

# Where does it go?

LEVEL 1 - FROM AGE 4

## “Geometrical Shapes” Activity 3B

Circle



Square



Triangle



Rectangle



“Lets help our children  
thrive by developing  
new concepts!”



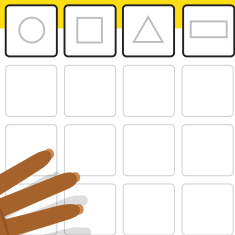
# “Circle, Square, Triangle and Rectangle”

## STEP ONE

Put the 4 Questions Cards in the top margin, naming the shapes as you place them.

**Early Learning Facilitator (speaks)**

This is a circle, this is a square, this is a triangle and this is a rectangle.

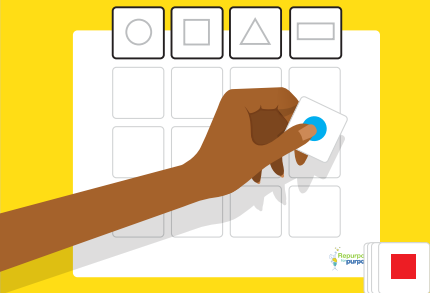


Activity 3B - Pg 49

# “Circle, Square, Triangle and Rectangle”

## STEP ONE

Put the 4 Question Cards in the top margin, in any order, then hold up one Answer Card and ask the child to name it and put it in the block below the one that is the same (if they struggle, explain to them that the shapes are the same even if the colours are not).

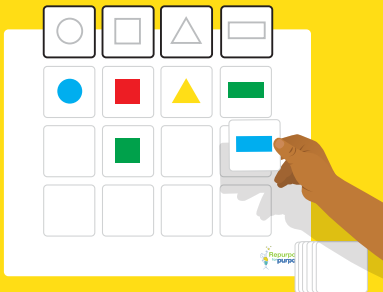


Activity 3B - Pg 49

# “Circle, Square, Triangle and Rectangle”

## STEP ONE

Help the child to then turn over the remaining Answer Cards and mix them up, they must then match the Answer Cards one by one.



Activity 3B - Pg 49

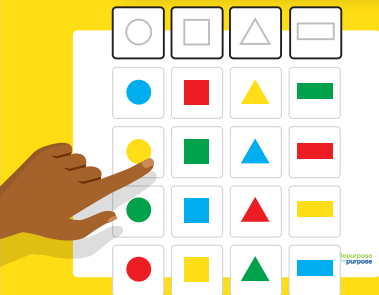
# “Circle, Square, Triangle and Rectangle”

## STEP ONE

With all the Answer Cards in place on the baseboard, ask the child to give you “a red circle”, “a blue square”, “ a green triangle” etc. If the child struggles, ask them again while pointing at the card.

**Child (speaks)**

Yellow circle.

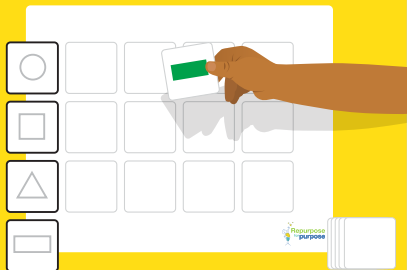


Activity 3B - Pg 49

# “Circle, Square, Triangle and Rectangle”

## STEP TWO

Give the child the 4 Question Cards to put in the side margin, in any order. Help the child to mix up the Answer Cards and place them face down next to the board. The child must then match them one by one.



Activity 3B - Pg 49

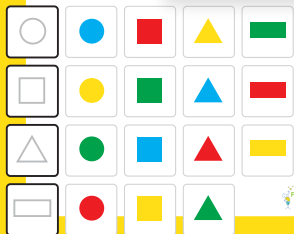
# “Circle, Square, Triangle and Rectangle”

## STEP TWO

Remove one of the cards from the baseboard, ask the child to tell you which of the cards you removed. If they are successful, return the card and remove a different one or multiple cards at once.

**Early Learning Facilitator (speaks)**  
Which card is removed?

**Child (speaks)**  
The blue rectangle.



Activity 3B - Pg 49

# Where does it go?

LEVEL 2 - FROM AGE 3½

## “Geometrical Shapes” Activity 3B

Circle



Square



Triangle



Rectangle



“Lets help our children thrive by developing new concepts!”

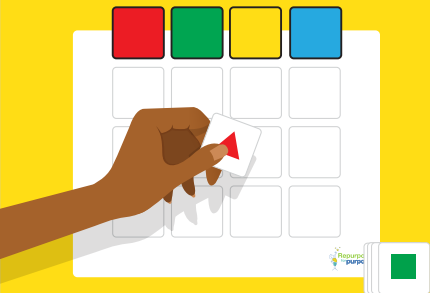




# “Circle, Square, Triangle and Rectangle”

## STEP ONE

Put the 4 Questions Cards in the top margin, naming the colours as you place them. Hold up one of the Answer Cards and ask the child to tell you the colour of the card and to match it.

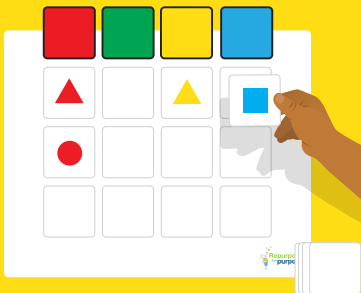


Activity 3B - Pg 50

# “Circle, Square, Triangle and Rectangle”

## STEP ONE

Help the child to then mix up all the remaining Answer Cards and put them face down next to the baseboard. They must then match them one by one.



Activity 3B - Pg 50

# “Circle, Square, Triangle and Rectangle”

## STEP TWO

Ask the child to give you the “blue triangle” or the “red circle”, then try pointing to a card and getting the child to tell you what it is.

**Early Learning Facilitator (speaks)**

Give me the red triangle.



repurpose  
for purpose

Activity 3B - Pg 50

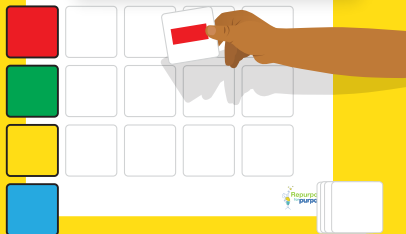
# “Circle, Square, Triangle and Rectangle”

## STEP TWO

Give the child 4 Question Cards to put in the side margin, in any order. Hold 1 Answer Card and ask the child to name the colour and match it on the baseboard, then help them to mix up the remaining Answer Cards and put them face down next to the board.

**Child (speaks)**

This is a red rectangle.

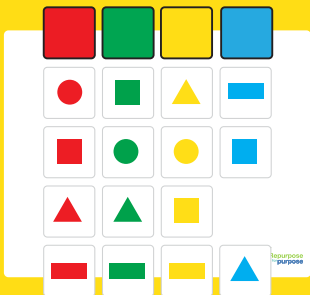


Activity 3B - Pg 50

# “Circle, Square, Triangle and Rectangle”

## STEP TWO

The child must match the remaining Answer Cards one by one. When they have placed all the cards down, remove one of the cards and ask the child which one is gone, if they are correct you can try removing multiple at a time.



Activity 3B - Pg 50

# Where does it go?

LEVEL 3 - FROM AGE 4½

## “Geometrical Shapes” Activity 3B

Circle



Square



Triangle



Rectangle



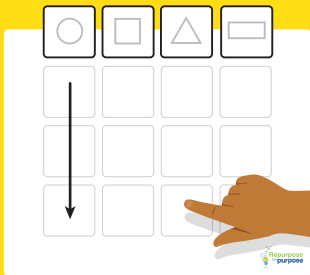
“Lets help our children thrive by developing new concepts!”



# “Circle, Square, Triangle and Rectangle”

## STEP ONE

Allow one of the children to put the 4 Geometric shape Question Cards into the margin. Ask the child where they think all the “circle” cards will go, allow them to drag their fingers down the column on the baseboard - do the same with the other shapes.

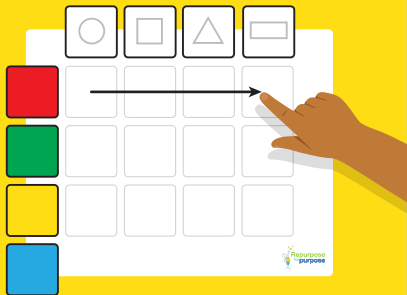


Activity 3B - Pg 51

# “Circle, Square, Triangle and Rectangle”

## STEP ONE

Allow the child to put the Colour Question Cards into the left side margin. Ask the child where all the “red” cards would go, let them drag their finger across the row - do this for all of the colours.



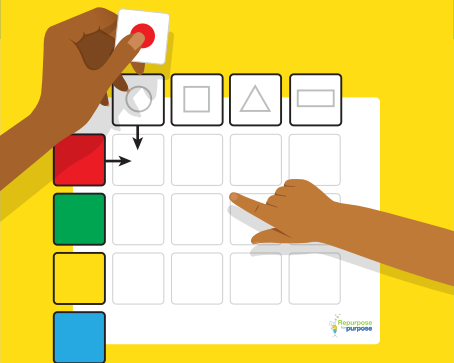
Activity 3B - Pg 51



# “Circle, Square, Triangle and Rectangle”

## STEP ONE

Hold up an Answer Card and ask the child what the colour and shape is, then ask them to show you which block it goes in - they must go across the row and up or down the columns until their fingers meet.



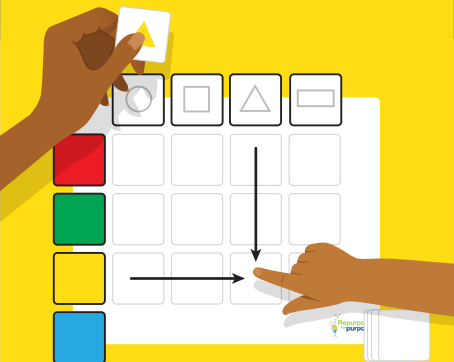
Repurpose  
for purpose

Activity 3B - Pg 51

# “Circle, Square, Triangle and Rectangle”

## STEP ONE

If the child is successful, hold up another Answer Card and repeat the exercise. Help them to mix up the remaining Answer Cards and place them face down next to the base board, the child must then place them one by one.

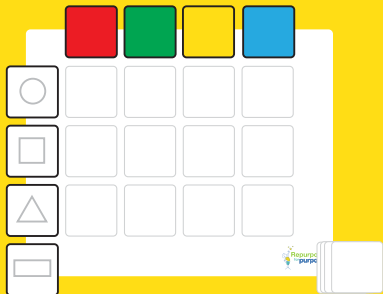


Activity 3B - Pg 51

# “Circle, Square, Triangle and Rectangle”

## STEP TWO

Give the child the 4 Colour Question Cards to put in the top margin, in any order. They must then put the Geometric Question Cards into the left margin, help them to mix up the Answer Cards and put them face down next top the baseboard.



Activity 3B - Pg 51

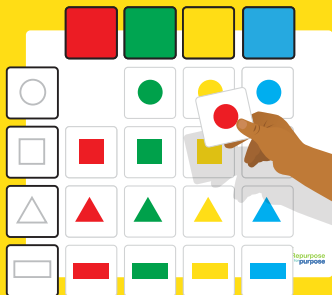
# “Circle, Square, Triangle and Rectangle”

## STEP TWO

The child must place the cards one by one until all of the Answer Cards are down, they must name the colour and shape.

**Child (speaks)**

This is a red circle.



Activity 3B - Pg 51

# Where does it go?

LEVEL 4 - FROM AGE 4½

## “Geometrical Shapes” Activity 3B

Circle



Square



Triangle



Rectangle



“Lets help our children thrive by developing new concepts!”



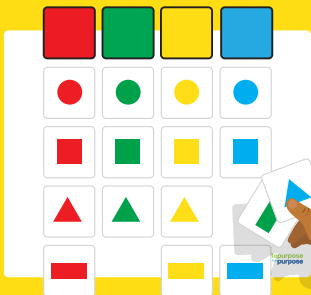
# “Circle, Square, Triangle and Rectangle”

## STEP ONE

Begin with all the cards on the baseboard.  
Tell the child to listen to you carefully,  
ask them for 2 specific cards.

**Early Learning Facilitator (speaks)**

Give me the blue triangle and green rectangle.

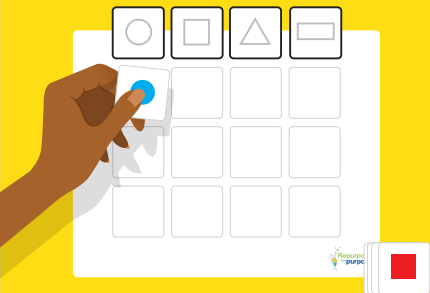


Activity 3B - Pg 52

# “Circle, Square, Triangle and Rectangle”

## STEP ONE

Put the 4 Question Cards in the top margin, in any order, then hold up one Answer Card and ask the child to name it and put it in the block below the one that is the same (if they struggle, explain to them that the shapes are the same even if the colours are not).

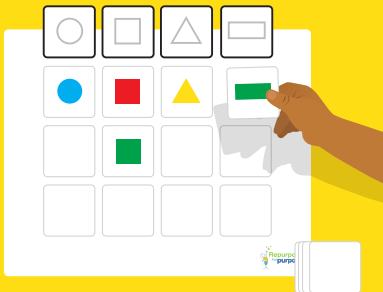


Activity 3B - Pg 52

# “Circle, Square, Triangle and Rectangle”

## STEP ONE

Help the child to then turn over the remaining Answer Cards and mix them up, they must then match the Answer Cards one by one.



Activity 3B - Pg 52



# “Circle, Square, Triangle and Rectangle”

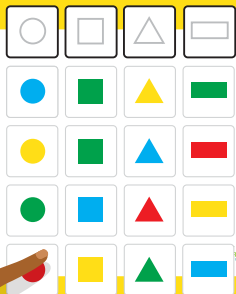
## STEP ONE

With all the Answer Cards in place on the baseboard, ask the child

**Early Learning Facilitator (speaks)**

Give me a red circle and a blue square.

If the child struggles, ask them again while pointing at the card.

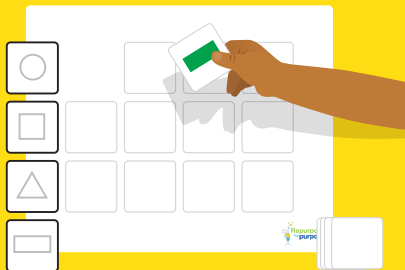


Activity 3B - Pg 52

# “Circle, Square, Triangle and Rectangle”

## STEP TWO

Give the child the 4 Question Cards to put in the side margin, in any order. Help the child to mix up the Answer Cards and place them face down next to the board. The child must then match them one by one.



Activity 3B - Pg 52

# “Circle, Square, Triangle and Rectangle”

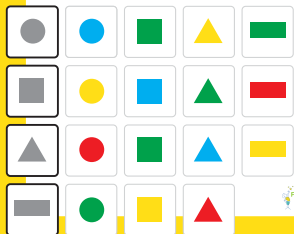
## STEP TWO

Remove one of the cards from the baseboard, ask the child to tell you which of the cards you removed eg.

**Child (speaks)**

Blue rectangle.

If they are successful return the card and remove a different one or multiple cards at once.



Activity 3B - Pg 52