

# My First Book of **Shapes**



## ***SHAPES***

**NAME OF TEACHER: SHAIKH  
SIMRAN**

**AGE OF THE STUDENT: 2-6 YRS**

**GRADE: NURSERY**

**TOPIC: SHAPES**

**SUB-TOPIC: CIRCLE**

## **1. OBJECTIVES**

### **A. GENERAL OBJECTIVE**

This lesson plan on the topic "circle" will foster:

- **Physical and Motor Development:** Through tracing and craft activities.
- **Language Development:** By introducing and repeating the vocabulary "circle," "round," and "roll."
- **Cognitive Development:** By helping children identify the circle shape in their environment.
- **Socio-emotional Development:** Through group discussion and sharing of materials.

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## **B. SPECIFIC OBJECTIVE**

This lesson plan will help the children:

- Identify and name the circle shape.
- Recognize circular objects in their surroundings.
- Trace a circle with their finger.
- Create a circle using art materials.

## **2. MATERIAL AND TEACHING AID**

- Flash cards (Circle shape, circular objects)
- Various real-life circular objects (plate, bangle, ball, bottle cap, wheel toy)
- Chart paper with a big circle
- Blank sheets
- Non-toxic paints

- Paper plates or circular cut-outs for craft
- Glue, cotton balls, stickers
- Storybook featuring circles (e.g., "The Dot" by Peter H. Reynolds concept)

### **3. PROCEDURE**

#### **A. INTRODUCTION**

The teacher holds up a flashcard of a big, red circle and smiles at the students.

- **Teacher:** "Good morning, little friends! Let's start our day with a fun game. Look what I have! (Shows a ball). Can you tell me what this is?"
- **Students:** "Ball!"
- **Teacher:** "Very good! What can we do with a ball?"
- **Students:** "Roll it! Throw it!"

- **Teacher:** "Yes! It rolls because it is round. This round shape has a special name. It is called a CIRCLE. Can everyone say 'Circle'?"
- **Students:** "Circle!"
- **Teacher:** "Wonderful! Today we are going to play with circles everywhere!"

## **B. DISCUSSION**

- The teacher shows different circular objects (plate, bangle, wheel) one by one. "Look, this plate is also a circle. This bangle is a circle too!"

## **RHYME:**

Round is the circle,  
Wheel goes around, (Roll hands over  
each other)  
Round is the pancake,

On the ground. (Pat the floor)  
Round is the ball that  
We can throw, (Pretend to throw)  
Circle, circle,  
We all know! (Make a big circle with  
arms)

### **STORY:**

The Round Ball

Teacher: (Holds up a red ball)

"This is Bumpy the Ball. Bumpy is round. He is a circle."

"One day, Bumpy wanted to play.

He went roll, roll, roll."

(Teacher rolls the ball a little bit.)

"Oh no! Bumpy stopped.

He is sad. He wants a friend."

"Look! Here is a yellow wheel." (Shows a picture of a wheel)

"Hello, wheel! Are you round like me?"

"Yes!" says the wheel. "I am a circle too!"

"Now Bumpy is happy!

He has a circle friend.

They go roll, roll, roll together."

The End.

### **C. APPLICATION**

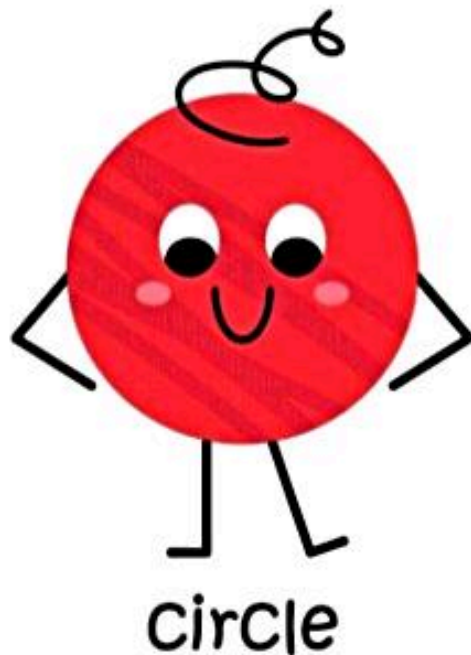
The teacher holds up objects and asks the students:

- "Is this a circle?" (Shows a square block and a circular plate).
- "Can you point to something in our room that is a circle?" (Clock, wall clock, mat design).

- "Can you show me how a circle rolls?"  
(Children mimic rolling hands).

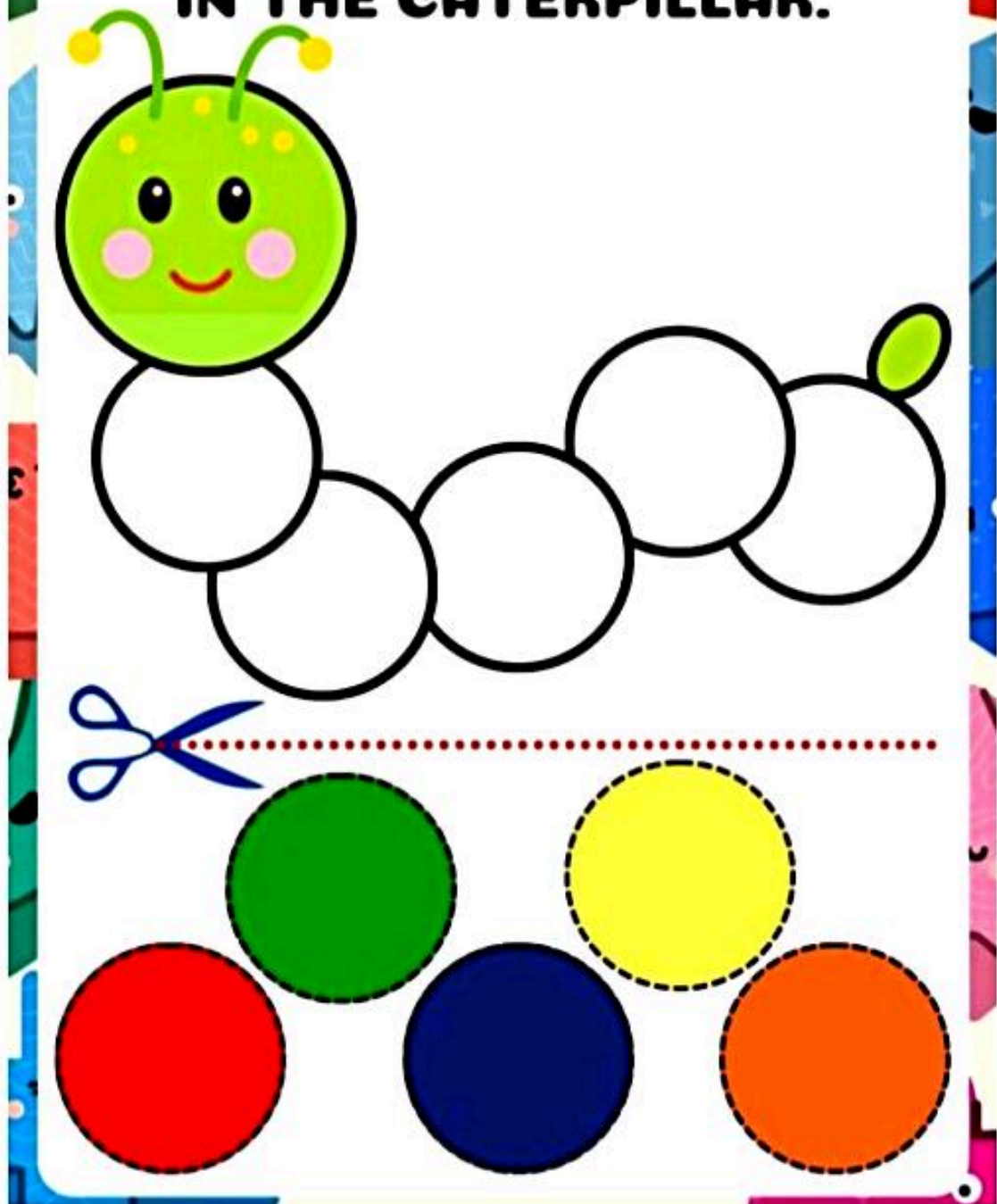
## **D. GENERALIZATION**

The teacher explains: "A circle is a round shape. It has no corners. We can see circles everywhere! The sun is a circle, our eyes are circles, and cookies are circles!"



## 4. STRUCTURE ACTIVITY

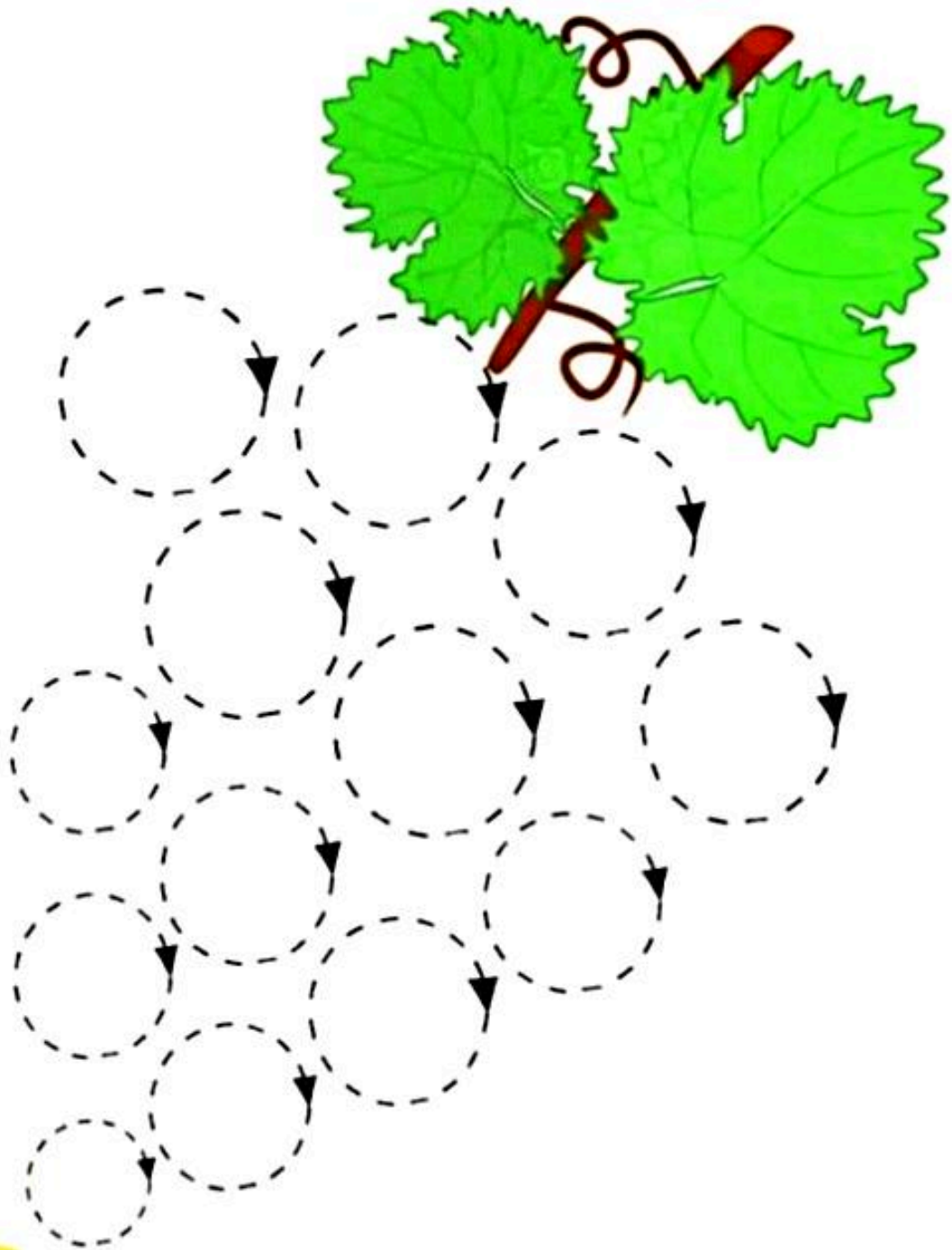
**CUT THE CIRCLES AT THE  
BOTTOM AND PASTE THEM  
IN THE CATERPILLAR.**



## 5. INDEPENDENT ACTIVITY



**Trace the Circle  
and Colour It.**



## **6. REVIEW**

The teacher will ask the following questions:

- "What is the name of the round shape we learned today?"
- "Can you show me your eyes? What shape are they?"
- "Does a circle have corners?"
- "What did we use to make our cloud circle?" (Cotton balls).

## **7. EVALUATION**

Students will be observed based on:

- Identification: Can they point to a circle when asked?
- Naming: Can they say the word "circle"?
- Participation: Do they engage in the rhyme and activity?

- Following Instructions: Can they perform simple tasks like tracing or sticking within the outline?

