

Lesson 59 SHAPE & SPACE

Flat shapes all around us: square, circle, triangle, rectangle

CURRICULUM ALIGNMENT

SHA.SHP.2

examine, categorise and model 3-D and 2-D shapes.

SHA.TRN.2

understand that shapes and line segments can be reflected, rotated and translated.

INTERACTIVES

Drag Sort · challenge, display, explore

WHAT THIS LESSON TEACHES

Flat shapes are all around our school. A square has four straight sides all the same length and four corners; a circle is perfectly round with no corners; a triangle has three straight sides; a rectangle has four straight sides with opposite sides equal.

- A sticky note or floor tile is a square.
- A clock face or coin is a circle.
- A sandwich cut corner to corner makes triangles.
- A classroom door or book cover is a rectangle.

MODEL THIS ON THE BOARD

SHAPES AT THE SCHOOL PORCH

- 1 Look at the school front: the porch roof peak has three straight sides meeting at corners, so it is a **triangle**.
- 2 The round clock face has a curved edge and no corners, so it is a **circle**.
- 3 The classroom door has four straight sides with opposite sides matching, so it is a **rectangle**.
- 4 A square floor tile nearby has four equal sides and four corners, so it stays a **square** even if turned.

LESSON ARC

Open on the school-front image and collect three hands-up shape spots (clock, door, porch roof). On the drag-sort interactive, reveal cards one at a time so the class sees a big and tiny square share a name, then a tilted triangle still named triangle. Pupils take turns sorting six mixed cards into the four boxes, draw all four shapes in one copybook row, then run three brisk Class Challenge rounds. Close by revoicing that size, colour and turn never change the name.

TEACHING MOVES

1. **Getting Started.** Project the school-front image. Take three hands-up answers only — steer toward the clock, the door and the porch roof without naming the shapes yourself first. Hold the four target names back until Watch and Notice.
2. **Watch and Notice.** Reveal one card at a time on the drag-sort interactive. After the big/tiny square pair lands, ask: 'Same name — what stayed the same?' On the tilted triangle, pause before the drop and wait for a pupil to say the name still holds. Pin square, circle, triangle, rectangle on the board for the rest of the lesson.

3. **Try It Together.** Call the six cards one at a time and rotate four to six pupils at the board. Before each drop, the class names the box out loud. Watch the square on its corner — if someone says diamond, revoice: ‘It is still a square, even on its corner.’
4. **Draw the four shapes in your copy.** Five minutes, whole-class copybook practice, not marking. Walk the room glancing for closed shapes and rough side counts. Do not rush the last drawing — neat closed shapes matter more than speed.
5. **Class Challenge.** Keep the board work brisk: three rounds in order, class names the box before each drop, check as you go. On the tilted-square round, pause for hands-up before Check. After the last round ask which card was hardest and why — no re-teaching mid-round.
6. **What Did We Notice?.** Pose: ‘How can a big red square and a tiny blue square both be squares?’ Revoice size and colour answers as ‘still a square’. If turning is offered as a name-changer, hold the tilted-square card and let the class settle it.

COMMON MISCONCEPTIONS

⚠ A pupil calls the square on its corner a diamond and wants a different box for it.

Freeze the card on the interactive. Trace the four equal sides and four corners with a finger: ‘Four matching sides, four corners — the turn did not change the shape. It stays in Square.’

⚠ A pupil says a tiny circle is not a real circle, or that a huge rectangle needs a new name because of its size.

Park the big and tiny versions side by side in the same box. Ask what stayed the same (round with no corners / opposite sides matching) and revoice: ‘Big or tiny — same name.’

⚠ A pupil sorts a long skinny rectangle into Square because it has four sides and four corners.

Keep both cards visible. Point to side lengths: ‘Square needs all four sides the same; this one has two long and two short — Rectangle.’ Leave a full square-versus-rectangle compare for a later lesson; just hold the naming line today.

DIFFERENTIATION

EMERGING

- During Try It Together and Class Challenge, offer only upright, clearly-sized cards first and prompt with side/corner counts: ‘How many straight sides can you see?’ before the box name.
- At the copybook row, lightly pencil a dotted square and rectangle outline so the pupil traces closed sides rather than inventing the structure.

DEVELOPING

- After a correct sort, ask the pupil to point to the property that earned the name — three sides, no corners, opposite sides matching — before the next card.
- On Class Challenge round 3, hold one school-object card and ask: ‘What would still be true if this door were much smaller?’

PROFICIENT

- After round 3, flash one extra tilted or skinny card from the harder mix and ask the pupil to name the box and justify in one sentence before Check.
- Copybook stretch: draw one more square on its corner and write the name underneath — prove the turn did not change it.

✂ **Cross-curricular:** Classroom shape hunt: spot a clock, door, window and warning triangle, then name each before lining up.

ANSWER KEY

Q1: square

Q2: circle

Q3: triangle

Q4: rectangle

Q5: yes

Q6: yes

a) **Never** : A round shape has no corners.

b) **Never** : A circle is round and has no corners at all.

c) **Always** : A classroom door is a rectangle, and a rectangle has four corners.

d) **Sometimes** : Only when the rectangle is also a square; otherwise opposite sides match but lengths differ.

EXTENSION SHEET · STRETCH ANSWERS

S1: triangle

S2: circle

S3: square

S4: rectangle

Investigation: Shape hunt — open-ended; scan pupils' working for valid solution paths rather than a single answer.