

## **Lesson Plan: Enhancing Abstract Thinking through Colours**

**Grade Level:** Preschool

**Subject:** Mathematics

**Duration:** 1 Period (30-45 minutes)

**Topic:** Introduction to Colour Patterns and Sequences

**Content Standard:**

- **Mathematics Standard:** Recognize and create simple patterns and sequences using different colours.

### **Justification:**

Understanding how colours go together is important for kids as they learn mathematics. When they notice how colours repeat and make patterns, it helps them get better at thinking in creative and abstract ways. This is a skill that's super useful for doing more complicated math later on. When kids use different colours to make patterns, they start to understand how things are related to each other. This can help them become better at thinking of new ideas and figuring out solutions to problems.

### **Objectives**

By the end of the lesson, students will be able to:

1. **Recognize Simple Colour Patterns:** This skill involves being able to spot and describe basic patterns that repeat using different colours.
2. **Create Colour Patterns:** Use coloured objects, crayons, or paper to create their patterns.
3. **Predict What Comes Next in Colour Sequences:** Learn how to guess the next colour in a series by looking for a pattern.
4. **Explain Colour Patterns:** Verbally describe the colours and patterns that you see or create, which can help improve both language and abstract thinking abilities.

### **Procedure**

#### **1. Introduction (5-10 minutes):**

- Introduce the use of colours in creating patterns. Simplifying the illustration, state “A pattern is something that is repeated. We can make patterns with colours too!”
- Show them how to create a few blocks of colour. Using blocks or crayons as an example e.g. – red-blue-red-blue ask the students to trace the colour pattern and guess the next one.

## **2. Guided Practice (10-15 minutes):**

- **Activity 1: Recognizing Colour Patterns:**

Recognizing Color Patterns This Activity displays a few patterns of different colours for this activity for example. The teacher may display some colour blocks in a sequence like yellow, green, yellow, and green and ask the students what pattern they see and what the next colour can be. Colour patterns can be illustrated to demonstrate their sequential nature.

- **Activity 2: Creating Colour Patterns:**

Creating Color Patterns The students will be given assorted coloured materials such as crayons/blocks/coloured paper or any material available and make up their simple colour patterns. All students should be encouraged to be free with the use of colours and make interesting combinations.

## **3. Independent Practice (10 minutes):**

- **Activity 3: Predicting Colour Sequences:**

Provide each student with a worksheet, which should contain incomplete colour patterns. Make them complete the given patterns either by drawing the correct colour in the space or by providing one more coloured object to place in the sequence.

- **Activity 4: Explaining Colour Patterns:**

Get together with a partner and talk about the colour pattern you made or found. This will help you understand it better and share your ideas using colours.

## **4. Conclusion (5 minutes):**

- Recap the lesson by providing examples of the colour patterns created or identified by the students. In conclusion, reassure that colours can be arranged in patterns and that the ability to appreciate such patterns will enhance our cognitive and problem-solving abilities.

## Activities

### 1. Colour Pattern Recognition Game:

- Show several coloured things (like previous examples: blue, red, blue, red), what comes next? This part is aimed at developing predictive skills and the ability to identify patterns that are consistent with colours.

### 2. Creating Patterns with Coloured Blocks:

- Give students coloured blocks and let them arrange patterns of their choice. This activity completes the circle by developing their skill on how to make use of devised patterns from new ones and comprehend colours.

### 3. Predict the Colour Pattern:

- Utilisation of worksheets with partially filled colour patterns and students are encouraged to complete the sections using the appropriate combinations of colours.

## Assessment

- **Summarizing the students' skills:** In the course of activities, check whether the students acknowledge, develop as well as anticipate colour patterns. Focus on how they make sense of these using colour words.
- **Worksheets:** Collect as well as peruse the completed worksheets and grade the students on the execution of each colour pattern.
- **Oral Explanation:** Check the students' explanation of their colour patterns in order to avail their understanding of repeating sequences of colours.

## Reflection and Extension

- One appreciates the lesson by reviewing how the students were able to comprehend and express themselves with the patterns of colours.
- Moreover, offer opportunities for learning of these patterns by asking the children to consume these colour patterns in their daily activities for example basis.

### **Justification of the Specifications**

#### **Content Standard Justification:**

This information is great for kids as it helps them learn the basics of mathematics. Understanding and making patterns, especially with different colours, is an important early mathematics skill. It helps children learn about putting things in order, which is important for learning more advanced math like addition, subtraction, and multiplication.

#### **Objective Justification:**

Objectives are aligned to the standard and created at an appropriate developmental level.

Recognize, create; predict and explain colour patterns which is fundamental for the development of complex abstract thinking. They are objectives that can be measured and attained in 1 class period.

#### **Procedure Justification:**

The curriculum gradually eases the learners to basic colour recognition and then phases into creating and predicting based on the student's level of participation. The activities are such that preschoolers are lured into active and engaging participation so as not to lose their attention span.

#### **Activity Justification:**

The activities are hands-on and participatory and hence more appealing to the target young learners which is important for their growth. These are so well designed and presented that children will be able to learn the idea of colour patterns naturally when they are playing.

#### **Assessment Justification:**

These assessments are not qualitative only; they are diagnostic and provide current information on how well the students have understood the information. Through comprehending students talking, explaining as well as worksheets/pictures, and observation of the class, the teacher could

instantaneously adjust teaching so that students acquire skills in abstract thinking through the use of colours.