| Mathematical development | Title: Colours Day: I |  | Class: Play group |  |
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| Learning Outcomes | Activity Plan / Methodology | Time 40 mins | Assessment of learning outcome/s (How) | Resources |
| By the end of this lesson, students would have <br> recognize the four colours red, green, yellow, blue | Recap: <br> Sit everyone in a circle around you and throw (or roll) a ball to each student randomly. As you do so, ask questions, starting from the simple (What's your name? How are you?) to more involved questions (Where do you live?, What is your favorite food, Do you like Superman?, Can you fly?, etc.). <br> We are learning to: Identify and recognize the four colours red, green, and yellow, blue. <br> What I am looking for: <br> How well you identify and recognize the four colours red, green, yellow, blue <br> Gained skill: <br> It helps us to enhance our recognition skill. <br> Introduction: <br> Ask children to bring objects of different colours (red, yellow, green, and blue) to class with their parent's permission. You can share a written note explaining exactly what topic is being taught in the class. These items can include toys (like cars, blocks, etc.), eatables (like fruits and vegetables), stationery items (pencils, crayons), or household items (buttons, beads, etc. of a sufficiently large size so as to not endanger young children who may accidentally swallow them). Ensure that each | 5 mins <br> IOmins | Students will be assessed on Identifying the four colours red, green, yellow, blue | flashcard <br> Different colouring |


| item is tagged with the child's name to prevent them from getting lost and/or exchanged with another child's belongings. <br> Draw the attention of the students to the things they have brought to class and help them recognize that there is one major characteristic that can be used to group the different objects together. Introduce the concept of colours, pointing towards the names written on the board for maximum clarity <br> Students will be shown colours song <br> https://youtu be/aMTIm-DIl54 <br> Guided practice: <br> Arrange blocks of red, yellow, blue and green colour. Mix them. Divide class in group of 4 and encourage them to sort one colour blocks <br> e.g. . group one will sort only red blocks. <br> Focused task: <br> Ask students to open book page no 10 . What is in the picture, ask students to tell the names and colour of different objects. <br> Give students the worksheet of house and paper bits of red, yellow, green and blue colour. Ask them paste the paper bits on house and complete it. <br> Wrap up: <br> Students will be shown different things and asked their colours. Reflection: | 20 mins <br> 5 mins |  | objects <br> blocks <br> Book pg. no IO <br> Worksheet |
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| Mathematical development | Title: Colours Day :2 |  | Class: Play group |  |
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| Learning Outcomes | Activity Plan / Methodology | Time 40 mins | Assessment of learning outcome/s (How) | Resources |
| By the end of this lesson, students will be able to : recognize the colours green and red | Recap: <br> Show them the different coloured things and asked the names of colours. <br> We are learning to: Identify and recognize the colours green and red <br> What I am looking for: <br> How well you identify and recognize the colours green and red Gained skill: <br> It helps us to enhance our recognition skills. <br> Introduction: <br> Students will be shown colour song <br> https://youtu. be/XwxqAJR6i3s <br> Show a flashcard of apple, strawberry and red car. Talk about the things and their colour. Show flashcard of a tree, grass, leaves and flag. Talk about the things and their colour. Write the name of red and green colour on the board and each time you make a reference to an object of a particular colour, point to the name repeatedly to help children retain the name of colour. <br> Guided practice: <br> The teacher will ask the students to put their bags in front of them | 5 mins <br> 10 mins | Students will be assessed on Identifying the colours green and red |  |


| on the desk. Say them to find things in their bag which are green in colour, e.g. if they have a book with a green cover, or a stationery item which is green. <br> I spy game <br> The teacher will play the 'l-Spy' game with the students. Place different coloured objects in the classroom where they are clearly visible to the students. Tell the students, 'I spy with my little eye, something that is red'. You can announce further hints if you believe they will be helpful to the children, such as the shape of your object. For example, if you picked something that is circular, say 'I spy with my little eye something that is circular and red'. <br> Focused task: <br> Ask students to open book page no II. Talk about the pictures. Ask them circle the pictures which are green and circle the pictures which are red in colour. <br> Wrap up: Show different pictures through ppt to reinforce colours Reflection: <br> Homework: <br> Colour the objects according to their colours. | 20 mins <br> $5 m i n s$ |  | Red and green colour objects <br> Book pg. no II <br> Worksheet |
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| Mathematical development | atical development $\quad$ Title: Colours Day:3 | Class :Play group |  |  |
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| Learning Outcomes | Activity Plan / Methodology | Time 40 mins | Assessment of learning outcome/s (How) | Resources |
| By the end of this lesson, students will be able to <br> Recognize the colours yellow and blue | Recap: <br> Show them the green and red coloured things and asked the names of colours. <br> We are learning to: <br> We are learning to identify and recognize the colours yellow and blue. <br> What I am looking for: <br> How well you identify and recognize the colours yellow and blue. <br> Gained skill: <br> It helps us to enhance our recognition skills. <br> Introduction: <br> Give out yellow and blue papers to different student. Tell students to sit down. Say a colour (e.g. "yellow") and the students holding that colour have to quickly stand up, jump and then sit down. Start off slowly and get faster and faster. <br> Guided Practice: <br> I. The teacher will give a basket/shoe box full of different things to the students, which will include a number of yellow objects as well as objects of different colours. The students will be asked to sort out all the yellow objects and put them in a separate basket/shoe box. <br> 2. The teacher will take the students on a trip in the school ground. Before going on the walk, the teacher will tell the students to stay attentive and identify all the things they see around them which are blue in colour. | 5 mins <br> IOmins <br> 20 mins | Students will be assessed on identifying and recognize the colours yellow and blue | Basket/shoe box Yellow and other coloured objects |



| Mathematical development | T\|cal development $\quad$ Title: Colours Day : 4 | Class: Play group |  |  |
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| Learning Outcomes | Activity Plan / Methodology | Time 40 mins | Assessment of learning outcome/s (How) | Resources |
| By the end of this lesson, students would have <br> Identified and recognize the four colours red, green, yellow, blue | Recap: <br> Show them the different coloured things and asked the names of colours We are learning to: <br> We are learning to identify and recognize the four colours red, green, and yellow, blue. <br> What I am looking for: <br> How well you identify and recognize the four colours red, green, yellow, blue Gained skill: <br> It helps us to enhance our recognition skill. <br> Introduction: <br> The teacher will play the 'I-Spy' game with the students. Place different coloured objects in the classroom where they are clearly visible to the students. Ask the students, I spy with my little eye, something that is red. Point the student go and find. Repeat this activity with all colours done in class. <br> Guided Practice: <br> Before class, prepare 4 large sheets of white paper. On each sheet draw a large circle which fills up the sheet. Then stick the sheets on the walls of the classroom, at a height your students can reach. At this point of lesson, take out your coloured pencils/crayons and demonstrate the activity. Walk around the class and colour a small part of each circle with one colour. So | 5 mins <br> IOmins <br> 20 mins | Students will be assessed on recognize the four colours red, green, yellow, blue | Ppt <br> White sheets, pencil/crayons colours |


|  | there will be one circle with some red colour in it, one with yellow, and so on. <br> Next, tell your students to take out their coloured pencils/crayons. Have them <br> walk around the classroom, colouring in a bit of each circle with the same <br> colours you used. Make sure they say the colour as they do each coloring. <br> Focused task: <br> Ask students to open book pg. no I3. Ask the students tell the name of <br> pictures. Ask students to colour the flowers and honey bee to help her to get <br> some juice. <br> Wrap up: <br> Show the coloured sheets/ poster colours and asked their names. <br> Reflection: | 5mins |
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| Mathematical development | Title: Colours Day: 5 |  | Class: Play group |  |
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| Learning Outcomes | Activity Plan / Methodology | Time 40 mins | Assessment of learning outcome/s (How) | Resources |
| By the end of this lesson, students would have <br> Identified and recognize the four colours red, green, yellow, blue | Recap: <br> Show them the different coloured things and asked the names of colours. We are learning to: <br> We are learning to identify and recognize the four colours red, green, and yellow, blue. <br> What I am looking for: <br> How well you identify and recognize the four colours red, green, yellow, blue <br> Gained skill: <br> It helps us to enhance our recognition skill. <br> Introduction: <br> 'Colour Day' will be organized where the students can be asked to wear colours of any of the four colours taught in this lesson and will bring four colour fruits and vegetables to show in the class. <br> Guided Practice: <br> Teacher will tell the story from Reader 'What colour I am' <br> Teacher: What is this? (pointing at the black and white apple on page I) <br> Students: It's an apple! <br> Teacher: Yes, that's right! (reading from the story) "I am an apple. <br> What color am P" <br> Students: Red! <br> Teacher: Let's check ... (turning the page) ... Right! Good job! (Reading | 5 mins <br> 10 mins <br> 20 mins | Students will be assessed on identifying and recognize the four colours red, green, yellow, blue | Story/Reader |


| from the story) ... "\| am red". Can you point to something red in the classroom? <br> Students: (pointing to red things in the classroom <br> Teacher: Yes, that's right! Red (books) and a red (T-shirt) ... (goes through all the red things students are point at). <br> Get the students really involved in the story by asking lots of questions (e.g. eliciting the objects and their colours) and getting everyone to point to colours in the classroom. <br> Focused task: <br> Provide the white sheet to all students, invite them one by one and ask their favourite colour. Paint the hand and ask them to stamp it on white sheet. <br> Wrap up: <br> Show the coloured flash card and asked their names. <br> Reflection: <br> Homework: <br> Students will do colouring worksheet | 5 mins |  | White sheet, poster colours, paint brush <br> Coloured flash cards <br> Worksheet |
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