

Mathematical development		Title : Shapes (circle)	Day: 1	Class :Play group	
Learning Outcomes	Activity Plan / Methodology	Time	Assessment of learning outcome/s (How)	Resources	
<p>By the end of this lesson, students will be able to</p> <p>Identify basic shape 'circle'</p>	<p><b>Recap:</b> Reinforce all colour names by showing them colour pencils.</p> <p><b>We are learning to:</b> We are learning to identify the basic shape 'circle'.</p> <p><b>What I am looking for :</b> How well you identify the 'circle' shape through different activities</p> <p><b>Gained skill:</b> It helps us to enhance our analytical skills.</p> <p><b>Introduction:</b> Show the flashcard of 'circle' and ask which shape this is? Tell students that they will sing one line of the rhyme of "The Wheels on the Bus," and do the actions. Altogether, sing: The wheels on the bus go round and round, round and round, round and round, the wheels on the bus go round and round, all through the town. Show the students an image of a school bus. Inform the students that circles, like wheels, are round shapes. Tell the definition of round by making a circle with your hand. Ask the students to make a circle with their hands. Students will be shown shape song <a href="https://youtu.be/x4-dMlpAUD7s">https://youtu.be/x4-dMlpAUD7s</a> Draw a circle on the board. Explain to your students that circles are round and have no sides. Show your students images of a lollipop and a snowman. Ask a student to come to the board and point to the circle on</p>	<p>40 mins</p> <p>5mins</p> <p>10mins</p>	<p>Students will be assessed on How well they</p> <p>Identifying basic shape 'circle'</p>	<p>Ppt /flashcard</p>	

	<p>the snowman. Ask another student to come to the board and point to the circle on the lollipop. Explain that lollipops and snowmen are made of circles, too.</p> <p><b>Guided practice:</b>  Ask students to identify objects in the classroom that are circles. For example, students may identify a clock, the eraser on a pencil, or a bracelet. You can also show pictures on ppt of other things made of circles: the moon, the sun, a ball or a button. Take a nature walk with students and encourage them to point out any circles that they find.</p> <p>Teacher will ask students to draw a circle on salt tray</p> <p><b>Focused task:</b>  Provide worksheet to students. Instruct students to colour all big circles with red and small circles with yellow.</p> <p><b>Wrap up:</b>  Show flashcard and ask shape name. Ask students to stand up and draw a big circle in the air. Round and round.</p> <p><b>Reflection:</b></p>	<p>20 mins</p> <p>5mins</p>		<p>Worksheet colours</p>
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Mathematical development		Title: Shapes (square)	Day :2	Class: Play group	
Learning Outcomes	Activity Plan / Methodology	Time	Assessment of learning outcome/s (How)	Resources	
<p>By the end of this lesson, students will be able to</p> <p>Identify basic shape 'square'</p>	<p><b>Recap:</b> Show the flashcard of circle and ask the shape name. Ask students to draw small circles on their table.</p> <p><b>We are learning to:</b> We are learning to identify the basic shape 'square'.</p> <p><b>What I am looking for :</b> How well you identify the 'square' shape through different activities</p> <p><b>Gained skill:</b> It helps us to enhance our analytical skills.</p> <p><b>Introduction:</b> Show the flashcard of 'square' and ask which shape this is? Tell them this is square. Read the name out loud, and ask the students to repeat the name after you. Allow the students to take their time with the pronunciation. Draw a square on board and tell students that square has 4 equal sides and 4 corners.</p> <p>Students will be shown shape song <a href="https://youtu.be/S5PsvWjbmPM">https://youtu.be/S5PsvWjbmPM</a></p> <p><b>Guided practice:</b> Ask students to identify objects in the classroom that are squares. For example, students may identify a clock or blocks. You can also</p>	5mins	Students will be assessed on . Identifying basic shape 'square'	Flashcards/ ppt	
	10 mins				

	<p>show pictures on ppt of other things made of squares: a dice' biscuit, gift .Take students on a "shape walk" looking for square in the environment.</p> <p>Teacher will ask students to draw a square on salt tray</p> <p><b>Focused task:</b></p> <p>Divide class in small groups and give each group some pots of play-dough. Have some play-dough for yourself. Everyone is going to make square shape. Start with a shape and model how to make it with the play-dough and have everyone make the shape.</p> <p>Provide cutouts of square shape. Ask them to trace shape with finger. Ask them to colour shape and repeat the name of shape.</p> <p><b>Wrap up:</b></p> <p>Show flashcard and ask shape name. Ask students to stand up and draw a big square in the air. 4 corners 4 sides</p> <p><b>Reflection:</b></p> <p><b>Homework:</b></p> <p>Find and colour squares only.</p>	<p>20 minutes</p> <p>5mins</p>		<p>Cutouts Of square Poster colours Paint brush</p> <p>worksheet</p>
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Mathematical development		Title: shapes( triangle)	Day : 3	Class: Play group
Learning Outcomes	Activity Plan / Methodology	Time 40 mins	Assessment of learning outcome/s (How)	Resources
<p>By the end of this lesson, students will be able to</p> <p>Identify basic shape 'triangle'</p>	<p><b>Recap:</b> Show the flashcards of circle and square and ask the shapes name. Ask students to draw small squares in the air.</p> <p><b>We are learning to:</b> We are learning to identify the basic shape "triangle".</p> <p><b>What I am looking for :</b> How well you identify triangle shape through different activities.</p> <p><b>Gained skill:</b> It helps us to enhance our analytical skills.</p> <p><b>Introduction:</b> Call students on rug and allow them to sit. Show them the flashcard and ask the shape name. Tell them this is triangle. Instruct them to form a <b>triangle</b> with their fingers by joining pointer fingers and thumbs. Tell them to repeat after you, "Triangle." Tell students that triangle has 3 corners and 3 sides. Count the sides and corners while pointing towards big drawing of triangle. Give chance to all students to move their finger on triangle drawing.</p> <p>Students will be shown shape song <a href="https://youtu.be/WA2ney3nOwY">https://youtu.be/WA2ney3nOwY</a></p>	<p>5mins</p> <p>10mins</p>	<p>Students will be assessed on Identifying basic shape 'triangle'</p>	<p>Ppt / flashcard</p>

	<p><b>Guided Practice:</b> Hide shapes (triangle) in class. Divide class in group of 4. Ask 1 group to find triangle shape only in green colour. 2<sup>nd</sup> group will find only big size triangles. 3<sup>rd</sup> group will find out blue triangles and 4<sup>th</sup> group will find only small size triangles. You can also show pictures on ppt of other things made of triangles: a pizza slice, birthday hat, water melon slice or a hanger. Teacher will ask students to draw a triangle on salt tray</p> <p><b>Focused task:</b> Students will provide worksheet. Ask them to trace triangle shape with finger. Provide them paper bits in small triangle cutting. Help them to paste in triangle shape.</p> <p><b>Wrap up:</b> Show flashcard and ask shape name. Ask students to stand up and draw a big triangle in the air. 3 corners 3 sides</p> <p><b>Reflection:</b></p>	20mins		Worksheet Paper bits
		5mins		

Mathematical development		Title: shapes ( rectangle)	Day: 4	Class: Play group	
Learning Outcomes	Activity Plan / Methodology	Time 40 mins	Assessment of learning outcome/s (How)	Resources	
<p>By the end of this lesson, students would have</p> <p>Identify basic shape 'rectangle'</p>	<p><b>Recap:</b> Show the flashcards of circle, square and triangle and ask the shapes name. Ask students to draw small triangles in the air.</p> <p><b>We are learning to:</b> We are learning to identify basic shape "rectangle".</p> <p><b>What I am looking for :</b> How well you identify basic shape rectangle through different activities.</p> <p><b>Gained skill:</b> It helps us to enhance our analytical skills.</p> <p><b>Introduction:</b> Show the flashcard of 'rectangle' and ask which shape this is? Tell them this is rectangle. Read the name out loud, and ask the students to repeat the name after you. Allow the students to take their time with the pronunciation. Draw a rectangle on board and tell students that rectangle are almost like squares but their sides are not all the same size. It has 4 sides and 4 corners. Students will be shown shape song <a href="https://youtu.be/2WHJio4TRNY">https://youtu.be/2WHJio4TRNY</a> show classroom objects in rectangle shape like book, copy, tissue box, door etc</p>	<p>5mins</p> <p>10 mins</p>	<p>Students will be assessed on . Identifying basic shape 'rectangle'</p>	<p>Ppt</p> <p>Concrete objects / counters/ Ppt /</p>	

	<p><b>Guided Practice:</b>  With the shapes spread out on the floor, say "Hands up in the air" – once all hands are up say "touch a (green) rectangle" – and have everyone quickly touch a green rectangle. Do this for all of the shapes. Teacher will ask the students to make rectangle on salt tray.</p> <p><b>Focused task:</b>  Provide students worksheet and tell them our shapes are hidden in given objects. Ask the object names and encourage them to colour and circle only rectangle shape objects.</p> <p><b>Wrap up:</b>  Show flashcard and ask shape name. Ask students to stand up and draw a big rectangle in the air. 4 corners 4 sides</p> <p><b>Reflection:</b></p>	<p>20 mins</p>		<p>Salt tray</p> <p>Worksheet</p>
		<p>5mins</p>		



Mathematical development		Title: shapes	Day : 5	Class: Playgroup	
Learning Outcomes	Activity Plan / Methodology	Time 40 mins	Assessment of learning outcome/s (How)	Resources	
<p>By the end of this lesson, students will be able to</p> <p>Identify shapes</p>	<p><b>Recap:</b> Show the flashcards of all shapes and ask their names.</p> <p><b>We are learning to:</b> We are learning to identify different shapes.</p> <p><b>What I am looking for :</b> How well you identify shapes through different activities.</p> <p><b>Gained skill:</b> It helps us to enhance our analytical skills.</p> <p><b>Introduction:</b> Show all shape flashcards or paste them on board. Ask student to observe each shape. Tell them about the similarity and difference of pasted shapes. Ask students to look around the class and find the shapes like look at the fan is there any shape? Look at the window what shape in it? Play the shape song: <a href="https://youtu.be/OEbrDtCAFdU">https://youtu.be/OEbrDtCAFdU</a></p> <p><b>Guided Practice:</b> Spread the shapes out on the floor and gather everyone around. Tell students to close their eyes. Take away one shape and say "Open your eyes". Everyone must guess which shape is missing.</p>	<p>3mins</p> <p>5mins</p> <p>30mins</p>	<p>Students will be assessed on Identifying shapes</p>	<p>Ppt</p> <p>flashcards</p>	

	<p><b>Focused task:</b> Ask students to open book page no 14. Look at the big shapes and tell their names. Tell students each shape has small shape in it. For example circle has 3 small circles and 1 triangle. Find and cross the odd one out shape</p> <p><b>Wrap up:</b> Students will be asked to tell all shape names.</p> <p><b>Reflection:</b></p> <p><b>Homework:</b> Do book page no 15.</p>			<p>book pg. no.14</p> <p>Book page no 15</p>
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2mins