

Mathematical Development		Week: 25	Topic: Sequencing	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 sequence and the order of events	Recap: Students will be shown different objects and ask to tell are they on right side or left side. We Are Learning to: Identify the sequence and the order of events. What I am looking for: How well you identify the sequence and the order of events. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Have the students come together as a group. To motivate the students, tell them that "Today, we are going to learn about sequence. That means what happens first, next and last. Ask students we are doing lots of things each day in the classroom to support sequencing skills. Ask them "are first we line up, then we go to recess. Or, first we first we go to recess then we line up. Can anyone tell me three things you did before you arrived at school this morning?" Give students time to process your request. Randomly select students to give examples. Once they're done, share three things you did before you arrived at school this morning. For example, "First, I woke up at 6:30 a.m. Next, I took a shower and brushed my teeth. Last, I got dressed and drove to school." Have students pair-share with a partner what happened first in their day using the sentence starter, "First, I _ _ _ _ _ " Have students share the first thing that they did today. Then ask them what happened next. Finally, have them think about what happened last. Show the sequence song to students. https://youtu.be/3yQQ2ghGYZI			5 mins	Students will be assessed on Identifying the sequence and the order of events	Flashcards
	Focused task: Create a daily routine daily routine flashcards and provide on each table. Print the main activities for the day and get your students to sequence the each activity on the table. A nice way to teach students about self-care as well as sequencing is by getting them to tell a morning routine. Start by brushing teeth, having a bath, dressing up, combing hair, having breakfast, wearing socks and shoes, and leaving for school. create a daily routine poster to hang in the bedroom or classroom. Write out the main activities for the day and get your children to draw pictures for each activity and then decorate the poster to display.			5 mins		
	Ask students to open book pg. no 31. Ask about the pictures. Ask their names. Tell them at first there is an egg then egg shell has cracks, then a chick is come out from egg and in the last we can see a chick. Tell them this is the sequence of coming out of chick from egg. Tell them that how & why we follow any sequence e.g. If I want to eat apple. First I will wash it, then cut it and then I will eat the apple.			25 mins		
	Wrap up: Show different pictures and ask students to put them in sequence. Reflection:			5 mins		Flashcards of morning routine Book pg. no 31

Mathematical Development		Week: 25	Topic: Patterns (Sequence)	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 sequence of different patterns	Recap: Students will be shown different pictures and ask students to put them in sequence. We Are Learning to: Identify the sequence of different patterns. What I am looking for: How well you identify the sequence of different patterns. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Have students come together as a group. To motivate the students, begin by saying that "Today, we will be learning about patterns. Look around the room. Can anyone identify a pattern?" If no one knows what a pattern is, then make a simple pattern on the whiteboard, e.g. circle, triangle, circle, triangle, circle, triangle. Alternate differently coloured markers to make the pattern more easily identifiable. Inform the students that this is a pattern of circles and triangles. Sing the pattern action song with the class: Patterns happen all the time. Its pattern, pattern, pattern time. (Clap three times) It's something that happens over and over again. (Roll hands around each other). Sing the song first, only letting the class listen. Then encourage students to join in as you sing it again. Show the pattern song to students. https://youtu.be/EnhxMld_Lzl Focused task: Ask students pattern activity can be done with a set of blocks or counters. Build the beginning of the pattern and ask students to continue it. Challenge them to tell you what the rule is (one red block, two yellow blocks, repeat). Start with a simple A/B pattern and then change it up – A/A/B, A/B/C, A/B/B, etc. Also, change the properties. Make a block pattern with colours, then different shapes (cube, rectangular, prism, etc.) or sizes (big block, little block, etc.) Ask students to open book pg. no 32. Ask them tell about the pictures. Ask them tell the names of shapes. Ask them colour the shape to finish the pattern in sequence. Draw pictures in order on the board and tell about sequencing/sequence arrangement to students before starting this activity. Roam around in the class and help students to complete the task. Wrap up: Give different shapes flashcards and ask students to put them in pattern. Reflection : Homework: Do the worksheet.			5 mins	Students will be assessed on Identifying the sequence of different patterns	Flashcards
				5 mins		
				25 mins		Blocks, counters, shapes
				5 mins		Book pg. no 32
						Worksheet



Student Name: _____ Date: _____

Look at the ice cream scoop pattern and colour the last three scoops to complete the pattern.



Mathematical Development		Week: 25	Topic: What comes after (Sequence)	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 sequence of numbers what comes after	Recap: Students will be shown different pictures and ask students to put them in sequence. We Are Learning to: Identify the sequence of numbers what comes after. What I am looking for: How well you identify the sequence of numbers what comes after. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Introduce the theme by showing number cards from 1 to 10. Ask the students to identify the numbers and say what number comes after each one. Engage them in a counting activity where they take turns counting from 1 to 10. Gather up some of your student's favourite toys. You will need 3. Stuffed animals, cars, or any favourite toy that you can pretend wants to move, works well. Line them up as if they are going somewhere. For animals, set a bowl in front of the first one and tell students they are all going to the bowl to get a drink. This helps students understand their positional relationship by understanding the first one in line will come after the others to get a drink. Ensure your students know they are lined up to go somewhere. Practice lining up the toys in different patterns, making sure that the toys take different positions in line. This way, the students can understand which animal after which animal in the line. Occasionally, ask the students which animal after the elephant, which animal after the cat. If they cannot offer the correct answer, simply show them until they are able to answer independently. Show the what comes after song to students. https://youtu.be/yUOz7yeLyvA Focused task: Organize a fun game or activity that reinforces the "What Comes After" concept. For example, you can use building blocks to stack them in sequence, tell students use different coloured blocks and ask students which colour is after the yellow colour and which colour is after the blue colour. Ask students to open book pg. no 33. Talk about the pictures. Ask their names. Ask them which number comes after? Ask students count the number of items and write the correct answer in the empty box. Roam around in the class and help students to complete the task. Wrap up: Show number flashcards 1 to 5 and ask students to tell which number after this number. Reflection:			5 mins	Students will be assessed on Identifying the sequence of numbers what comes after	Flashcards
				5 mins		
				25 mins		Coloured blocks
				5 mins		Book pg. no 33

Mathematical Development		Week: 25	Topic: What comes before (Sequence)	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 sequence of numbers what comes before	Recap: Students will be shown number 1 to 5 and ask them to put them in sequence. We Are Learning to: Identify the sequence of numbers what comes before. What I am looking for: How well you identify the sequence of numbers what comes before. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Gather the students in a circle and introduce the theme by showing number cards from 1 to 10. Ask the students to identify the numbers and say what number comes before each one. Give your students a few pairs of cards and ask them to show what comes first. E.g. Mother comes first, next comes the child. Seed comes first, next comes the plant. Crayons come first, followed by a drawing made using the colours. Ingredients come before the final dish. And just for fun, also let them say what comes first, the chicken or the egg! Line up students at the door and ask students who comes before the others in line. Practice, practice, practice. Counters, chairs, any toy object can be used to practice. Line them up in different patterns and have your students guess at their position. Serve a snack and have a conversation about the sequence of eating. For example, "Before we eat our snack, we wash our hands. What comes before eating? Show the students what comes before song. https://youtu.be/TOGjBnjTy9Q			5 mins	Students will be assessed on Identifying the sequence of numbers what comes before	Flashcards Wall clock Book pg. no 34
	Focused task: Take a wall clock, with the help of visual representation ask them what comes before 3 in the clock or what comes before 9 in the clock, and make them learn before with the help of the wall clock. Repeat this activity with all students. Ask students to open book pg. no 34. Talk about the pictures. Ask their names. Ask them which number comes before? Ask students count the number of items and write the correct answer in the empty box. Roam around in the class and help students to complete the task.			5 mins		
	Wrap up: Show different number cards from 1 to 5 and ask them which number comes before this number.			5 mins		
	Reflection :					

Mathematical Development		Week: 25	Topic: Sequencing	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 sequence and the order of events	Recap: Students will be shown different pictures and ask students to put them in sequence. We Are Learning to: Identify the sequence and the order of events. What I am looking for: How well you Identify the sequence and the order of events. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: The teacher and the class will read the short story out loud together. Teacher will have the picture flashcards of the story. When teacher will finish the story. She will show the pictures flashcards of story to students. Then teacher will call the students and ask them recall the story and arrange the cards. Teacher will call all student one by one ask students recall the story and tell the sequence of cards are correct. If a student want to change the sequence then let him/ her allow. When the pictures flashcards are in the sequence in which they occurred in the story, the teacher will read aloud the story again. This time she will read the story in the correct order. The teacher will then ask if there are any questions. If there are no questions, she will move on by asking the students a series of questions. How did you like the story? Who was your favourite character? Focused task: Display the pictures (not in any sequence) on the chart / writing board. Encourage them to describe each picture, what is happening. Ask students look at the pictures carefully and arrange them in sequence. (Pictures could be about any recipe, a class routine, a home routine). Involve all the students in the activity. Tell the students that the sequence of a process can be guessed by looking at the pictures. Ask students to open book pg. no 35. There are empty boxes. Ask them now open book pg. no 107. Talk about the pictures. Ask them what is in the pictures? Ask them cut the pictures from page 107 and paste them in order. Ask them this is process how to plant grow. Ask them at first we sow the seed then give it water, then it grow into small plant. In the end it becomes a big plant. Roam around in the class and help students to complete the task.			5 mins	Students will be assessed on	Flashcards	
				5 mins			
				25 mins	Identifying the sequence and the order of events	Pictures flashcards	
				5 mins			
				Book pg. no 35, 107			
				Book pg. no 36			