Don't Burn Your Feet

Shape Names | **Parts of Shapes** | **Shape Attributes**

Whole Group | **Small Group** | **Center Time**

Make large shapes on the floor. Name a shape, then children quickly jump on that shape—for example, "jump on a triangle!" Have children explain why the shapes they jumped on are correct examples of the named shape (or discuss why they are not correct examples). Name another shape and play again.

Primary Objectives

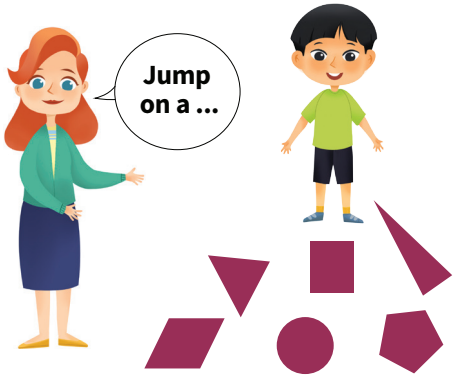
- Identify familiar shapes (for example, triangle, rectangle) in different orientations and positions
- Identify less familiar shapes (for example, hexagon, trapezoid) in different orientations and positions
- Distinguish between true examples and non-examples of shapes, which are visually similar to a shape but are missing some defining characteristics of shapes

Materials

- Painter's tape or sidewalk chalk
- Sample shape layout handout with sample layouts of shapes to put or draw on the ground
- Suggested rules handout to read to students to tell them where to jump
- White board and marker (optional)
- Shape glossary for teachers (optional)

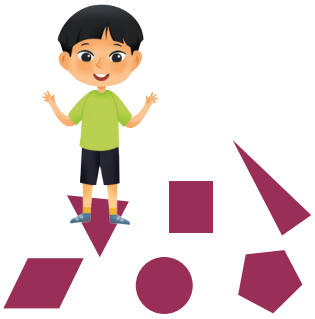
How to Play the Activity

The activity step icons below outline the steps of the activity to the whole class. Find a sample script for teachers to use below.



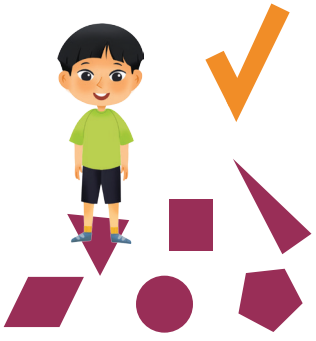
Step 1

Teacher states a rule indicating which shapes are "safe" to jump on.



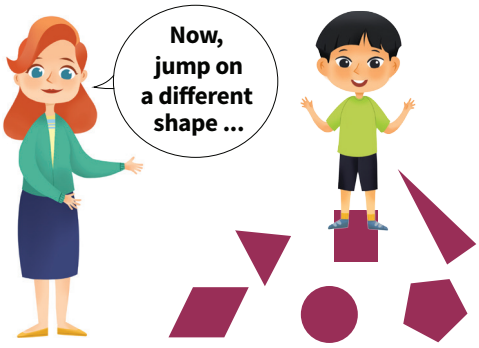
Step 2

Children jump on a shape based on the rule.



Step 3

Teacher checks children's chosen shapes.



Step 4

Teacher states another rule and repeats steps 1-3.

Don't Burn Your Feet

Shape Names | Parts of Shapes | Shape Attributes

Whole Group | Small Group | Center Time

Teacher's Guide

Instructions for introducing the activity to the Whole Group

Activity Set-Up

- Outline or draw shapes on the floor or ground ahead of time, using the sample shape layout handout for shape ideas based on children's knowledge of shapes. We recommend including a minimum of 10 shapes, with one per child if you have more than 10 children in your group.
- **To make the math easier,** use familiar shapes (such as circles, triangles, squares, rectangles) or use only easier examples and non-examples (for example, triangles vs. circles and squares) for shapes.
- **To make the math harder,** use less familiar shapes (such as hexagons, trapezoids) or use more challenging examples and non-examples.

Activity Warm-Up

- ***Let's practice some shapes! Ready… here we go!***

- Show examples of shapes you will be using during the activity (for example, with drawings on a white board) and name the shapes that will be included in the activity.
- If you're introducing new shapes to children, consider using the shape glossary handout for language, tips, and examples.

Introduce the Activity

- ***We're going to pretend that our classroom floor (or playground if outside) and some of these shapes are hot lava! So you don't burn your feet, you have to jump (step) on the safe shapes. I will tell you which shapes are safe, and you will jump on those shapes so you don't burn your feet!***

- Choose two to three children to help demonstrate the activity.

Don't Burn Your Feet

Shape Names | Parts of Shapes | Shape Attributes

Whole Group | Small Group | Center Time

Model the Activity

- ***[Shape name*] are the safe shapes! Jump on all the shapes that are [shape name] so you don't burn your feet!***

*shape name will come from the rules handout

- Give a rule for children to jump on a particular shape. Use the suggested rules handout for recommended rule ideas based on children's knowledge of shapes.
- Children respond by jumping on the appropriate shapes. There may be more than one child on each shape. If, after children choose a shape, there are still shapes available that fit the rule, encourage some children to find another shape.
- **To make the executive function (EF) easier,** before jumping, have children point to which shape(s) they will jump on and which will "burn their feet."
- You can also use Stop and Go Cards to separate "planning" time (when children state the rule) from "action" time (when children start to move to the shapes). Hold up the red stop card while children plan their next move to their next shape, and hold up the green card to cue children to move.
- **To make the EF harder,** in addition to giving a rule about what shape to jump on, tell children to move in a certain way (for example, *Tiptoe to the circles or Hop on the squares*).

Don't Burn Your Feet

Shape Names | **Parts of Shapes** | **Shape Attributes**

Whole Group | **Small Group** | **Center Time**

▪ ***The rest of us need to watch our friends to make sure they're not burning their feet. Let's tell them if they do!***	▪ To keep the children who are not in the activity engaged, ask them to make sure the children jumping are jumping on the correct shapes, and encourage them to tell them if they are. ▪ **To make the math easier,** draw or show and name additional examples of the target shape. ▪ **To make the math and EF easier,** on a white board, draw a few examples of shapes to jump on (that fit the rule) and some to avoid jumping on (that don't fit the rule) and have children tell you whether or not the drawn shapes fit the description. Refer to the shape glossary handout for specific shape ideas. ▪ **To make the math harder,** challenge children to explain exactly why the shape they chose is an example of that kind of the shape by describing or naming some of the attributes of the shape class (for example, *I know it's a triangle because it has three sides.*).
	▪ Continue with different groups of children and different shape rules until all children have had a turn or as time allows.

Don’t Burn Your Feet

Shape Names | Parts of Shapes | Shape Attributes

Whole Group | Small Group | Center Time

Summary of Activity Adaptations

For quick reference, here is a summary of all the available adaptations to make Don’t Burn Your Feet easier or harder to accommodate the needs of your students. Whether the adaptation is easier or harder depends on each student’s math or executive function skills.

	Make It Easier	Make It Harder
Math	■ Use familiar shapes (such as circles, triangles, squares, rectangles). ■ Use only easier examples and non-examples (such as triangles vs. circles and squares) for shapes. ■ Draw or show and name additional examples of the target shape.	■ Use less familiar shapes (such as hexagons, trapezoids). ■ Use more challenging examples and non-examples. ■ Challenge children to explain exactly why the shape they chose is an example of that kind of the shape by describing or naming some of the attributes of the shape class (for example, *I know it’s a triangle because it has three sides*).
EF	■ Before jumping, have children point to which shape(s) they will jump on and which will “burn their feet.” ■ Use Stop and Go Mediator Cards to separate “planning” time (when children state the rule) from “action” time (when children start to move to shapes). Hold up the red stop card while children plan their next move to their next shape, and hold up the green card to cue children to move.	■ In addition to giving a rule about what shape to jump on, tell children to move in a certain way (for example, *Tiptoe to the circles* or *Hop on the squares*).
Math & EF	■ Draw a few examples of shapes to jump on (that fit the rule) and some to avoid jumping on (that don’t fit the rule) on a white board, and have children tell you whether or not the drawn shapes fit the description.	

Don’t Burn Your Feet

Shape Names
Parts of Shapes
Shape Attributes

Whole Group
Small Group
Center Time

Explore The Executive Function And Math Skills In This Activity

Visit the website for resources to support teaching this activity.

What to Do Next

On another day, do this in small groups.

Are some students ready for more challenge? Try the adaptations provided for Whole Group.
For children who can recognize and name most shapes, introduce the Parts of Shapes version.

Don't Burn Your Feet

Shape Names | **Parts of Shapes** | **Shape Attributes**

Whole Group | **Small Group** | **Center Time**

Make large shapes on the floor. Name a shape, then children quickly jump on that shape—for example, "jump on a triangle!" Have children explain why the shapes they jumped on are correct examples of the named shape (or discuss why they are not correct examples). Name another shape and play again.

Primary Objectives

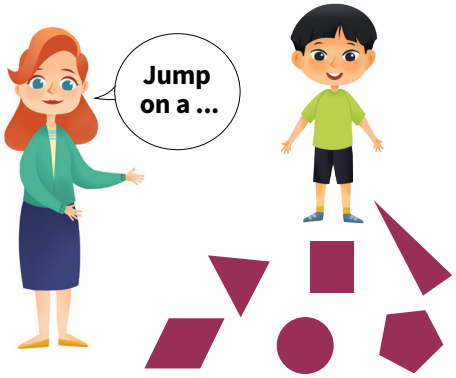
- Identify familiar shapes (for example, triangle, rectangle) in different orientations and positions
- Identify less familiar shapes (for example, hexagon, trapezoid) in different orientations and positions
- Distinguish between true examples and non-examples of shapes, which are visually similar to a shape but are missing some defining characteristics of shapes

Materials

- Painter's tape or sidewalk chalk
- Sample shape layout handout with sample layouts of shapes to put or draw on the ground
- Suggested rules handout to read to students to tell them where to jump
- White board and marker (optional)
- Shape glossary for teachers (optional)

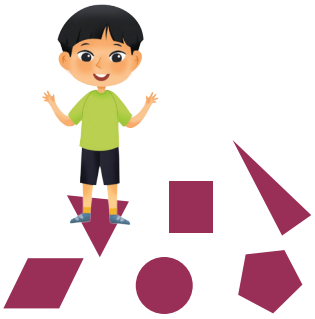
How to Play the Activity

For small groups, we suggest four children arranged in pairs with a teacher present to provide guidance. The activity step icons below outline the steps of the activity. Find a sample script for teachers to use below.



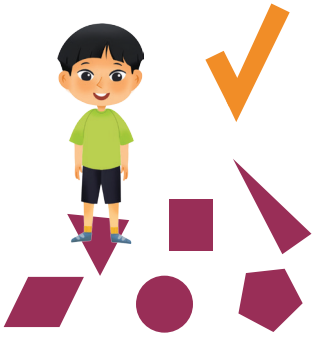
Step 1

Teacher states a rule indicating which shapes are "safe" to jump on.



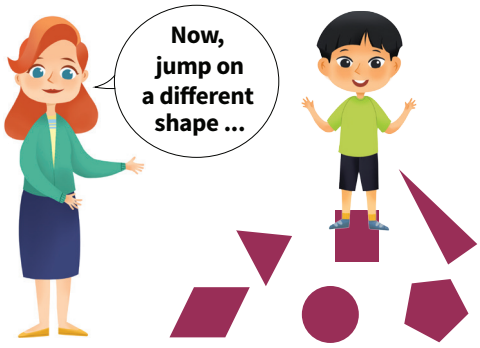
Step 2

Children jump on a shape based on the rule.



Step 3

Teacher checks children's chosen shapes.



Step 4

Teacher states another rule and repeats steps 1-3.

Don't Burn Your Feet

Shape Names | Parts of Shapes | Shape Attributes

Whole Group | Small Group | Center Time

Teacher's Guide

Instructions for introducing the activity to Small Groups and preparing to play in groups of four

Activity Set-Up

- Outline or draw shapes on the floor or ground ahead of time, using the sample shape layout handout for shape ideas based on children's knowledge of shapes. We recommend including a minimum of 10 shapes. Both pairs of children will use the same shapes during play.
- **To make the math easier,** use familiar shapes (such as circles, triangles, squares, rectangles) or use only easier examples and non-examples (such as triangles vs. circles and squares) for shapes.
- **To make the math harder,** use less familiar shapes (such as hexagons, trapezoids) or use more challenging examples and non-examples.

Introduce the Activity

- ***We're going to pretend that our classroom floor (or playground if outside) and some of these shapes are hot lava! So you don't burn your feet, you have to jump (step) on the safe shapes. I will tell you which shapes are safe, and you will jump on those shapes so you don't burn your feet!***

Don't Burn Your Feet

Shape Names | Parts of Shapes | Shape Attributes

Whole Group | Small Group | Center Time

Model the Activity

■ ***[Shape name*] are the safe shapes! Jump on all the shapes that are [shape name] so you don't burn your feet!***	■ Present a rule for children to jump on a particular shape. Use the suggested rules handout for recommended rule ideas based on children's knowledge of shapes. ■ Children respond by jumping on the appropriate shapes. There may be more than one child on each shape. If, after children choose a shape, there are still shapes available that fit the rule, encourage some children to find another shape. ■ **To make the executive function (EF) easier,** before jumping, have children point to which shape(s) they will jump on and which will "burn their feet." ■ You can also use Stop and Go Mediator Cards to separate "planning" time (when children state the rule) from "action" time (when children start to move to shapes). Hold up the red stop card while children plan their next move to their next shape, and hold up the green card to cue children to move. ■ **To make the EF harder,** in addition to giving a rule about what shape to jump on, tell children to move in a certain way (for example, *Tiptoe to the circles or Hop on the squares*).
■ ***Now, freeze in place!***	■ Have children remain on the shapes they chose.

Don't Burn Your Feet

Shape Names | **Whole Group**
Parts of Shapes | **Small Group**
Shape Attributes | **Center Time**

■ ***How do you know the shape you jumped on is a [shape named in rule above]? (For example, triangle)***	■ Have children explain why the shapes they jumped on were correct. ■ If children are incorrect, ask other children to discuss which shapes fit the rule and why, and allow children to attempt to self-correct and try again. If you need to intervene, direct their attention to what does and does not fit the description, gesturing to specific parts of the shape (for example, *Does this have three straight sides? What about this part? Let's try again!*). ■ **To make the math easier,** draw or show and name additional examples of the target shape. ■ **To make the math and EF easier,** on a white board, draw a few examples of shapes to jump on (that fit the rule) and some to avoid jumping on (that don't fit the rule) and have children tell you whether or not the drawn shapes fit the description or. Refer to the shape glossary handout for specific shape ideas. ■ **To make the math harder,** challenge children to explain exactly why the shape they chose is an example of that kind of the shape by describing or naming some of the attributes of the shape class (for example, *I know it's a triangle because it has 3 sides.*).
	■ Repeat with additional rules.

Don’t Burn Your Feet

Shape Names | Parts of Shapes | Shape Attributes

Whole Group | **Small Group** | Center Time

Summary of Activity Adaptations

For quick reference, here is a summary of all the available adaptations to make Don’t Burn Your Feet easier or harder to accommodate the needs of your students. Whether the adaptation is easier or harder depends on each student’s math or executive function skills.

	Make It Easier	Make It Harder
Math	■ Use familiar shapes (such as circles, triangles, squares, rectangles). ■ Use only easier examples and non-examples (such as triangles vs. circles and squares) for shapes. ■ Draw or show and name additional examples of the target shape.	■ Use less familiar shapes (such as hexagons, trapezoids). ■ Use more challenging examples and non-examples. ■ Challenge children to explain exactly why the shape they chose is an example of that kind of the shape by describing or naming some of the attributes of the shape class (for example, *I know it’s a triangle because it has three sides*).
EF	■ Before jumping, have children point to which shape(s) they will jump on and which will “burn their feet.” ■ Use Stop and Go Mediator Cards to separate “planning” time (when children state the rule) from “action” time (when children start to move to shapes). Hold up the red stop card while children plan their next move to their next shape, and hold up the green card to cue children to move.	■ In addition to giving a rule about what shape to jump on, tell children to move in a certain way (for example, *Tiptoe to the circles* or *Hop on the squares*).
Math & EF	■ Draw a few examples of shapes to jump on (that fit the rule) and some to avoid jumping on (that don’t fit the rule) on a white board, and have children tell you whether or not the drawn shapes fit the description.	

Don’t Burn Your Feet

Shape Names | Parts of Shapes | Shape Attributes

Whole Group | Small Group | Center Time

Explore The Executive Function And Math Skills In This Activity

Visit the website for resources to support teaching this activity.

What to Do Next

Do some students need more support or more challenge? Try the adaptations provided for Small Group. Continue working in small groups with teacher support until students can comfortably play with minimal teacher guidance. Then have students practice the activity independently in Centers [LINK]. For children who can recognize and name most shapes, introduce the Parts of Shapes version.

Don't Burn Your Feet

Shape Names | **Parts of Shapes** | **Shape Attributes**

Whole Group | **Small Group** | **Center Time**

Make large shapes on the floor. Name a shape, then children quickly jump on that shape—for example, "jump on a triangle!" Have children explain why the shapes they jumped on are correct examples of the named shape (or discuss why they are not correct examples). Name another shape and play again.

Primary Objectives

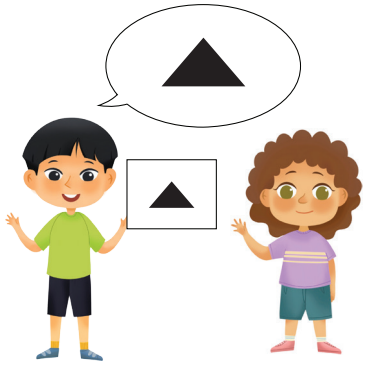
- Identify familiar shapes (for example, triangle, rectangle) in different orientations and positions
- Identify less familiar shapes (for example, hexagon, trapezoid) in different orientations and positions
- Distinguish between true examples and non-examples of shapes, which are visually similar to a shape but are missing some defining characteristics of shapes

Materials

- Painter's tape or sidewalk chalk
- Center rule cards (Shape Names version)
- Center activity step icons

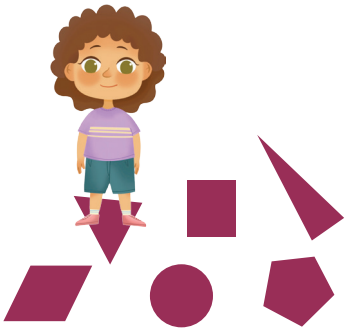
How to Play the Activity

The activity step icons below outline the steps of the activity. Print and share these icons to help children remember the steps when they play in centers independently. They're also a helpful scaffold for children! Find a sample script for teachers to use below.



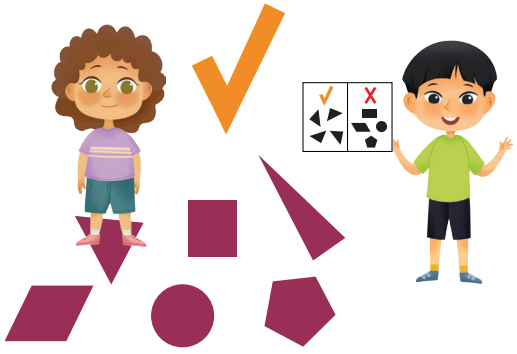
Step 1

One child selects a rule card and shows or tells the rule to the other child(ren).



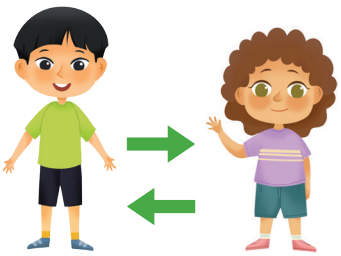
Step 2

Children jump on a shape based on the rule.



Step 3

The child who selected the rule card checks the other child(ren)'s answer on the back of the rule card.



Step 4

Another child selects a rule card and play continues.

Don't Burn Your Feet

Shape Names | Parts of Shapes | Shape Attributes

Whole Group | Small Group | **Center Time**

Teacher's Guide

Instructions for introducing the activity to the whole class when informing the class of the new Center activity

Activity Set-Up

- Select appropriate center rule cards based on children's knowledge of shapes. Outline or draw at least 10 shapes on the floor or ground ahead of time, including shapes shown on the selected rule cards.
- **To make the math easier,** use familiar shapes (such as circles, triangles, squares, rectangles) or use only easier examples and non-examples (such as triangles vs. circles and squares) for shapes.
- **To make the math harder,** use less familiar shapes (such as hexagons, trapezoids) or use more challenging examples and non-examples.

Introduce the Activity

- ***You can play Don't Burn Your Feet in this Center! Remember, the floor and some of the shapes are hot lava! You and your partner take turns choosing a rule and jumping on shapes so you don't burn your feet.***

Don't Burn Your Feet

Shape Names | Parts of Shapes | Shape Attributes

Whole Group | Small Group | Center Time

■ ***You'll use these cards to choose rules and to figure out if your partner is stepping on the right shapes so they don't burn their feet!*** ■ ***The front of the card shows you the shapes your partner has to step on. This card shows us that your partner has to step on only the triangles.*** ■ ***The back of the card shows you which shapes are triangles and which are not so you can check your partner's work. The shapes with the green check mark are triangles; the shapes with the red X are not triangles.***	■ Introduce the center rule cards and explain what they mean and how to use them. Explain how to figure out the rule on the front of the card and how to use the back to check if your partner is right. ■ Instructions here use the example with the triangle on the front. ■ **To make the math and executive function (EF) harder,** let the child choosing the rule make up their own rules instead of choosing a rule card.
Center Set-Up	
■ ***Now, you'll use these cards to see the steps to play the game. First, you choose a rule card and tell your friends the rule.*** ■ ***What do you do first?***	■ Show children each activity step icon and explain what they mean, reading the instructions on each card. ■ After explaining each icon, ask children to tell you all the steps you have covered so far. Continue until you have reviewed all the steps. ■ **To make the EF easier,** use the activity step icons to re-introduce the activity each time children play the game in Centers. ■ **To make the EF harder,** omit the activity step icons.
■ ***Let's practice and then you can play on your own.***	■ Select one or more children to demonstrate. Lead the children in following the step icons. Provide guidance and correction as necessary.

Don’t Burn Your Feet

Shape Names
Parts of Shapes
Shape Attributes

Whole Group
Small Group
Center Time

Summary of Activity Adaptations

For quick reference, here is a summary of all the available adaptations to make Don’t Burn Your Feet easier or harder to accommodate the needs of your students. Whether the adaptation is easier or harder depends on each student’s math or executive function skills.

	Make It Easier	Make It Harder
Math	■ Use only familiar shapes (such as circles, triangles, squares, rectangles). ■ Use only easier examples and non-examples (such as triangles vs. circles and squares) for shapes.	■ Use less familiar shapes (such as hexagons, trapezoids). ■ Use more challenging examples and non-examples.
EF	■ Use the activity step icons to re-introduce the activity each time children play the game in Centers.	■ Omit the activity step icons.
Math & EF		■ Let the child choosing the rule make up their own rules instead of choosing a rule card.

Don’t Burn Your Feet

Shape Names | Parts of Shapes | Shape Attributes

Whole Group | Small Group | Center Time

Explore The Executive Function And Math Skills In This Activity

Visit the website for resources to support teaching this activity.

What to Do Next

Keep playing this activity in Centers throughout the year. Students who played the Shape Names version may switch to the Parts of Shapes (Version 2) once they’ve been introduced to it in Small Group and can recognize and name most shapes independently.

Do some students need more support or more challenge? Try the adaptations provided for Centers.