

Mathematical Development Title: Capacity Day: I		Class: Kindergarten		
Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assessment of Learning	Resources
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Compare the capacity of different containers</p>	<p>Recap:Teacher will be asked studentsfor learning by writing a series of numbers on the board or chart paper and asking them to put in order from 0 to 40</p> <p>We Are Learning to: Compare the capacity of different containers.</p> <p>What I am looking for: How well you compare the capacity of different containers.</p> <p>Gained skill: This will help to measuring different things.</p> <p>Introduction:Start the lesson by explaining to your students that they are going to learn how to measure some of the things we drink everyday such as water, milk, soda and juice.Gather the students together and show them cup of water, tea, or coffee. Ask the students to think-pair-share what the maximum amount of liquid cup can hold is called. Allow a few students to share their ideas with the rest of the class. Explain to the students that the maximum amount of liquid cup can hold is called its capacity. Tell the students that today they will be comparing the capacity of different containers based on the container. Then show the students several bottles, cups and other containers and have them put them in order from what would hold the least to most amount of water (smallest to largest capacity).Ask: Which has a greater capacity, a bathtub or a coffee cup? The bathtub. How do you know? The bathtub can hold more. Which has a smaller capacity? The coffee cup How do you know? The coffee cup holds less. Students will tell a bathtub is bigger than a coffee cup.</p> <p>Guided practice: Put students into groups of three. Give them three different sizes plastic tubs and one bathroom bowl. Letthem fill the bowl and pour it into the tubs one by one. Each student of group will participate in activity one by one and make a record how many bowls need to fill the tub. When students fill the tubs ask them with how many bowls they fill the tub. Ask them which tub needs more bowls and they will reply big tub. Note: This activity should be done outside the classroom.</p> <p>Focused Task: Ask the students open book page no____ . Tell them there are three different sizes of bottles 500ml, 50 ml, 20 ml. Ask them which bottle contain more water and which bottle contain less water. Provide them worksheet in which they will tick the object which holds more water. Give them a set amount of time to complete the task and monitor their progress.</p> <p>Wrap up: Show the different objects to students and ask them which contain more water?</p> <p>Reflection :</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on</p> <p>Comparing the capacity of different containers</p>	<p>Flash cards</p> <p>Cup, glass</p> <p>Different sizes tubs, bowl</p> <p>Book page no____</p> <p>Worksheet</p>

Mathematical Development Title: Capacity Day: 2		Class: Kindergarten		
Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assessment of Learning	Resources
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Compare the capacity of different containers</p>	<p>Recap:Teacher will be asked students about capacity and show them different containers and ask them which hold more or which hold less.</p> <p>We Are Learning to: Compare the capacity of different containers.</p> <p>What I am looking for: How well you compare the capacity of different containers.</p> <p>Gained skill: This will help to measuring different things.</p> <p>Introduction:Demonstrate to students by filling two different containers. E.g. 1 liter bottle, and 500 mls bottle with water. Fill the smaller bottle up to the brim and pour it into the 1 liter bottle. Have learners tell you what they observed. There is still space in the bigger one which means the bigger bottle holds more water than the smaller one. The smaller container holds less water than the bigger bottle.</p> <p>Guided practice: Give each group a dishpan and a Ziploc bag of dried beans, peas, rice, sand, or the like. Each group will also need a funnel and a craft stick or popsicle stick. Have the group members directly compare the capacities by filling one container, leveling the contents with the craft stick, and then pouring the contents into the other container. Tell the students to see if the container holds the same amount, holds less, or holds more. Students should record their investigations writing the letter of the container next to the word More or Less or Same. Share the results of the investigation in a class discussion to assess this activity. The teacher can follow up with additional questions if needed. Additional questions might include: Which container holds more? Which container holds less? How do you know? Which container's contents will fit into another container? Ask: What is another way of saying, "Which object has the greater capacity?" Which object holds more?</p> <p>Focused Task: Ask the students open book page no____. Tell them that they will colour the juice and pictures which holds more and circle the objects which has less capacity. Give them a set amount of time to complete the task and monitor their progress.</p> <p>Wrap up: Show the different objects to students and ask them which contain more water?</p> <p>Reflection :</p> <p>Homework: Write under the object "More" or "Less" according to capacity.</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on</p> <p>Comparing the capacity of different containers</p>	<p>Flash cards</p> <p>Coloured chalks</p> <p>Book page no____</p> <p>Worksheet</p>

<https://youtu.be/OCWWNzprEQ4>

Guided practice:

Teacher will take the students to the playground and Say today there is race competition. Ask 10 students stand in a line and when you listen the whistle then 'Go' to start the race. After finishing the race As each finishes, say, e.g. 'Congratulations! Now I will announce the position and stand them according to their positions. Ask the first student you are first! 'And hand him/her the card that says '1st'.Then distribute the position cards (1st to 10th) to the students. Ask students to stand in a line in order from 1st to 10th and hold up their ordinal number cards. Point to each students in turn and ask the students to repeat the ordinal numbers 1st to 10th.

Focused Task:

Ask the students open book page no ____ . Tell them there are students during lunch time going to canteen in a line. Ask them read the numbers 1st to 10th. Learn them the spellings of ordinal number again and again from board. Provide them worksheet in which they will write the ordinal number according to position of an animals. Give them a set amount of time to complete the task and monitor their progress.

Wrap up:

Students will learn the spellings from board.

Reflection :

20 mins

5 mins

Book page no____

Worksheet



Mathematical Development Title: Ordinal Numbers		Day: 4	Class: Kindergarten	
Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assessment of Learning	Resources
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Identify and learn the ordinal numbers</p>	<p>Recap: Teacher will be asked students write the tell the spellings of ordinal number first to tenth.</p> <p>We Are Learning to: Identify and learn the ordinal numbers.</p> <p>What I am looking for: How well you identify and learn the ordinal numbers.</p> <p>Gained skill: This will help to tell position of different things.</p> <p>Introduction: Students are introduced to the ordinal numbers 1st to 10th. By the end of the unit, students should be able to recognize ordinal numbers in figures and words, use ordinal numbers to rank things, and order the months of the year. Students can play games to practice these new words. <i>Memory</i> would be great for pronunciation practice as long as every student says the correct ordinal number aloud when he turns over a card. If students cannot be encouraged to actually say the words aloud.</p> <p>Guided practice: Ask students to play a matching game for ordinal numbers in figures and in words. Shuffle the flashcards (1st to 10th and first to tenth) and place them on the table. Students take turns to match each ordinal number to its word. If the cards match, they keep both cards; if not, the cards are returned face down. The game ends when all the cards have been matched; the student with most cards wins the game.</p> <p>Focused Task: Ask the students open book page no ____ . Tell them match up the numbers with their words. Give them a set amount of time to complete the task and monitor their progress.</p> <p>Wrap up: Students will learn the spellings from board.</p> <p>Reflection :</p> <p>Homework: Colour in the ice-cream scoops according to the instruction.</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on</p> <p>Identifying and learning the ordinal numbers</p>	<p>Flash cards</p> <p>Ordinal number flashcards</p> <p>Book page no__</p> <p>Worksheet</p>

Mathematical Development Title: Ordinal Numbers Day: 5		Class: Kindergarten		
Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assessment of Learning	Resources
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Identify and learn the ordinal numbers</p>	<p>Recap:Teacher will be asked studentswrite the tell the spellings of ordinal number first to tenth.</p> <p>We Are Learning to: Identify and learn the ordinal numbers.</p> <p>What I am looking for: How well you identify and learn the ordinal numbers.</p> <p>Gained skill: This will help to tell position of different things.</p> <p>Introduction:Ask questions “What’s the first thing you do in the morning?” or “What’s the first thing you do after school?” Place five items on the teacher’s desk. For instance Chalk, Eraser, Crayon, Pencil, GlueUsing these five items ask the students various questions such as:</p> <ul style="list-style-type: none"> ▪ Which place is the glue in? ▪ Which item is in the fifth place? ▪ Which place is the chalk in? ▪ Which item is in first place? 	5 mins	<p>Students will be assessed on</p> <p>Identifying and learning the ordinal numbers</p>	Flash cards
	<p>After working through this a few times, shuffle the items around so that they are in different places. As the students grasp the concept better, add in more items until you are up to tenth.</p> <p>Guided practice: Have students line up in two groups parallel to each other. This will resemble the old game “Steal the Bacon”. Every student will call out his or her ordinal number...“First, second, etc...” There will be a matching ordinal number for each team. So each team will have a first, a second, etc.Place a small item such as a ball in the middle of the room. The teacher will now call out different ordinal numbers. The student who represents the ordinal number called must race to “Steal the Bacon” or in this case the ball. So the teacher says, “First!” The first player on each team races to catch the ball. The teacher will keep score as to who “Steals the Bacon” successfully each time. This game gives a great hand on approach to ordinal numbers while the students are actually representing the numbers.</p>	10 mins		Concrete objects
	<p>Focused Task:Ask the students open their copies and write the ordinal number (1st to 10th) with their words on copies. Give them a set amount of time to complete the task and monitor their progress.</p> <p>Wrap up: Students will learn the spellings from board.</p> <p>Reflection :</p> <p>Homework: C.W is H. W.</p>	20 mins		Ordinal number flashcards, balls
		5 mins		Copy work
				Copy work