| Mathematical development | evelopment ${ }^{\text {Title }: \text { number } 4}$ | 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 <br> - Identified number 4 <br> - Relate quantity with the number | Recap: <br> Students will be asked to reinforced numbers from 0 to 10 while reading them through ppt/ flashcards. Ask students which number come before 4? <br> We are learning to: Identify and count number 4. <br> What I am looking for: <br> How well you identify and count number 4 through different objects. <br> Gained skill: <br> It helps us to enhance our counting skills. <br> Introduction: <br> Show the flashcard and tell them today we will learn number 4.Introduce Number 4 with flashcard, real objects and by asking children to count 4 objects in the classroom. <br> Show students 4 blocks and ask how many blocks I have? <br> Students will be shown number 4 song <br> https://www. youtube.com/watch?v=fZ9WiuNPnNA <br> Do oral counting (daily) through singing, on the board with the help of flashcards, real objects, counting bars, small blocks, balls, spoons, ice-cream sticks and things from the classroom. | 5 mins <br> IOmins | Students will be assessed on <br> Participation in group activities and understanding of the number ' 4 ' with quantity. | Ppt /flashcard <br> Concrete objects / counters/ Ppt |


|  | Guided practice: <br> Distribute number cards I-4 and make a child call out numbers <br> from I to 4 one by one. The child with relevant flashcard will <br> come out and jump once. The child with number two will <br> jump twice, the child with number 3 will jump three times, and <br> the child with number 4 will jump four times. <br> Focused task: <br> Ask students to open book page 32. Ask them to move your finger <br> on number 4 and say it aloud. Ask them what is in the picture? <br> Where do they see these things? Tell them the names of pictures <br> we can see in the playground e.g. slide, monkey bar, swing, seesaw <br> Students will be given number cutouts and ask them to do dot <br> painting in number 4. <br> Wrap up: <br> Students will be asked to show their 4 fingers at the end of the <br> lesson. <br> Reflection: | 5mins | Book page 32 |
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| Mathematical development | Title: Number 4 Day :2 |  | 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 to : <br> Identify number 4 Relate quantity with the number | Recap: <br> Students will be asked to reinforced numbers from 0 to 10 while reading them through ppt. Show number 4 flashcard and ask which number is this? <br> We are learning to: <br> We are learning to identify and count number 4. <br> What I am looking for: <br> How well you identify and count number 4 through different objects. <br> Gained skill: <br> It helps us to enhance our counting skills. <br> Introduction: <br> Students will be shown number 4 song <br> https://youtu.be/xs YWs YPALfE <br> Discuss the things that are four in numbers e.g. the 4 seasons, 4 wheels of a car, animals ( 4 legs) etc. <br> Write number 4 on white board (with correct formation) and draw 4 flowers with it. Associate number with quantity. Ask the | 5 mins <br> 10 mins | Students will be assessed on Participation in group activities and understanding of the number ' 4 ' with quantity. | Concrete objects / counters/ flashcards |



| Mathematical development | Title: number 4 Day: 3 |  | 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 to <br> - Identify number 4 <br> - Relate quantity with the number <br> - Trace number with correction | Recap:Students will be asked to reinforced numbers from 0 to 10 while reading them through ppt/flashcards. Show number 4 flashcard and ask which number is this? <br> We are learning to: Identify and count number 4. <br> What I am looking for: How well you identify and count number 4 through different objects. <br> Gained skill: <br> It helps us to enhance our counting skills. <br> Introduction: Ask students to tell any 4 colurs name. Paste number 4 on board. Ask students to use right forefinger to write the number being taught in the palm of their left hand. Write number 4 (with correct formation) on white board and draw 4 cupcakes with it. Associate number with quantity. Guided Practice: Put activity number card, play dough and blocks on the table. Ask students to say number 4 , then make it with play dough and put only 4 blocks on the card. Note: Make activity number card on chart paper. Divide it in 3 columns. Say it, build it and count it. <br> Focused task: Students will provide worksheet. Ask them to circle only number 4 with coloured pencils. <br> Wrap up: Students will be asked to write number 4 in their palm. Reflection | 5 mins <br> IOmins <br> 20 mins <br> 5 mins | Students will be assessed on Participation in group activities and understanding of the number ' 4 ' with quantity. | Ppt <br> Concrete objects / counters <br> Number <br> Worksheet <br> Coloured pencils |


| Mathematical development | İcal development ${ }^{\text {Title: number } 4}$ Day 4 | Day : 4 | 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 to <br> - Identified number 4 <br> - Relate quantity with the number <br> - Trace number with correction | Recap: <br> Students will be asked to reinforced numbers from 0 to 10 while reading them through ppt/flashcards. Show number 4 flashcard and ask which number is this? <br> We are learning to: Identify and count number 4. <br> What I am looking for: <br> How well you identify and count number 4 through different objects. <br> Gained skill: <br> It helps us to enhance our counting skills. <br> Introduction: <br> Paste number 4 on board. Invite students one by one and ask them to trace number 4 pasted on the board with coloured markers. <br> Guided Practice: <br> I. Provide students number boxes and pompom of different colours. Instruct them to sort same colour of pompom for each number. <br> 2. Teacher will ask the students write the number 4 on salt tray. <br> Focused task: <br> Ask students to open book page 35. Help students to connect number 4 in the cup swing grid and see what comes out. Help students to trace number | 5 mins <br> 10 mins <br> 20 mins | Students will be assessed on Participation in group activities and understanding of the number ' 4 ' with quantity. | Ppt <br> Concrete objects <br> / counters <br> Number boxes pompom |


|  | 4 given at the bottom of the page. For tracing, explain to the students that <br> it is clearly indicated exactly where they have to start tracing from. <br> Wrap up: <br> Show number 4 flashcard and ask its name. <br> Reflection: | 5 mins |
| :--- | :--- | :--- | :--- |$\quad$ Salt tray $\quad$ Book page 35


| Mathematical development |  |  | 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 to <br> - Identify number 4 <br> - Relate quantity with the number <br> - Trace number with correction | Recap: Students will be asked to reinforced numbers from 0 to 10 while reading them through ppt/flashcards. Show number 4 flashcard and ask which number is this? <br> We are learning to: Identify and count number 4 . <br> What I am looking for: How well you identify and count number 4 through different objects. <br> Gained skill: It helps us to enhance our counting skills. <br> Introduction: Show the flashcard and ask which number is this? Paste number 4 card on board. Ask students to come on the board and trace number 4 one by one. Ask students to show 4 fingers, count 4 pencils and tell 4 objects name in class. <br> Guided Practice: Organize sand letter prior to tracing number ' 4 ' on the copy. Demonstrate how to trace the letter using the index and the middle finger. Ask them to trace it 2,3 times. And say the number. <br> Focused task: Ask students to open their copies. Trace number ' 4 ' on copy. Give them a set amount of time to complete the task and monitor their progress. <br> Wrap up: Students will be asked to count 4 chairs, 4 tables, 4 water bottles randomly. <br> Reflection: <br> Homework: Trace number ' 4 ' on copy. | $3 m i n s$ <br> 5 mins <br> 30mins <br> 2 mins | Students will be assessed on Participation in group activities and understanding of the number ' 4 ' with quantity. | Ppt <br> Concrete objects / counters <br> Sand paper number |

