

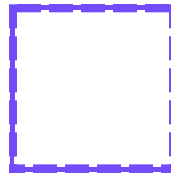
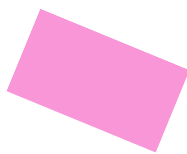
Song notes

Pair and a pair (a song about rectangles)



What mathematics learning is in this song?

- Identifying and describing rectangles
- Recognising the properties of rectangles
- Understanding that rectangles have two pairs of equal sides and four equal angles (corners)
- Recognising that a square is a special type of rectangle



Key mathematical language

- Rectangle: a four-sided shape with two pairs of equal sides and four equal corners (right angles)
- Square: a special type of rectangle with four equal sides
- Side: a straight edge of a shape.
- Corner: the point where two sides meet
- Equal: the same size, length, amount or value
- Pair: two things that belong together or are the same in some way

Useful questions to ask

- What shape is this and how can you tell?
 - Which sides are the same length?
 - Can you find pairs of equal sides?
 - Where are the corners?
 - How is a square a special type of rectangle?
 - How are a square and a rectangle different from one another?
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Follow-up hands-on activities

Activity	Notes
Rectangle Hunt	<p>Go on a rectangle hunt around the room or outdoors. Look for examples such as:</p> <ul style="list-style-type: none">● doors● windows● tables● books● whiteboards● building blocks <p>Encourage children to discuss:</p> <ul style="list-style-type: none">● Why is this a rectangle?● How many sides does it have?● Which sides are the same length?● What makes them all rectangles?
Build a Rectangle	<p>Create rectangles using materials such as:</p> <ul style="list-style-type: none">● playdough● craft sticks● Unifix cubes● string● pencils <p>Invite children to build rectangles of different sizes (including squares, where all the sides are equal) and in different orientations. Compare the rectangles and ask:</p> <ul style="list-style-type: none">● Which sides are equal?● How do you know it is a rectangle?

This song was developed as part of the Tappy Math(s) project, a research-informed collaboration to co-design songs to support the teaching and learning of early mathematical concepts for children aged 3–6. The project draws on current research in early mathematics education and was supported through funding from CREATED, a project of the Center for Research Use in Education (CRUE) at the University of Delaware (USA). For further information on the research that informed this song you can read:

[Verdine, B. N., Lucca, K. R., Golinkoff, R. M., Hirsh-Pasek, K., & Newcombe, N. S. \(2016\). The shape of things: The origin of young children's knowledge of the names and properties of geometric forms. *Journal of Cognition and Development*, 17\(1\), 142–161. <https://doi.org/10.1080/15248372.2015.1016610>](https://doi.org/10.1080/15248372.2015.1016610)

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