

SHAPE

Basic Concepts Session

4 5 6 7 8 9

PURPOSE

The learner should be able to attend and focus, and to identify, name and apply the subordinate concepts in the conceptual domain of shape. The learner should have a working understanding of the concept 'shape' and be able to identify and describe objects with different shapes within his/her environment.

SUBORDINATE CONCEPTS

Circle

Square

Rectangle

Triangle

Star

Diamond

VOCABULARY

rounded/curved line

straight line

side

corners/angle

long line ---- short line

material

kite

points

Aim

The aim of this BC Session is to introduce the learners to the conceptual domain of shape using the subordinate concept, 'circle'. Useful vocabulary for mediating shape concepts during this session would be 'rounded/curved line', 'corners', 'straight line' and 'side'.

Materials

Material Set A, Transfer Worksheet 2, *Pencils, *Workbooks

Basic Concepts Teaching Model

Focussing & Naming



What do you see? Yes, these blocks all have different colours. Can you tell me something else about the blocks? These are all **shapes**. What **shape** is this block? How do you know that this **shape** is a circle?

Identifying



Look carefully at this **shape**. {Trace the outline of the circle with your finger.} What can you tell me about the sides of this **shape**? Is this line straight or rounded/curved? Are there any corners? No, this **shape** does not have any corners because it is rounded/curved. Now look carefully again: I am going to turn the **shape** on its side. What **shape** is this now?

Find a **shape** that is exactly the same as yours. When you have found a **shape** that is the same put them together so that I can see that they are exactly the same/match. Good, they are exactly the same. How do you know they are the same in **shape**? Can you draw the **shape** in your workbook? Before you start, tell me how you are going to draw the **shape**.

Internalizing

Look very carefully at this **shape**, the circle, in my hand. Now close your eyes and try to imagine what the **shape** looks like in your head. Try to think and make a picture of the rounded/curved sides of the **shape** in your head. You might even see the colour of the block. Try to draw the **shape** with your finger in the air and keep your eyes closed. Now open your eyes and tell me whether this was the **shape** you saw in your head.

Bridging

Where else would you see a circular **shape** like this? Let's look around this room. Can you see a circular **shape** in the room? Let's take turns to find a circular **shape**. How do you know that this is a circular **shape**? Why do you think that this wheel is a circular **shape**? Where could you find a circular **shape** outside this room? {Go outside with the learners to find circular **shapes**.}

Application

Can you sort all these blocks into groups according to their **shape**? Remind me how we make a group. In a group we put things that are the same together. How are your blocks all the same? Yes, they are all the same in **shape**. Can you make a group with your blocks that are the same in colour and **shape**?

Transferring

For the next session find the **shape** (circle) that we learnt about at home. Please draw a picture of this **shape**. You can even try to find other **shapes** that we did not learn about today. Tell me the names of these **shapes** and how you found out about them. Try to use the names of the **shapes** as often as you can after the session at school and also at home. Also use the word '**shape**' as often as you can.