

Mathematical Development		week: 3	Topic: Matching Halves (Matching)	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: 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 matching objects with their halves. What I am looking for: How well you matching the objects with their halves. Gained skill: This will help us to improve our fine motor, cognitive, social and visual skills. Introduction: Ask students to give you a thumbs-up if they have ever eaten birthday cake. Tell students to imagine a small birthday cake, and draw a circle on the board. Say something like, "My friend and I are going to split this birthday cake." Draw a line diagonally across the cake, but do not divide the circle in half. Say, "My friend thinks this is a fair way to share the cake." Ask students whether they think the cake is divided equally. Have students explain their thinking, and talk about how they notice that one piece of the circle is bigger than the other. Show the students the large paper square and elicit that it is one whole square. Fold the square in half and cut it into two. Elicit that you now have two parts of the square. Place one of the halves over the other so that the students can see that the two parts are the same. https://youtu.be/-wtSNQ45ZdU Focused task: Ask the students one day before to bring one fruit of their own choice. Collect the fruits from students and cut them into half and put in two baskets one half in red basket and the other half in blue basket. Then ask the students pick one half from red basket and find its other half from blue basket and show it to the class. Repeat this activity with all students. Help students to open book pg. no 15. Ask them what they can see in this page. Ask them can they tell their names. Tell them half picture is on one side and half picture is on other side. Ask them can the recognize the picture and tell its name, ask them draw a line to connect each picture to its half. Roam around in the class and help them to draw a line. Wrap up: Give play dough to each student and ask them to make shapes and use the plastic knife to cut them into halves. Reflection :		5 mins	Students will be assessed on	Flashcards
Match the objects with their halves			25 mins	Matching the objects with their halves	Fruits, two baskets
			5 mins		Book pg. no 15

Mathematical Development		week: 3	Topic: Matching Halves (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: Match the objects with their halves	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 matching objects with their halves. What I am looking for: How well you matching the objects with their halves. Gained skill: This will help us to improve our fine motor, cognitive, social and visual skills. Introduction: Introduce the concept of halves of something being the same. It might help to use practical examples from daily life. For example, you can show the students halves of apple, banana, pencil, erasers. Discuss with the students other situations in which matching half objects with their halves. Show the students pictures of animal or food card which are cut into half. Help students identify the names of the different objects they see. Take out 2 – 4 matching pairs. Ask the students 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. https://youtu.be/-wtSNO45ZdU Focused task: Gather symmetrical pictures of colourful objects such as birds, butterflies, fruits and planets. Laminiate the images and cut it into a half. Mix the all pieces of halves and place in the small basket. Challenge the students to pair the matching pieces with one another on the table. Provide the worksheet to all students. Talk about the pictures and asked their names. Ask them can they recognize the picture or having difficulty because the picture is half. Tell them match the half picture on left side with the half on other side. Roam around in the class and help students to complete the task. Wrap up: Give play dough to each student and ask them to make shapes and use the plastic knife to cut them into halves. Reflection :		5 mins	Students will be assessed on	Flashcards	
			5 mins	Matching the objects with their halves	flashcards	
			25 mins		Worksheet	
	Homework: Do the worksheet.		5 mins		Worksheet	



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Student Name: _____ Date: _____

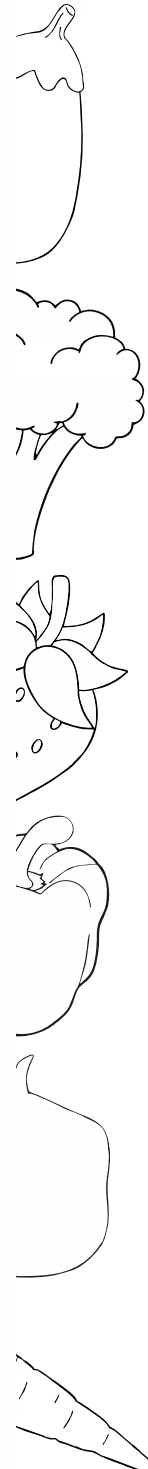
Match the objects with their halves.





Student Name: _____ Date: _____

Match the objects with their halves and colour them.



Mathematical Development		week: 3	Topic: Matching shadows (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: match the objects with their shadows	Recap: Students will be asked to match the halves of the objects. 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 matching the objects with their shadows What I am looking for: How well you match the objects with their shadows Gained skill: This will help us to improve our fine motor, cognitive, social and visual skills. Introduction: Preview the lesson by introducing any new or potentially challenging vocabulary (e.g., "shadow") in students' home language. Gather your students at the group area where you have set up the projector. Start with a simple object that the students can easily identify and make a shadow with it. Have your students identify it. Show your students the object. Identify it verbally and visually and then place it on the projector again. Take your students in the playground if the day is sunny. Ask them look at the grass there is your shadow in it. Students always have fun with their shadow. Tell them the size of shadow can increase or decrease in different timings. Tell them to stand in a straight line in front of the sun and look at the floor what happened? Ask can they see their shadow on floor? Ask them to move your body your shadow will also move. https://youtu.be/8QYz2jJz38 Focused task: Put some objects on the table in front of light. Ask students observe that can they see the shadow of objects which are on the table. Move the objects far and near to light and show them the movement of shadow. Ask students put your hand in front of light it will also make shadow. Ask them you can make the shadows of different birds with your hand. Help the students to open book pg. no 16. Ask students tell the names of objects they can see. Ask the students draw a line between each picture and its shadow. Direct students to focus on details such as curves or angles in the outline of each picture. Roam around in the class and help them to complete the task. Wrap up: Set the light on board and paste some pictures and show the shadow of pictures. Reflection :			5 mins	Students will be assessed on	Flash cards
				5 mins	matching the objects with their shadows	Projector
				25 mins		Torch light or projector, concrete objects
				5 mins		Book pg. no 16

Mathematical Development		week: 3	Topic: Matching shadows (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: match the objects with their shadows	Recap: Students will be asked to match the halves of the objects. 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 matching the objects with their shadows. What I am looking for: How well you match the objects with their shadows Gained skill: This will help us to improve our fine motor, cognitive, social and visual skills. Introduction: Preview the lesson by introducing any new or potentially challenging vocabulary (e.g., "shadow") in students' home language. Gather your students at the group area where you have set up the projector. Start with a simple object that the students can easily identify and make a shadow with it. Have your students identify it. Show your students the object. Identify it verbally and visually and then place it on the projector again. Take your students in the playground if the day is sunny. Ask them look at the grass there is your shadow in it. Students always have fun with their shadow. Tell them the size of shadow can increase or decrease in different timings. Tell them to stand in a straight line in front of the sun and look at the floor what happened? Ask can they see their shadow on floor? Ask them to move your body your shadow will also move. https://youtu.be/dmqdzXZqCI Focused task: Put an object on table opposite the light and ask students to look at its shadow. Ask students bring stuffed animals and shadow puppets that they can use to make shadows. Students are encouraged to bring in other items from the classroom to see what shadows they would cast. Students can just do crazy dances behind the screen. Help the students to open book pg. no 17. Ask students tell the names of objects they can see. Ask the students draw a line between each picture and its shadow. Direct students to focus on details such as curves or angles in the outline of each picture. Roam around in the class and help them to complete the task.			5 mins	Students will be assessed on matching the objects with their shadows	Flashcards	
				5 mins			
				25 mins		Stuff toys, puppets	
				5 mins		Book pg. no 17	

Mathematical Development		week: 3	Topic: Odd one out	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 concept of the "odd one out" in a group of objects	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 the concept of the "odd one out" in a group of objects. What I am looking for: How well you identify the concept of the "odd one out" in a group of objects. Gained skill: This will help us to improve our fine motor, cognitive, social and visual skills. Introduction: Ask students have you ever played the Odd One Out Game. Do you know what is odd one out, odd one out means something in a group that is different from the rest? The object of Odd One Out is to guess which one of four items does not belong and why it doesn't belong. After the player has successfully identified the odd one out, they can either guess the explanation or challenge their opponents to guess. Grab a few objects from around the room! To play this game, you'll need to gather a set of four objects and challenge students to identify which one has different characteristics or features and does not belong with the others in the group. For example, gather and show your students the following: a banana, a lemon, a golden delicious apple, and an orange. Ask, "Which is the odd one out?" The best answer is 'the orange' because while they are all fruits, the orange is a different colour from the others. Ask, "What's my rule?" and see if your kids can state that the fruits must be yellow. Focused task: Display a group of objects or pictures (3-4 items) on the whiteboard or a table. Ensure that one of them is indeed the odd one out based on a clear characteristic (e.g., a different color, shape, size, or category). Ask the children to take turns pointing to the odd one out and explain why they chose it. Encourage them to use descriptive words. Repeat this activity with different groups of objects or pictures, gradually increasing the complexity. Show pictures of three animals and ask the students to identify the animal that doesn't belong. For example, show pictures of a cat, dog, and elephant. The odd one out is the elephant because it's much larger than the other two. Help the students to open book pg. no 18. Ask them can they tell the name of objects? Ask students cross the odd one. Direct students to focus on each picture and help them to cross correct objects. Roam around in the class and help them to complete the task. Wrap up: Show different objects to the students and ask them tell the odd one. Reflection : Homework: Do the worksheet.			5 mins	Students will be assessed on	Flashcards
				5 mins	Identifying the concept of the "odd one out" in a group of objects	Different pictures flashcards or concrete objects
				25 mins		Book pg. no 18
				5 mins		Worksheet



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Circle the picture which is odd one out.

