

Mathematical development		Title : number 5	Day: 1	Class: Play Group	
Learning Outcomes	Activity Plan / Methodology	Time	Assessment of learning outcome/s (How)	Resources	
<p>By the end of this lesson, students will be able to</p> <ul style="list-style-type: none"> Identify number 5 Relate quantity with the number 	<p>Recap: Students will be asked to reinforced numbers from 0 to 10 while reading them through ppt/ flashcards We are learning to: Identify and count number 5. What I am looking for : How well you identify and count number 5 through different objects. Gained skill: It helps us to enhance our counting skills. Introduction: Revise the numbers 1, 2, 3 and 4 with students using flashcards showing the individual numbers. Alternatively, ask students to show the quantities 1, 2, 3, and 4 with their fingers. Ask students what number comes after 4. Show 4 rubber balls. Ask students to identify the objects and to say how many they are (4). Show 5 rubber balls and ask students how many rubber balls you are holding now. If necessary, tell them there are 5 rubber balls. Show the flashcard and tell them today we will learn number 5. Ask students to tap your head 5 times, snap your finger 5 times. Paste flashcard on the board and say number 5. Ask students to repeat after you. Students will be shown number 5 song</p>	5mins	Students will be assessed on participation on group activities and understanding of number 5 with quantity	Ppt /flashcard	
		10mins		Concrete objects / counters/ Ppt	

	<p>https://youtu.be/-6OM_nSyod0</p> <p>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.</p> <p>Guided practice: Introduce digit 5 by showing 5 fingers. Count by folding one finger at a time from 1, 2, 3, 4, 5 till all the fingers are closed. Show flashcard of 5 with real objects such as 5 flowers, 5 leaves, 5 grapes, 5 carrots, 5 almonds etc. Discuss the things which are five in numbers e.g. five Prayers, five fingers etc. Call students and ask them to draw 5 objects they like on white board.</p> <p>Focused task: Ask students to open book page 36. Ask them to move your finger on number 5 and say it aloud. Ask them what is in the picture? Which things are there? Tell them we can see trouser, hat, bag, t-shirt, frock. Ask them what their favourite clothes are? Students will be given worksheet of pot and cutouts of fish and asked them to paste 5 fish in the pot.</p> <p>Wrap up: Students will be asked to show their 5 finger / pencil/ colour at the end of the lesson.</p> <p>Reflection:</p>	20 mins		Book pg. no 36 Worksheet Cutouts of fish
		5mins		

Mathematical development		Title: Number 5	Day :2	Class: Play group	
Learning Outcomes	Activity Plan / Methodology	Time 40 mins	Assessment of learning outcome/s (How)	Resources	
<p>By the end of this lesson, students would have</p> <ul style="list-style-type: none"> Identify number 5 Relate quantity with the number 	<p>Recap: Students will be asked to reinforced numbers from 0 to 10 while reading them through ppt. Show number 5 flashcard and ask which number is this?</p> <p>We are learning to: Identify and count number 5.</p> <p>What I am looking for : How well you identify and count number 5 through different objects.</p> <p>Gained skill: It helps us to enhance our counting skills.</p> <p>Introduction: Students will be shown number 5 song https://youtu.be/IPm9rYSpNTs Ask students to tap your table 5 times, jump 5 times. Write the number as large as possible on the board. Ask the students to trace the number in the air. It is important that this is done using the whole arm moving from the shoulder.</p> <p>Guided practice: Show students flashcards of numbers 1, 2, 3, 4, and 5 in sequence. Ask them to read aloud each number as it is shown. Mix up the flashcards, and then place them on the board in a</p>	5mins	Students will be assessed on participation on group activities and understanding of number 5 with quantity	Concrete objects / counters/ flashcards	
		10 mins			
		20 minutes			

	<p>random arrangement. Ask students to point to the number 5. • Repeat a few times until students are able to recognize the number 5 quickly. Ask the students to work in pairs. Give each pair a set of 5 playing cards, each showing a number from 1 to 5. Ask students to test each other on recognition of the different numbers. Revise writing the number 5 by asking students to draw the number 5 in the air with their index finger.</p> <p>Focused task: Ask students to open book page 37. Talk about the pictures. Ask them to tell the names of pictures. Ask the students tell which objects are 5 in numbers circle them. Ask them these all things u can see in your closet.</p> <p>Wrap up: Students will be asked to write number 5 in the air at the end of the lesson.</p> <p>Reflection:</p> <p>Homework: Do book page number 38.</p>	5mins		<p>Numbers flash cards</p> <p>Book pg. no 37</p>
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Mathematical development		Title: number 5	Day : 3	Class: Play group	
Learning Outcomes	Activity Plan / Methodology	Time 40 mins	Assessment of learning outcome/s (How)	Resources	
<p>By the end of this lesson, students will be able to</p> <ul style="list-style-type: none"> Identify number 5 Relate quantity with the number Trace number with correction. 	<p>Recap: Students will be asked to reinforced numbers from 0 to 10 while reading them through ppt/flashcards. Show number 5 flashcard and ask which number is this?</p> <p>We are learning to: Identify and count number 5.</p> <p>What I am looking for : How well you identify and count number 5 through different objects.</p> <p>Gained skill: It helps us to enhance our counting skills.</p> <p>Introduction: Show flashcards, each with pictures of 5 people or 5 familiar objects. Ask students to identify the objects. Ask how many objects are shown on each flashcard. Hold up a flashcard with the number 5. Ask what number is shown. Place this flashcard on the board and write '5' above it. Say 'five' and ask students to repeat after you. Write the number 5 on the board again, large enough for all students to see how it is written. Write it slowly and ask students to use their index fingers to follow the number as it is written and trace the number 5 in the air. Ask students to think of some things that commonly come in fives. E.g. fingers and toes.</p>	<p>5mins</p> <p>10mins</p>	<p>Students will be assessed on participation on group activities and understanding of number 5 with quantity and trace number with correction.</p>	<p>Ppt</p> <p>Concrete objects / counters/ Ppt /</p> <p>Number flashcards</p>	

Guided Practice:

1. Put activity number card, play dough and blocks on the table. Ask students to say number 5, then make it with play dough and put only 5 block on the card.

Note: Make activity number card on chart paper. Divide it in 3 columns. Say it, build it and count it.

2. Provide students cupcake liner paper slips, pompom, tong/tweezer. Ask them to read number written on each cupcake line/paper slips and place pompom according to number with tong/tweezer. Teacher can make resource with help of given picture.

Focused task:

Students will provide worksheet. Ask them to trace number 5 and colour the balloons.

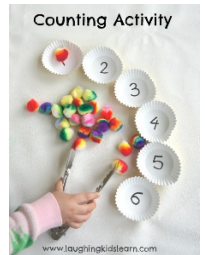
Wrap up:

Students will be asked to write number 5 in their palm.

Reflection:

20mins

5mins



Worksheet
colours

Mathematical development		Title: number 5	Day : 4	Class: Play group	
Learning Outcomes	Activity Plan / Methodology	Time 40 mins	Assessment of learning outcome/s (How)	Resources	
<p>By the end of this lesson, students will be able to:</p> <ul style="list-style-type: none"> Identify number 5 Relate quantity with the number Trace number with correction. 	<p>Recap: Students will be asked to reinforced numbers from 0 to 10 while reading them through ppt/flashcards. Show number 5 flashcard and ask which number is this?</p> <p>We are learning to: Identify and count number 5.</p> <p>What I am looking for : How well you identify and count number 5 through different objects.</p> <p>Gained skill: It helps us to enhance our counting skills.</p> <p>Introduction: Revise the sequence of numbers from 1 to 4 by asking what number comes after 1, 2, and 3 respectively. Then, show flashcards with the numbers 1 to 5 in random order and ask them to put the numbers in the correct order. Ask students to recite the sequence of numbers from 1 to 5. Place the number flashcards on the board in the correct order. Show the flashcard with the number 5 and ask where it should be placed to be in the correct order. (after 4). Ask students to recite the numbers 1 to 5 in sequence. Revise writing the number 5 by asking students to draw the number 5 in the air with their index finger</p>	<p>5mins</p> <p>10 mins</p>	<p>Students will be assessed on participation on group activities and understanding of number 5 with quantity and trace number with correction.</p>	<p>Ppt</p> <p>Concrete objects / counters/ Ppt /</p> <p>Ladybird cutouts, black</p>	

Mathematical development		Title: number 5	Day : 5	Class :Play group	
Learning Outcomes	Activity Plan / Methodology	Time 40 mins	Assessment of learning outcome/s (How)	Resources	
<p>By the end of this lesson, students will be able to</p> <ul style="list-style-type: none"> Identify number 5 relate quantity with the number Trace number with correction. 	<p>Recap: Students will be asked to reinforced numbers from 0 to 10 while reading them through ppt/flashcards. Show number 5 flashcard and ask which number is this?</p> <p>We are learning to: Identify and count number 5.</p> <p>What I am looking for : How well you identify and count number 5 through different objects.</p> <p>Gained skill: It helps us to enhance our counting skills.</p> <p>Introduction: Show the flashcard and ask which number is this? Paste number 5 on board. Ask students to stand up and write the number being taught in the air. Ask students to repeat counting 1-5 twice.</p> <p>Guided Practice: Organize sand letter prior to tracing number '5' 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.</p> <p>Focused task: Ask students to open their copies. Trace number '5' on copy. Give them a set amount of time to complete the task and monitor their</p>	<p>3mins</p> <p>5mins</p>	<p>Students will be assessed on participation on group activities and understanding of number 5 with quantity and trace number with correction.</p>	<p>Ppt</p> <p>Concrete objects / counters/ Ppt /</p> <p>Sand letter</p>	

	<p>progress.</p> <p>Wrap up: Students will be asked to tell 5colours name.</p> <p>Reflection:</p> <p>Homework: Trace number '5' on copy.</p>	<p>30mins</p> <p>2mins</p>		
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