Numeracy Skill – Week 4

WEEK 4 – Logical Thinking and Problem Solving

Day 13 – Pattern Recognition

Focus: Understanding and continuing simple patterns (colors, shapes, sounds, or actions)
Duration: 30 minutes
Class Size: 30 children

Oral (0–10 minutes)

Introduction to Patterns

Teacher Script:
“Today we’ll play a fun game — What comes next?”

Show a few examples using colored flashcards or blocks:

- Red, Blue, Red, Blue → “What comes next?” (Answer: Red)
- Green, Yellow, Green, Yellow → “What comes next?” (Answer: Green)
- Orange, Orange, Blue, Orange, Orange, Blue → “Can you find the pattern?”

Explain:
“A pattern is something that repeats again and again in the same way. It helps us think and predict what comes next.”

Also use clapping patterns to make it interactive:
Clap, Clap, Tap, Clap, Clap, Tap
Let children repeat and guess what comes next — this builds rhythm and logical sequencing.

Activity (10–20 minutes

Bead / Color Pattern Making

Give children beads, colored paper circles, or crayons.

Instructions:

- Make a pattern using 2 or 3 colors.
  Example: Red–Blue–Red–Blue or Yellow–Green–Green–Yellow.
- Let them continue or create their own pattern on a string, worksheet, or table.

Variation (for movement learners):
Lay colored mats or cards on the floor and let kids step on them in a pattern (Red–Blue–Red–Blue).

Teacher Guidance:
Walk around and ask:

- "What comes after blue?"
- "Can you tell me your color rule?"
- "Is your pattern repeating or changing?"

Encourage them to say their pattern aloud while making it — it helps connect visual and verbal learning.

Writing (20–25 minutes)

Pattern Worksheet

Provide a worksheet with incomplete patterns such as:

- Red, Blue, Red, ___
- Green, Yellow, Green, ___
- Triangle, Circle, Triangle, ___
- Apple, Banana, Apple, ___

Ask students to color or draw the missing part of each pattern.

Teacher Support:
Help weaker students by pointing and prompting:
"Look carefully — which color or shape is coming again?

(25–30 minutes)

Teacher Tip

Say:
"Patterns are everywhere — in your clothes, in music beats, even in our morning routine!"

To end the class, play a simple clap-and-sing rhythm:
Clap–Tap–Clap–Tap
Encourage students to join and repeat to reinforce the idea of patterns through sound and action.

Day 14 – Sorting and Grouping

Focus: Understanding how to sort and group objects by color, shape, or size.
Duration: 30 minutes
Class Size: 30 children

Oral (0–10 minutes)

Introduction to Sorting

Teacher Script:
“Today we are going to become sorting detectives! We will look carefully and find what things go together.”

Hold up real classroom items such as crayons, buttons, blocks, or shapes.
Ask questions like:

- “Which ones are red?”
- “Which are blue?”
- “Can you put all the circles together?”
- “What’s different about this one?”

Let children answer by pointing or bringing similar objects to the front.

Concept Talk:
“When things look the same in color, shape, or size — we can put them together in one group. That is called sorting or grouping.”

Activity (10–20 minutes)

“Find the Odd One Out” Game

Step 1 – Visual Sorting Game
Show sets of pictures on the board or flashcards:

- Apple, Apple, Banana
- Square, Square, Circle
- Black circle, Black circle, Triangle

Ask:
“Which one does not belong?”
Children respond: “The banana!” or “The circle!”

Step 2 – Table Sorting Practice
Give each group of children a small basket of mixed objects such as crayons, beads, blocks, or buttons.
Ask them to sort into groups:

- All same colors together
- All same shapes together
- All same sizes together

Move around and ask guiding questions:

- “Why did you put these together?”
- “How are they the same?”
- “Can you find something that doesn’t belong?”

Encourage children to explain their choices aloud to build logical reasoning and communication.

Writing (20–25 minutes)

Worksheet Practice

Provide a worksheet with pictures in groups, for example:

- Apple, Banana, Apple, Apple
- Triangle, Triangle, Circle, Triangle
- Car, Bus, Car, Car

Tasks:

- Circle the ones that belong to the same group.
- Cross out the odd one out.

Children can also color similar items in the same color to reinforce understanding.

Teacher Tip (25–30 minutes)

Encourage Discussion and Reasoning

Gather children in a circle and ask:

- “Why do you think this doesn’t belong?”
- “Can we group these in another way?”

Explain that there can be more than one way to group things — by color, shape, size, or use.

Example:
“All spoons together” or “All red things together” — both are correct!

End the session by saying:
“Good job, detectives! You found how things can belong together and how they can be different!”

Day 15 – Simple Puzzles & Comparisons

Focus: Understanding “more” and “less”; introduction to comparison symbols (>, <).
Duration: 30 minutes
Class Size: 30 children

Oral (0–10 minutes)

Introduction – More or Less?

Teacher Script:
“Today we are going to become math detectives! We’ll look at two groups and find which has more and which has less!”

Step 1 – Show Real Objects:
Place two sets of classroom items on the table, for example:
3 red blocks and 4 blue blocks

Ask:

- “Which group has more?”
- “Which group has less?”

Children answer:
“Blue blocks are more!” / “Red blocks are less!”

Repeat with different objects:

- 2 pencils vs 5 pencils
- 6 beads vs 3 beads

Reinforce Words:
Say together:

- “More means bigger in number.”
- “Less means smaller in number.”

Activity (10–20 minutes)

Count and Compare Sets

Step 1 – Hands-On Game: 'Which Has More?'
Distribute small objects to pairs of children such as buttons, crayons, or beads.
Say:
"Riya has 4 crayons. Aarav has 2 crayons. Who has more?"
Children compare and answer aloud.

Step 2 – Visual Puzzle Game
Draw or show pictures on flashcards:

- 3 apples vs 2 apples
- 5 fish vs 3 fish

Ask children to circle the group that has more.
Then ask: "How many more?"

Extension Challenge:
For faster learners, ask them to make their own "more/less" examples using counters or drawing pictures.

Writing (20–25 minutes)

Introduction to Symbols (>, <)

Step 1 – Teacher Demonstration:
Draw two sets on the board:
2 cats and 3 dogs

Say:
"2 is less than 3 — so we write it like this: 2 < 3."
Explain that the open side (>) always faces the bigger number.

Use a fun explanation:
"The hungry alligator always eats the bigger number!"
Draw a simple alligator mouth to show how ">" and "<" work.

Step 2 – Practice Worksheet:
Children copy and fill in blanks:

- 4 __ 2
- 3 __ 5
- 6 __ 6 (Teacher explains "equal to" = symbol briefly)
- 1 __ 3

Encourage them to say each equation aloud:
“Four is greater than two.”

Teacher Tip (25–30 minutes)

Make It Visual and Interactive

- Use toy sets, classroom materials, or snacks to show more/less.
- Always ask children to count aloud before deciding.
- Repeat the sentence structure:
  “__ is more than **”**
  “ is less than __”
- Praise logical answers and reasoning:
  “Excellent! You noticed that five is bigger than three!”

Day 16 – Math Around Us!

Focus: Understanding that math is everywhere in daily life.
Duration: 30 minutes
Class Size: 30 children

Oral (0–10 minutes)

Introduction – Where Do We See Numbers?

Teacher Script:
"Today, we'll look around and find where we see numbers in our world! Numbers aren't just in our books — they are everywhere!"

Ask questions to start discussion:

- "Where do you see numbers at home?" (clock, calendar, TV remote)
- "Where do you see numbers when you go outside?" (bus number, shop price tags, road signs)
- "Where do you see numbers in school?" (classroom door, timetable, board)

Show real or printed examples:

- Clock – "What number shows time?"
- Coins or play money – "What number is on this coin?"
- Picture of a bus – "What is the bus number?"

Encourage children to answer aloud and point to real classroom examples like the date on the board or page numbers in their books.

Activity (10–20 minutes)

"Math Hunt" – Find the Numbers!

Step 1 – Classroom Hunt:
Tell children: "Let's become number detectives!"
Give them 3–5 minutes to look around the classroom to find numbers — on posters, books, charts, or clocks.
Each time they find one, they point and say the number aloud.

Step 2 – Sharing Time:
Ask students to come forward and share what they found:

- “I found number 7 on the wall chart!”
- “I saw number 5 on the calendar!”

Step 3 – Counting Game Extension (Optional):
Say: “How many number 2s can we find in our class?”
Children search and count how many times they spot the same number.

Writing (20–25 minutes)

Everyday Math Worksheet

Give children a worksheet or draw pictures on the board showing everyday math examples:

- Clock showing 4 o’clock
- Shopping items with price tags
- Car with number plate
- Calendar with dates

Worksheet Tasks:

- Circle all the numbers you see.
- Color the picture with the biggest number.
- Write the numbers you find beside each picture.

Example:

- Clock shows: 4 → Write “4”
- Bus number: 8 → Write “8”
- Coin: 2 → Write “2”

Encourage them to read the numbers aloud after completing each one.

Teacher Tip (25–30 minutes)

Make Math Real and Fun!

- Use real objects like coins, clocks, and labels from snack packets to show where numbers appear.
- Remind children that math is not just for school — it’s part of life!
- Use simple sentences repeatedly:
    - “Numbers help us every day!”
    - “We see math all around us!”

- Praise their curiosity and excitement:
  “Wow! You found numbers in so many places — great job, little detectives!”
