

## Dear Teachers,

The following pages have been designed with you in mind. Flip through this book to find exciting, hands-on ideas for introducing and reinforcing common colors, shapes, and patterning skills with a pocket chart! (LER 2206)

Pocket Chart Math – Colors, Shapes, and Patterns has been developed to provide creative teaching ideas and reproducible activities to support the use of a pocket chart. Suggested activities are designed to attract all types of learners. They encourage listening, speaking, observing and manipulating color, shape, and picture cards to teach children to identify colors and shapes, recognize patterns, and much more. In addition, this book contains 96 ready-to-use cards to aid you as you teach colors, shapes, and patterns. The cards display illustrations, shapes, or words to use within each lesson, and are color-coded for handy organization. A Cards-At-A-Glance chart shows what is pictured on each card, and is located in the back of the book for easy reference. Also included is a Reading List to help you build a classroom library filled with children's literature about colors and shapes.

This book quickly becomes a compact storage file! Tear out the sheets of cards along the perforated lines. Laminate the cards for extra durability, cut them, and store them in the pocket provided on the back cover of the book. As you use them, tear out the blackline master pages for photocopying, then use the folder pocket on the inside front cover for storage.

# Pocket Chart Math

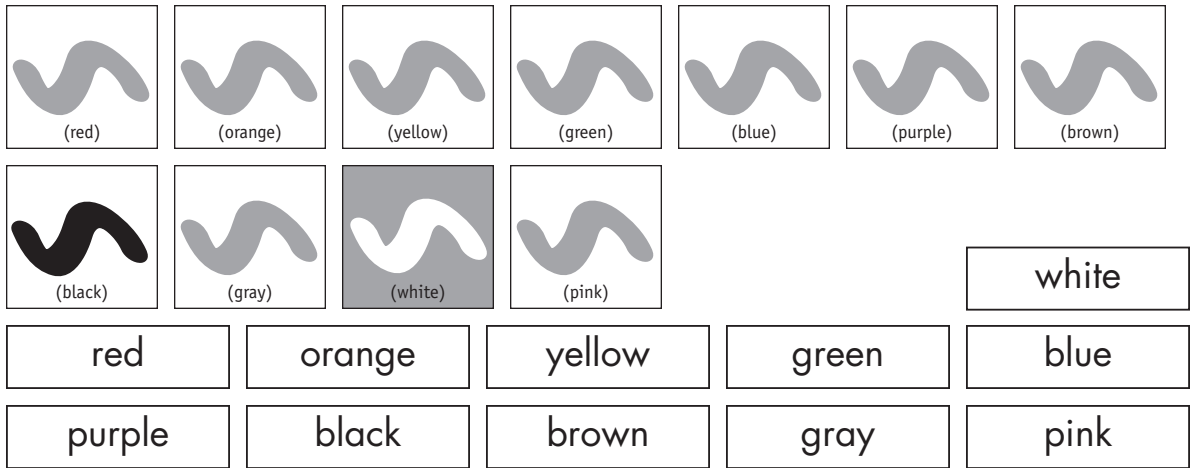
## Colors, Shapes & Patterns

### Introduction Strategies

1. Fill your room with colors and shapes! Use colorful construction paper to make oversized paper crayons in each color, and hang them in your classroom. Cut out common shapes (circle, square, rectangle, triangle, star, oval, diamond), and display them in your room, too. You could also make a colors and shapes bulletin board to get students in a colors and shapes mood (and to set the tone for your lessons on these topics).
2. Survey children to see what their favorite color is, and ask them to explain their choice. Have a Favorite Color Day, and invite students to wear their favorite color to school. Or designate a date for each color (for example, "Blue Day"), and invite all students to wear the color of the day or bring an item of that color to school.
3. Have a colors (or shapes) scavenger hunt in your school. Ask students to collect or photograph items of different colors or shapes in your classroom or building. Then, compare results to see the different things students found as examples of each color and shape.
4. Extend your color lessons into artwork! Bring in large books of artwork and talk about the colors each artist uses in his or her work. Provide paints (watercolors are a safe and colorful bet) and brushes, and invite students to paint pictures using their favorite colors. When the paintings are dry, look at each one and talk about the ways colors can make us feel. What colors are happy colors? What colors are sad colors?
5. Talk about the symbolic meanings of certain colors. Use the list that follows as a starting point for your discussion.
  - green and red = go and stop
  - red and green = Christmas
  - black and orange = Halloween
  - red and blue = hot and cold
6. To introduce shapes, give each student a piece of yarn or string approximately 3 feet (.9m) long. Ask the children to form shapes by arranging the length of yarn on the floor or on their desk. Form different shapes with your own yarn and allow children to model yours, if necessary.

# Teaching Notes: Colors

Cards needed: (red ☀️)



## Presenting the concept:

Place the 11 "color scribble" cards (shown above) in the pocket chart. Ask children to identify the colors by name. As students identify the colors, place the appropriate color name cards underneath the scribble cards, and read each name aloud. Ask a few students to come to the pocket chart and identify the word and picture cards that refer to their favorite color.

## Extending the activity:

Gather the color name cards into a pile, and place the color scribble cards in the pocket chart for the students to see. Ask a student volunteer to select one of the color name cards from the pile and read the word aloud (you may have to help the student read the word). Then, ask the student to place the word card near the color scribble card in the pocket chart, and locate an item in the classroom that is that color. For example, if the student selects the *blue* word card, he or she should place it near the blue scribble card, and point to an object, like a blue chair, in the classroom.

Next, pass out the color scribble cards and the color word cards among the students. Ask each student to identify their color (you may need to help the students who have word cards read their words) and think of an object (or objects) that are that color. For example a student holding the red color scribble card or the *red* word card should say their color aloud and offer examples of red things, such as a tomato, a fire engine, and a stop sign.

## Note to teachers:

Because many of your students may be non-readers, you may need to read the instructions on each activity sheet aloud and explain the activities clearly. Additionally, several of the activities will require children to use crayons or markers.

Name \_\_\_\_\_

**Activity 1**

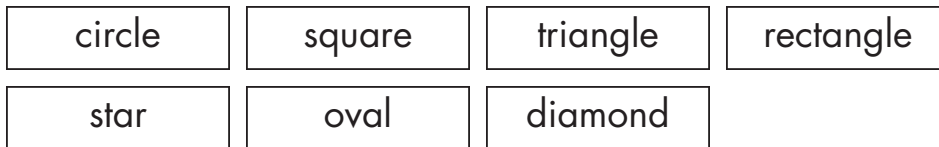
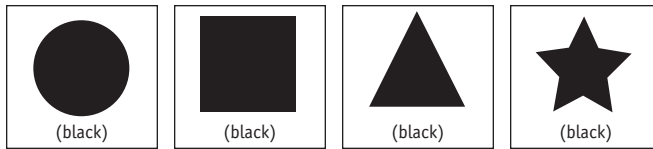
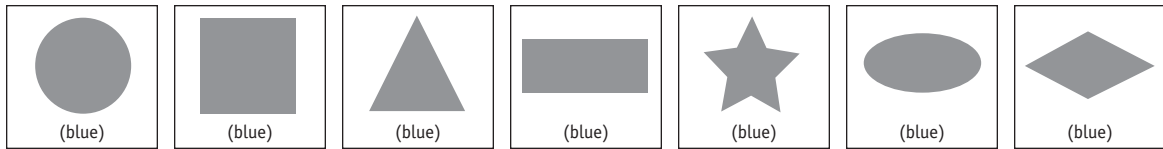
# Color and Draw

Directions: Color each Color box with the color that matches the word printed inside. Then, draw a picture of something that color in the Picture box.

<b>COLOR</b>	<b>PICTURE</b>
RED	
ORANGE	
YELLOW	
GREEN	
BLUE	
PURPLE	
BROWN	
BLACK	
WHITE	
PINK	
GRAY	

# Teaching Notes: Shapes

Cards needed: (orange ☀️)



## Presenting the concept:

Place the seven large blue shape cards in the pocket chart. Ask children to identify the shapes by name. As students identify the shapes, place the appropriate shape name cards underneath the shape cards, and read each name aloud.

One at a time, discuss the features of each shape. Use the list below as a starting-point for your discussion.

Circle – round: one smooth, curved line with no end or beginning

Square – four lines connected: two horizontal lines and two vertical lines;  
four corners

Triangle – three lines connected: two slanted lines and one horizontal line;  
three corners

Rectangle – four lines connected: two long lines and two short lines;  
four corners

Star – five pointy "arms" (show students how to draw a star): many different  
lines and corners

Oval – a flattened-out circle: one smooth, curved line with no end or beginning

Diamond – a stretched-out square: four points, four straight lines, four corners

## Extending the activity:

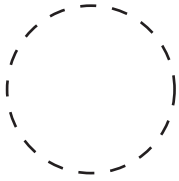
Pass out the large blue and black shape cards among the students. (There are 17 cards, so some students will probably have to share.) One at a time, place a shape word card in the pocket chart and read the word aloud. Ask the students who are holding that shape to place their shape card in the pocket chart near the appropriate word card. Repeat the activity until the pocket chart is filled with shapes and words. For an advanced version of this activity, pass out the word cards too (in addition to the picture cards), and give verbal hints to describe each shape, based on your discussion earlier. Have students guess which shape you're hinting about, and place the matching word and shape cards in the pocket chart.

Name \_\_\_\_\_

**Activity 2**

# Shape-Up!

Directions: Trace each shape and its name.  
Then color each shape with the right color.



circle



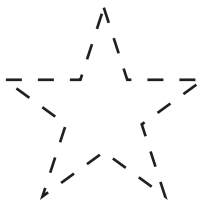
square



triangle



rectangle



star



oval



diamond

circle – red

square – blue

triangle – green

rectangle – yellow

























star – orange

oval – purple

diamond – black

# Teaching Notes: Shapes, Colors, & Sizes

Cards needed: (yellow ☀️)

 (green)	 (black)	 (blue)	 (red)	 (red)	 (red)	small
 (green)	 (black)	 (blue)	 (red)	 (red)	 (red)	medium
 (green)	 (black)	 (blue)	 (red)	 (red)	 (red)	large
 (green)	 (black)	 (blue)	 (red)	 (red)	 (red)	red
						black
						blue
						green

## Presenting the concept:

Begin by placing the color words *red*, *black*, *blue*, and *green* in the pocket chart – one card in each corner of the chart. Spread out the picture cards (shown above) on a flat surface near the chart, but set aside the small and medium-sized red shapes for later in this activity. Read one of the four color words aloud, and ask a student volunteer to come to the chart, select the shapes of that color, and place them in the chart near the color word. (For example, as you focus on the word *blue*, the student volunteer should select the four blue shapes and place them in the chart near the word *blue*.)

## Extending the activity:

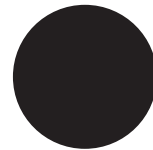
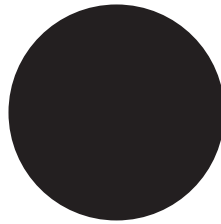
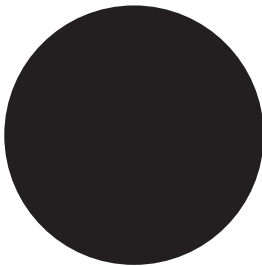
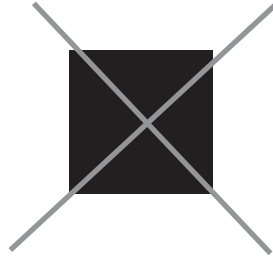
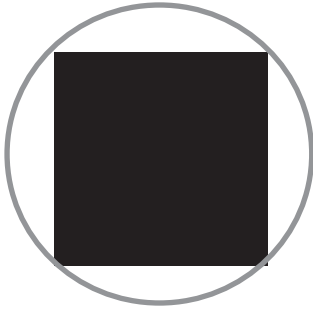
Introduce the terms *small*, *medium*, and *large*. Place the word cards *small*, *medium*, and *large* in one of the pockets horizontally. Then pass out the red shape cards only (12 shapes: a small, medium, and large circle, square, rectangle, and star) among your students. Ask each student to place his or her shape card in the pocket chart underneath the appropriate term. Note: It may be difficult for students to distinguish between the sizes of the shapes without seeing the three shapes next to each other and comparing them. If a student places a shape under an incorrect term, do not correct the mistake until the other two shape cards are in the pocket chart, and the difference in the sizes of the shapes is easy to see.

Name \_\_\_\_\_

**Activity 3**

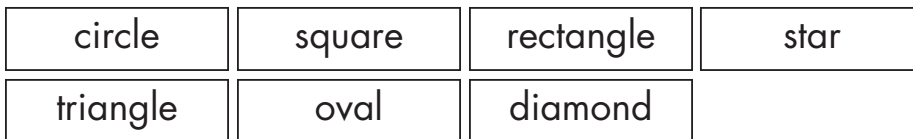
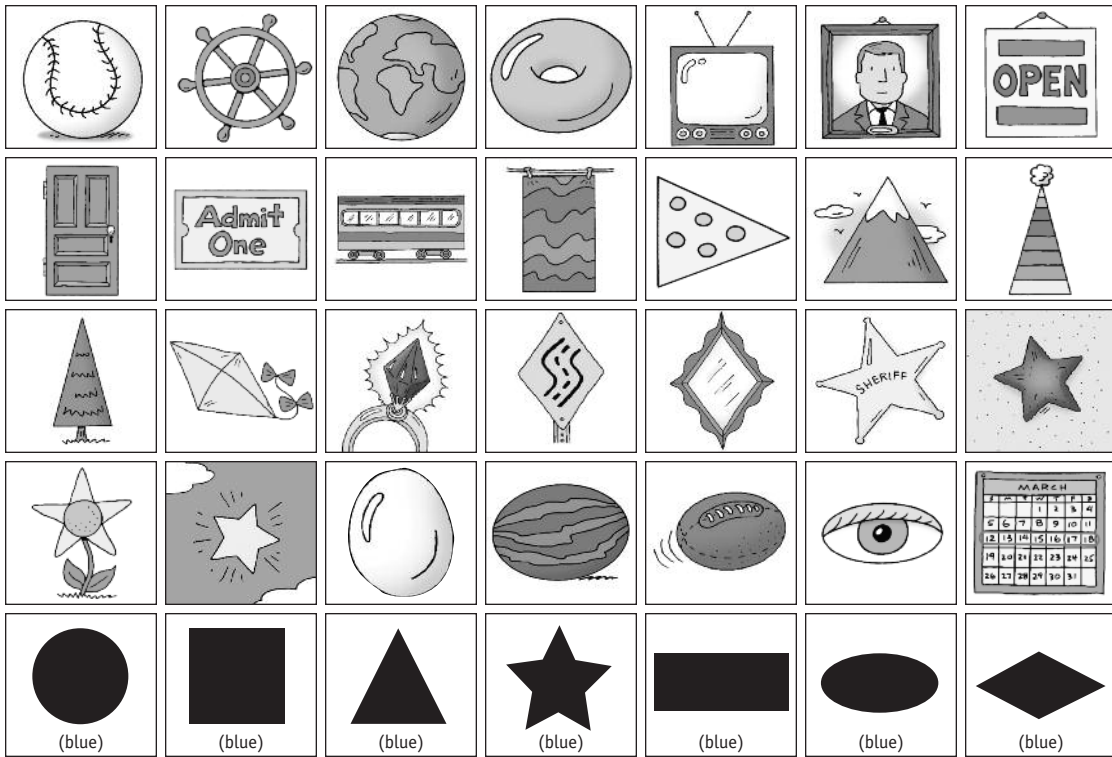
# Size it Up!

Directions: For each set of shapes, draw an X through the small size, circle the medium size, and underline the large size. The first one is done for you.



# Teaching Notes: Shapes Around Us

Cards needed: (green ☀)



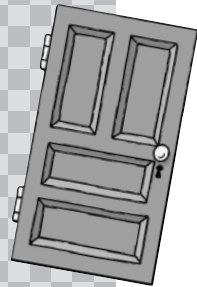
## Presenting the concept:

Begin by reviewing the shapes and their names, using the blue shape cards and the shape word cards. Transition into a discussion about the shapes we see around us. Ask students if they see a circle in your classroom (clock, globe, apple, rubberband, etc.). Then, ask students to hunt for examples of the other shapes, too. Encourage students to "reach" as they search for shapes, with suggestions like: "Do you see the two circles in the number eight? Do you see the rectangles in the letter I?" Gather the items the students find (if possible) into groupings, and display them on a table, using the shape word cards as title cards for each group.

## Extending the activity:

Arrange the 28 shape picture cards on a flat surface near the pocket chart. Place the blue shape cards in the left side of the pocket chart, one card per pocket. Invite one student to select a picture card, and find the shape in the picture. (For example, a student who selects the kite card should recognize that the kite is a diamond shape.) The student should then place the picture card in the pocket next to the shape card that matches the picture (the kite card is placed next to the diamond card). Repeat this activity until all of the picture cards have been placed in the pocket chart.

Try this activity another way, by passing out the picture cards, one per student. Place the shape (or shape word) cards in the left side of the pocket chart, one card per pocket. Begin with the shape card closest to the top of the chart, and call out that shape to your class ("triangle"). The students who are holding pictures of triangular items should place their cards in the chart next to the blue triangle.



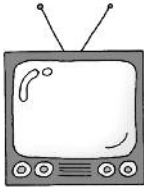


Name \_\_\_\_\_

**Activity 4**

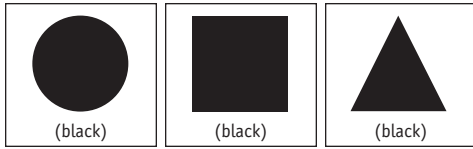
# Find the Shapes

Directions: Look at each picture and circle the shape that you see.



# Teaching Notes: Shape Patterns

Cards needed: (blue )



## Presenting the concept:

Now that your students have become familiar with the seven shapes covered in this book, introduce them to simple shape patterning. Talk about (and show examples of) patterns and sequences in common things. Some possible examples include the stripes on a flag (red-white-red-white), the emphasized beats in a waltz (ONE-two-three, ONE-two-three), or the repeated pattern in wallpaper or a border (heart-flower-star-heart-flower-star).











































## Extending the activity:

Place the following combination of black shapes in the pocket chart:



Ask students to say the names of the shapes in the sequence ("circle, square, circle"). Then ask them to tell you which shape would come next in this series (a square). Place a black square at the end of the series to complete the sequence.

Repeat the activity with the following sequences, one at a time, asking the students to explain which shape comes next in the series by placing the appropriate cards in the pocket chart. Save the sequences that contain different sizes of shapes to the end, as they are more difficult.

- |  |  |
|--|--|
| 1.      | 7.     |
| 2.     | 8.     |
| 3.     | 9.       |
| 4.      | 10.     |
| 5.      | 11.     |
| 6.     | 12.      |

Follow up this activity with a fun and physical sequencing activity. Distribute the nine large black shape cards (3 circles, 3 squares, 3 triangles) to nine students. Call out shape sequences, and ask the students to arrange themselves in those sequences according to the cards they hold.

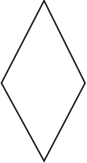



Name \_\_\_\_\_



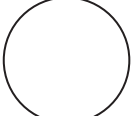

**Activity 5A**



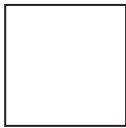


# What Comes Next?


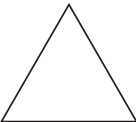

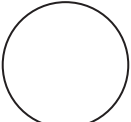
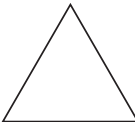
Directions: Look at each sequence and draw the shape that comes next in the series.

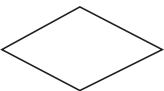
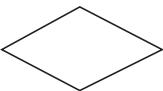
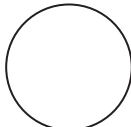
**1.**     \_\_\_\_\_

**2.**     \_\_\_\_\_

**3.**     \_\_\_\_\_

**4.**     \_\_\_\_\_ 

**5.**  \_\_\_\_\_    

**6.**    \_\_\_\_\_   \_\_\_\_\_

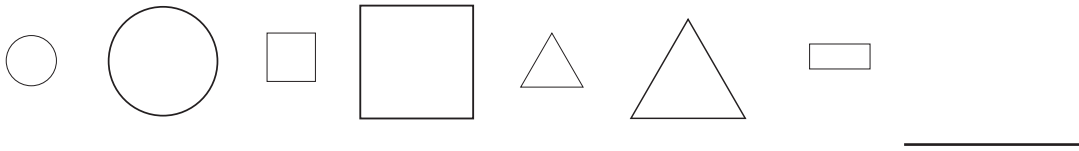
Name \_\_\_\_\_

**Activity 5B**

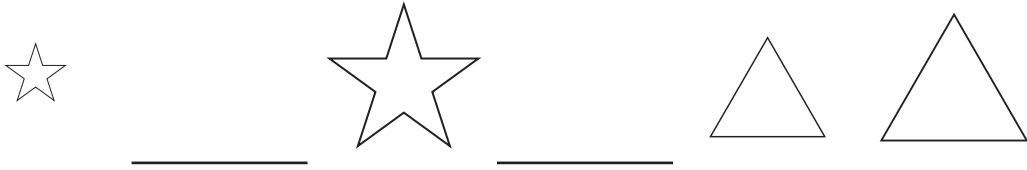
# Which Size Fits?

Directions: Look at each sequence and draw the shape that comes next in the series.

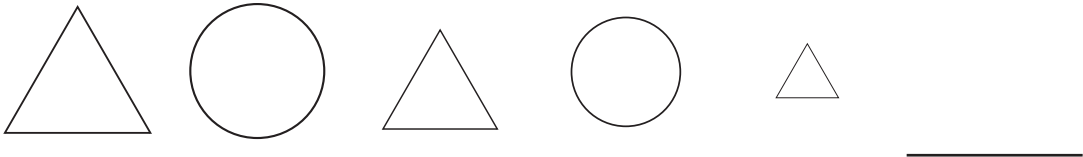
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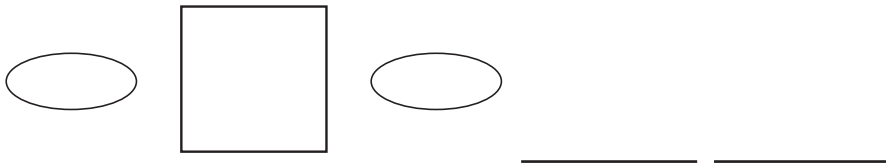
**2.**



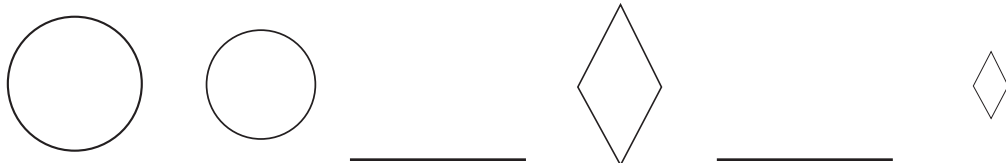
**3.**



**4.**

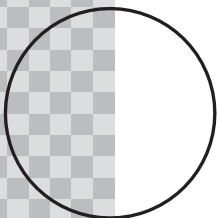
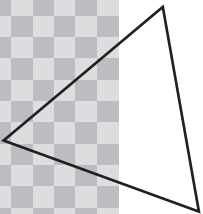
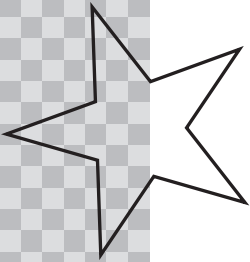
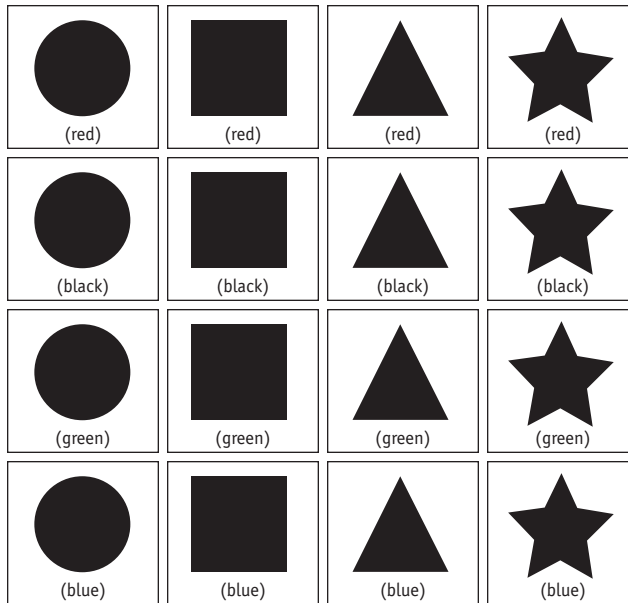


**5.**



# Teaching Notes: Color Patterns

Cards needed: (purple ☀ )



## Presenting the concept:

Now combine colors with patterning! Remind students of the stripes on the flag (red-white-red-white), and talk about other color-related patterns. Ask them to look at their own clothing to find examples of color patterns. Place the following simple pattern in the pocket chart: black square, red square, black triangle, red triangle, black star. Ask students to examine the shapes and colors that appear on the cards, and determine the next shape in the series (red star). Repeat this activity using other simple sequences. Ask students to determine the next card in the series, or the next several cards in the series, depending on your example. The following sequences are a good starting point:

Red square, blue square, green square, red triangle ...

Black triangle, black square, black circle, red triangle ...

Green triangle, black triangle, green square, black square ...

Blue star, red star, green star, black star, blue triangle ...

## Extending the activity:

Pass out the shape cards (shown above) to the students, so each student has one card. (Depending on the number of students in your class, some students may have to work as a team.) Provide unique sequence starters for them, like the ones listed above, or help them develop their own sequences based on the repetition of both shapes and colors. While most of the class works to create a sequence and stands in the order displaying the cards in the sequence, one or two students could be the "guessers," and sit outside the classroom until the others are ready. The guessers can then attempt to crack the sequence code and continue the pattern by telling their card-toting classmates where to stand!

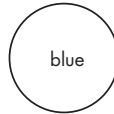
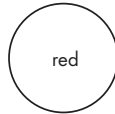
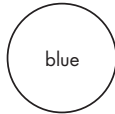
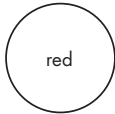
Name \_\_\_\_\_

**Activity 6**

# Color Patterns

Directions: Color the pictures below using the color printed inside each shape. Then look at the colors and shapes to find the pattern. Draw the next shape in the pattern on the blank line, and color it in.

**1.**



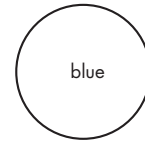
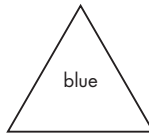
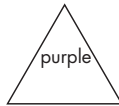
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**2.**



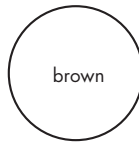
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**3.**



\_\_\_\_\_

**4.**



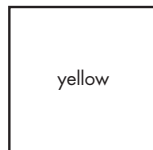
\_\_\_\_\_

**5.**



\_\_\_\_\_

**6.**



\_\_\_\_\_

Name \_\_\_\_\_

**Activity 7**

# Color and Shape Review

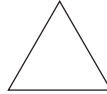
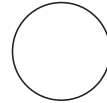
Listen as your teacher reads each word, and draw a line from each word to its shape.

**triangle**

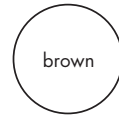
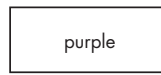
**star**

**circle**

**square**

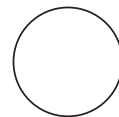
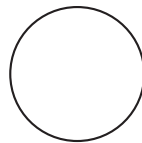


Color the shapes using the color printed inside each one.



Finish the pattern by drawing a shape.

**1.**



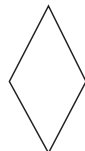
\_\_\_\_\_

**2.**



\_\_\_\_\_

**3.**



\_\_\_\_\_

# Reading List

Bear in a Square

Stella Blackstone  
Barefoot Books, NY: 2000

Bear's Shape Book

Kiki Thorpe  
Random House, NY: 2000

Beach Ball

Peter Sis  
Greenwillow Books, NY: 1990

Mixing and Matching

Nicola Tuxworth  
Garth Stevens Pub., Milwaukee, WI: 1999

One Fish Two Fish Red Fish Blue Fish

Dr. Seuss  
Random House, NY: 1981

One, Two, Red and Blue

David LeJars  
World Book, Chicago: 1997

Paintbox Penguins

Marcia Leonard  
Troll Associates, Mahwah, NJ: 1990

Round and Square

Miriam Schlein  
MONDO, Greenvale, NY: 1999

Round is a Mooncake: A Book of Shapes

Roseanne Thong  
Chronicle Books, San Francisco, CA: 2000

Shapes

Karen Bryant-Mole  
Garth Stevens Pub., Milwaukee, WI: 2000

Sue Likes Blue

Barbara Gregorich  
Penworthy, Milwaukee, WI: 1990

Warthogs Paint: A Messy Color Book

Pamela Duncan Edwards  
Hyperion Books for Children, NY: 2001

What Color is That, Piggywiggy?

Christyan and Diane Fox  
Handprint Books, Brooklyn, NY: 2001



# Cards-At-A-Glance

Cards are shown as front-to-back pairs.

