

SAMPLE LESSON

Grade: 2

Topic: Geometric Shapes

Sub-topic: Identifying Shapes and their Properties

Duration: 60 minutes

Objectives: By the end of the lesson students should be able to:

- Identify shapes by their given properties.
- Identify shapes in the environment
- Explore circles, squares, rectangles and triangles and note their properties.
- Describe and sort plane shapes by the number of sides, number of corners or type of corners (square).

Prerequisite Knowledge

Students should already know:

- Regular and irregular shapes in the environment.

Content outline

Shapes are assigned a name according to their properties. A **square** has four equal sides; with sides forming an ‘L’ (Right angle). A **rectangle** has four sides; two long sides and two short sides. The corners also form an ‘L’ (Right – angle). A **triangle** has 3 sides and 3 corners, while a **circle** is a round closed path.

Materials/Manipulative

Worksheet, regular and irregular shapes in the environment, cut outs of shapes, song (to be decided by the teacher.)

Procedure- Enriching Learning Activities:

Engage

Engage students in a game of, “Shapes Shuffle”. Label different areas in the classroom with the coloured cut – outs of each shape (**See Resource Document # 3**). Randomly choose a student who will be assigned the role of the starter and announcer. Allow this student to stand in the centre of the classroom where he / she will start off the students. (*Starter will say, 1, 2, 3, Go*).

When the students hear „Go,“ they will run to the area of their choice which they will identify by the label of the coloured shape. The starter will then dip his/her hand in an opaque bag to remove one shape. He / She will then announce the colour and the name of the shape, for example: Yellow circle or red square. The students that are standing in that location will be out of the game. The procedure will be repeated until one student is left. The winner is the last person standing.

Explore/Explain

- Take students on a school tour to identify different objects. In their groups, allow the students to record what they observed and the shapes these objects resemble. Have different groups do oral reports on their findings, when they return to class.
- Have students engage in colouring the different shapes on the worksheet given. (See **Resource Document # 4**). Engage students in a discussion, where they will speak freely about the sides and corners of each shape, where necessary.

Elaborate/Explain

- Question students to elicit the difference between the triangles they coloured, between a square and a triangle, a rectangle and a circle and a square and a rectangle. Place cut - outs of circular, rectangular, triangular and square shaped objects in an opaque bag. Play a song or have students sing one while the bag with the cut outs is being passed around. When the song ends, the student with the bag has to feel the object and tell its shape. The student will then remove the shape from the bag and the class will say if the student is correct or not and justify their answer using the properties known.

Students' Evaluation

1. Students will host a talk show, “Shapes all around us”

With one student as the host, and 3 others being the guests on the panel, have students talk about the different shapes (name the shapes and their properties). At the end of the show, there will be a **vox pop** “ where the host walks around the class and get the views of the classmates on the question, “What are some of the objects in our environment that are rectangular, circular, triangular and square in shape?”

Extended

I am a house. From the front view, my roof has three sides. My wall has 4 equal sides. My two windows are circular and my door has four sides, with two opposite sides having equal lengths.

Draw me.

Teacher Evaluation

<i>What percentage of students able to:</i>	0% - 50%	51% - 80%	81% - 100%
Identify shapes by their given properties			
Explore circles, squares, rectangles and triangles and note their properties			
Describe and sort plane shapes by the number of sides, number of corners or type of corners (square).			
Identify shapes in the environment			
Draw a home using specific shapes <i>-Extended</i>			
Work cooperatively in groups			

Comments:

Areas of strengths

Areas of weaknesses

Actions to be taken

- Re-teach Concept
- Reinforcement of Concept