



MATHS

# “Basic inclusive sequences 2”

Ref. 30652



FOR EDUCATIONAL PURPOSES



## BASIC INCLUSIVE SEQUENCES 2

Ref. 30652

### CONTENTS:

The game comprises 34 square cards made from thick, strong, top quality cardboard. Card dimensions: 9 x 9 cm.

### DESCRIPTION OF THE CARDS

- 34 cards with pictures illustrating short sequential stories.  
The cards are grouped into seven different sequences of, four, five and six steps. Each sequence has a different coloured border to make it easier to recognise and group the cards in the same sequence.

### RECOMMENDED AGE GROUP:

From 2 to 6 years old.

The proposed stories are very simple. The aim is to develop a sense of time and chronological perception in very young children. Children aged 2-3 can play the game with the assistance of an adult. Older children (aged 5-6) can work more independently, starting with the three-step sequences, which are the easiest, before moving on to six steps.

### EDUCATIONAL OBJECTIVES:

- o To promote logical thinking and space-time reasoning.
- o To develop the skills of observation and putting events in chronological order.
- o To internalize the sequential order of things.
- o To develop and enlarge basic vocabulary related to the stories.

### METHOD OF PLAY AND ACTIVITIES:

1. Group all the cards in the same sequence together. They can be identified quickly because each sequence has a different coloured border for ease of identification.
2. Once grouped, the cards should be put in the chronological order of the actions shown in the pictures.

Some other activities are suggested below:

1. **"What are the characters doing?"** Ask the child to name the elements that appear in the pictures and what actions the characters are taking. This activity works on vocabulary and verbs. It can also be used to practice a second language.
2. **"Guess when":** Once the sequences have been completed, you can ask the child to classify them in terms of the season, the time of year or the time of day that the actions shown in the pictures are taking place.
3. **"Recognizing emotions":** Ask the child to explain what emotions the characters are feeling



in terms of what is happening in the scenes in the sequence. This develops a sense of empathy, the ability to recognise emotions, and the vocabulary of emotions.

4. **“Listen carefully”**: The adult describes what is happening in a sequence or a particular card and the child needs to identify which, of all the sequences or cards, is the correct one. This helps to develop verbal comprehension.

