

EARLYPOLY LOG_509_EN

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Formal / non-formal setting: **Formal**

Most relevant age group: **5–7 years**

Description of the idea / problem / exercise: **Color & Shape Shopping**

Competence Area(s): Mathematics (counting and classifying), Multiliteracy (following symbolic “shopping list”), Arts (creative expression)

Materials: Assorted Poly-Universe pieces sorted into color groups (e.g. a tray for red pieces, one for blue, etc. – since each Poly-Universe piece has multiple colors, decide a dominant color or a specific segment to classify them by); picture shopping lists for each child (simple cards showing colored shapes and a number, e.g. 2 × red circle, 1 × blue encourage planning and independent work (collecting items from a list); foster creativity by using collected shapes to make an art piece. Fine motor skills are exercised as children pick up and handle small pieces.

Game Description & Rules: Inspired by “The Colour Shop” activity, this game turns the classroom into a mini shape market:

Preparation: Set up shopping stations around the room – small areas or tables where Poly-Universe pieces are laid out by color (all pieces with a lot of red at one station, blue at another, etc.). Give each child a shopping list card with pictures indicating how many pieces of certain colors or shapes to collect (for example, a card might show a red circle and the number 2, a green triangle and the number 1, etc.). Start with just 2–3 items per list for younger children.

Step 1: Explain that each child is going on a shopping trip to collect the “items” on their list. Show an example card and model reading it: “This says I need two red circles. That means I go to the red station and find two circle pieces with red.” Emphasize taking the correct quantity and color of each shape (this links numeral symbols to actual counted objects).

Step 2: Let children move freely between stations with their basket, “buying” the pieces on their list. An adult can play the shopkeeper if desired, pretending to sell pieces to each child – which adds a social interaction element. Children practice politely “asking” for a piece and maybe using simple exchange (for fun, play money can be used once they grasp the basic idea, similar to the letter merchant game).

Step 3: Once a child has gathered all items on the list, they bring their basket to the teacher to check out. The teacher and child count together to verify the right number of each color/shape was collected – “Let’s count... you have 1, 2 red circles – correct!” This reinforces counting skills and gives immediate feedback.

Step 4: Creative extension: After shopping, children use their pieces to create a small artwork or pattern. For example, with their shapes they might arrange a simple picture (a house, a flower, or any design). This step encourages creativity and integrates art – much

like in the original Color Shop game where children made an art piece from their “purchases”. Take a photo of each creation and have children name it, linking back to multiliteracy by labeling their work (the name could be written and placed next to the piece).

Formative Assessment: Review each child’s shopping list versus their collected pieces to assess counting accuracy and understanding of quantities. Note if they recognized the numerals and colors correctly or if they needed help (e.g. mistook 3 for 5, or grabbed a wrong color). The creative output can be observed for patterns or arrangements – ask the child to describe what they made and why they chose those shapes, to probe their reasoning and language use. This activity also offers insight into attention and self-regulation: did the child follow the task independently? If a child wanders off-task or seems confused by the symbolic list, that’s an opportunity to scaffold by simplifying the list or pairing them with a peer. Positive reinforcement can be given by showcasing the “art gallery” of shape creations to the whole class, celebrating both the math (counting) and art outcomes.