## Learn names of shapes

<table>
<thead>
<tr>
<th>Name</th>
<th>Title or explanation</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ellie</td>
<td>Learn names of shapes</td>
<td>45 minutes</td>
</tr>
</tbody>
</table>

### Level/Age

7-8 ages/ beginner

### Language focus

**Target language:** Practice use of “There is” “There are” and learn names of shapes such as square, circle, triangle, rectangle, and so on. (“There is a [color] shape.” “There are [number] [color] shape(s).”)

**Specific language skill focus:** Speaking

**Culture:** N/A

### Student learning objective and assessment activity

By the end of the lesson, SWBAT speak the shapes of objects using “There is a [color] shape.” “There are [number] [color] shape(s).” by explaining their ‘Shape train’

### Ongoing assessment

Introduce shapes vocabulary to Ss first, and then their understanding will be assessed through shape matching activity, shapes touching and bingo game. To check their understanding and progress the level of activities will be increased from controlled practice (i.e. “Is it square or rectangle? ” “Which one is a rectangle shape?”) to free practice such as bingo game and shape train craft.

### Students’ background knowledge and abilities in relation to the topic of the lesson

- All Ss have already learnt about numbers and colors. They can write numbers at least from one to ten and describe the colors in English.

### Challenges and solutions

- **Challenges:** Some Ss might get confused about the difference between ‘circle and oval’ or ‘square and rectangle’ singular/plural

- **Solutions:** To make Ss familiar with shapes vocabulary show shape pictures which we can find in our daily life and give a chance to identify various shapes by tactile recognition.
<table>
<thead>
<tr>
<th>Steps</th>
<th>Stage</th>
<th>Time</th>
<th>Procedure</th>
<th>Interaction</th>
<th>Activity purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 E</td>
<td>5</td>
<td></td>
<td><strong>&lt;Review the colors and numbers they learnt in previous class&gt;</strong></td>
<td>T-S, T-Ss</td>
<td>Establish rapport with Ss and review what they have learnt before.</td>
</tr>
</tbody>
</table>
|       |       |      | ◦ T put Ginger Man (or any man shape) pictures according to the number of Ss on a board. Then T counts the number of Ginger Man with Ss.  
◦ To review sort of colors, T Let the S takes out one ‘Santa hat’ card from the "Color bag" and ask the name of color. |             |                  |
| 2 E   | 5     |      | **<Shapes matching>**                                                      | T-Ss        | Introduce the topic and assess Ss background knowledge. |
|       |       |      | ◦ T shows pictures of the objects have similar shape and ask Ss to choose one that doesn’t belong to the group. (i.e. First PPT slide for a baseball, an earth and a tangerine. Second slide for a box, frame and ice cubes)  
◦ T plays the shapes video and Ss sing along.  
◦ Ss practice the name of shapes with flashcards. T Increases the level of the question in small steps.  
  ◦ <Step1> T : Is this a square?  
  ◦ <Step2> T : Is this a triangle or rectangle? |             | Ss are given the opportunity to practice new words through listening and speaking activities. |
|       |       |      | **<Shape Recognition Game>**                                               | T-S, T-Ss, S-S | Ss practice shapes in a controlled setting. |
|       |       |      | ◦ T creates a shape using play dough and asks to Ss what the shape it is. Ss answer the question together and repeat the name of shape.  
◦ Next, T finds a volunteer and asks the volunteer to close his/her eyes while T makes a shape out of play dough. The volunteer needs to guess the shape just by touching and feeling the shape.  
◦ Ss do this game in pairs. One S needs to close his/her eye (or put on a blindfold) while another s creates a shape with the play dough. Ss focus on identifying the shapes by touching. After answering 3questions, change their role.  
  ◦ <Step3> S1 : What is it? / S2 : It’s a circle. |             |                  |
| 3 E/I | 7     |      | **<House shape count>**                                                    | T-S, T-Ss   | Check Ss’ understanding by doing tactile activity. |
|       |       |      | ◦ T hands out ‘House shape count’ worksheet. In this time Ss practice not only shapes, but also learn singular and plural form. When checking the answer, T uses “How many (shapes) are there” to lead Ss to answer “There is... / There are...” form. When Ss have a mistake with singular and plural, T repeats the answer again to lead student’s self-correction. |             | Ss have an opportunity to touch and feel the shapes individually. |
|       |       |      | T : How many triangles are there?  
S : There are three triangle.  
T : three triangle?  
  Which one is correct? There are three triangle or triangles?  
S : There are three triangles. |             |                  |
<p>| 4 I   | 5     |      |                                                                           | T-S, T-Ss   | Check Ss’ understanding by worksheet. |
|       |       |      |                                                                           |             | Ss are provided with an activity to practice their comprehension of the TL through the answer. |</p>
<table>
<thead>
<tr>
<th>Steps</th>
<th>Stage(s)</th>
<th>Time</th>
<th>Procedure</th>
<th>Interaction</th>
<th>Activity purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>I</td>
<td>8</td>
<td>&lt;Color and Shape Bingo&gt;</td>
<td>T-Ss, S-S</td>
<td>Ss are given the opportunity to practice TL by listening and speaking activities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>◦ To complete the 3x3 Bingo table, Ss choose 9 shapes among the 22 figures displayed on worksheet. Ss should call out both color and shape at the same time ex) ‘green circle’, ‘purple heart’. When someone makes 2 horizontal, diagonal or vertical lines, the game is finished.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I</td>
<td>5</td>
<td>&lt;Sentence Ordering Activity&gt;</td>
<td>T-Ss, S-S</td>
<td>While Ss put the sentence in order, they can learn and practice adjective order naturally.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>◦ T prepares 4 index cards for /&lt;is / a /are / s / and several color and number index cards to make a sentence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>◦ On the board, There is one sentence is mixed up. ex) There pink two are circles. T shows Ss the shape(two pink circles) . Ss quickly read the words and try to put the sentence in order.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>◦ Next, T finds 5 volunteers. These students need to come to the front of the class and stand up. T hands out one card per S and then shows Ss a shape card. Ss try to put the sentence in order by changing the position where they are standing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>F</td>
<td>10</td>
<td>&lt;Shape train&gt;</td>
<td>T-Ss, S-S</td>
<td>Ss personalize the material by introducing their own ‘shape train’ to another classmate.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>◦ In this activity, Ss make their train using an assortment of shapes from the different colored paper. Ss design the train and glue the shapes to cardboard (or worksheet). Ss start to explain their train to another S using the sentence form given by T.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>◦ S: In my train, there are four black circles There is a blue star. There are two green squares.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Colors and numbers

What doesn't belong?
- In this group, one object is different from the others. Can you guess what it is?

What doesn't belong?
- In this group, one object is different from the others. Can you guess what it is?

Shapes chant
- In this video, you will see 8 types of shapes. Try to memorize them.
Play dough shapes

- Let's make shapes with play dough

![Play dough shapes](image)

Color and Shape Bingo!

- Choose 9 figures from left box and put them on the bingo table.

(Rule 1) Call out both color and shape (ex) 'green circle', 'purple heart'
(Rule 2) To be a winner, make 2 straight lines.

< Choose 9 here >

![Color and Shape Bingo](image)

House shape count

- Look at the house below. How many types of shapes are there?
- Let's count each shape!

<table>
<thead>
<tr>
<th>number</th>
<th>shape</th>
</tr>
</thead>
<tbody>
<tr>
<td>three</td>
<td>stars</td>
</tr>
<tr>
<td>one</td>
<td>circle</td>
</tr>
<tr>
<td></td>
<td>triangle</td>
</tr>
<tr>
<td></td>
<td>rectangle</td>
</tr>
<tr>
<td></td>
<td>heart</td>
</tr>
<tr>
<td></td>
<td>oval</td>
</tr>
<tr>
<td></td>
<td>square</td>
</tr>
<tr>
<td></td>
<td>diamond</td>
</tr>
</tbody>
</table>

Human sentence

- Come to the front of the class. Put the sentence in order.

Before: There [pink] [s] two [are] circle.

After: There are two [pink] circle [s].
Building a shape train