

Mathematical Development	week: 1	Topic: Tracing	Day: 1	Class: Play group	
Learning Outcomes	Activity Plan/Methodology		Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify the tracing of vertical and horizontal lines	Recap: On the board draw the different patterns, horizontal, vertical, curve and circles. Tell them these are different lines and patterns. We Are Learning to: Identify the tracing of vertical and horizontal lines. What I am looking for: How well you Identify the tracing of vertical and horizontal lines. Gained skill: This will help us to improve our fine motor skills. Introduction: Ask students write what you would like to trace in a dark marker. Cover the paper with tracing paper, and allow the students to trace the horizontal and vertical lines with pencil or marker. Draw the horizontal line on board and tell them it is a horizontal line. Then draw the vertical line and tell them it is vertical line. Provide the students with four different coloured crayons. Have the students “rainbow write” draw the horizontal and vertical lines once with each colour. The students love this because it is not only fun, but it creates a beautiful paper. For instance, these activities replicate the fine motor skills needed to hold and accurately control a pencil. Prioritize their skill-building for how they hold their tool, find their grip, and precisely wield it, instead of just what they should be drawing or writing with that tool. Show the lines song to students. https://youtu.be/bOMkTjlm2Dc		5 mins	Students will be assessed on Identifying the tracing of vertical and horizontal lines and colours	Flashcards <

Mathematical Development		week: 1	Topic: Tracing	Day: 2	Class: Play group		
Learning Outcomes	Activity Plan/Methodology			Time:40 minutes	Assessment of Learning	Resources	
Upon the completion of this lesson, Students will be able to: Identify the tracing of different lines	Recap: Draw lines on the board. Ask the students to trace them in the air using the whole-arm method, ending with tracing it on the palm of the hand. We Are Learning to: Identify the tracing of different lines. What I am looking for: How well you identify the tracing of different lines. Gained skill: This will help us to improve our fine motor skills. Introduction: Encourage your students to trace simple top-to-bottom and left-to-right lines on a page, trying to stay on the lines all the way to the end. Make up a story to add interest to the activity. For example, 'Help this puppy find the way home'. Writing requires fine motor skills and finger dexterity. This game helps your students practice both. Put the pom-poms into the bowl. Set the muffin tin and the clothespin nearby. Ask your students to use the clothespin to transfer the pom-poms to an empty hole in the muffin tin. You might need to demonstrate at first to ensure they figure out the right way to hold the clothespin without getting pinched. Have them continue moving pom-poms one at a time until they fill each hole. Then, ask them to put the fuzzy balls back into the bowl. https://youtu.be/EjwKOKiD7JY Focused task: Ask students today you will make a beautiful picture using just your fingertips and some paint! Ask students dip your finger into the paint and then dot it onto their paper. They can make any kind of design they want, whether it's a picture of a flower or just a bunch of dots in different colours. They can experiment with new ways of making dots, such as using the sides of their fingers or making big and small dots. They can also see what happens when they mix different colours of paint. When the painting is dry, ask your students to tell you about what they painted. This step helps them realize that the marks they created have meaning and may even tell a story. Help the students to open book pg. no 3. Ask them what they can see? Tell them there is a sparrow who wants to go to leaf, worm and nest. Ask them help sparrow to reach its target after tracing different lines. Ask them trace the lines neatly. Roam around in the class and help students to complete the task. Wrap up: Ask the students to draw the lines on the board with the marker. Reflection : Homework: Do book pg. no 4.			5 mins	Students will be assessed on	Flashcards	
				5 mins			
				25 mins	Identifying the tracing of different lines	Paints,	
				5 mins			
						Book pg. no 3	
						Book pg. no 4	

Mathematical Development		week: 1	Topic: Tracing	Day: 4	Class: Play group	
Learning Outcomes	Activity Plan/Methodology			Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify the tracing	Recap: Ask the students to draw in the air, using the whole arm movement, the pattern they drew in the previous lesson. They could draw two, four, or more lines. As they draw, ask them to describe what they are doing (up, over and down). We Are Learning to: Identify the tracing. What I am looking for: How well you identify the tracing. Gained skill: This will help us to improve our fine motor skills. Introduction: Have students trace a variety of things. Even once a student has progressed to tracing words, it is good to have them practice other things. Some suggestions are straight lines, curves, letters, numbers, their name, shapes, and pictures. Discuss with the students all the types of lines they can think of. (Wavy, zigzag, thick, thin, circular etc. etc.) Progress on to how lines can work together to form patterns. (Bricks, circles with dots in the middle, varieties are obviously endless!) Now, on the chalkboard, draw a large grid with enough squares for each student. Have them come up to the board and fill in a square with a line pattern of some kind. It can be as simple as diagonal lines or more complicated like wavy lines. Next, each student should have a piece of paper with a grid (1 x 1 inch squares) at their desk. Have them copy the patterns from the board onto their own grids and have them add some new patterns or variations of the ones on the board. Focused task: Put out a mat or some chart paper and give your students some coins, buttons, beads, stickers. Start with simple shapes such as lines, and show students how to place the coins, buttons, beads or stickers in a straight line. Encourage students to do the same and progressively make it more challenging. Help the students to open book pg. no 6. Ask the students tell the name of picture on this page. After their answers ask them who likes to eat ice cream? Ask them who eat the ice cream every day? Ask them about their favourite ice cream. Ask them trace the dotted lines to fill Ice Cream Cone's pattern. Roam around in the class and help them to complete the task. Wrap up: Ask the students to draw the lines on the board with the marker. Reflection :			5 mins	Students will be assessed on Identifying the tracing	Flash cards
				5 mins		playdough
				25 mins		Mat or chart paper, coins or buttons or beads or stickers
				5 mins		Book pg. no 6

Mathematical Development		week: I	Topic: Tracing	Day: 5	Class: Play group	
Learning Outcomes	Activity Plan/Methodology			Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify the tracing	Recap: Ask the students to draw in the air, using the whole arm movement, the pattern they drew in the previous lesson. They could draw two, four, or more lines. As they draw, ask them to describe what they are doing (up, over and down). We Are Learning to: Identify the tracing. What I am looking for: How well you identify the tracing. Gained skill: This will help us to improve our fine motor skills.			5 mins	Students will be assessed on Identifying the tracing	Flash cards Blank sheet Book pg. no 7 Book pg. no 8
	Introduction: Give students a large A4 sheet 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. Blow the balloon while making sure that you leave a large thread dangling from the place where the balloon is tied. Paste the balloon as well as the thread on the board. Introduce the concept of curves to 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.			5 mins		
	Focused task: Provide coloured markers or pencils and a blank sheet. Allow students to scribble freely on the sheet. This helps students grip and understanding of space. On a sheet of paper and draw a box on it. Tell students to scribble only in the box. Gradually, keep decreasing the size of the box and make it more challenging by telling student to only draw lines or to only draw circles.			25 mins		
	Help the students to open book pg. no 7. Ask them can they tell the name of object? Ask students to draw solid outline around the picture by tracing over the dotted line. Encourage them to complete outline without lifting the pencil. Ask them trace the outline neatly. Wrap up: Ask the students to do more practice with playdough on chart paper Reflection : Homework: Do book pg. no 8			5 mins		