

Session 26: Polygons

Session Title	Polygons
Objective	<ul style="list-style-type: none">• Identify and describe key characteristics of lines, triangle, square, rectangle, pentagon, and hexagon.• Recognize and find these shapes in the environment.• Construct basic 2D shapes using various materials.
Concept	To understand what is line, triangle, rectangle, square, pentagon and hexagon.
Materials Required	<ol style="list-style-type: none">1. Chart paper/whiteboard and markers2. Shape flashcards3. Popsicle sticks, pipe cleaners, yarn, glue4. Paper cutouts of shapes5. Construction paper, scissors, glue sticks6. Crayons/markers
Methodology	Learning through activity
Session Duration	90 minutes

Intro Activity (20 min)

Teacher asks the students, have you ever seen train tracks or the edge of a ruler? Those are straight and go on and on. That's what a line looks like in math!"

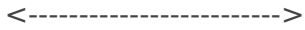
You can also show things like:

- A laser beam in cartoons
- A tightrope

So, line is straight and endless in both directions (introduce this simply

Show lines in the classroom (edge of table, window frames)

Draw this on the board:



A

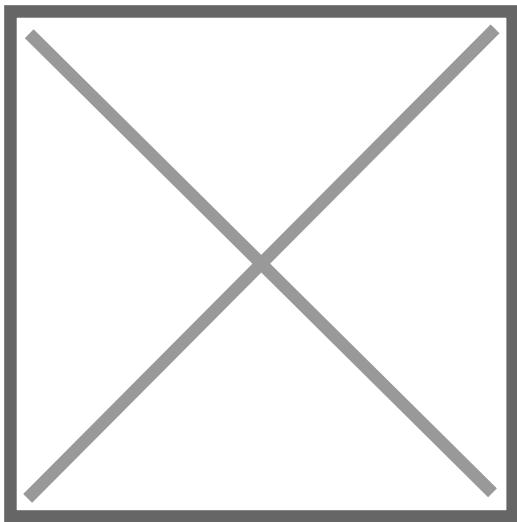
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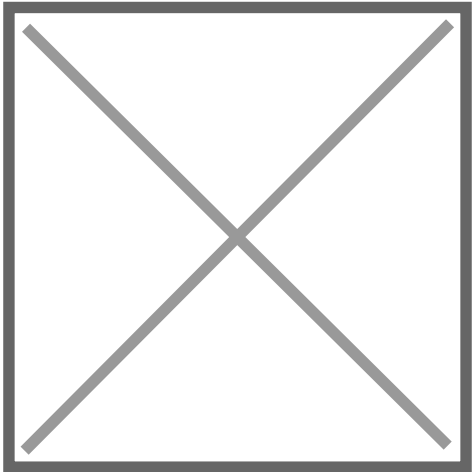
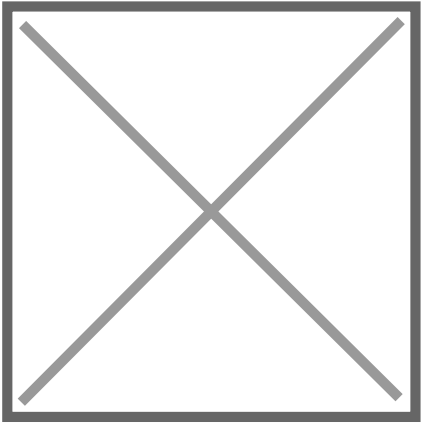
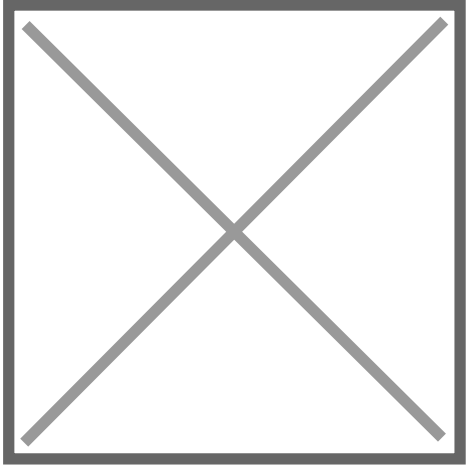
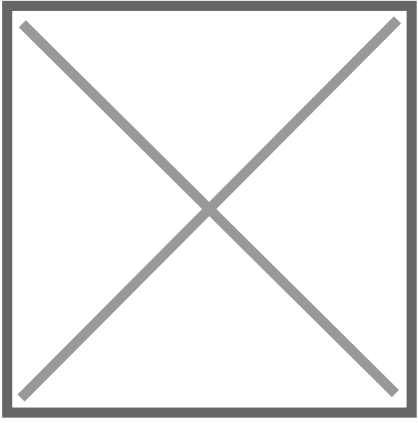
Say:

“This is a line. The arrows mean it keeps going forever. Even though we see just a part of it, imagine it never objective

Draw examples: straight line, curved line, zigzag line.

Then use flashcards to introduce each shape: triangle, square, rectangle, pentagon, hexagon





For each shape:

Show shape visually.

Count sides and corners.

Ask: “What does it remind you of?” (Ex: “A triangle looks like a slice of pizza.”)

Draw examples from real life (windows, stop signs, etc.)

Mini Activity: Ask students to find one object in the classroom that matches one of the shapes.

Main Activity (60 minutes)

Build-a-Shape with Lines (30 minutes)

Students work in small teams.

Provide materials: sticks, pipe cleaners, or yarn for lines; clay balls or stickers for corners.

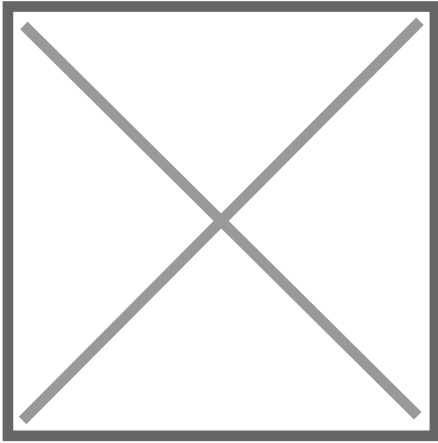
Task: Use lines to build these shapes:

- Triangle (3 lines)
- Square (4 equal lines)
- Rectangle (2 short, 2 long lines)
- Pentagon (5 lines)
- Hexagon (6 lines)

Group Roles

- Connector (adds clay/sticker)
- Shape Checker (counts sides)
- After each shape, pause and reflect:
 - “How did your group work together?”
 - “What made this shape different from the one before?”

Shape Collage & Self-Expression (20 minutes)



My Shape World

- Students create a drawing or collage using at least 4 different shapes to make a scene (e.g. robot, house, city, animal).
- Encourage labeling each shape and writing how many sides it has.

Review Questions (10 minutes)

1. Can you name some polygons and describe their sides and angles?
2. How did drawing or building polygons help you understand them better?

Follow up Tasks(10 min)

Home work

Find and draw 1 item at home that looks like each of these shapes:

Triangle: _____ (Draw it)

Rectangle: _____

Square: _____

Pentagon: _____

Hexagon: _____

Expected Learning Outcome:

Knowledge building

- Define and identify a line.
- Understand that 2D shapes are made of lines connected at points.
- Recognize and build basic 2D shapes using lines.

Skill Building

- Creative thinking
- Emotional awareness
- Teamwork
- Empathy

Revision #4

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