

Mathematical Development		Week: 7	Topic: Shapes (Oval)	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 basic shape 'oval'	Recap: Students will be shown different things and asked their shapes.	5 mins	Students will be assessed on Identifying basic shape 'oval'	Flashcards Oval and circle paper pile, oval basket, round basket Worksheets		
	We Are Learning to: Identify basic shape 'oval'.	5 mins				
	What I am looking for: How well you identify basic shape 'oval'.					
	Gained skill: This will help us to improve our fine motor, cognitive, social and visual skills.					
	Introduction: Use tape to mark a large oval on the floor. Announce to your students that instead of "circle time; today you will have "Oval Time! Invite them to sit along the oval. Ask them to tell you how the oval is different from a circle. (It has an oblong shape.) Have the students stand and march along the oval as you sing the following song. Show your students pictures and cutouts of ovals. Pass several hard-cooked eggs around the oval and let your student feel the oval shape. Discuss how the shape looks straight on two long sides and curved on both ends. Draw both ovals and circles on the white board. Tell students that you have put only ovals on the white board. Act surprised when they correct you. Point to each shape in turn and ask, "Is this an oval" Remove the circles as the students tell you these are not ovals. Show the oval song. https://youtu.be/HOjZfF6sX3E	25 mins				
	Focused task: Give each student an envelope containing several paper ovals and circles. Have them sort them by shape into two piles. Show the students an oval basket and a round basket. Pass these around the circle and have them place their ovals in the oval basket and their circles in the round basket. Provide the worksheets to all students. Ask them there are different shapes on it. Ask them trace all the ovals and then colour them. Roam around in the class and help students to trace the ovals neatly. Help them to colour the ovals.					
	Wrap up: Show flashcard and ask shape name. Ask students to stand up and draw a big oval in the air. Reflection :		5 mins			

Mathematical Development		Week: 7	Topic: Shapes	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 circles, squares, triangles, rectangles and ovals	Recap: Students will be shown different things and asked their shapes. 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: Hold up the "Shape Cards" activity sheet. Point to one of the shapes, say its name and discuss its properties. (For example, "This is a square. It has 4 sides. This is a triangle. It has three sides.") Ask students to identify the shapes they know. After you have discussed each shape on the card, place a variety of objects and/or images in a big jumbled pile in front of the class. Place each of the cut-out shape cards on a table or on the floor. Ask students to sort through the objects and place each one by its corresponding shape. Give your students five minutes to go around the room and see how many other objects or things in the room (toys, objects, posters, floor tiles, etc.) they can find that feature one or more of shapes on the shape card). Show the shapes song. https://youtu.be/kwcXffolszU Focused task: Search for things that have that shape in your classroom, school, outside. Encourage students to continue their search for that shape at anywhere else they go. Take the "Shape Cards" activity sheet with you and your students as you travel throughout the day. When anyone sees a shape featured on the sheet, shout it out- "I see a circle." See if, as a class, you can find each shape on the sheet. See how many examples you can find of each shape. Repeat this activity with all shapes with all students.				5 mins	Students will be assessed on	Flashcards
					5 mins		
					25 mins	Identifying circles, squares, triangles, rectangles and ovals	Shape cards, concrete objects
	Ask students to open book page no 38. Ask them tell the names of all shapes. Ask the names of shapes first then ask students to observe which shape is different in each shape. Then cross the odd one. Roam around in the class and help them to cross the odd one. Wrap up: Students will be shown different things and ask their shapes. Reflection : Homework: Do the book pg. no 39				5 mins		Book pg. no 38 Book pg. no 39

Mathematical Development		Week: 7	Topic: Shapes	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 circles, squares, triangles, rectangles and ovals	Recap: Students will be shown different things and asked their shapes.	5 mins	Students will be assessed on	Flash cards		
	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 fine motor, cognitive, social and visual skills.					
	Introduction: Take the student on a “shape walk” to find shapes in and around the house/classroom/school. After the shape walk, reflect on the shapes that were easiest to find and those that were hardest to find, using questions such as: Are there more circles inside or outside? Are there more squares or circles? Why is that? How many triangles you have seen? How many rectangles outside in the ground? Where you saw the oval shape? If lots of circles were found, have lots of circles in the drawing. Now you both have a visual representation of the shape walk results. https://youtu.be/lnJ5VbyD6tY	5 mins	Identifying circles, squares, triangles, rectangles and ovals	Playdough Book pg. no 40		
	Focused task: Provide the playdough to all students. Ask the today we will make shapes with playdough. Draw the shapes on board and ask their names. Using play dough to make shapes will not only help them learn how to form a shape, it will also strengthen their fine motor skills, strengthen their hands, and work on their visual perception. When they are making shapes roam around in the class and ask the name of shapes they are making. Ask students to open book pg. no 40. Talk about the pictures. Ask students to tell the names of these objects and their shapes. Show them more objects of different shapes. Roam around in the class and help students to match the shapes with the objects. Help them to complete the task.	25 mins				
	Wrap up: Show flashcard and ask shape name. Ask students draw the shapes in the air.	5 mins				
	Reflection:					

Mathematical Development		Week: 7	Topic: Shapes	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 circles, squares, triangles, rectangles and ovals	Recap: Students will be shown different things and asked their shapes. 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 fine motor, cognitive, social and visual skills. Introduction: First, Teacher will ask the students if they know any names of shapes. Ask them "Today we will be learning about 5 basic shapes- circles, squares, triangles, rectangles, and ovals. We see these different shapes every day, and it is very important for us to recognize these shapes. "First, we will learn about circles. Circles are round. Can anyone give me an example of a circle object? Wait for their replies. Teacher will then hang the large yellow circle on board Next we will learn about squares. There are many squares in our everyday life. Can anyone think of an object that has a square shape? Teacher will put up the blue square on the board. Next, we will learn about rectangles. Rectangles are almost like squares, but their sides are not all the same size. Teacher will put the green rectangle on the board. Next, we will learn about triangles. Triangles have three sides. Teacher will hang the red triangle on the board. Can anyone think of some triangles we see in everyday life? Finally we will learn about ovals. Teacher will put the purple oval on the board. Ovals are like circles. Focused task: Ask students today we will make the shapes collage. Provide them all the white sheet. Using an old magazine or two, invite your students to cut out all different kinds of shapes. While looking for shapes, encourage them to cut the different shapes and assemble it on a collage. Invite your students to talk about their collage and name all the shapes they picked out. Ask students to open book pg. no 41. Talk about the pictures. Ask students to tell the names of these objects and their shapes. Ask the names of shapes first then ask students to observe which shape is same. Ask them match the pictures with its shadows. Roam around in the class and help students to match the pictures with its shadows. Help them to complete the task. Wrap up: Show flashcard and ask shape name. Ask students draw the shapes in the air. Reflection :			5 mins 5 mins 25 mins 5 mins	Students will be assessed on Identifying circles, squares, triangles, rectangles and ovals	Flashcards concrete objects, flashcards of rectangular objects book pg. no 41

Mathematical Development		week: 7	Topic: Shapes	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 circles, squares, triangles, rectangles and ovals	Recap: Students will be shown different things and asked their shapes. 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 fine motor, cognitive, social and visual skills. Introduction: Ask students you will find shapes everywhere: circles: the sun, wheels on a car, and cookies on a plate; rectangles: windows and doors on buildings, tree trunks, and stripes on a bee; triangles: pine trees, wings on a butterfly, and the roof of a house, squares: tissue paper box, lunch box, tables, chairs, ovals: eggs, Show the students the different objects and ask them to identify the shapes. Encourage them to use descriptive language (e.g., "this is a red circle"). Model how to sort the objects by placing them on the sorting mats based on their shape. Allow students to practice sorting the objects on their own, using the sorting mats. Encourage students to compare and contrast the objects, discussing similarities and differences. Challenge students to find objects that don't fit on any of the sorting mats and explain why.			5 mins	Students will be assessed on Identifying circles, squares, triangles, rectangles and ovals	Flashcards	
	Focused task: Ask student today we will go outside and jumps on the shapes. Use sidewalk chalk to lay out a shape maze on the playground or driveway. Choose a shape and hop from one to the next, or call out a different shape for every jump! Help the students to open book pg. no 42. Talk about the pictures. Ask students to tell the names of these objects and their shapes. Ask students to tell the names of these objects and their shapes. Show them more objects of different shapes. Ask them match the items that are same in shape. Roam around in the class and help students to match the pictures with its shapes. Help them to complete the task.			5 mins		Straws, paper clip	
	Wrap up: Show flashcard and ask shape name. Ask students draw the shapes in the air. Reflection :			25 mins		Book pg. no 42	
	Homework: Do the book pg. no 43.			5 mins		Book pg. no 43	