THEME: Our Community	AGE GROUP: Nursery Two

Lesson Title: BeeBot's Adventure

NEL Learning Areas:

- <u>Numeracy</u>
- <u>Social Emotional Development</u>
- <u>Language and Literacy</u>

PRAISE Learning Dispositions Focus:

☒ Perseverance ☐ Reflectiveness ☐ Appreciation ☒ Inventiveness
☐ Sense of Wonder and Curiosity ☒ Engagement

PlayMaker Learning Cycle Phase	☐ Awareness ☒ Exploration ☐ Acquisition ☐ Application
Targeted Process Skills	☒ Observing ☒ Predicting ☐ Recording ☒ Experimenting ☐ Comparing ☐ Classifying ☒ Communicating
Objectives	Children will be able to: 1. Work together with peers and problem solve 2. Identify and use the directional commands (left and right) on BeeBot 3. Provide an accurate answer to a simple story sum with answers within the range of 1 to 5
Materials	▪ BeeBot ▪ Directional cards ▪ BeeBot Number Mat ▪ Numeral Cards (1 to 5)

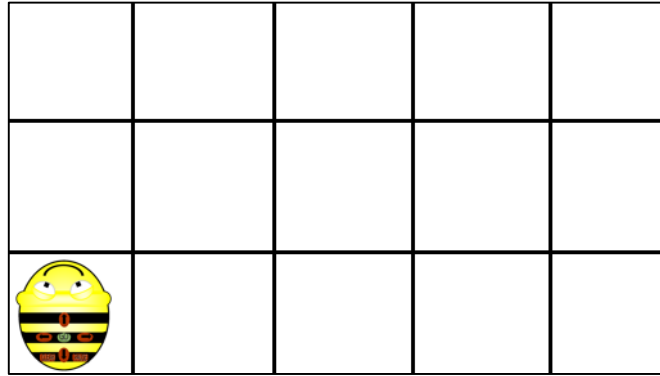| **PROCEDURE**	
Tuning-in (Large group)	Teacher will explain to the children that they are going to play a game 'Follow the Leader': **Verbal Instructions:** • *First, we need to check if we remember the names of these two directions and recall what it means.* *(Teacher will show the children the directional cards ↑, ↓ and recapitulate the keywords **'forward'** and **'backward'**)* • *Next, I have two new directional cards with me today.* *(Teacher will show the children the new set of directional cards ←,→ and introduce the word **'turn left'** and **'turn right'**)* • *Before we start the game, stand in your personal space (square tile) on the floor.* • *Teacher will be the leader and you have to look at the cards I show you. Your job is to move in the direction that the card tells you to.* • *Teacher will go through all the directional cards with the children* Extension to Tuning-In Activity: Teacher can pair either one of the directional cards with a numeral card to encourage the children to move **X** number of times in correspondence to the direction.

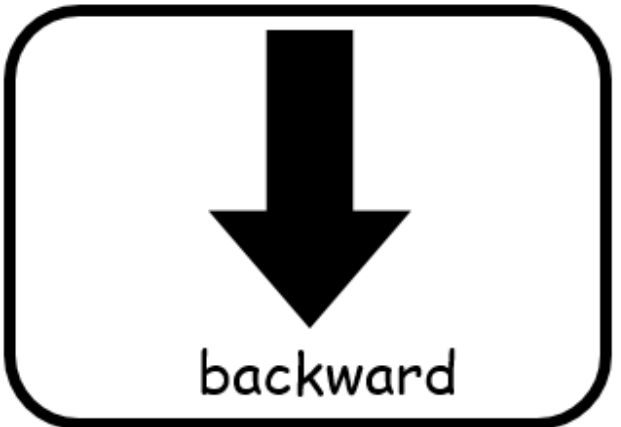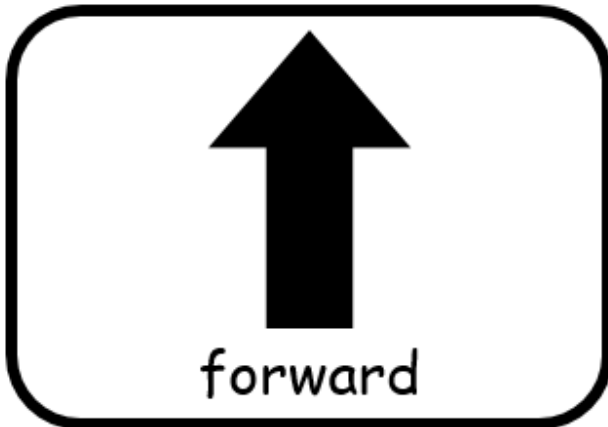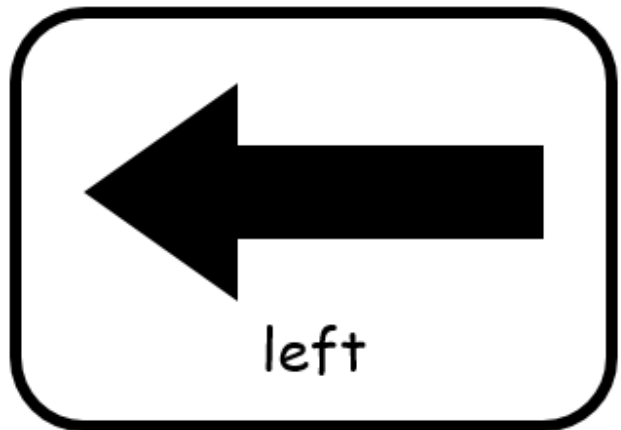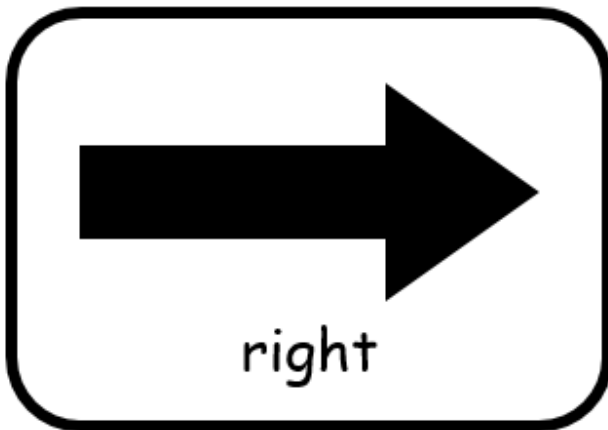|	
Main (In small groups of 3 to 4)	1. Teacher will divide the class into small groups of 3 – 4. 2. Present to the children the BeeBot number mat that they will be working on for the activity and indicate the starting point for BeeBot with the word **'Start'**. 3. Teacher to state the rule of the game activity: *BeeBot is not allowed to move into the boxes marked with an **'X'**.* 4. Teacher will narrate a simple story sum (Note: The answers to the story sum have to range between numbers 1 to 5.) Example of Story Sum: ***"I have 2 apples. Mummy gave me 1 more apple. How many apples do I have now?"*** 5. Children will have to discuss the answer within their group and programme BeeBot to move to the corresponding answer on the BeeBot number mat. 6. If a group (e.g. Group A) moves the BeeBot to a wrong number on the number mat, Teacher will ask the class for the correct answer to the sum and encourages group A to re-programme BeeBot to the correct answer. 7. Teacher will give the next set of instructions and continue the story. Instructions: ***"Leave BeeBot on the mat, BeeBot does not need to go back to the start point. I want you to listen to the next story and move BeeBot from where it is currently at now."*** Story: ***"I have 3 apples now. My sister gave me 2 more apples. How many apples do I have now?"*** 8. Repeat steps (6) and (7). 9. If the children have understood the above-mentioned concept well, assuming that they have answered all the questions correctly, Teacher will instruct the children to move BeeBot back to the starting point and proceed to story sum involving subtraction within numbers 1 to 5: Example of Story Sum: ***"I have 5 cookies. I ate 2 cookies. How may cookies do I have now?"*** 10. Repeat steps (6) and (7). 11. Teacher will give the next set of instructions and continue the story. Instructions: ***"Leave BeeBot on the mat. BeeBot does not need to go back to the start point. I want you to listen to the next story and move BeeBot from where it is currently at now."*** Story: ***"I am left with 3 cookies. I gave 2 away to my friend. How many cookies do I have now?"*** 12. Repeat steps (6) and (7).
Closure (Large group)	1. Teacher will gather to children to sit in their groups. 2. Teacher will call out a child to narrate his/her story sum to his/her classmates. 3. The classmates will have to solve the story sum and move the BeeBot to the corresponding answer on the mat. 4. If time permits, Teacher can call out a few more children to narrate their story sums.
Evaluation	*To be completed after lesson is implemented*

If you are aware that there is a diversity in the learners' profiles in your classrooms, divide them accordingly as seen in the table below. Materials listed in the table below is not provided in Appendix B.

Level	Level Indicates…	Description of Activity	Materials
1	Children who have difficulty in recognising numerals on the Beebot Number Mat.	• Teacher narrates the story with concrete items: ***"I have 2 apples. Mummy gave me 1 more apple.*** ***How many apples do I have now?"*** • If the story is related to apples, use apples. • Allow the children to count the apples independently • Children to place the correct numeral that indicates the quantity of apples. • If the children display good understanding in the above-mentioned concept, proceed to the next level.	• Apples • Tray • Numeral Cards

2	Children who have difficulty in programming Beebot in the right direction.	• After tuning-in, teacher describes the obstacles involving directions instead of numbers.
		 • Teacher needs to use a picture of Beebot and replica of the Beebot Mat when demonstrating to help children to visualize.
		 (Place Beebot "HOME"; with a picture of a house)
		 "Beebot wants to go to the park but he does not know how to get there. We need to help Beebot to get to the park. How can he get there?"
		 • Allow the children to map out their answer on Beebot Number Mat replica using the arrows.
		 • Children to place the arrows on the mat that indicate the right direction towards Beebot's destination.
		 • If the children display good understanding in the above-mentioned concept, proceed to the next level.
			• Picture of Beebot
			 • Beebot mat
			 • Directional Cards
			 • Picture Cards:
			   o Park
			   o School
			   o Home

3	Children who have little to no difficulty in programming Beebot to the correct answer.	• Teacher to place number names on the mat instead of numerals. • Children will programme Beebot to the number name that indicates the correct value of the answer to the story sum.	• Number Name Cards • Beebot Mat

Beebot Mat (15cm x 15cm)

Directional Cards

Numeral Cards

one	two	three	four	five

Number Name Cards