| Mathematical de | velopment | Title : number 4 | Day: I | Class :Play group | |
|--|---|---|-----------------|---|--|
| Learning Outcomes | Activity Plan / Methodology | | Time 40 mins | Assessment of learning outcome/s (How) | Resources |
| By the end of this lesson, students will be able • Identified number 4 • Relate quantity with the number | reading them through prome before 4? We are learning to: Iden What I am looking for: How well you identify an objects. Gained skill: It helps us to enhance ou Introduction: Show the flashcard and 4. Introduce Number 4 will children to count 4 objects. Show students 4 blocks a Students will be shown in https://www.youtube.com Do oral counting (daily) help of flashcards, real | d count number 4 through different r counting skills. tell them today we will learn number ith flashcard, real objects and by asking its in the classroom. nd ask how many blocks I have? | 5mins IOmins | Students will be assessed on Participation in group activities and understanding of the number '4' with quantity. | Ppt /flashcard Concrete objects / counters/ Ppt |

| Guided practice: | 20 mins | |
|--|---------|------------------|
| Distribute number cards I-4 and make a child call out numbers | | |
| from 1 to 4 one by one. The child with relevant flashcard will | | |
| come out and jump once. The child with number two will | | |
| jump twice, the child with number 3 will jump three times, and | | |
| the child with number 4 will jump four times. | | Book page 32 |
| Focused task: | | , - |
| Ask students to open book page 32. Ask them to move your finger | | Number 4 dot |
| on number 4 and say it aloud. Ask them what is in the picture? | | painting cutouts |
| Where do they see these things? Tell them the names of pictures | | Paint colours |
| we can see in the playground e.g. slide, monkey bar, swing, seesaw | | Cotton buds |
| Students will be given number cutouts and ask them to do dot | | |
| painting in number 4. | | |
| Wrap up: | 5mins | |
| Students will be asked to show their 4 fingers at the end of the | | |
| lesson. | | |
| | | |
| Reflection: | | |

| Mathematical development | | Title: Number 4 | Day:2 | Class: Play group | |
|---|--|------------------------------------|-----------------|---|---------------------|
| Learning Outcomes | Activ | rity Plan / Methodology | Time 40 mins | Assessment of learning outcome/s (How) | Resources |
| By the end of this lesson, students will be able to: Identify number 4 Relate quantity with the number | reading them through p which number is this? We are learning to: We are learning to iden What I am looking for: | id count number 4 through differen | ask | Students will be assessed on Participation in group activities and understanding of the number '+' with quantity. | Concrete objects / |
| | Introduction: Students will be shown number 4 song https://youtu.be/xsYWsYPA4fE Discuss the things that are four in numbers e.g. the 4 season wheels of a car, animals (4 legs) etc. Write number 4 on white board (with correct formation) as draw 4 flowers with it. Associate number with quantity. Ask | | ınd | | counters/flashcards |

| | the number in the air. It is important that this is nole arm moving from the shoulder. | | |
|--|--|------------|---|
| | n group of 4. Ask them to count how many are ?_Make different chart paper cars (according to | 20 minutes | Car cutouts with different chart papers |
| class strength) an Focused task: Ask students to o | d let the children paste 4 wheels on it. ben book page 33. Talk about the pictures. Ask objects one by one. Encourage them to encircle the | | Cut of wheels (4 for each group) glue |
| Wrap up: | sked to write number 4 in the air at the end of | 5mins | Book page 33 |
| Homework: Do book page nun | nber 34. | | |

| Mathematical development | | Title: number 4 | Day : 3 | | | |
|---|--|--|--|-----------------------|---|--|
| Learning Outcomes | Ac | tivity Plan / Methodology | | Time 40 mins | Assessment of learning outcome/s (How) | Resources |
| By the end of this lesson, students will be able to Identify number 4 Relate quantity with the number Trace number with correction | them through ppt/flash number is this? We are learning to: Ide What I am looking for: different objects. Gained skill: It helps us to enhance of Introduction: Ask students to in the palm of their lef white board and draw Guided Practice: Put a table. Ask students to so only 4 blocks on the car Divide it in 3 columns. | its to tell any 4 colurs name. Pause right forefinger to write the interior thand. Write number 4 (with continuous pay dough ay number 4, then make it with additionally dough and the Make activity number can say it, build it and count it. Will provide worksheet. Ask them | d and ask which t number 4 through ste number 4 on number being taught orrect formation) on nber with quantity. and blocks on the play dough and put ird on chart paper. | 5mins 10mins 20mins | Students will be assessed on Participation in group activities and understanding of the number '4' with quantity. | Ppt Concrete objects / counters Say # Budg # Count # Say # Budg # Co |
| | <u>'</u> | be asked to write number 4 in t | their palm. | 5mins | | Worksheet Coloured pencils |

| Mathematical development | | Title: number 4 | Day : 4 | | | |
|---|---|---------------------------------|--|-----------------------|--|--|
| Learning Outcomes | Activity Plan / Methodology | | | Time 40 mins | Assessment of learning outcome/s (How) | Resources |
| By the end of this lesson, students will be able to • Identified number 4 • Relate quantity with the number • Trace number with correction | them through ppt/flashed number is this? We are learning to: Iden What I am looking for How well you identify an Gained skill: It helps us to enhance ou Introduction: Paste number 4 on boad number 4 pasted on the Guided Practice: I. Provide students number them to sort same coloured. Teacher will ask the Focused task: Ask students to open boods. | nd count number 4 through diffe | and ask which event objects. d ask them to trace at colours. Instruct salt tray. ect number 4 in | 5mins 10 mins 20 mins | Students will be assessed on Participation in group activities and understanding of the number '\(\mathbf{+}'\) with quantity. | Concrete objects / counters Number boxes pompom |

| | the bottom of the page. For tracing, explain to the students that | | Salt tray |
|-------------|---|-------|--------------|
| Wrap up: | y indicated exactly where they have to start tracing from. | | Book page 35 |
| | ıber 4 flashcard and ask its name. | 5mins | Book page 33 |
| Reflection: | | | |
| | | | |

| Mathematical development | | Title: number 4 | Day : 5 | | Class: Play group | |
|---|---|--|--|-------------------|--|---|
| Learning Outcomes | | | | Time 40 mins | Assessment of learning outcome/s (How) | Resources |
| By the end of this lesson, students will be able to Identify number 4 Relate quantity with the number Trace number with correction | them through ppt/flashcal is this? We are learning to: Identiful What I am looking for: Hodifferent objects. Gained skill: It helps us Introduction: Show the flacard on board. Ask student one. Ask students to show class. Guided Practice: Organized Demonstrate how to trace them to trace it 2, 3 times focused task: Ask student them a set amount of times. | ow well you identify and count nuto enhance our counting skills. shourd and ask which number is the state of the come on the board and trace of the fingers, count 4 pencils and tell as sand letter prior to tracing numbers the letter using the index and the count say the number. It is to open their copies. Trace number to complete the task and monitor asked to count 4 chairs, 4 tables | d ask which number mber 4 through chis? Paste number 4 e number 4 one by 4 objects name in per '4' on the copy. middle finger. Ask per '4' on copy. Give their progress. | 3mins 5mins 2mins | Students will be assessed on Participation in group activities and understanding of the number '\(\mathcal{'}\) with quantity. | Ppt Concrete objects / counters Sand paper number |