



Very simple patterns in daily life

Lesson Plan: Class 01 / IPP / 01



Overall goal of the lesson	Iterative Patterns and processes
Prior knowledge required	None

MODULE 1: **Module time:** 35 minutes

Goal:	Understanding very simple patterns in daily life, things occurring again and again
Description:	Illustrate simple things occurring again and again with the help of examples from everyday life and introduce the concept of patterns to the kids
Material required:	Physical: None Electronic: None
Procedure Summary:	
Procedure Details:	<p>Start the session with an exciting tone. Tell them that they are going to learn something new and interesting today. Avoid using the word pattern during the introduction.</p> <p>Slide 2 :</p> <ul style="list-style-type: none">• Are you ready to learn something new with me today?• Yes! Then answer some simple questions <p>Make sure that the kids are excited enough</p> <p>Slide 3 :</p> <ul style="list-style-type: none">• Let us start with some questions about our class room• Ask them leading questions like where do you sit in the class? Where do you keep your books? Etc.• Ask them how the desks and benches are set• Based on their response, explain them how desks and benches are arranged.• Substitute desks/benches with Table/Chair depending on the class setup <p>Slide 4 :</p> <ul style="list-style-type: none">• On this slide explain them how the desks and benches are arranged. Introduce the words “Rows” and “Columns” to them. <p>Slide 5 :</p> <ul style="list-style-type: none">• With the help of the animation in the presentation, explain what is a Row and what is a Column• Ask them to count the number of rows and columns in the class room• Acknowledge the students giving correct answer <p>Slide 6 :</p> <ul style="list-style-type: none">• Before showing slide 6, ask the students to speak out their daily activities• You may use the board to write down the responses• Based on the response from the students, show slide 6• Also emphasize that they perform these steps every day again and again <p>By this time they should get interested in the questions and should be looking for more...</p>

Slide 7 :

- Ask them questions on which day comes after Monday?
- Which day comes after Friday and so on.
- Show the slide now
- Ask them how do they know that Monday comes after Sunday?
- Listen to their response
- Again emphasize on the fact that the days repeat again and again

Slide 8 :

- Start by asking them about the different seasons. First list down all the seasons that the students answer.
- Next ask them leading questions like which season comes after summer or winter?
- Listen to their response carefully. You may have to tune your question to get the expected response from them
- Highlight that the seasons come every year in a fixed order

Slide 9 :

- Here again start by asking them about the names of the months. To make it more interesting, you may ask them which is their Birthday month?
- List down their responses.
- Next ask them leading questions like “Who will celebrate the birthday first “Neha” or “Rahul” (depending on the months of their birthdays). Change the names to select few names from the class.
- Listen to their response carefully. If answer is correct, ask them why?
- Then show the slide and explain the order or sequence in which the months come
- Emphasize the occurrence of the months in a fixed order.

Slide 10 and 11:

- Again here you may start by asking them about the vacations and breaks.
- Show the slide and explain the cycle
- With the help of the slide 11, explain them how the cycle is repeated each year
- Add some fun element by asking them what repeats and what changes?
- For ex. Their vacation place may change or they move to higher grade etc.

Slide 12 and 13:

- The emphasize here, is on explaining the concept of occurrence again and again, with the help of cartoon serials. The examples in the slide are indicative.
- Teachers can choose the examples based on the student’s responses
- Start by asking if they watch cartoon serials?
- If yes, what time? Daily? Etc.
- With the help of slide 12 and 13, explain them the concept of occurrence again and again for the cartoon serial.
- Just introduce the word “Pattern” here without describing

Slide 14 and 15:

- Show them slide 14 and explain them the example with the help of the slide
- You may choose to do a role play in the class with 2 students.
- Instead of blocks give them books and notebooks – mixed up and ask them to separate those out
- With the help of slide 15, explain how the activity of separation was performed
- Explain about “Pattern” here

Slide 16:

	<ul style="list-style-type: none"> ● Use the reference of the word “Pattern” used in the earlier slides and show slide 16 ● Explain them what a pattern is ● Go back to the previous examples and ask them to identify “Patterns” ● Evaluate the correctness of their answers
Assessment:	At the end of this lesson, given an example of simple patterns, the students should be answer the questions.
Information Broadcast:	

Note : The teacher may use their discretion for slight deviations in the model answer

Question No	Model Answer										
1	<table><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr></table>	1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10		
2	<div><div><div>Morning</div><div>Afternoon</div><div>Evening</div><div>Night</div></div><div><div>Morning</div><div>Afternoon</div><div>Evening</div><div>Night</div></div></div> <p>Use your discretion to let the students link the sequence ☺</p>										
3	<table><tr><td>Standard 1</td><td>Standard 2</td><td>Standard 3</td><td>Standard 4</td><td>Standard 5</td></tr><tr><td>Standard 6</td><td>Standard 7</td><td>Standard 8</td><td>Standard 9</td><td>Standard 10</td></tr></table>	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	Standard 8	Standard 9	Standard 10
Standard 1	Standard 2	Standard 3	Standard 4	Standard 5							
Standard 6	Standard 7	Standard 8	Standard 9	Standard 10							
4	Teacher to evaluate the example written by the student. May vary from student to student.										