

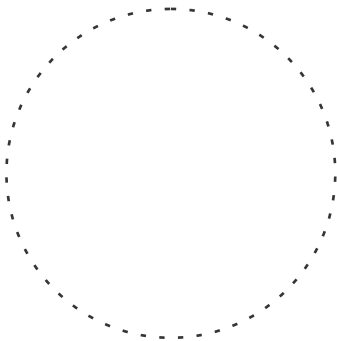
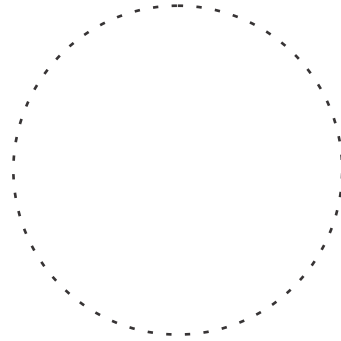
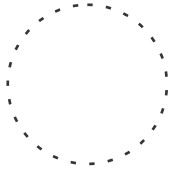
Mathematical Development		Week: 6	Topic: Shapes	Day: 1	Class: Play group	
Learning Outcomes	Activity Plan/Methodology			Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify circles, squares, triangles, rectangles and ovals	Recap: Students will be shown different things and asked their colours. We Are Learning to: Identify circles, squares, triangles, rectangles and ovals. What I am looking for: How well you identify circles, squares, triangles, rectangles and ovals Gained skill: This will help us to improve our cognitive, social and visual skills. Introduction: Gather the students where they can watch the music videos. Watch Shapes Song and Preschool Shapes song on the interactive whiteboard. After watching the videos, ask the students which shapes they noticed. Tell students that today they will be learning about shapes with a fun game. Display a variety of real-world objects that show different kinds of shapes. Name the shapes and have students repeat the shape names back to you. Point out real-world shapes in the classroom. Ask students to think about places they have seen shapes. Cut out the shapes from the sheet for yourself and also enough for each pair of students (these will be used in a pair work activity later on). It would be a good idea to print on card or even laminate the shapes so you can reuse them. Start off by showing the large square and teaching / chorusing "square". Hand the square to a student who says "square" and passes it on to another, each student saying "square" as they pass it around. Do this for all the shapes. Show the shapes song. https://youtu.be/pZ8gZ3Pxglc Focused task: With the shapes still spread out on the floor, say "Hands up in the air" – once all hands are up say "touch a (green) circle" – and have everyone quickly touch (not slam!) a green circle. Then say touch the red rectangle__ and have everyone quickly touch the red rectangle. Do this for all of the shapes. Ask students to open book pg. no 34. Talk about the pictures. Ask them tell the names of all shapes. Repeat the names of shapes again and again with pictures and concrete objects. Wrap up: Students will be shown different things and ask their shapes. Reflection :			5 mins	Students will be assessed on Identifying circles, squares, triangles, rectangles and ovals	Flashcards Construction sheet Book pg. no 34
				5 mins		
				25 mins		
				5 mins		

Mathematical Development		Week: 6	Topic: Shapes (Circle)	Day: 2	Class: Play group	
Learning Outcomes	Activity Plan/Methodology			Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify basic shape 'circle'	Recap: Students will be shown different things and asked their shapes. We Are Learning to: Identify basic shape 'circle'. What I am looking for: How well you identify basic shape 'circle'. Gained skill: This will help us to improve our fine motor, cognitive, social and visual skills. Introduction: Call your students together as a group, and ask them if they can identify a circle. Inform students that they will sing one verse 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. Reinforce the definition of round by making a circle with your hand. Ask the students to make a circle with their hands. On a drawing sheet, make some big and small circles using a black marker. Give the drawing sheet to your students and ask them to colour inside each circle using different hues. This activity will help your students to understand the shape of a circle. Show the circle song. https://youtu.be/MMV5YedWmMo Focused task: Give each student a bottle cap, jar lid, or other circular object. Show students how to trace around the object to create a circle. Then help them cut out the circles and stack them in a pile. Show them how to glue their circles in a row on another piece of paper to create a caterpillar. Provide students with art supplies to draw a face on their caterpillars and decorate each of its parts as they desire. Provide the worksheets to all students. Ask them there are different shapes on it. Ask them trace all the circles and then colour them. Roam around in the class and help students to trace the circles neatly. Help them to colour the circles. Wrap up: Show flashcard and ask shape name. Ask students to stand up and draw a big circle in the air. Round and round. Reflection : Homework: Do the book pg. no 35.			5 mins	Students will be assessed on Identifying basic shape 'circle'	Flashcards Bottle cap, different coloured construction sheet Worksheets Book pg. no 35
				5 mins		
				25 mins		
				5 mins		



Student Name: _____ Date: _____

Trace and colour the circles from the given shapes:



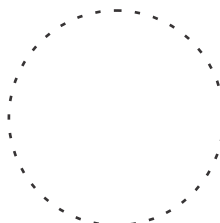
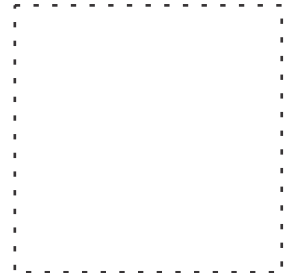
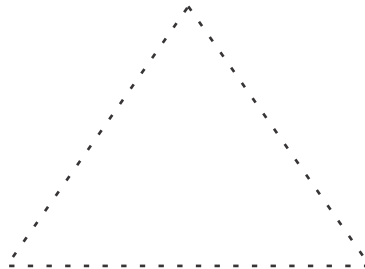
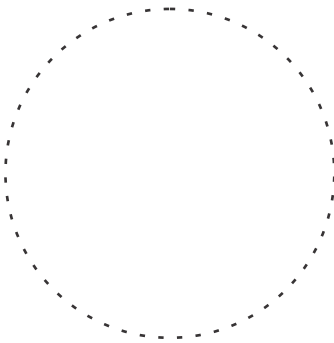
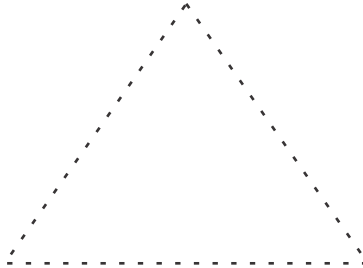
Mathematical Development		Week: 6	Topic: Shapes (Square)	Day: 3	Class: Play group	
Learning Outcomes	Activity Plan/Methodology			Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify basic shape 'square'	Recap: Show the flashcard of circle and ask the shape name. Ask students to draw small circles in the air. We Are Learning to: Identify basic shape 'square' What I am looking for: How well you identify basic shape 'square' Gained skill: This will help us to improve our fine motor, cognitive, social and visual skills. Introduction: Ask students like the circle, squares are everywhere in our everyday lives, so it becomes exciting for them to be able to recognize them. Give students each a napkin and a length of yarn the same length as the length of the side of the napkin. Talk about with students about why the napkin is a square. Have students use the length of yarn to measure each side of the napkin. Help students notice that all the sides are the same length. Ask students a square is a two-dimensional shape with four sides of equal length. There are many things around us that are square in shape (blocks, lunch box, table, chairs). Ask students around the room and found various square items and put them inside our floor squares. Teacher filled a box with a bunch of square items (like the ones above) mixed in with some other random items. Teacher told the students to shout "SQUARE!" if teacher pulled out a square from the box. But if it wasn't a square, they had to shake their heads and say, "No, no, no. Not a square." Show the square song. https://youtu.be/gdA8fzWGSNo Focused task: To start this activity, hand over the students with some pop sticks each. Show them various objects which are square-shaped to let them retain what the shape is. Now, ask them to construct a square using the pop sticks offered to them. Wait for some time to comprehend if they could build one. You can later assist them to make a square to demonstrate. This activity makes them realize that a square always has equal sides subconsciously. Ask students to open book pg. no 36. Talk about the picture. Ask them this is a gift box. Ask its shape circle or square? Ask students find square shape and trace. Ask students to trace shape with finger before using pencil. Roam around in the class and help students to trace the square. Help them to colour the square. Wrap up: Show flashcard and ask shape name. Ask students draw a big square in the air. Reflection:			5 mins	Students will be assessed on Identifying basic shape 'square'	Flash cards
				5 mins		
				25 mins		Pop sticks
				5 mins		Book pg. no 36

Mathematical Development		Week: 6	Topic: Shapes (Rectangle)	Day: 4	Class: Play group	
Learning Outcomes	Activity Plan/Methodology			Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify basic shape 'rectangle'	Recap: Show the flashcard of square and ask the shape name. Ask students to draw small square in the air. We Are Learning to: Identify basic shape 'rectangle' What I am looking for: How well you identify basic shape 'rectangle' Gained skill: This will help us to improve our fine motor, cognitive, social and visual skills. Introduction: Gather students together for the start of the lesson. Put a square upon another square, this results in a rectangle. Ask them it has two sides that are shorter and two that are longer. Each side matches the other too. Now give your student a set of multiple rectangles and squares. Ask students to form a rectangle with their hands by joining their fingers together. Tell students to repeat, rectangle after you. Explain that today they will be learning about what makes a rectangle the same as and different from other shapes. Ask students look at objects around the room and identify what looks similar to a rectangle (door, table, book, flashcards, phone, ruler). Explain what a rectangle is -- that it's like a square stretched out. Set out rectangular toys to keep your theme for the day going. Everybody has blocks around the class, so grab a few rectangle-shaped blocks and rectangular books. Have students play with these and to get familiar with the concepts of what a rectangle is -- and how to spot a rectangle. Show the rectangle song. https://youtu.be/PMUj-Oedf9g Focused task: Hide rectangular objects or cutouts of rectangles around the classroom area. Provide the students with a list of items or pictures of rectangles they need to find. This activity promotes observation and fine motor skills. Repeat this activity with all students one by one. Provide the worksheets to all students. Ask them there are different shapes on it. Ask them trace all the rectangles and then colour them. Roam around in the class and help students to trace the rectangles neatly. Help them to colour the rectangles. Wrap up: Show flashcard and ask shape name. Ask students draw a big rectangle in the air. Reflection :			5 mins	Students will be assessed on Identifying basic shape 'rectangle'	Flashcards concrete objects, flashcards of rectangular objects Worksheet
				5 mins		
				25 mins		
				5 mins		



Student Name: _____ Date: _____

Trace and colour the rectangles from the given shapes.



Mathematical Development		week: 6	Topic: Shapes (triangle)	Day: 5	Class: Play group	
Learning Outcomes	Activity Plan/Methodology			Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify basic shape 'triangle'	Recap: Students will be shown different things and asked their shapes. We Are Learning to: Identify basic shape 'triangle.' What I am looking for: How well you identify basic shape 'triangle.' Gained skill: This will help us to improve our fine motor, cognitive, social and visual skills. Introduction: Display a large triangle in the classroom. It could be cardboard or three pencils forming a pyramid. Show the students that this shape has three straight sides and three corners. Call students to the rug, and instruct them to form a triangle with their fingers by joining pointer fingers and thumbs. Let's learn the triangle shape meaning for students. When three lines meet, it forms the shape of a triangle. This shape has three sides and three corners or angles. Tell them to repeat after you, "Triangle." Let them know that today they will think about what makes a triangle the same as and different from other shapes. Encourage the students to be on the lookout for triangles. They're everywhere in the class like sandwich, pizza slice, traffic sign boards, hanger, slice of watermelon. https://youtu.be/wlBPd.3it9dQ Focused task: Invite your students to create triangles with straws and paper clips. Each student will need three straws and three paper clips. Open a paper clip. Press one end of the clip into the opening of one straw and press the other end into the opening of another straw. Proceed with this process with the other two clips and straws. Check out this shape structure. The triangle straw is surprisingly strong and rigid. Help the students to open book pg. no 37. Talk about the picture. Ask them this is a pizza slice. Ask them who like the pizza. Ask its shape? Ask students find the triangle shape and trace. Ask students to trace shape with finger before using pencil. Roam around in the class and help students to trace the triangle. Help them to colour the triangle. Wrap up: Show flashcard and ask shape name. Ask students draw a big triangle in the air. Reflection : Homework: Do the worksheet.			5 mins	Students will be assessed on Identifying basic shape 'triangle'	Flashcards Straws, paper clip Book pg. no 37 Worksheet
				5 mins		
				25 mins		
				5 mins		



Student Name: _____ Date: _____

Trace and colour the triangles from the given shapes.

