

Odd one out

Focus of activity: Identifying regular and irregular 2-D shapes in different orientations.

Working together: conceptual understanding

- Show the first sheet of four shapes (see child instructions). Explain that three are the same sort of shape, and the other shape is the odd one out. Ask children to discuss which they think is the odd one out and why. Agree that three shapes are squares, even though they are at 'funny' angles, and the odd one out is a triangle.
- Show the next sheet of four shapes. Through discussion draw out that three shapes have five sides, whereas one shape has six sides. Remind children that shapes with five straight sides are called pentagons (pent meaning 5) and six-sided shapes are called hexagons (hex meaning 6).
- Repeat with the third sheet of shapes. Encourage children to say why they think a shape is the odd one out. Agree that the octagon is the odd one out (oct meaning 8).

Up for a challenge?

Show the sheet of four hexagons (see child instructions). Ask children to discuss which is the odd one out. *This time all the shapes are the same sort of shape, hexagons, but what's different about one of them?* Draw out that one is not symmetrical, you can't draw a mirror line so that you can see the other half of the shape, as both sides are not the same.

Now it's the children's turn:

- Children work in pairs to spot the odd one out.
- Go round the group and mark their work, encouraging them to describe why they think a shape is the odd one out. Ensure that they are using some shape vocabulary, reminding them of the shapes' names if necessary.

S-t-r-e-t-c-h:

If children cope well, ask them to choose a few symmetrical shapes and help them draw on a line of symmetry. Children may be able to do the whole class activity on day 1 of the weekly plan.

Things to remember

Remember that even if a shape looks really weird, if it has six straight sides, it's still a hexagon! Ask children to draw really 'weird' hexagons!

You may want to add something that has emerged from the activity. This may refer to misconceptions or mistakes made.

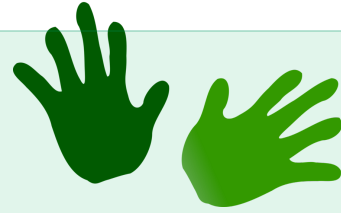
Resources	Outcomes
<ul style="list-style-type: none">• Odd one out sheets (see child instructions)• Mirror (optional)	<ol style="list-style-type: none">1. Children can identify regular and irregular common 2-D shapes.2. Children begin to identify lines of symmetry.

Odd one out

Work in pairs

Things you will need:

- A pencil
- A mirror (optional)



What to do:

- Look at each set of shapes and decide which one is the odd one out.
Draw a cross on it.

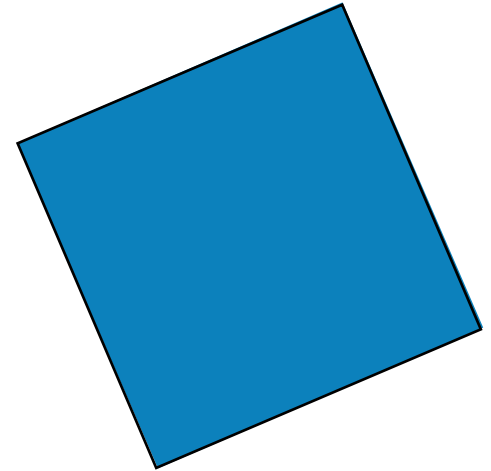
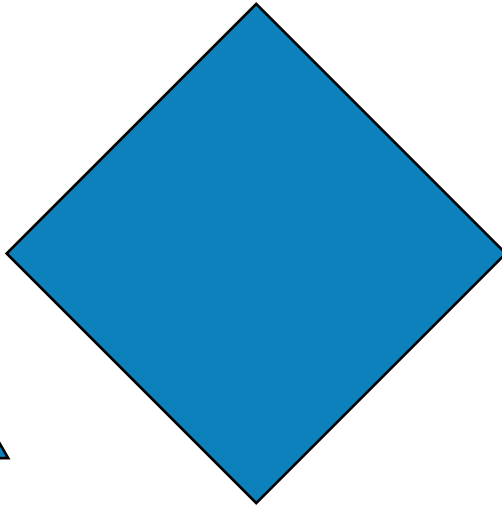
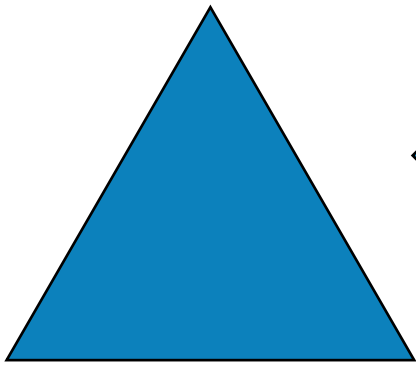
S-t-r-e-t-c-h:

Choose a few symmetrical shapes. Draw on a line of symmetry.

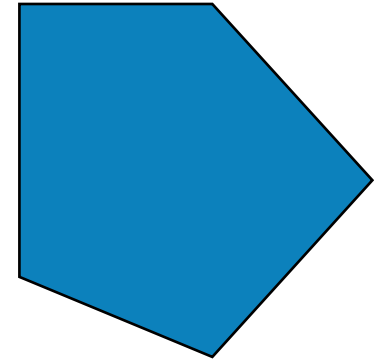
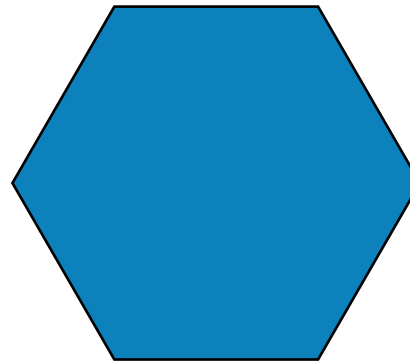
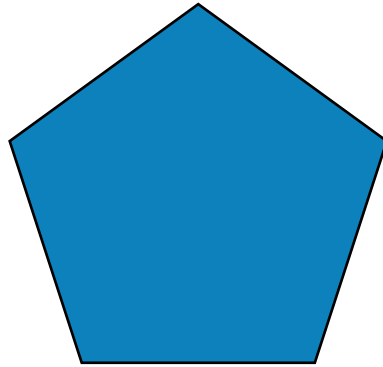
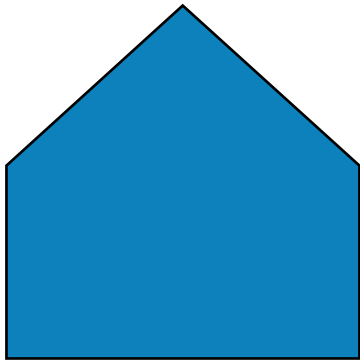
Learning outcomes:

- I can recognise 2-D shapes.
- I am beginning to draw lines of symmetry.

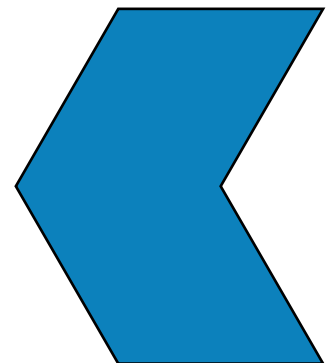
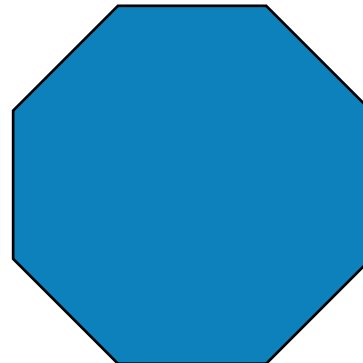
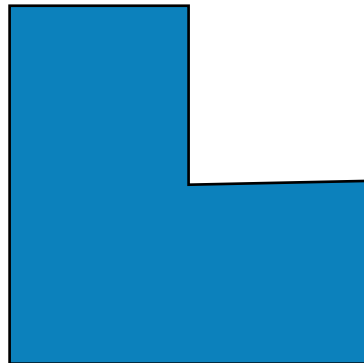
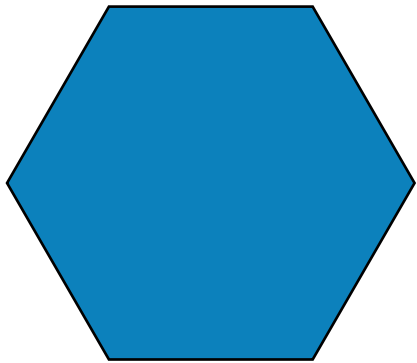
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