

Mathematical Development		week: 2	Topic: Draw a Line	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:	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: Learn how to draw. What I am looking for: How well you learn the drawing skills Gained skill: This will help us to improve our fine motor skills. Introduction: Review the types of lines on the flip chart — have students draw the lines on their own piece of paper. Include the following types of lines: dotted, wavy, straight, spiral, fat/thin, curvy, zig zag, vertical, horizontal, diagonal. Have art prints/postcards available for students to look at. Ask them to describe the types of lines that they see in the pictures. This activity is a great way for young students to reinforce the idea of “A line is a dot that went for a walk” ... Place the paper in the box lid. Put a marble in a bowl of paint and coat it with paint. Gently lay the marble on top of the paper in the box lid. Carefully tip the box from side to side so that the marble rolls around, creating a line as it rolls. Repeat with other colours until desired result. Show students the line song. https://youtu.be/DQEVllmeVH4		5 mins	Students will be assessed on	Flashcards	
Learn how to draw	Focused task: Give your students a plain sheet and colours and encourage them to create their own pattern. In one row, they can draw a simple shape like a square. Next, ask them to draw that shape again immediately next to the first shape. Make sure they fit together perfectly. Ask them to finish the lines and colour it. Help students to open book pg. no 9. Ask them what is in the picture, help them to tell the names. Draw a line to help honey bee to search its home. Colour the bee and honeycomb. Ask them to hold your pencil and draw a line correctly. Encourage them to stay in the middle of path and let not allow pencil/crayon/colour to touch the edges. Roam around in the class and help them to draw a line.		25 mins	Identifying how to draw	Black paper, soap, crayons	
	Wrap up: Ask the students to draw different lines, curves, circles on the board. Reflection :		5 mins		Book pg. no 9	

Mathematical Development		week: 2	Topic: Match the same objects(Matching)	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: distinguish between similar objects according to their colour and shape	Recap: 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. We Are Learning to: Identify to distinguish between similar objects according to their colour and shape. What I am looking for: How well you identify and match the same objects Gained skill: This will help us to improve our fine motor, cognitive, social and visual skills. Introduction: 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). Take few pairs of socks and mix them all up. Get students to pair up matching socks. Ask students different questions. https://youtu.be/oqzVr5LxDM Is this just the same? Find me the one which is just the same? Show me one which is different? Which one is not same? Focused task: 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. Use or make little blocks of coloured paper in pairs. These can be covered in clear contact plastic and stored in a bag to use again later. Challenge students to match the colours. Start on the primary colours and give preschoolers all 9 basic colours – red, green, blue, brown, yellow, orange, purple, black and white. Help the students to open book pg. no 11. 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. 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 10.		5 mins	Students will be assessed on	Flashcards	
			25 mins	distinguishing between similar objects according to their colour and shape	flashcards	
			5 mins		Book pg. no 11	
					Book pg. no 10	

Mathematical Development		week: 2	Topic: Colour the same objects(Matching)	Day: 3	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: distinguish between similar objects according to their colour and shape	Recap: 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. We Are Learning to: Identify to distinguish between similar objects according to their colour and shape. What I am looking for: How well you identify and match the same objects. Gained skill: This will help us to improve our fine motor, cognitive, social and visual skills. Introduction: Students understand that things are alike and different and that they can be organised into certain groups. Students can generally sort into colours. Ask one student to match the cards that are the same together. If this is difficult, reduce the number of pairs, or place the cards that are the same closer together. In a group setting, students can play this game in teams, with two people on each team. One benefit is that they will practice interpersonal and verbal skills while negotiating which card to flip over. Matching does not always need to be a visual activity – you can also match by sound, taste, smell and feel. For this activity, provide small cut-up pieces of vegetables that have the same colour, such as white veggies (turnips, potatoes, onions) or orange veggies (tomatoes, cucumber, pumpkin, carrots). Students must match the vegetables that are the same by looking carefully at the textures. https://youtu.be/gp5TAn2pO_k Focused task: Ask students today we will play the scavenger hunt. Ask students you will find the different coloured things and put them on same coloured card. Students love to be active participants during circle time. Choose coloured cardstock and ask the students to find something around the room that is the colour red. When they find a red object, they return to the carpet and set it on the red cardstock. Continue the activity for all of the colours. Help the students to open book pg. no 12. Ask students tell the names of objects they can see. Ask the students colour objects in given colour that match with each other. Direct students to tell the name of objects while colouring them. Roam around in the class and help them to complete the task. Wrap up: Ask the students to match the same colour things in the class. Reflection :			5 mins	Students will be assessed on	Flash cards
				5 mins	distinguishing between similar objects according to their colour and shape	Matching cards
				25 mins		Pieces of different vegetables
						Coloured cards, concrete objects
					Book pg. no 12	

Mathematical Development		week: 2	Topic: Colour the same objects(Matching)		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: distinguish between similar objects according to their colour and shape	Recap: 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. We Are Learning to: Identify to distinguish between similar objects according to their colour and shape. What I am looking for: How well you identify and match the same objects. Gained skill: This will help us to improve our fine motor, cognitive, social and visual skills. Introduction: Call students together as a group and ask them if they have ever played the memory game. For students who have never played this game previously, quickly demonstrate how the game is played by turning over matching pairs of cards. Explain to your students that today they are going to play this game using pairs of items, or items that go together. Ask your students to look at the following pictures taped to the flip chart: a dog, a bone, shoes, socks, a cage, and a hamster. Encourage students to use each other's names and take turns to flip over the cards. Instead of a grid, try arranging the cards randomly or in a line. Have the students say the name of each object as they flip the cards over. Another way to make the game easier is to begin with all the cards face up. Give the students 10 seconds to try and remember the card locations. Then, flip the cards over and begin the game. Focused task: Divide your class into pairs and give each group a handful of buttons. Instruct them to match their buttons according to your instructions. For example, you might ask the students to match two buttons that are exactly alike -- in the same colour and size -- or instruct them to sort all the black buttons or all the two-holed buttons. Help the students to open book pg. no 13. Ask the students tell the name of picture on this page. After their answers ask them colour the pictures that are same. Encourage students to tell animals' names. Help them to colour neatly. Roam around in the class and help them to complete the task. Wrap up: Ask the students to match the same colour things in the class. Reflection :		5 mins	Students will be assessed on distinguishing between similar objects according to their colour and shape	Flashcards	
			5 mins		flashcards	
			25 mins			buttons
				5 mins		Book pg. no 13

Mathematical Development		week: 2	Topic: Circle the same objects(Matching)		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: distinguish between similar objects according to their colour and shape	Recap: 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. We Are Learning to: Identify to distinguish between similar objects according to their colour and shape. What I am looking for: How well you identify and match the same objects. Gained skill: This will help us to improve our fine motor, cognitive, social and visual skills. Introduction: Mix 2 to 4 pairs of cards and turn them over. Invite the student to help shuffle. Line the cards up in a grid. Model how the student can only turn two cards over at a time to find a matching pair. The student can keep any correct matching pair. If playing with more than one student, they can score a point for each matching pair. When the student is ready, increase the amount of cards. The game is over when all the pairs have been found. With mastery of matching identical cards, invite the students to match one 3D manipulative to another. Begin with just two manipulatives, gradually increasing the number of distraction items until the student can identify the correct match with all 8 options on the table. Focused task: Prepare a basket of matching objects like plastic animals, household items, pretend fruit and vegetables, and objects from the outdoors too. Put the objects in the basket. Invite the student to do the work. Point out that a large mat is needed for the work. Take out objects one at a time, naming them as you go along. Place in a horizontal line. Have the student repeat the names of the objects. Ask students take out the object from the basket which match with the object on the mat. The student scans objects to find the match. Place under the corresponding object. Continue with all students. If a student doesn't remember the name of an object, review it again. Help the students to open book pg. no 14. Ask them can they tell the name of objects? Ask students circle the picture that matches one in frame. Ask students tell the names of given objects. Roam around in the class and help them to complete the task. Wrap up: Ask the students to match the same colour things in the class. Reflection : Homework: Do the worksheet.			5 mins	Students will be assessed on distinguishing between similar objects according to their colour and shape	Flashcards	
				5 mins			
				25 mins		Concrete object	
				5 mins		Book pg. no 14	
					Worksheet		



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Student Name: _____ Date: _____

Look at the objects and circle the same objects.

				
				
				
				
				
				
				
				