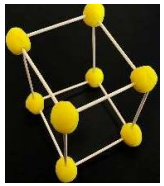
Mathematical Development	Week: 28	Topic: 3D Shapes	Day: 1	Class: Nursery
Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify 3D shapes in objects they use in their daily lives.	**Recap**: Students will be asked to reinforced numbers from 0 to 30 while reading them through flashcards. **We Are Learning to**: Identify 3D shapes in objects they use in their daily lives. **What I am looking for**: How well you identify 3D shapes in objects they use in their daily lives. **Gained skill**: This will help us to improve our cognitive, social and visual skills. **Introduction**: Gather the class together for the start of the lesson. Ask students, "What are some shapes that you know?" Invite students to share the names of common 2D shapes (circle, triangle, square, rectangle, and oval) and record these on the board (include both a visual and written name). Reflect back to the students that these are all 2D or flat shapes. Display the 3D shapes (cubes, cuboids, cylinders, cones, spheres) you collected to the class and ask them to turn and talk to a partner to share what they see using the sentence starter, "I see _____." Tell them 2D shapes are flat so can only be drawn on paper, whereas 3-D shapes are solid or fat so we can hold them) Explain that we can draw 3-D shapes on paper, but they won't look 3-D. Show some examples of solid 3-D shapes with their representations on paper. Explain that while these might be everyday objects, they are also all 3D shapes. Tell the class that today they will be learning all about 3D shapes. Show the 3D shape song. https://youtu.be/guNdJ5MtXIA **Focused task**: After learning about an individual 3D shape, they can complete a fun shape hunt! Students will be asked to roam in the class and collet the objects which are like the 3D shapes (cubes, cuboids, cylinders, cones, spheres). Ask students when they collect the some of these items will be the correct shape then come on your place. Students will tell the name of correct shape. Ask students to open book page no 51. Tell students that 3D shapes means a shape that is three dimensional and has depth. 3D shapes are fat but not flat. Ask them 3D are solid shapes that has 3 dimensional faces Ask them to put finger on first shape, its name is cube and its look like ice cube. Show them ice cube in real if possible or show flashcard. Discuss each shape one by one and relate it with real objects. **Wrap up**:: Show flashcard and ask shape names one by one. **Reflection** :	5 mins 5 mins 25 mins 5 mins	Students will be assessed on Identifying 3D shapes in objects they use in their daily lives	Flashcards Concrete objects Book pg. no 51

Mathematical Development	Week: 28	Topic: 3D Shape (Cube)	Day: 2	Class: Nursery
Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify 3D shape 'cube'	**Recap**: Students will be shown different things and asked their shapes. **We Are Learning to**: Identify 3D shape 'cube'. **What I am looking for**: How well you identify 3D shape 'cube'. **Gained skill**: This will help us to improve our fine motor, cognitive, social and visual skills. **Introduction**: Hold up a 2-D shape, like a square, and ask students to identify the shape and share what attributes it has. Answers should include four sides, four corners, and a flat shape. Ask students to look around the classroom and find something in the shape of a square. Explain that this is a 2-D shape. Say, "Now I will show you some 3-D shapes." Show an example of 3-D shapes like a cube. Explain that today they will be learning more about cube and building their own 3-D shapes. Provide sentence, such as: The shape is similar because _____. The shape is different because _____. Provide a word bank with a list of adjectives/phrases for students to refer to (e.g. flat, curved, straight, bigger, takes up more space, etc.). Tell students how many faces a cube has. Let students hold the cube, trace the square face of the solid figure, and run their fingers along the edges of the cube. Show them the cube song. https://youtu.be/soA6J3mKIEc **Focused task**: Provide playdough and toothpicks on each table. Ask students do work in group. Ask them make 8 small balls with play dough and ask them from here you can create two squares (the top and the bottom on the cube). Then model how to use the toothpicks to connect the two squares together to make a 3 dimensional cube. Ask them how many sides and corners does the cube shape have? Ask students to open book page no 53. Ask them to tell the names of given pictures. Ask them to put their finger on orange. Does it cube shaped object? Tell students all cube shaped objects look like square. Ask students to find and circle only cube shaped objects. Roam around in the class and help students to complete the task. **Wrap up**: Show flashcard or objects and ask shape name. **Reflection** : **Homework**: Do the worksheet.	5 mins 5 mins 25 mins 5 mins	Students will be assessed on Identifying 3D shape 'cube'	Flashcards  Worksheets Book pg. no 53 Worksheet

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Math (Nursery Part -2)

Week # 28

Day # 2

Topic: 3D Shapes (cube)

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Student Name:_____Date:_____

Put the things in a box which are cubical shape.

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Math (Nursery Part -2)

Week # 28

Day # 2

Topic: 3D Shapes (cylinder)

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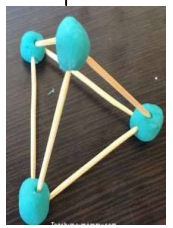
Student Name:_____Date:_____

Look at the pictures and circle the cylinder shape

Mathematical Development	Week: 28	Topic: 3D Shape (Sphere)	Day: 3	Class: Nursery
Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify 3D shape 'sphere'	**Recap**: Show the flashcard or objects of cube and ask the shape name. **We Are Learning to**: Identify 3D shape 'sphere'. **What I am looking for**: How well you identify 3D shape 'sphere' **Gained skill**: This will help us to improve our fine motor, cognitive, social and visual skills. **Introduction:** Revise flat shape circle by flashcard or draw a circle and a sphere on the board. What do we find? Both the shapes are the same because of their round format. Thus, many of us get confused in understanding them. Then what is the difference between a circle and a sphere? The basic sphere and circle difference is that the circle is 2-Dimensional, and a sphere is 3-Dimensional. Show them the flashcard and ask the shape name. Tell them this is sphere. Make a 3D shape and sphere display in your classroom to help students become more familiar with a range of different 3D shapes. Ask students does a football have to be a sphere?' Using an inflatable beach ball for the sphere provides yet another opportunity to keep those hands busy. Students are also developing coordination skills as they turn and use both hands to pass the ball. You could also have students roll the ball to each other across the circle for even more fun! Show them the flashcards of spheres. Flashcards are a simple and engaging way for students to learn about and solidify concepts. For example, images of a ball, an orange, and a balloon, show spheres in real life. Show them the sphere song. https://youtu.be/QWZ6ZMuZr3U **Focused task**: Ask students today you will sort the sphere from other 3D shapes. Put the real-world objects (marbles, blocks, small balls, round cushions, cones, tissue box, beads, car tyres etc.) in a big box. Ask students find the spheres from the objects tell its name and shape. One by one invite all students and repeat this activity. Ask students to open book page no 54. Ask them to tell the names of given pictures. Ask them to put their finger on gift box. Does it sphere shaped object? Tell students all sphere shaped objects look like circle. Ask students to find and circle only sphere shaped objects. Roam around in the class and help students to complete the task. **Wrap up**: Show flashcard or objects and ask shape name. **Reflection:**	5 mins 5 mins 25 mins 5 mins	Students will be assessed on Identifying 3D shape 'sphere'	Flash cards Concrete objects Book pg. no 54

Mathematical Development	week: 28	Topic: 3D Shapes (cone)	Day: 4	Class: Nursery
Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify 3D shape 'cone'	**Recap**: Students will be shown different things and asked their shapes. **We Are Learning to**: Identify 3D shape 'cone' **What I am looking for**: How well you identify 3D shape 'cone'. **Gained skill**: This will help us to improve our fine motor, cognitive, social and visual skills. **Introduction**: Students will be introduced to another 3-Dimensional shape, the cone. Defining attributes will be discussed and listed as students hold, manipulate and observe a cone. Ask students you know of a cone as the thing you put ice cream in, but it's so much more than just part of a tasty treat. A **cone** is a geometric shape that's 3-dimensional and has a circular base that narrows to a point at the other end. When we say that it's **3-dimensional**, we mean that it has length, width, and height. It's not a flat shape but a fat shape. In order to facilitate this discussion a laminated version of the "cone shape description" will be displayed at the front of the room. Show the flashcard of 'cone' and ask which shape this is? Tell them this is cone. 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. Show objects in cone shaped objects like traffic cones, ice-cream, birthday hat. Show them the cone song. https://youtu.be/y2lGlKL3WjY **Focused task**: Provide playdough and toothpicks on each table. Ask students do work in groups. Ask them make 4 small balls with play dough and ask them from here you can create two triangles (the top and the bottom on the cone). Then model how to use the toothpicks to connect the two triangles together to make a 3 dimensional cone. Ask them how many sides and corners does the cone shape have? Ask students to open book page no 55. Ask them to tell the names of given pictures. Ask them to put their finger on match box. Does it cone shaped object? Tell students all cone shaped objects look like triangle. Ask students to find and colour only cone shaped objects. Roam around in the class and help them to complete the task. **Wrap up**: Show flashcard or objects and ask shape name. **Reflection** :	5 mins 5 mins 25 mins 5 mins	Students will be assessed on Identifying 3D shape 'cone'	Flashcards Play dough, toothpicks  Book pg. no 55

Mathematical Development	Week: 28	Topic: 3D Shapes (cylinder)	Day: 5	Class: Nursery
Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify 3D shape 'cylinder'	**Recap**: Show the flashcard of sphere and ask the shape name. **We Are Learning to**: Identify 3D shape 'cylinder'. **What I am looking for**: How well you identify 3D shape 'cylinder'. **Gained skill**: This will help us to improve our fine motor, cognitive, social and visual skills. **Introduction:** Introduce the concept of a cylinder as a 3D shape. Help students recognize and identify cylinders in everyday objects. Ask students Welcome, little explorers! Today, we're going on a shape adventure to discover something really special—cylinders! Can you say "cylinder"? It's a big word, but don't worry, we'll learn all about it together. Ask them what's a Cylinder? Let's start by imagining something super cool. Can you think of a shape that looks like a can of your favourite drink or a delicious piece of pasta? That's right—it's a cylinder! A cylinder is like a tube, a shape that's round and has two flat ends. The ends are circles! Just like the wheels on a toy car. Can you make a round circle with your arms? Ask them we found them all around us. Remember, whenever you see something that looks like a can or a tube, it might just be a cylinder! Ask them now, let's become shape detectives! We'll look around our classroom for things that are cylinders. Do you see any? What about that crayon box? It's shaped like a cylinder! And the markers too! Let's count how many cylinders we can find. https://youtu.be/h6dOu2bEGG4 **Focused task**: Ask students its time for some fun! We're going to use playdough or building blocks to make our own cylinders. Roll the playdough into a snake shape and then connect the ends with blocks to make a circle. That's our cylinder! Let's see who can make the tallest one! Ask students to open book page no 56. Ask them to tell the names of given pictures. Ask them to put their finger on ice-cream cone. Does it cylinder shaped object? Tell students all cylinder shaped objects look like can or tube. Ask students to find and colour only cylinder shaped objects. Roam around in the class and help students to complete the task. **Wrap up**: Show flashcard and ask shape name. **Reflection** : **Homework**: Do the worksheet.	5 mins 5 mins 25 mins 5 mins	Students will be assessed on Identifying 3D shape 'cylinder'	Flashcards Play dough, blocks book pg. no 56 worksheet