


SAMPLE SESSION PLAN
Math: Fast/Slow

How quickly we are moving		MAT-06
Episode	6 – <u>Slow Turtle, Fast Banana!</u> 13 – <u>Dancing Fast, Dancing Slow!</u> 18 – The Chickens are Fast Asleep!	
Learning area	Mathematics	
Learning focus	Fast/Slow	
Learning focus objectives	<ul style="list-style-type: none"> • The children can name or identify objects that are fast and slow. • The children can compare, contrast, and group objects that are fast or slow. • The children can manipulate objects to make them move fast or slow. 	
Required materials	Optional Material: toy car, ball, or another object	
Extension activity (if time)	<p>If the session finishes quickly and you have time remaining, or if some children need an extra activity to extend their learning, you can select an activity from the bank of activities in the <i>“Facilitator’s Guide to Session Plans”</i>.</p> <p>These activities can be used as optional and/or additional activities. For example, if a child or group of children finish the prior activities ahead of time, or if you feel one of the activities is not working well, substitute it with the extension activities.</p>	

Step guidance

1. Setup the video.
2. Check the children's prior knowledge about "fast and slow".
3. Describe the learning objectives for the session.

Script

"Ok everyone, today, our Watch, Play Learn video is about things that move fast and things that go slow."

"What are some things that you know that move fast or slow?"

[Select one child to give a verbal example of an object that moves fast or slow. Then select another child. Allow several children to participate. Make sure to correct their answers if they are wrong].

"Good job everybody! So, from those objects, we know that 'fast' is when something or someone moves quickly or gets done quickly. 'Slow' is when something or someone takes a while to move."

"Let's check one more time. I am going to say two objects and you tell me which is fast and which is slow:

- A turtle and a dog: which one is slow?

[Answer: turtle]

- A dog and a car: which one is fast?

[Answer: both a dog and a car can be fast. A child may also answer that a car is faster than a dog.]

Great! Now we are all ready to watch the video. Let's see what other fast or slow objects we can find in the video."

 **Play video**

 **REMEMBER**

'Fast' is when something or someone moves quickly or something gets done quickly. 'Slow' is when something or someone takes a while to move.

Playful and fun ways to imitate fast and slow include: speaking slowly or speaking very fast in a funny tone; moving quickly or slowly from one place to another.

STEP 2: During the video

Time: 5 minutes

Activity

You can select a short activity from the bank of activities in the *“Facilitator’s Guide to Session Plans”* to use during the video if needed. This is optional.

If it is the first time that you are showing the video, let children watch the entire video without interruption. If the children have watched the video before, pause the video and do an activity to check children’s comprehension.

STEP 3: After the video

Time: 15 minutes

Step guidance

1. Have children relate what they saw in the video about fast and slow objects to their own lives.
2. Have children practice manipulating objects and moving different parts of their body quickly or slowly.

Script

“Wow. That video showed us more objects that are fast. It also showed us objects that are slow.”

“What objects do you remember from the video? Did the object move fast or slow?”

[Ask children to raise their hand to share an object from the video and whether it moved fast or slow. Allow multiple children to participate. Correct mistakes as needed.]

[Next, take an object in your hand. It can be a toy car, a ball, a pencil, or any other object.]

“Great. Now everyone, look at me. I have a [object] in my hand. Watch how I move the object.”

[Move the object slowly. If it’s a car you can make it move slowly on a table. If it’s a ball, you can roll it slowly on the ground. Or if it’s any other object, simply wave it in the air slowly.]

“Did I move the object slowly? Or did I move it fast?”

[Allow children to respond and correct mistakes as needed.]

“Well done. I moved the object slowly. Now look at me again and let’s see how I move the object.”

Script

[This time move the object quickly. You can make it fun by adding noises or look like you are getting tired from moving so quickly.]

“How did I move the object this time? Did it go fast or slow?”

[Allow children to respond and correct mistakes as needed.]

“Excellent work! The *[name of object]* moved fast.”

“Now it’s your turn. This time you all are going to use your bodies to show how they move fast and slow.”

“Ready? Everybody stand up in your place and follow me.”

[Model different actions and ask children to copy you.]

Examples include: “I am flapping my arms slowly. I am blinking my eyes fast. I am stomping my feet slowly. I am clapping my hands fast.”

“Good job everyone! You know how to move your body fast and slow.

Now we are going to play a game. This time, you should only move your body how I say, if I use the word ‘please.’ If I do not say the word please, do NOT move. If you move, you will lose. The last person left wins!”

[Repeat the game above, this time saying “please” before some of the statements. For example: Please stomp your foot slowly. Please flap your arms fast. Please blink your eyes fast. If any child repeats a move when you did not say “please” — he or she leaves the game. Do one or two practice rounds first to ensure children understand the rules]

Continue the game until time runs out, or until there are only a few children or one child left.

 OPTIONAL ACTIVITY

If there is enough space in the learning environment, you could ask children to walk or run slow and fast playing a “Red Light, Green Light” game. When you say Red, the children have to stop. When you say Green they have to move fast. When you say yellow, they have to move slowly.