

Mathematical Development		Week: 21	Topic: Up / Down	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 position up/.down	Recap: Students will be asked to reinforced the concept if less and more through flashcards We Are Learning to: Identify the position up/.down. What I am looking for: How well you identify position up / .down. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Students must be aware of different positional words, like up, down, above, below, near, far. Ask students today we will do the up and down concept tell students Up means towards a higher place or position, whereas down means towards or in a lower place or position. Show students picture examples to understand the up and down concept. Is the bag placed up or down? Is the bird setting up or down the tree? Is the car going up or down the hill? Is the boy up or down the slide? Ask your child to look around them and name five things that are placed up on a surface and five things that are placed down on the floor. To attract students' eyes upwards, hang balloons from the ceiling. Use adhesive tape to stick a picture of things they like, like their favourite food or cartoon, under each balloon. Kids will love looking up at the balloon and finding the image of their favourite things. And then ask students where is fan? Where are balloons? Show students up and down song. https://youtu.be/zcbreU7f-dw Focused task: Blow up balloons and have the students let them go up into the air and then come back down. You can also have them chase balloons as they float up and then bring them back down. Play music and encourage the students to dance and jump. You can sing songs like "The Elevator Song" or "Head, Shoulders, Knees, and Toes" which involve movements both up and down. Ask students to open book pg. no 14. Ask about the pictures. Tell them Farhan and Ali are taking slides in the park. Ask them Ali is up on the slide. Farhan is down on the slide. Ask students to stand up and sit down before starting this activity. Explain the concept of up and down with real objects. Wrap up: Asked about different things in class are they up or down? Reflection:			5 mins	Students will be assessed on Identifying the position up/.down.	Flashcards
				5 mins		
				25 mins		Balloons
				5 mins		Book pg. no 14

Mathematical Development		Week: 21	Topic: Up / Down	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 position up/.down.	Recap: Students will be asked about up /down through flashcards. We Are Learning to: Identify the position up/.down. What I am looking for: How well you identify the position up/.down. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Take your students to the park and play see saw with them. Say the words up and down loudly and encourage your students to say the same when they go up and down. Just like the see saw game, take your students to the slide. First, ask them to climb up using the stairs and then slide down. They'll have fun learning this way. The students were liked these activities like they were taken to the playground to play on see-saw, slides and were made aware of the vocabulary like up and down. Also, few students were made to stand on a raised platform and others were made to stand down that platform. Ask students tell the name who are up and down. Ask students to show thumbs up if they don't know show them how to do thumbs up and thumbs down. Teachers may elect to have students hold their thumbs close to their chest and open your thumb upside it is called thumbs up and open your thumbs down is called thumbs down. Ask them do again and again thumbs up and thumbs down. Show the up and down song to students. https://youtu.be/-iMGSD_35pM			5 mins	Students will be assessed on	Flashcards	
				5 mins			
				25 mins	Identifying the position up/.down.	Tape	
	Focused task: Take tape and paste a few strips on the floor and a few on surfaces like tables, chairs, slabs, etc. Ask your students to look around the class and peel off these tapes. Also, ask them where they found the tape, up or down the object. Ask students to open book pg. no 15. Ask them tell about the pictures. Tell them two kids are taking seesaw. One is up and one is down. Ask them colour the "Up" kid blue and colour the "Down" kid yellow. Help students to choose correct colours. Bring student in the playground and exercise few up/down activities. Roam around in the class and help students to complete the task. Wrap up: Asked about different things in class are they up or down? Reflection : Homework: Do the worksheet.			5 mins		Book pg. no 15	
						Worksheet	



Student Name: _____ Date: _____

Colour the hand which is showing thumbs up.



Mathematical Development		Week: 21	Topic: Up / Down	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: Identify the position up/.down.	Recap: Students will be asked about up /down through flashcards. We Are Learning to: Identify the position up/.down. What I am looking for: How well you identify the position up/.down. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: You can use real-life objects like balls, toys, or even use yourself as an example. Jump "up" and sit "down", or move a toy "up" a staircase and "down" a slide, clearly explaining what you're doing. This way, students can visually associate these concepts with physical actions. Go outside with your group, encourage students to observe objects that are both up in the sky and down on the ground. For example, they can look up at the clouds, birds, an airplane, butterflies, squirrels, etc. Hang pretty ribbons or balloons from tree branches to encourage them to look up. If possible, fly a kite. Invite them to observe ants, worms, footprints in the sand, a flower, or a shiny rock so they will look down too. Provide small magnifying glasses. They will love using them to look at a variety of things. Show students the up and down song. https://youtu.be/aQBQwovPbXs			5 mins	Students will be assessed on Identifying the position up/.down.	Flashcards White pieces of chart papers Book pg. no 16
	Focused task: Stick large pieces of white paper on a wall. Some pieces must be very high (but within student's reach) while others must be very low, just above the floor. Provide washable markers and encourage students to draw on the paper. They will have no choice but to stretch up to draw on the higher papers and crouch down to draw on the lower papers. Note: If students are tempted to draw on the wall, simply redirect them towards the paper. At the end of the activity, give students moistened towels. They will love helping you wash the wall and remove any unwanted marks. Ask students to open book pg. no 16. Talk about the pictures. Ask their names. Ask them one squirrel is down. Help it to come up and collect the nuts. Help students to draw correct line. Ask students to keep their head up and down on the desk before starting this activity. Roam around in the class and help students to complete the task.			5 mins		
	Wrap up: Asked about different things in class are they up or down? Reflection:			5 mins		

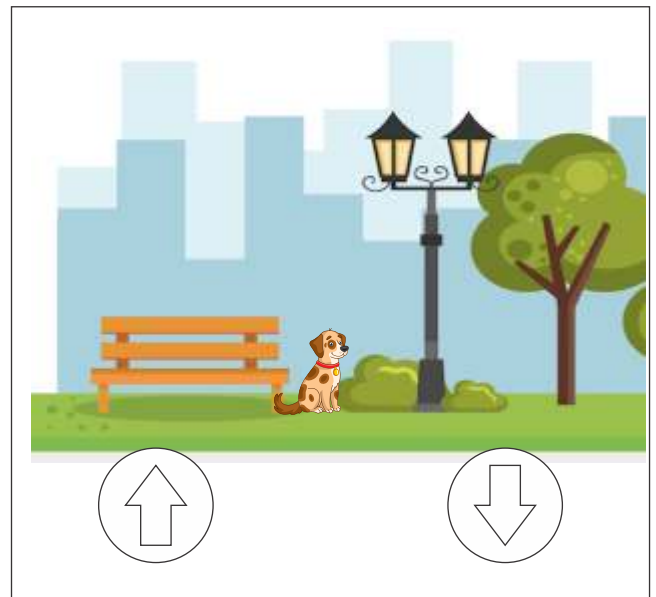
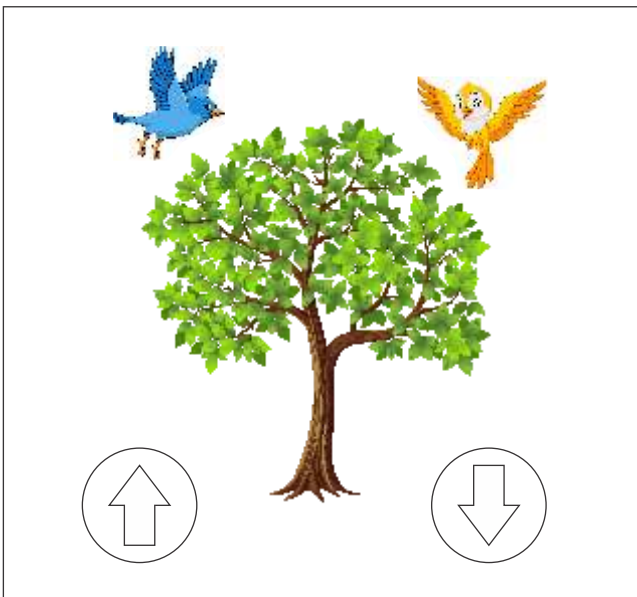
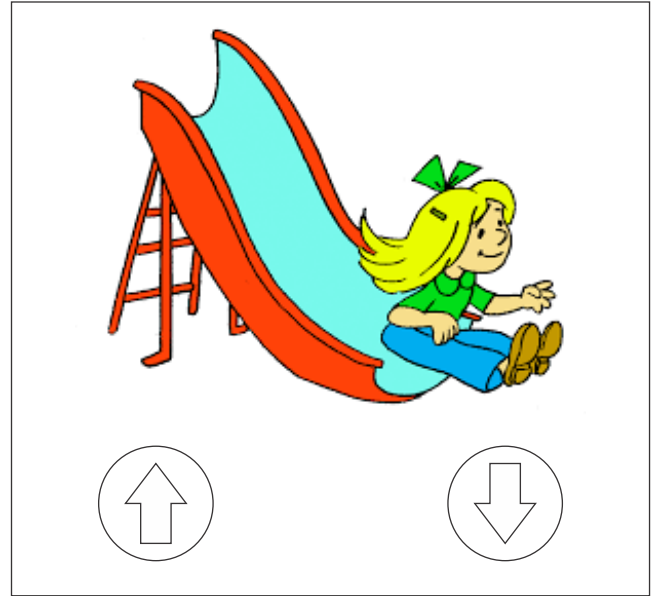
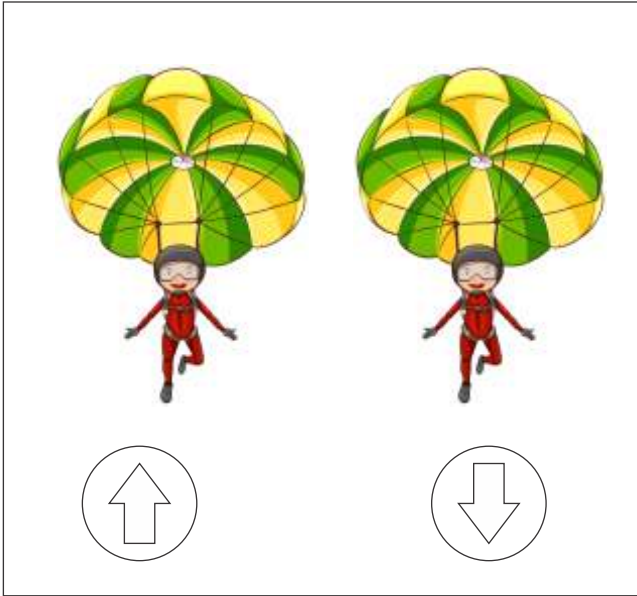
Mathematical Development		Week: 21	Topic: Up / Down	Day: 4	Class: Play group	
Learning Outcomes	Activity Plan/Methodology			Time: 40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify the position up/.down	Recap: Students will be asked about up /down through flashcards. We Are Learning to: Identify the position up/.down. What I am looking for: How well you identify the position up/.down. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Introduce the students to the positional words that you will be using in this lesson: up and down. Explain what a positional word is in comparison to a regular word. "Positional words allow you to follow and give directions and to use language precisely." Model each of the words with one of the small toys. Say: "The car is traveling up the chair. The car is sliding down my arm. Once up and down are identified, have the students act out the words. Say: "Can you show me up? Can you show me down? Give each student a box and a toy. Give directions to the students by inserting positional words into sentences: "The toy is traveling _____ the box." The students should then follow your directions. Ask the students what the words up and down have in common. (The students should be able to answer the question verbally or by acting out the correct answer. They should also be able to incorporate "direction" and/or "traveling" into their answers. Focused task: Simon Says is an excellent game for helping kids learn to pay close attention to instructions, while also giving them a taste of leadership. In Simon Says, one student asks their peers to go up the chair by saying "Simon says go down the table" or "Simon Says show your thumbs up and show your thumbs down." Then the other students will do the action—but only as long as the leader adds "Simon says" to their instructions. Provide the worksheets to all students. Ask about the pictures. Ask their names. Ask them look at the pictures and colour the arrows according to their position. If the picture is showing up position then colour the up arrow. If the picture is showing down position then colour the down arrow. Give them a set amount of time to complete the task and monitor their progress, ensuring that they complete their colours neatly. Help them to complete the task. Wrap up: Asked about different things in class are they up or down? Reflection:			5 mins	Students will be assessed on	Flashcards
				5 mins		
				25 mins	Identifying the position up/.down.	Simon says
				5 mins		Worksheet



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Student Name: _____ Date: _____

Look at the picture and colour the arrow accordingly.

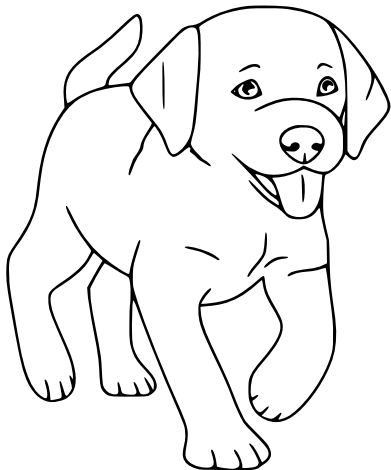
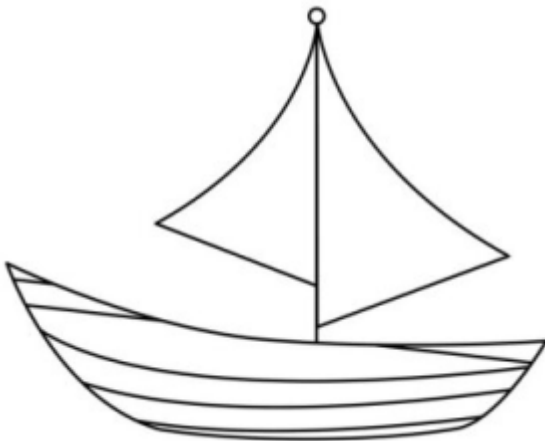
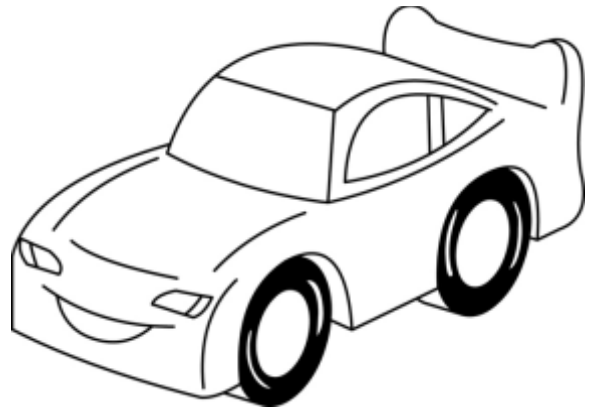
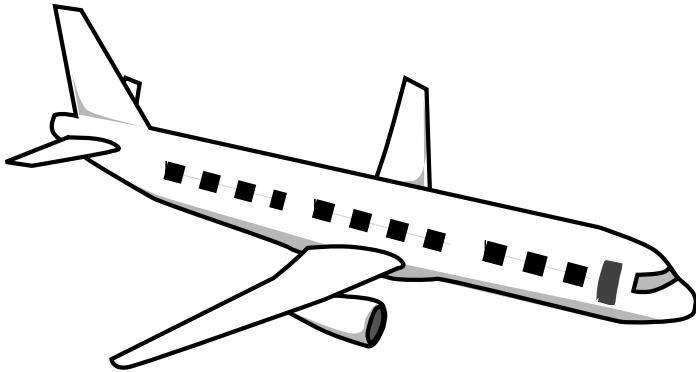


Mathematical Development		week: 21	Topic: Up / Down	Day: 5	Class: Play group		
Learning Outcomes	Activity Plan/Methodology				Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify the position up/.down.	Recap: Students will be asked about up /down through flashcards. We Are Learning to: Identify the position up/.down. What I am looking for: How well you identify the position up/.down. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Create a simple slope by setting a piece of wood against a chair or another furniture item. If you prefer, you can also set a mattress over pillows. Arrange a variety of toys that can roll or slide down the slope nearby. Suggestions: a ball, a toy car, a small box, etc. Encourage students to set one object at a time at the top of the slope (up) and watch them slide or roll down as a group. To attract student's eye downwards, use adhesive paper to arrange a variety of illustrations and pictures on the floor of your class. Students will move around the room to explore them. Display posters, pictures, and illustrations on your class walls, making sure to arrange them either very high or very low to encourage students to look up and down. Take your students a safe set of stairs, you can let the students climb up and down while counting the steps. This will not only reinforce the concept but also help with physical development.				5 mins	Students will be assessed on	Flashcards
					5 mins		
	Focused task: Set up a simple obstacle course using cushions, chairs, or tables. Ask the students to crawl under, climb over, and go around the obstacles, which reinforces the concepts of up and down. Give every student different instructions like go up the chair. Crawl down the table. Jump up the cushions. Provide all students worksheet and ask students. Ask about the pictures. Ask their names. Ask them colour the pictures which remains down cannot go up. Give them a set amount of time to complete the task and monitor their progress, ensuring that they complete their colours neatly. Help them to complete the task.				25 mins	Identifying the position up/.down.	Cushions, chairs, tables
	Wrap up: Asked about different things in class are they up or down? Reflection : Homework: Do the worksheet.				5 mins		Worksheet
							Worksheet



Student Name: _____ Date: _____

Colour the things which cannot go up remains down.





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Student Name: _____ Date: _____

Tick (✓) the things which are down going down and cross things which are going up.


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