

Grade: 1

Lesson: 1

Lesson- Shapes and Spaces

Theme: Geometry

Geometry-Grade 1: (learning outcomes covered in shapes and spaces)

- **Developing & using vocabulary of spatial relationship (top, bottom, on, under, inside, outside, above, below, near, far, before, after)**
- **Collecting objects from the surroundings having different sizes & shapes**
- **Sorting, classifying & describing objects based on shapes, & other observable properties**
- **Visual recognition of 3D & 2D shapes**
- **Observing & describing the way shapes affect movements like rolling & sliding**
- **Patterns & shapes in the surroundings, shape sorting & pairing**

Activities for using vocabulary of spatial relationship:

Activity 1: Warm-up activity (10 Min):

Teacher uses action to introduce words like

- 1) IN-OUT
- 2) UNDER-OVER
- 3) ON-OFF
- 4) TOP-BOTTOM
- 5) LEFT-RIGHT
- 6) BIG-SMALL
- 7) LONG- SHORT
- 8) NEAR-FAR.
- 9) BEFORE-AFTER
- 10) HIGH-LOW
- 11) SLOW-FAST (more could be added if necessary)



The teacher does the action and the students repeat it. The teacher could repeat each action 2-3 times.

Frequency of the activity: Every day for the week or two.

Learning outcomes of the activity:

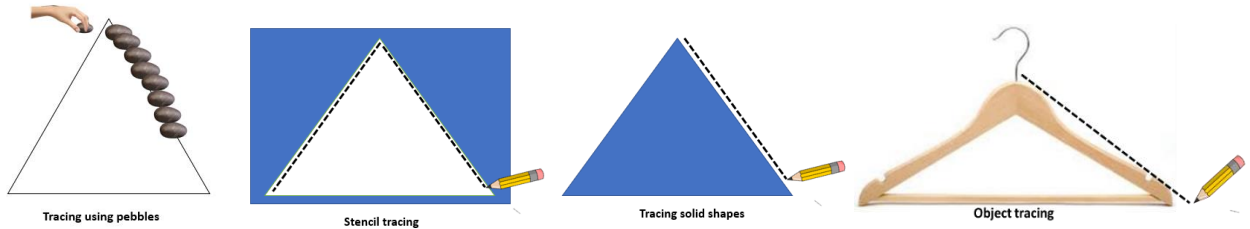
Physical (Gross motor skills): Students perform action actively in the classroom, express their views through actions or words.

Language skills: Students get to familiarize with words, to use during conversation.

Cognitive skills: Observes and learns vocabularies to describe spatial relations.

Activity 2: Tracing shapes on the Paper (15-40 minutes):

Concept: Introducing figures of basic shapes with the name (only as symbol, not as words)- CIRCLE, TRIANGLE, SQUARE, RECTANGLE.



TRACING:

Students are asked to choose a shape (by calling out/picking up cards) and

“Which shape do you want (showing the shapes)?”

“what is the name of the shape?”

-introduces the name of the shape and tells them to trace them (using both stencils and solid shape)

Teacher could help children who finds difficult to hold (at initial stages).

At later stages, students could collect objects from their surrounding and and trace the objects.



COLOURING:

Students are asked to colour them, colours names could be asked.

“Which colour do you want to colour this?”

[big colouring sticks/ crayons could be used. Children many choose a colour by name or pointing]

Teacher could tell the name and pick them up.

Frequency of the activity: 2-3 days

Learning outcomes of the activity:

Physical (Fine motor skills): Students hold the pencils to the good extent possible. Expected in getting grip to hold.

Language skills: Interaction in between the activity to describe their actions.

Creative skills: Student use different colors to the shape. might even add eyes, ears, hands and legs to the shape.

Activity: Picture driven Discussion: Book – Shapes Shapes shapes written by Tana Hoban



Read aloud_picture
book_Shapes,Shape



The pictures are real life photograph depicting basic shapes, interaction question are open-ended for the children. Where a picture has one shape predominantly, and then the question is asked could you find that shape.

Learning outcomes:

Children need to observe the real-life patterns and and internalize the idea of shapes.

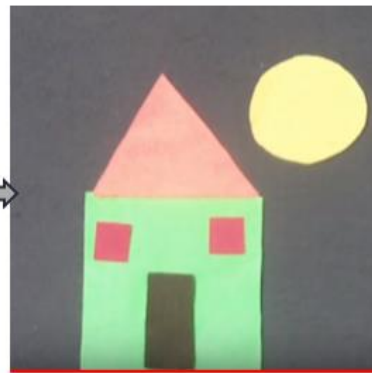
Children need to think about shapes with it its attributes.

Activity 3: Art work using shapes (30 min)

Material required: picture cards, charts, different colored papers of different size cut into circle, square, triangle, rectangle



Picture cards describing shapes



Children make the picture card using paper shapes

A broad collection of picture cards can be given to the students, from which they could select one for recreating in the given colour papers of basic shapes(circle, square, triangle, rectangle, etc.).

Learning outcomes in the activity:

Physical (fine motor skills): Students are able to pick up thin materials and paste them on the chart, which improves the fine motor of the student.

Cognitive skills: Sorting, classifying & describing objects based on shapes, & other observable properties.

Activity 4:Shape album (30 min)

Material required: Newspaper, chart, scissors

Teacher need to choose the newspaper pages where any shapes are visibly highlighted. (general newspaper, children pages, Young world, Pattam)

One full page is spaced for one shape (circle, square, rectangle, triangle) Students are expected to cut and paste the shapes in the dedicated pages in the album.

Activity 5: Reproduce and create picture (20 min)

The students will be able to reproduce each of the four basic shapes: circle, square, rectangle, and triangle on to a piece of paper.

Teacher will give shape and student should draw a picture based on the shape e.g. if teacher gives square shapes then student may draw computer or television.

Songs:

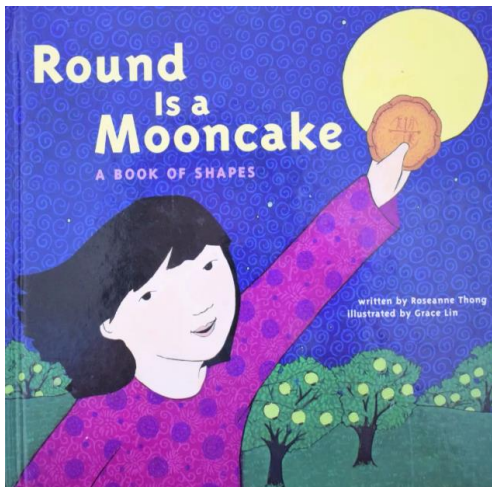
1) Vattamana thattu:



circle

song_Vattamana Th.

Read aloud: Round Is a Mooncake - written by Roseanne Thong



The book is a short description of a Chinese girl seeing round at different instances. (four line of description is given in each page as a poem)

Language part: Poem emphasis on the rhyming words. new vocabularies are used in the poem.

Mathematical concept of 'round' and circle

Extended activity: teacher can ask "Draw and show me things which are round"