

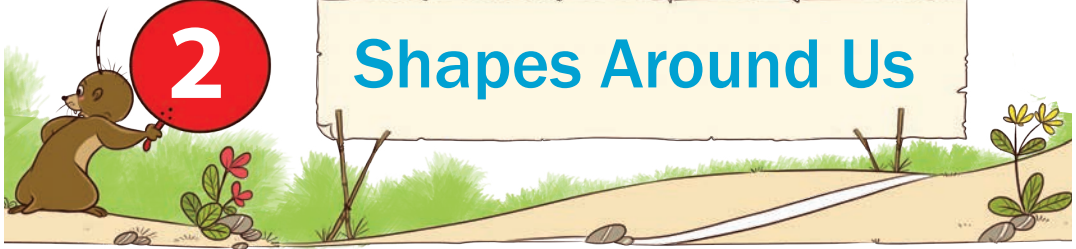


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## Shapes Around Us





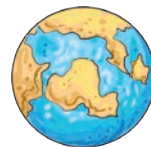
## Let us Do

### A. Look at the picture and observe different musical instruments.

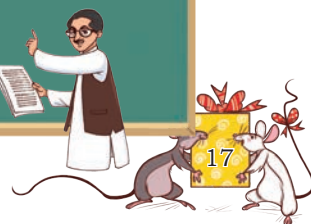
- Circle ○ the musical instruments that are similar in shape to a  drum.
- Tick ✓ the musical instruments that are similar in shape to a  matka.
- Tick ✓ the shape similar to the shape of a  shehnai ( , ,  ).
- How is the shape of harmonium  different from the shape of a  drum?

### B. Have you seen or played any of the musical instruments? Share your experiences with your classmates.

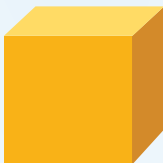
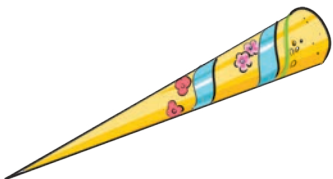
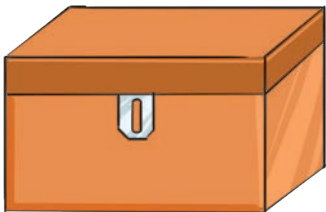
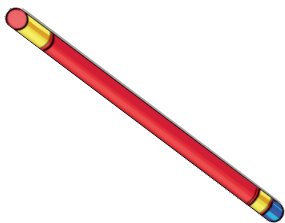
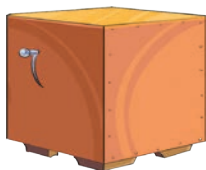
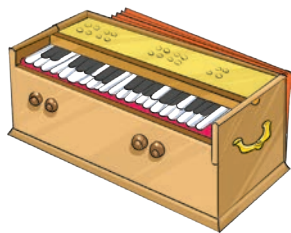
### C. Cross the odd one out.



Initiate discussion about the similarities in the shape of various musical instruments and talk about locally available instruments and the way they are played. For example, drum and *tabla* are played by beating them, whereas guitar and *sitar* are played using their strings, and *shehnai*, flute, etc., are played by blowing air into them.



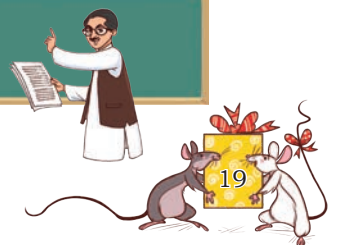
Match the musical instruments and objects with their solid shapes. One has been done for you.



## Heena and Atif






Let the children experience the surfaces, edges and corners of solid objects like chalk box, duster, chalk, etc.





## Let us Do

If you also have to decorate the following shapes in the same way with stars, ribbon stripes and pompom balls, how many of these items will you need?

Object	Number of stars for the faces	Number of ribbon stripes for the edges/sides	Number of pompom balls for the corners
			
			
			





## Let us Think

Look at the objects and fill the table.

Object	I look like a	Faces	Edges	Corners
	Cube			
	Cuboid			
	Cone			
	Cylinder			
	Sphere			
	Cuboid			
	Cone			
	Cylinder			





## Let us Play

### Touch and Tell. Who am I?

Collect different objects with variation in faces, corners and edges. Blindfold the child and ask them to pick an object as per the details given by other children. For example, a child may be asked to take out an object with one corner. Similarly, continue with other objects.



## Let us Do

Name the objects which have—

### No Corners

- A. \_\_\_\_\_  
B. \_\_\_\_\_  
C. \_\_\_\_\_

### One Corner

- A. \_\_\_\_\_  
B. \_\_\_\_\_  
C. \_\_\_\_\_

### Three Corners

- A. \_\_\_\_\_  
B. \_\_\_\_\_  
C. \_\_\_\_\_

### \_\_\_\_\_ Corners

- A. \_\_\_\_\_  
B. \_\_\_\_\_  
C. \_\_\_\_\_



## Project Work

Take a cardboard sheet and try to make an object with four faces.  
Now, try to make an object with one face.

Encourage children to discuss and find out the objects which have one, two, three or no corners. They may make such objects using clay or dough.

