

Mathematical development		Title : Tracing	Day: 1	Class: Play group	
Learning Outcomes	Activity Plan / Methodology	Time: 40 minutes	Assessment of learning outcome/s (How)	Resources	
<p>By the end of this lesson, students will be able to</p> <p>trace correctly on different types of patterns</p>	<p><b>Recap:</b> On the board or on any other large surface (such as on chart paper on the display board) which is clearly visible to all the students, draw the four different patterns, horizontal, vertical, curve and circles. Tell them these are different lines and patterns.</p> <p><b>We are learning to:</b> We are learning to identify tracing correctly on different types of patterns.</p> <p><b>What I am looking for :</b> How well you identify tracing correctly on different types of patterns.</p> <p><b>Gained skill:</b> It helps us to enhance our pre- writing skills.</p> <p><b>Introduction:</b> Draw the attention of the students to the patterns drawn on the board/display. Explain how to use pencils to trace the dotted line according to the pattern given. You may use your finger to first trace over the pattern yourself, and then use a board marker on top to trace the pattern again. It is necessary to explain to the students not only the concept of tracing a pattern but also the importance of the red dot as a starting point and the arrows to indicate the direction in which the pattern must be made. If possible, allow the students to come up to the</p>	<p>5mins</p> <p>10mins</p>	<p>Students will be assessed on tracing correctly on different types of patterns</p>	<p>Ppt /flashcard</p>	



Mathematical development		Title: Tracing	Day :2	Class : Play group	
Learning Outcomes	Activity Plan / Methodology	Time: 40 minutes	Assessment of learning outcome/s (How)	Resources	
<p>By the end of this lesson, students will be able to:</p> <p>trace correctly on different types of patterns</p>	<p><b>Recap:</b>            Draw random patterns on the board and ask the students draw on it correctly. Repeat this activity with all students.  <b>.We are learning to:</b> Identify tracing correctly on different types of patterns.</p>	5mins	<p>Students will be assessed on tracing correctly different types of patterns</p>		
	<p><b>What I am looking for :</b>            How well you identify tracing correctly on different types of patterns.  <b>Gained skill:</b>            It helps us to enhance our pre- writing skills.</p>	10 mins			
	<p><b>Introduction:</b>            Students will be shown lines song  <a href="https://youtu.be/EjwKOKiD7JY">https://youtu.be/EjwKOKiD7JY</a>            Give students a large A4 sheets and colour pencils to check whether they are able to grip a pencil correctly. The students are welcome to draw freely whatever they want, in order that the teacher can check and correct their pencil grip, and help them grip the pencil correctly for smooth writing.</p>	20 mins			

	<p>the students by bringing their attention to the balloons pasted on the board. Give the students enough time to understand the difference between a straight line and a curve. You can trace the pattern with your finger first. Then ask the students to raise their fingers in the air and follow the pattern themselves. Draw the different patterns on floor and ask the students to walk on them one by one.</p> <p><b>Focused task:</b> Ask students to open book page no 6. Talk about the pictures. Tell them that there is a sparrow who want to eat leaf, worm and go to her nest. Ask them to help sparrow by tracing lines correctly.</p> <p><b>Wrap up:</b> Students will be asked to trace the lines with their fingers in air.</p> <p><b>Reflection:</b></p> <p><b>Homework:</b> Do book page no 5</p>	5mins		<p>Book pg. no 6</p> <p>Book pg. no. 5</p>
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Mathematical development		Title: Match the same object	Day : 3	Class: Play group	
Learning Outcomes	Activity Plan / Methodology	Time: 40 minutes	Assessment of learning outcome/s (How)	Resources	
<p>By the end of this lesson, students will be able to</p> <p>distinguish between similar objects according to their colour and shape</p>	<p><b>Recap:</b> Students will be asked to draw the different lines with their fingers in air and tell the name of the lines.</p> <p><b>We are learning to:</b> Identify to distinguish between similar objects according to their colour and shape.</p> <p><b>What I am looking for:</b> How well you identify and match the same objects.</p> <p><b>Gained skill:</b> It helps us to enhance our pre-writing skills.</p> <p><b>Introduction:</b> Take 8 seashells/ stones of different sizes. Paint red and black dots on 2 shells/ stones, green and orange dots on 2 shells/stones, yellow and purple dots on 2 shells/stones, and blue and pink dots on 2 shells/stones. Show different coloured seashells/stones to the students and ask them to: identify their colour, match them with a similar shell/stone of different size (big or small).</p> <p><b>Guided Practice:</b> Give two sets of four picture flash cards to each student in random order. Ask them match the same pictures from both sets and put them on a table. Give each student different colour chart paper flash card and different colour pegs.</p>	5mins	Students will be assessed on distinguishing between similar objects according to their colour and shape	Ppt	
	10mins	Concrete objects / counters			
	20mins	Worksheet colours			

	<p>Ask the students attach the same colour peg with the chart paper.</p> <p><b>Focused task:</b> Ask students to open book page no 7. Talk about the pictures. Tell them there is a flower, bone, toffee and dice. Ask them to draw a line to connect the same objects.</p> <p><b>Wrap up:</b> Students will be given sets of different things and asked them match them with each other.</p> <p><b>Reflection:</b></p>	<p><b>5mins</b></p>		<p>Pictures flash cards Coloured flash cards, pegs</p> <p>Book pg. no 7</p>
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Mathematical development		Title: Matching halves	Day : 4	Class: Play group	
Learning Outcomes	Activity Plan / Methodology	Time 40 mins	Assessment of learning outcome/s (How)	Resources	
<p>By the end of this lesson, students will be able to</p> <p>match the objects with their halves</p>	<p><b>Recap:</b> Students will be asked to match the same things. Teacher will draw different things on board in two columns. Ask the students to match them through a line.</p> <p><b>We are learning to:</b> Identify matching objects with their halves.</p> <p><b>What I am looking for :</b> How well you identify and match objects with their halves.</p> <p><b>Gained skill:</b> It helps us to enhance our pre- writing skills.</p>	5mins	Students will be assessed on matching the objects with their halves	Ppt	
	<p><b>Introduction:</b> Show the students the large paper square and elicit that it is one whole square. Fold the square in half and cut it into two. Elicit that you now have two parts of the square. Place one of the halves over the other so that the students can see that the two parts are the same.</p>	10 mins		Paper, bread slice	
	<p><b>Guided Practice:</b> Ask the students one day before to bring one fruit of their own choice. Collect the fruits from students and cut them into half and put in two baskets one half in red basket and the other half in blue basket. Then ask the students pick one half from red basket and find its other half from blue basket and show it to the class. Repeat this activity with all students.</p>	20 mins		Fruits, knife, baskets	

	<p><b>Focused task:</b> Ask students to open book pg. no 8. Ask the students tell the name of objects. Help students to draw a line to connect each picture with their half.</p> <p><b>Wrap up:</b> Give play dough to each student and ask them to make shapes and use the plastic knife to cut them into halves.</p> <p><b>Reflection:</b></p>	<b>5mins</b>		Book pg. no 8
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Mathematical development		Title: Matching shadows	Day : 5	Class: Play group	
Learning Outcomes	Activity Plan / Methodology	Time 40 mins	Assessment of learning outcome/s (How)	Resources	
<p><b>By the end of this lesson, students will be able to</b></p> <p>match the objects with their shadows</p>	<p><b>Recap:</b> Students will be asked to match the objects with their halves through flashcards. Teacher will draw different things on board in two columns. Ask the students to match them through a line.</p> <p><b>We are learning to:</b> Identify matching objects with their shadow.</p> <p><b>What I am looking for :</b> How well you identify and match objects with their shadow.</p> <p><b>Gained skill:</b> It helps us to enhance our pre- writing skills.</p> <p><b>Introduction:</b> Ask students to make a line and go to the play area. Tell them to stand in a straight line in front of the sun and look at the floor what happened? Ask can they see their shadow on floor? Ask them to move your body your shadow will also move.</p> <p><b>Guided Practice:</b> Put some objects on the table in front of light. Ask students observe that can they see the shadow of objects which are on the table. Move the objects far and near to light and show them the movement of shadow.</p>	<p>3mins</p> <p>5mins</p> <p>30mins</p>	<p>Students will be assessed on matching the objects with their shadows</p>	<p>Play ground</p> <p>Different object e.g book, pencil, toys</p>	

	<p><b>Focused task:</b> Ask students to open book pg. no 9. Ask the students to tell the name of objects. Help students to draw a line to connect each picture with its shadow.</p> <p><b>Wrap up:</b> Set the light on board and paste some pictures and show the shadow of pictures.</p> <p><b>Reflection:</b></p> <p><b>Homework:</b> Match the object with their halves.</p>	2mins		Book pg. no 9
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