



MATHS

# “Maxi-Sequences of daily habits”

Ref. 30639



# MAXI-SEQUENCES OF DAILY HABITS

Ref. 30639

## CONTENTS:

The game comprises 20 large square cards made from thick, strong, top quality cardboard. Card dimensions: 11.5 x 11.5 cm.

## DESCRIPTION OF THE CARDS

- 20 large photo-cards for exploring the everyday habits of hygiene, autonomy and collaboration in household chores. The cards are grouped into five different sequences of four steps each. Each sequence has a different coloured border to help with recognising and grouping the cards in the same sequence.

## RECOMMENDED AGE GROUP:

From 3 to 8 years old.

The action of putting the pictures into chronological order helps children to start the internal mental processes that allow them to create sequential relationships in time, learn about logical order and understand the chronological order in which things happen (space-time reasoning).

Although it is recommended for all children aged 3-8, it can also be used specifically for special needs children who need to work with chronological sequences. It helps to promote greater autonomy, self-confidence and self-esteem.

It can be used with children aged 3 years old accompanied by an adult to assist them with the game. Older children (aged 7-8) can work more independently, as the game has a self-correcting system that allows them to check whether they have put the cards in sequence correctly.

## EDUCATIONAL OBJECTIVES:

- o To promote logical thinking and space-time reasoning.
- o To develop the skills of observation skills and putting things in chronological order.
- o To internalize the sequential order of things.
- o To promote the basic habits of hygiene, autonomy and collaborating in household chores.

## 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.
3. The stories have a self-correcting system on the back, although we recommend letting the children put them in the order they like to encourage their capacity to rationalize the chosen sequence.

Some other activities are suggested below:

1. **"Listen carefully"**: The child listens to the adult while he/she tells the story in the sequence. The child then repeats out loud what he/she has heard and puts the cards in the right order. The two



of them check to see that they are in the correct order. As the child grows more confident and understands the time sequence, the adult can introduce changes in the order of the story to check whether the child is listening properly and discuss what might happen if the actions were performed in a different order.

2. **"The right scene"**: Place the cards on the table; the adult describes a scene and asks the child to point out that scene. This checks the child's comprehension skills. Another option is to show the child a scene and ask them to describe what is happening in it. This can be used as a basis for discussing with the child the importance of learning and maintaining these daily habits.
3. **"Putting the day in order"**: Once all the sequences have been grouped and put in the right order, you can ask the child to put them in the order in which they take place during the day. For example, the first sequence would be the one showing the little girl getting out of bed, washing her face, brushing her hair and having breakfast. The next would be: the little boy going to school, the children playing, the children washing their hands and laying the table, and finally the little boy putting on his pyjamas and going to sleep.
4. **Practicing other languages**: Another way of using this game is doing the activities in another language that the child is learning. This helps to familiarise them with the vocabulary, actions and everyday habits in a different language.

