

# Circle: A Cookie or the Sun in the Sky

Grade Level: K-2

Content Areas: Math, Music, Technology and Language Arts

Time Frame: 60 to 120 minutes

## MATERIALS

*Circle: A Cookie or the Sun in the Sky* book

Chart paper

Cardstock cut to 1" x 6"

Clipboards or other portable writing surface

Two- and three-dimensional geometric models

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## OBJECTIVES

Students will:

- Identify specific two-dimensional and three-dimensional geometric shapes appropriate for their grade level
- Practice pattern recognition and classification by locating shapes in their environment
- Develop literacy and critical-thinking skills by using words and pictures to describe the location of shapes
- Use a variety of strategies to spell and write words
- Synthesize what they have learned using a written reflection sheet

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## VOCABULARY:

### Key vocabulary

Before reading, focus on vocabulary. Read the glossary words and their definitions.

**Center Point** – The spot in the middle of a circle

**Curves** – Bends around

**Puck** – A black rubber disk that is used to play hockey

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## FREE SONG

[Click here](#) to download or stream the *Circle: A Cookie or the Sun in the Sky* song.

Find other Cantata Learning songs and books at <http://www.cantatalearning.com>.



## PROCEDURES/ACTIVITIES

### Preparation:

Gather students in a large group on the carpet. Review the names of the geometric shapes that they have been learning to activate their prior knowledge.

Read aloud [Circle: A Cookie or the Sun in the Sky](#). It is important for this first reading to focus on enjoyment of the story and not on the mathematical content in order to take full advantage of literature's motivating influence on students.

### Lesson Procedure:

1. Discuss the idea that shapes are not just in books but are all around us.
2. Play the music for [Circle: A Cookie or the Sun in the Sky](#) and have student look around to find circles in your classroom.
3. After the song is finished start a list of objects that are circles in the classroom on chart paper. As you write out the objects that are circles model various strategies for spelling words. For example, "Can you all point to the word clock in our classroom? You read the letters while I print them on the chart" Another strategy is to point out words that are on the classroom word wall.
4. Review the chart of circles that you created with your students.
5. Inform students that they will be going on a shape hunt outside the classroom. Have them brainstorm some other areas in the school where they could look for circles.
6. Give each student a clipboard or portable writing surface, a pencil, and a sheet of paper where they can draw and name where they found a circle.
7. At each location, tell students to look for circles. Review with them various strategies they can use to write the words on their sheet-they can sound it out, think about words they know that are similar, or look for environmental print
8. When you return to the classroom, allow students a few minutes at their seats to complete their sheets. Remind them that they may want to check the word wall for words that they were uncertain how to spell correctly.
9. Gather students together and reflection on their sheets orally, recording some of their responses on a piece of chart paper.

### Technology Extension

Once you have read Circle: A Cookie or the Sun in the Sky have students visit the [PBS Kids Shape Games](http://www.pbskids.org/shapegames/) website. Have students identify specific shapes appropriate for their grade level. They can locate and describe the shapes.

### Language Extension

Students could read The Dot and then write and draw how they make their mark on the world. They could display these at school or for a special event, such as Dot Day or an art festival.

The stories could also be turned into a collaborative interactive eBook with a digital tool such as eduBuncee which can be found here <https://www.edu.buncee.com/>. This could be shared within the school and also throughout the world with others.

### Music and Art Extension

This would be a wonderful book to accompany Dot Day and the book The Dot by Peter Reynolds. Dot Day is celebrated on September 15 each year but many teacher librarians and educators turn it into a week-long celebration...and even one that takes place throughout the year.

You can read all about Dot Day on the website here <http://www.thedotclub.org/dotday/>. On the Get Inspired page, you will find lots of ways to celebrate Dot Day <http://www.thedotclub.org/dotday/get-inspired/making-a-mark>. There are music, art and other extensions that can be found on this page and other Pinterest walls, etc.

Emily Arrow also has a song to go along with The Dot called The Dot Song. You can find this on YouTube here [https://www.youtube.com/watch?v=r\\_l43cxDQ-o](https://www.youtube.com/watch?v=r_l43cxDQ-o). This would be a fun song to sing for a concert or special event too.

Students could even think of their own hand and body movements to do along with The Dot Song.

### Standards:

#### Common Core Mathematics Standards:

CCSS.MATH.CONTENT.K.G.A.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.

CCSS.MATH.CONTENT.K.G.A.2 - Correctly name shapes regardless of their orientations or overall size.

#### NCTE/IRA National Standards for English Language Arts:

1.Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

3.Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound–letter correspondence, sentence structure, context, graphics).

5.Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

12.Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

