

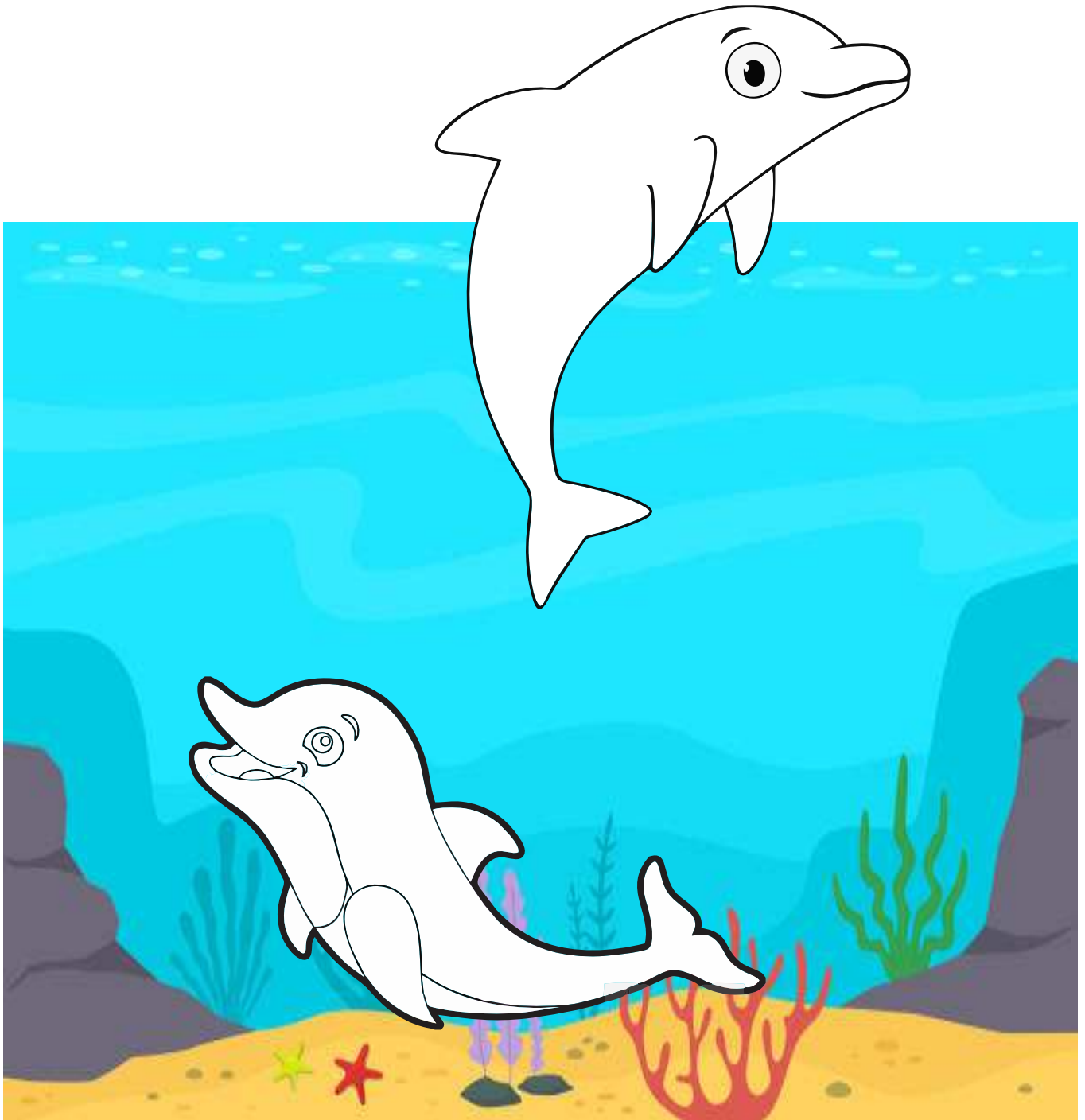
Mathematical Development		Week: 22	Topic: Inside / Outside (Position)	Day: 1	Class: Play group	
Learning Outcomes	Activity Plan/Methodology			Time: 40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify the position inside/outside.	Recap: Students will be asked to reinforce the concept of up / down through flashcards. We Are Learning to: Identify the position inside/outside. What I am looking for: How well you identify position inside/outside. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Tell students "Inside" means to the space that is contained within the boundaries of an object, such as the inside of a house or the inside of a box. "Outside" means to the space that is outside the boundaries of an object, such as the exterior of a house or the outside of a box. For example, if you are standing in a room, you are inside the room. If you are standing outside of the room, you are outside the room. If you are holding a box, the space inside the box is considered the inside of the box, while the space outside the box is considered the outside of the box. Take students for a walk. Go and visit different places inside the building, and then go outside. Visit various places outside on the school grounds. Before going back in the building, stop at the door and allow each student the chance to stand inside and then outside. Show students inside and outside song. https://youtu.be/Nh_C4JxgMw0 Focused task: Divide the chart paper in half with a marker. Cut out pictures from magazines of various things that happen inside and outside. Write inside on one side of the chart paper and outside on the other. Brainstorm things you do inside and things you do outside. Provide the glue to students and ask them to stick the pictures accordingly. Repeat this activity to all students by showing them different pictures. Ask students to open book pg. no 17. Ask about the pictures. Tell them there are two pictures. In the first picture Zara is Inside the house. In the other picture Zara is Outside the house. Stand outside the class and ask students 'where am I standing?' Then come inside and repeat the question. Wrap up: Show group of objects or flashcards and ask students to tell which is more and less. Reflection:			5 mins	Students will be assessed on Identifying the position inside/outside.	Flashcards
				5 mins		
				25 mins		Chart paper, pictures Book pg. no 17
				5 mins		

Mathematical Development		Week: 22	Topic: Inside / Outside (Position)	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 inside/ outside	Recap: Students will be asked about inside/outside through flashcards. We Are Learning to: Identify the position inside/outside. What I am looking for: How well you identify the position inside/outside. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Create two play stations: one inside and one outside. Inside Station: Set up a mini house with toys or objects that represent indoors (e.g., dolls, furniture, soft carpet). Outside Station: Create a small outdoor environment with toy trees, a small tent, and maybe some toy animals. Allow the students to explore these stations and encourage them to describe the differences they observe between the inside and outside environments. Draw a simple house on the whiteboard and explain inside & outside to the students. Divide the students into two teams & demonstrate that one student from each team will compete at a time. Reveal a flashcard. The competing students must say whether the object on the card you've revealed is to be found (generally) inside or outside. Have the quicker student identify the object on the card as well (this can also be used as a useful tie-breaker). Show students inside and outside song. https://youtu.be/-3g6tyzZELO Focused task: Collect a variety of objects, such as toys, household items, or pictures, and have the students sort them into two piles based on whether they are inside or outside. Collect a variety of objects, such as toys, household items, or pictures, and have the students sort them into two piles based on whether they are inside or outside. Ask students to open book pg. no 18. Ask them tell about the pictures. Ask them tell the names of animals. Ask them circle the animal which is outside the cage. Put some books in cupboard and put some books on the table. Ask students to tell the books' positions. Roam around in the class and help students to complete the task. Wrap up: Asked about different things in class are they inside or outside. Reflection : Homework: Do the worksheet.			5 mins	Students will be assessed on	Flashcards
				5 mins		
				25 mins	Identifying the position inside/ outside.	Tape
				5 mins		
						Book pg. no 18
						Worksheet



Student Name: _____ Date: _____

Colour the fish which is outside the water.



Mathematical Development		Week: 22	Topic: Inside / Outside (Position)	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 inside/ outside	Recap: Students will be asked about inside/outside through flashcards. We Are Learning to: Identify the position inside/outside. What I am looking for: How well you identify the position inside/outside. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Organize a simple movement activity to reinforce the concept. For example, play "Musical Mats" where students walk around the mats (inside) and then dance or jump outside the mats (outside). Keeping these things in view the concept of "In and Out" was taught to the students of Play Group through some interactive activities. In one such activity 'Keep the object inside the tub and outside the tub', students were asked to put things inside the tub and some were asked to keep things outside the tub. In another activity, a toy house was kept and students were asked to get inside the house and come outside to develop their understanding of concepts. Create sensory bins for both indoor and outdoor play. For indoors, use items like colored rice, and for outdoors, use sand or soil. Allow students to explore the textures. Show students inside and outside song. https://youtu.be/hhbW662Agic Focused task: Provide the pictures flashcards of different activities inside and outside. Cut out pictures of objects that are typically found inside or outside and have the students match them to corresponding pictures on a game board. Repeat this activity with all students with different flashcards.			5 mins	Students will be assessed on Identifying the position inside/ outside.	Flashcards
				5 mins		Flashcards
	Ask students to open book pg. no 19. Talk about the pictures. Ask their names. Ask them Fish is outside the water. Join the dots to put fish in the bowl. Draw () for water. Draw a fish and bowl on board for students before starting this activity. Teacher can use real objects. Roam around in the class and help students to complete the task. Wrap up: Asked about different pictures are they kept inside or outside? Reflection:			25 mins		Book pg. no 19
				5 mins		

Mathematical Development		Week: 22	Topic: Inside / Outside (Position)	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 inside/outside	Recap: Students will be asked about inside/outside through flashcards. We Are Learning to: Identify the position inside/outside. What I am looking for: How well you identify the position inside/outside. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Begin with a warm and friendly welcome, helping students feel comfortable and excited. Gather the students in a circle on mats. Show picture cards or illustrations of indoor and outdoor scenes to the students. Ask questions like, "Where do you think this is? Inside or outside?" Encourage the students to respond. Encourage students to explore their environment and interact with objects to help them develop a better understanding of "inside" and "outside." Use familiar objects and spaces, such as a house or a box, to help students understand the concepts of "inside" and "outside." You could also use toys, such as a stuffed animal or a toy car, to help demonstrate the concepts. You could set up an obstacle course or a simple scavenger hunt to help students practice identifying objects that are inside or outside. Students at this age are visual learners, so it can be helpful to use pictures, diagrams, and other visual aids to help understand the difference between inside and outside.			5 mins	Students will be assessed on	Flashcards
				5 mins		
	Focused task: Simon Says is an excellent game for helping students learn to pay close attention to instructions, while also giving them a taste of leadership. Play a modified version of Simon Says where you give instructions that involve "inside" and "outside," such as "Simon says touch your toes inside the house" or "Simon says hop on one foot outside the house." Ask students to open book pg. no 20. Talk about the pictures. Ask their names. Ask them Tick (✓) and colour the objects that are outside. Use different objects to clear the concept in the class. Roam around in the class and help students to complete the task. Wrap up: Asked about different pictures are they kept inside or outside? Reflection :			25 mins		Simon says
				5 mins		Book pg. no 20

Mathematical Development		week: 22	Topic: Inside / Outside (Position)	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 inside/outside	Recap: Students will be asked about inside/outside through flashcards. We Are Learning to: Identify the position inside/outside. What I am looking for: How well you Identify the position inside/outside. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Gather the students together again and have a short discussion. Ask questions like, "What did you like about the indoor environment? What about the outdoor environment?" Encourage them to share their experiences. Set up an indoor picnic area with blankets and pretend food. Explain that picnics are usually held outside, but this time, it's an "inside" picnic. Have a snack or a meal together. Take the students outdoors to a safe and controlled play area. Let them explore nature and discover the concept of "outside." They can touch leaves, feel grass, and play with outdoor toys. Discuss how the outside environment changes with the seasons (e.g., snow in winter, flowers in spring). Show images or simple props that represent these seasonal changes. Ask them about weather that what is weather outside today? Focused task: Set up a table with a variety of objects and images that represent indoor and outdoor items (e.g., a miniature house, toy trees, flowers, a toy car, a small rug, and a picture of the sun). Have the students sort these items into "inside" and "outside" categories. Repeat this activity with all students one by one. Ask students to open book pg. no 21. Talk about the pictures. Ask their names. Ask them colour the parrot inside cage with red and colour the parrot outside cage with green. Before this activity ask students, do they like parrots? Do they have them? Roam around in the class and help students to complete the task. Wrap up: Asked about different pictures are they kept inside or outside? .Reflection : Homework: Do the worksheet.			5 mins	Students will be assessed on	Flashcards
				5 mins		
				25 mins	Identifying the position inside/outside	Concrete objects Book pg. no 21
				5 mins		
					Worksheet	



Student Name: _____ Date: _____

Tick (✓) the object which are outside and cross (X) the objects which are inside.

