
curved (adj)	rectangle (n)
drawing (n)	square (n)
kite (n)	straight (adj)
line (n)	triangle (n)

*a rectangle.* (See also Activity 2 on pages 5 and 6 of these Teacher's Notes.)

**Dance and movement** Shape dance: Draw a sequence of four or five 2D shapes on the board. Point to each shape and do an action to match the number of lines the shape has, e.g. triangle = *clap three times*, circle = *turn around once*, oval = *bend over to touch your toes*, square = *jump four times*, rectangle = *stretch your arms out four times*. Repeat these actions. Now point to each shape again and encourage the students to respond by doing the actions. Repeat the sequence three or four times to create a dance. Then put the students into groups of four and allow them to create their own sequence of shapes, and design their own actions to represent them. Invite groups to demonstrate their sequence to the class by drawing the shapes on the board and doing their action for each shape. Then have the whole class respond to the actions when the group points to their sequence of shapes on the board.

**Art and design** Project or show pictures to the students of patterns used in art from around the world, such as those around the edge of a rug, in a stained glass window, Celtic patterns with curved lines, or some African patterns using straight lines. Invite the students to design their own repeated pattern to decorate the edging of a computer mouse mat and then to describe it to a partner.

**Geography** Project an image or hang a map of the the students' country on the board. Ask the students to look carefully at the shape of the country and to say whether it looks like a triangle, a square, a rectangle, or a circle.

Ask the students why they think the shapes of countries can't be exact 2D shapes. (See also Activity 5 on page 7 of these Teacher's Notes.)

**Spelling** Using the vocabulary from the Reader and the numbers 1–10, play a spelling game, e.g. *Which word begins with an "s"?* (square, seed, straight, six). *Which word ends with an "l"?* (oval, beautiful). *Which word begins with "tr"?* (triangle, tree). The students can be put into teams to play the game. (See also Activity 6 on page 7 of these Teacher's Notes.)

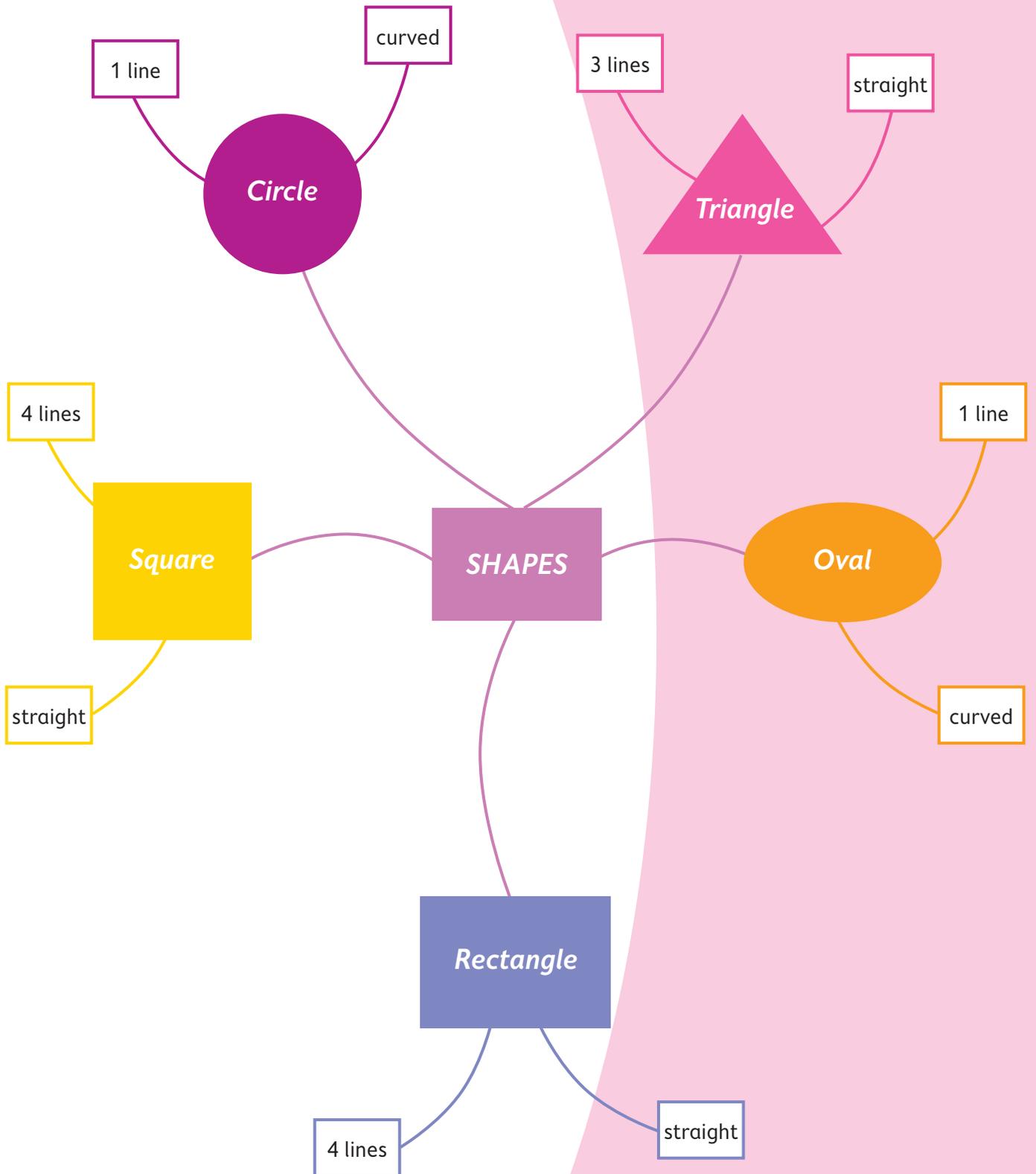
### **Notes on the photocopiable activities**

**Pages 10–12:** While-Reading activities, **Activity 1:** The students check the pictures of shapes only.

**Activity 3:** The students read and draw lines to match to the correct pictures.

**Pages 13–16:** After-Reading activities, **Activity 1:** Guide the students to look carefully at each sequence of shapes / lines and encourage them to continue the sequence by drawing the correct shapes / lines that follow. **Activity 2:** The students should follow the instructions carefully and draw only the shapes asked for in their pictures.

**Activity 3:** The students label the picture with the words in the box. **Activity 4:** The students can draw any picture they would like and include as many of the shapes and / or lines they wish to.



## Class Activities (After Reading)

Here are some activities to do with your class after reading *Let's Draw Shapes*.

### 1. Shapes in living and non-living things

**Materials:** pictures of ten items from the Reader related to living things and ten items related to non-living things: flower, duck, tree, bird, butterfly, leaf, seed, ladybug, fish, child, and boat, pond, kite, table, chair, board, pen, picture, book, bin (made into flashcards)

- Brainstorm living and non-living things and write them up in two columns on the board. Ask the students to tell you what makes something a living thing. (It grows, needs food and drink, moves and lives.)
- Before the session, prepare the flashcards of living and non-living things. Photocopy close-ups of the 20 items listed in *Materials* and make these into flashcards. Show the flashcards to the students and have them identify as many words as they can and classify them into living and non-living things.
- Now show the flashcards again. This time ask the students to tell you the shapes that they can see in each picture. Which pictures have one shape? Which pictures have more than one shape?
- Draw a Venn diagram on the board with the headings *square* and *triangle* above the two main circles. Lay out the flashcards on a desk and invite volunteers to come up and select a picture with either a square shape or a triangle shape and stick it in the correct circle of the diagram. Alternatively, they can choose a picture with both a square and a triangle shape and stick it in the intersecting area.
- Continue the activity with different shapes for the Venn diagram until all combinations of shapes and all flashcards have been used. Explain to the students that a Venn diagram can help show things that are the same and things that are different.

- Alternatively, you could use two hula hoops overlapping and placed on the floor in the centre of the classroom to make the Venn diagram instead of drawing it on the board.
- The activity can also be played with flashcards of other items not pictured in the book.

### 2. What's in the box?

**Materials:** jigsaw activity grids; colored pens / pencils

- Before the session, prepare the grids for this jigsaw activity by reproducing on paper the grid drawn on the board for the *Math* section in *Curriculum links*, and make another copy (the grid has A–D along the horizontal and 1–4 on the vertical). Complete one grid by drawing shapes in eight of the boxes, e.g. a triangle, four squares, two circles. Then draw eight different shapes in the unused boxes in the other grid, e.g. a rectangle, five ovals, three circles.
- Photocopy each grid for pairs of students to work with.
- Tell the students that they are going to do a jigsaw activity and divide the class into pairs. Hand out a different grid to each student in the pairs.
- Explain to the students how the activity works. In their pairs, they take turns to ask and answer questions to find out what shapes are in the empty boxes in their grid. They should not look at their partner's grid.
- Model the activity with a pair of students, pre-teaching any new language as necessary:
 

Student A: *What's in box C3?*

Student B: *Five triangles.*

Student B: *What's in box D1?*

Student A: *An oval.*
- The students complete their grids by drawing in the correct shapes as they ask and answer.

- Go round the class and monitor the students' accuracy in drawing the 2D shapes as they do the activity.
- A variation could be to provide the students with blank grids and have them draw their own different shapes in eight of the boxes. Divide the class into Student As and Student Bs to do this. Write on the board the eight boxes in the grid that Students As should draw in, e.g. A2, B4, D1, etc. and the eight boxes that Student Bs should draw in, e.g. A4, C1, D3, etc. Then pair the students up with different partners to do the activity.

### 3. Describing pictures

**Materials:** images of two famous paintings by Escher, e.g. one with fish and one with birds; images of two other famous paintings / paintings by local artists; blank A5 sized paper or card

- Project the images of the paintings on the board and label them A and B.
- Select one of the paintings and slowly describe it, e.g. *It's got curved lines. I can see some small circles. There are no straight lines. It's got many fish. Which picture is it?*
- Allow the students time to look carefully at the two paintings and decide which one has been described.
- Repeat with another two paintings, either famous ones or paintings by local artists.
- Now focus the students' attention on the pictures on page 14 of the Reader and put them into pairs.
- Explain to the students that they are going to write short descriptions of three sentences each to describe two of the pictures. Write useful language on the board: *It's got ... , There's ... , There are ... , We can see ... , etc.*
- Hand out two sheets of A5 paper / card to each pair. Give the students time to write their descriptions together using the useful language and vocabulary related to shapes and lines on one side of each piece of paper / card.

- Then they draw a picture of the drawing they have described on the reverse of the paper / card.
- Go around the class and monitor the students' work.
- When they have finished, put pairs of students together to describe the drawings to each other. Each pair guesses which drawing the other pair is describing, and then they check the reverse of the paper / card to see if they are correct.
- Pairs of fast finishers can look through their course books and find a picture to describe to their partner. They describe it and their partner finds it in the book and gives the page number.

### 4. Directions

**Materials:** direction grids

- Before the session, prepare an 8 × 5 grid for each student with START in the bottom left box and FINISH in the top right box. Photocopy enough grids for each student.
- Put the students into pairs and hand out a grid to each student.
- Tell the students to draw eight pictures of living things from the Reader in any eight boxes on their grid, e.g. a flower, a tree, a duck, etc. Encourage the students to use the shapes in the Reader to draw the living things.
- Write a word bank on the board with arrows to remind the students of the directions up ↑, down ↓, right → and left ←.
- Explain to the students that they will take turns to give directions to their partner to move along a path on their grid, but without going into a box with a living thing in it.
- Model the activity with a pair of students, pre-teaching any new language as necessary:  
Student A: *Move right two boxes. Move up three boxes. Move left one box ...*  
Student B: *I can't go. There's a duck in my box.*

Student B: *Move up one box. Move right two boxes. Move up three boxes. Move right four boxes.*

Student A: *Finish!*

- The aim of the activity is for the students to direct their partners to FINISH by avoiding the boxes with pictures in them.

## 5. Country shapes

**Materials:** a world map to project or hang on the board; photocopies of black and white world maps for each student; colored pens / pencils

- Project an image or hang a map of the world on the board. Hand out a map of the world to each student, too.
- Ask a volunteer to come up and point out their own country on the map on the board. Is it shaped like a circle, triangle, rectangle, square, or oval, or perhaps not any of these shapes?
- Ask more volunteers to come up to the map and point out other countries and continents. Encourage the students to tell you which shapes they resemble, e.g. India, South America (triangles); France, Spain and Portugal together, Alaska (squares); Finland, Chile (rectangles); Iceland (circle).
- Give the students time to draw around the shapes of these countries using a different colour to represent each shape. Then they can continue drawing around the countries they see on their map that also resemble the shapes they have learned.
- Discuss the shapes of the countries together, e.g. *Iceland has a circle shape. India has a triangle shape.*
- Now allow the students to draw an imaginary country with a coastline / border similar to one of the shapes they have learned. They give their country a name and then compare it with the imaginary countries of the other students. Which shape is used most frequently? Is there any shape not used?

- Invite volunteers to come up and talk about a country drawn by another student, e.g. *It has a square shape. It has straight lines.*

## 6. Silent bingo

**Materials:** silent bingo grids; colored pens / pencils

- Before the session, prepare a 5 × 4 grid for each student with pictures of a circle, triangle, rectangle, and square in four of the boxes forming the left column, and shade the fifth box. Photocopy enough grids for each student.
- Also prepare 16 cards: four with circles, four with triangles, four with squares, and four with rectangles drawn on the back of them. On the front of the cards with circles, write one each of the following: *duck, bird, fish, butterfly*. On the front of the cards with squares, write: *flower, plant, tree, fruit*. On the front of cards with triangles, write: *circle, square, triangle, rectangle*. On the front of cards with rectangles, write: *one, two, three, four*.
- Hand out a silent bingo grid to each student and a colored pencil or crayon.
- Ask the students to shade in any five boxes on their grids. Check that they have ten empty boxes remaining.
- Explain the rules of the activity to the students. You have 16 cards with shapes on them. You will hold up a card and the students look at the shape, e.g. circle, and then they find an empty box in the row with the circle on their grid. Next, turn over your card to reveal the word on the reverse. The students look carefully at the word and try to remember the spelling. When you put the card down, they write the word in the empty box in the circle row.
- The first student to have all the empty boxes on their grid completed with correctly spelled words is the winner.

## Key words

**artist** .....Artists can draw and we can draw. (p. 14)

**beak** .....Now draw the tail and the beak. (p. 6)

**body** .....Draw an oval body with a triangle on it. (p. 5)

**butterfly** .....Look at this beautiful butterfly. (p. 11)

**duck**.....Look at the duck. (p. 6)

**ladybug**.....Look at the red ladybug. (p. 10)

**leaves**.....Now draw curved leaves. (p. 8)

**pond** .....Can you see a boat and a duck on the pond? (p. 2)

**seed** .....Its seeds are circles (p. 9)

**wing**.....Draw oval wings and triangles for its tail and beak. (p. 7)



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## Subject words

**circle**.....Draw two ovals and a circle. (p. 6)

**curved** .....Now draw curved leaves. (p. 8)

**drawing**.....Now look at these famous pictures and drawings. (p. 14)

**kite** .....Three children are flying kites. (p. 12)

**line**.....Draw a curved line and black circles. (p. 10)

**oval**.....Draw an oval body with a triangle on it. (p. 5)

**rectangle**.....Draw a rectangle. (p. 4)

**square** .....Put two triangles on it and a square. (p. 4)

**straight**.....Draw a straight tree with oval leaves. (p. 9)

**triangle**.....Draw a triangle for the tail. (p. 5)



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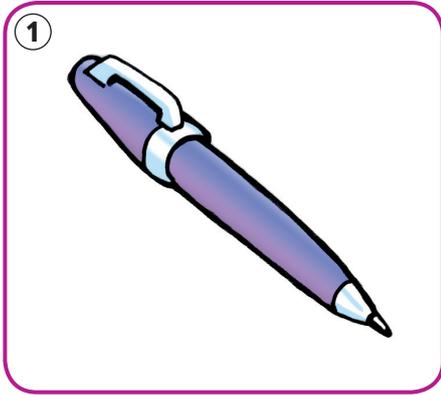
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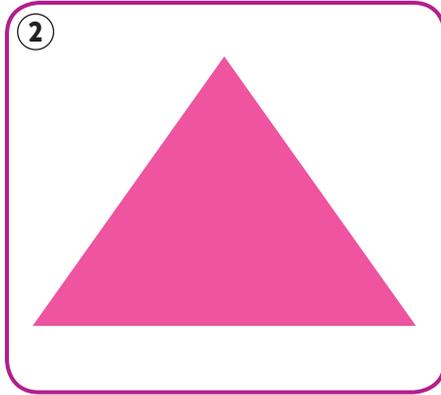
**triangle**.....Draw a triangle for the tail. (p. 5)

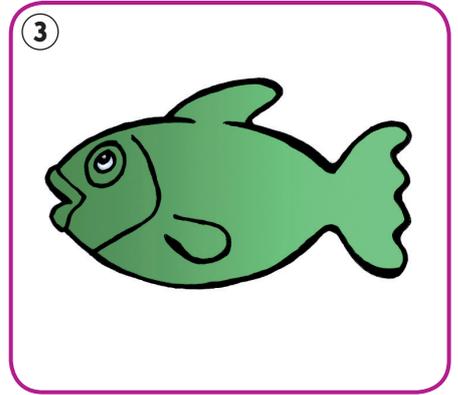
**While-Reading activities**

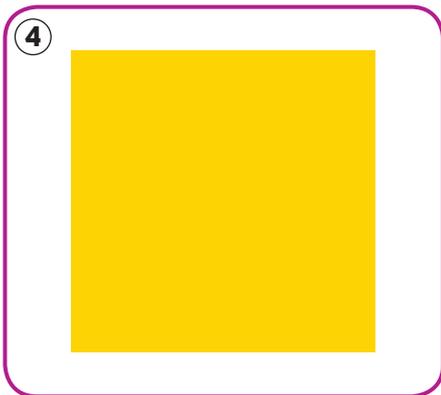
**Activity 1 (pages 1–5)**

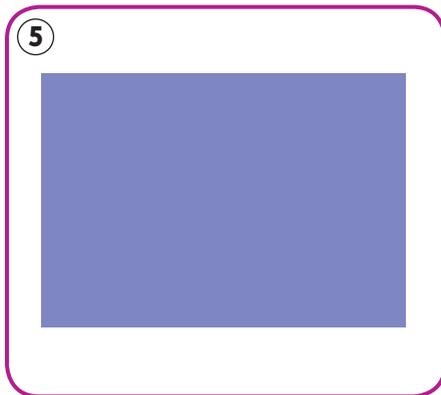
Check  the shapes.

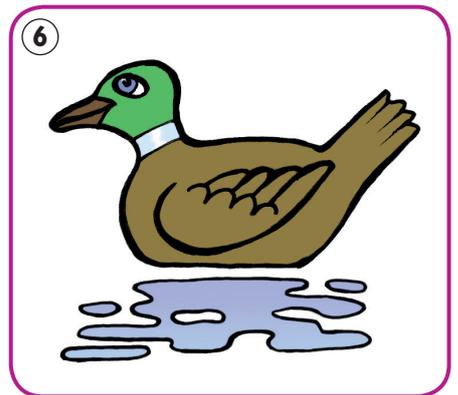


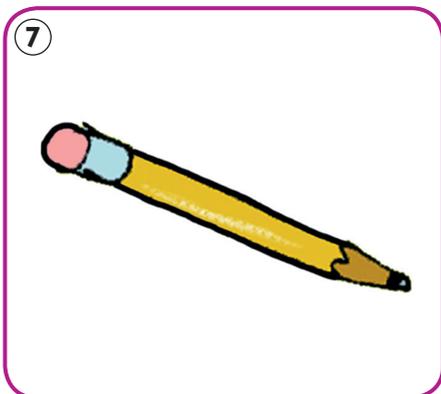


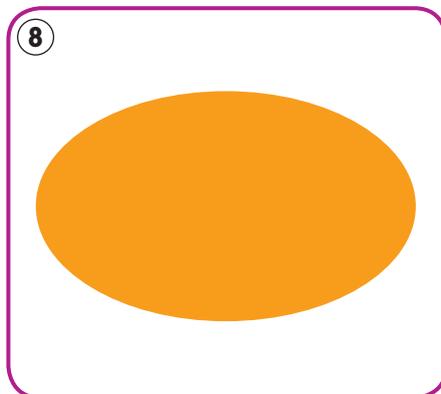












## Activity 2 (pages 5–7)

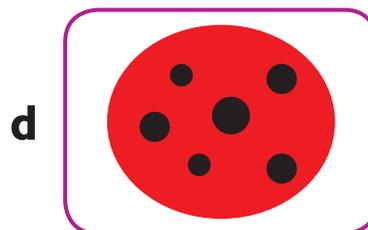
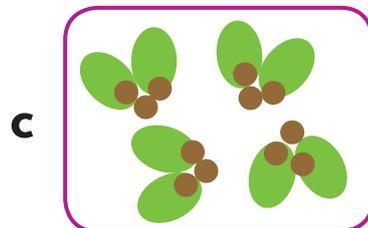
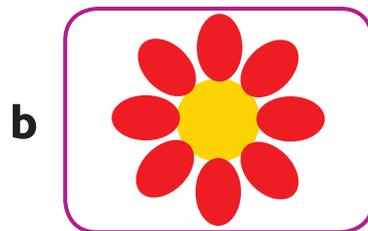
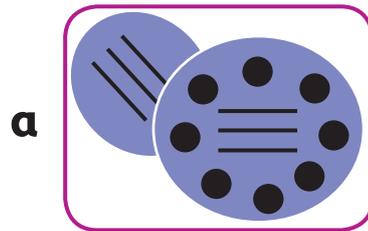
Circle the words.

- 1 The **boat** / **fish** is swimming.
- 2 The fish has an oval body with a **triangle** / **square** for the tail.
- 3 The duck has **two** / **three** ovals and a circle.
- 4 The duck's tail and **beak** / **body** are triangles.
- 5 The bird has **oval** / **square** wings.
- 6 The girl **can** / **can't** draw the bird.

## Activity 3 (pages 8–11)

Match. Draw lines.

- 1 The flowers have
- 2 The tree has
- 3 The ladybug has
- 4 The butterfly has



**Activity 4 (pages 1–14)**

**What am I? Write the words.**

leaves bird fish ladybug duck butterfly

**1** I can fly. I have a red body with black circles on it.

\_\_\_\_\_

**2** I can swim. I have an oval body and a tail. My tail is a triangle.

\_\_\_\_\_

**3** I have beautiful wings with circles, straight lines, and curved lines.

\_\_\_\_\_

**4** We grow on trees. We're green and we have oval shapes.

\_\_\_\_\_

**5** I can swim and I can fly. I have an oval body, a tail, and a beak.

\_\_\_\_\_

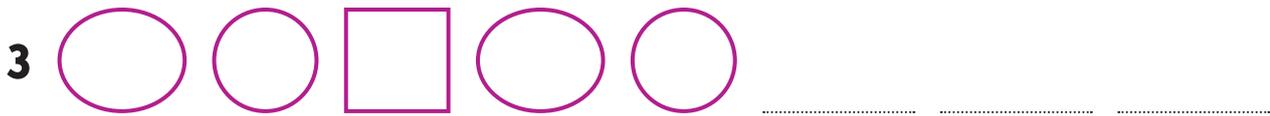
**6** I can fly. I have oval wings and triangles for my tail and beak.

\_\_\_\_\_

## After-Reading activities

### Activity 1

Draw the missing shapes and lines.

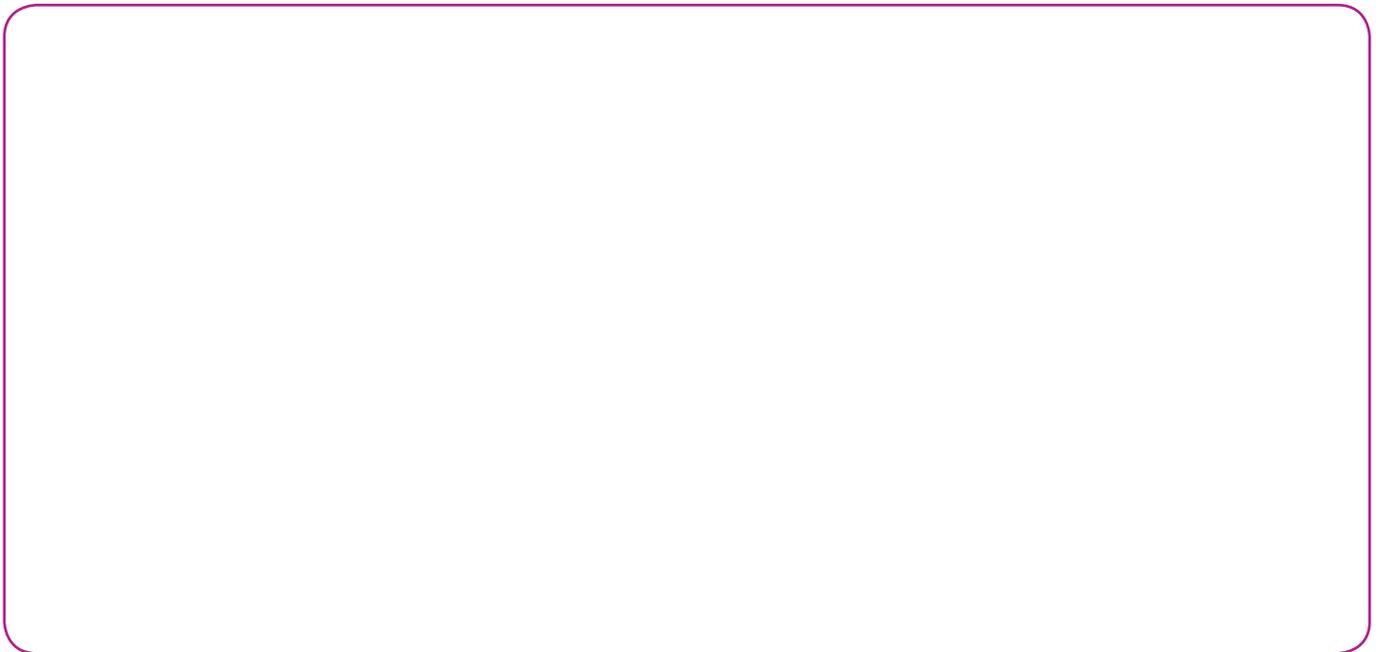


## Activity 2

Read and draw.



- 1 Draw a house with a triangle, two rectangles, and five squares.

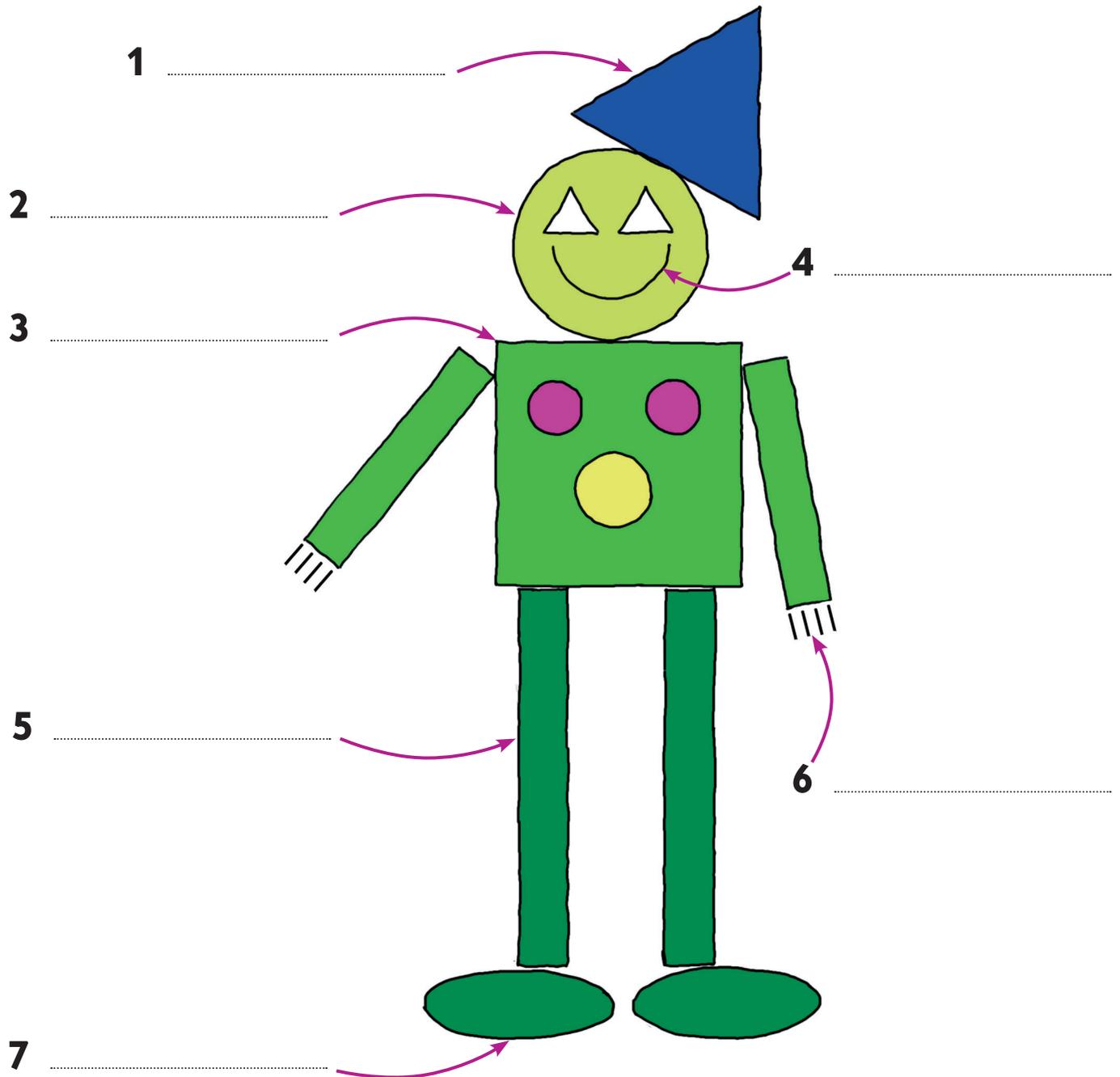


- 2 Draw an animal with one oval, three triangles, and four circles.

### Activity 3

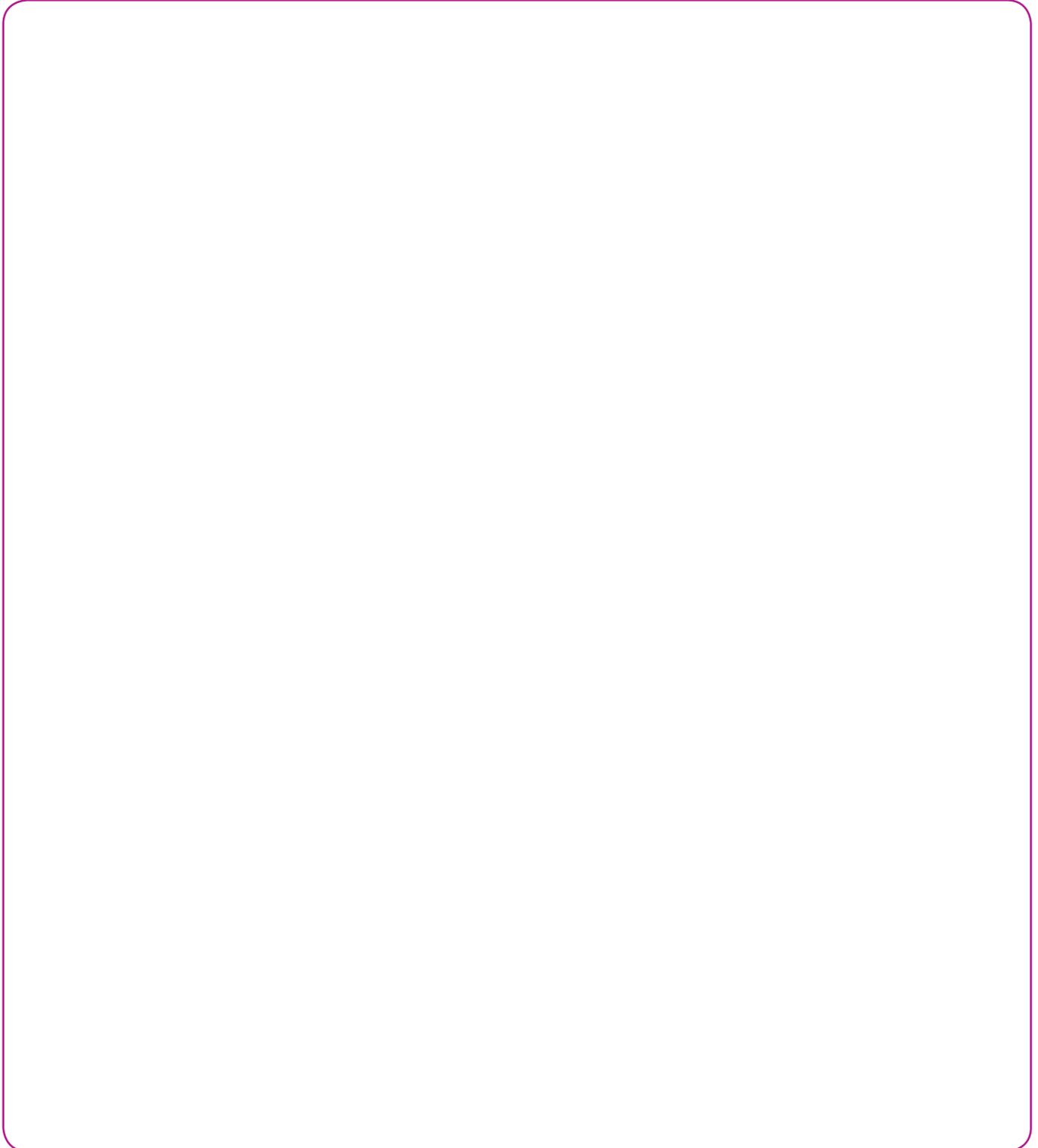
Look and label.

curved line circle rectangle straight line oval  
triangle square



## Activity 4

Draw a picture using the five different shapes.



## Answer Key

### In the back of the Reader

#### Before You Read

1 1 d 2 a 3 e 4 c 5 b

#### After You Read

- 1 **a** squares, rectangles, circles, straight lines, triangles  
**b** ovals, circles, straight lines, triangles  
**c** circles, curved lines, ovals  
**d** straight lines, curved lines, ovals, circles  
 2 Students' own answers.

### In these Teacher's Notes

#### While-Reading activities

##### Activity 1

The items checked are: 2, 4, 5, 8

##### Activity 2

1 fish 2 triangle 3 two 4 beak 5 oval 6 can

##### Activity 3

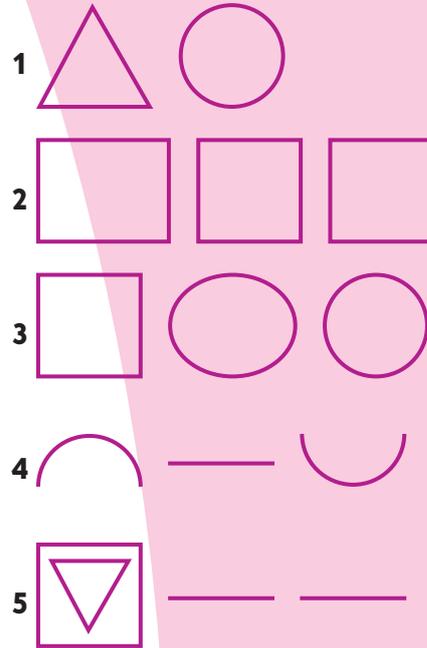
1 b 2 c 3 d 4 a

##### Activity 4

1 ladybug 2 fish 3 butterfly 4 leaves 5 duck  
 6 bird

## After-Reading activities

### Activity 1



### Activity 2

Students' own answers.

### Activity 3

1 triangle 2 circle 3 square 4 curved line  
 5 rectangle 6 straight line 7 oval

### Activity 4

Students' own answers.