




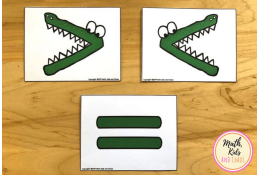

Mathematical development		Title: backward counting	Day: Class: kindergarten		
Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assessment of Learning	Resources	
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Orally count backwards 20-1 and write numbers backward 20-0 in order.</p>	<p>Recap: Students will be asked to reinforced numbers 1-20 https://youtu.be/DOAjq682yrA</p> <p>We are learning to: We are learning to identify descending order of number 20-1.</p> <p>What I am looking for: How well you identify descending order of number 20-1</p> <p>Gained skill: It helps us to enhance our counting and learning skills.</p> <p>Introduction:Ask the students to stand in a circle and play the ball game to practice counting from 1-20 and from 20-1.Fix the flashcard of 20 on the board and ask students to take turns to come and fix the next number until the sequence to 20 is complete. Repeat this activity starting with flashcard 1 and arranging the cards in ascending order. Play video:</p> <p>Guided practice: Place pieces of large construction paper with one number (in order from 20-0) written in large print on each.Each student will receive a small index card with a "mystery number" (0-20) written on it.Each child will get a turn find their number on the construction paper number line on the floor. They will then begin hopping/counting backwards from their mystery number. When the rest of the class catches on, they will join in on the counting. Continue process until all students have hopped and counted backward.</p> <p>Split students into two teams. Also, have something you can use to point towards the two teams. A magic wand would be great for this, or even just something like a stick. One team is going to face the other team. Point the wand or stick at the first team, and they say the first number, e.g. '20'. Then point to the other team who say the next number, '19'. Then the other team say '18'.Keep bouncing back and forwards between the two teams until you get to zero.</p> <p>Focused task:Ask the students to open their books and complete book page. ... As the students are doing work walk around, monitor and offers lot of encouragement.</p> <p>Wrap up: Students will be asked to read numbers backward 20-0</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>identifying the Backward counting 20-1 and write numbers backward 20-0 in order.</p>	<p>ball number cards</p> <p>stick</p> <p>book page</p>	

Mathematical development		Title: Ordering Number	Day: 2Class: kindergarten		
Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assessment of Learning	Resources	
Upon the completion of this lesson, Students will be able to: identify and write before, between and after numbers	<p>Recap: Students will be asked to reinforced numbers 1-30 https://youtu.be/DOAjq682yrA</p> <p>We are learning to: We are learning to identify descending order of number 20-1.</p> <p>What I am looking for: How well you identify descending order of number 20-1</p> <p>Gained skill: It helps us to enhance our counting and learning skills.</p> <p>Introduction: show the flashcard of before, between and after. Help them to read them. Tell student today we are going to reinforce before, between and after numbers. Paste a number card on board e.g 9. Call a student randomly on board to write what comes before 9. Paste 2 numbers on board e.g. 19-----21 and ask students to tell what comes between?</p> <p>Guided practice: Make a number line on the classroom floor and prepare number cards. Mix up all the number cards and then arrange them in sequence, involving students through questioning e.g. which number comes after 10. Also ask them to find the flash card of the required number. The washing line can also be used for this purpose. Ask them to show you the sequence once they complete it.</p> <p>Give each student a set of number cards from 0–30.Explain that you are going to describe a number and they must hold up the correct number card .For example, if you say. 'I come after 23', they should hold up 24.</p> <p>Focused task:Ask the students to open their copies and write numbers and complete before, between and after numbers. (prepare copy a day before) As the students are doing work walk around, monitor and offers lot of encouragement.</p> <p>Wrap up: Students will be asked to read numbers 1-30.</p> <p>Reflection:</p> <p>Homework: do book page. ...</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 write before, between and after numbers</p>	<p>number cards</p> <p>copy work</p> <p>book page</p>	

Mathematical development		Title: Comparing Number	Day: 3	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>To compare and write numbers using greater than, less than, and equal to signs.</p>	<p>Recap: Students will be asked to reinforced numbers 1-30</p> <p>We are learning to: We are learning to identify and write numbers using greater than, less than and equal to signs</p> <p>What I am looking for: How well you compare and write numbers using greater than, less than, and equal to signs.</p> <p>Gained skill: It helps us to enhance our counting and comparing skills.</p> <p>Introduction: Tell the class that today we are going to learn comparing numbers. Ask for a student volunteer to define the word compare. After some discussion, remind class that compare means to see if one number is the same as, smaller than, or bigger than another number. Write the terms greater than, less than, and equal to on the whiteboard. Prompt your class to tell you what each of these terms mean. After some students share what they believe each means, write the definition for each on the board. Remind the class that greater than means bigger, less than means smaller, equal to means the same. Explain that as a class, everyone will review the symbols used to compare numbers. Define symbols as things that are used to stand for or represent something. In this case, symbols are used to compare numbers by size. Gesture with your arms wide as you say in a loud voice, "greater than", arms close together as you say in a whisper voice, "less than," and hold arms parallel to form an equal sign as you say, "equal to."</p> <p>Guided practice: Heap two different numbers of pebbles or beads on the table. Ask them to identify the greater quantity without counting. Obviously the bigger heap will have the greater number of pebbles.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>7 pebbles</p> </div> <div style="text-align: center;">  <p>10 pebbles</p> </div> </div>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on Comparing and writing numbers using greater than, less than, and equal to signs.</p>	<p>number cards</p> <p>pebbles, beads</p>	

	<p>The bigger heap has the greater number of pebbles; i.e 10 is greater than 7 Explain the idea using a number line.</p> <p>Focused task: Ask the students to open their book page 18 and look at the greater, less and equal signs. Talk about French fries in each packet e.g. 25 is greater than 22. Ask them to open book page 19. Tell them that they have to circle the objects with greater number in each group. In second activity they have to colour the objects with greater and lesser numbers.</p> <p>Wrap up: write two number on board and ask students to come and make signs to show greater, less than, an equal numbers.</p> <p>Reflection:</p>			book page
--	--	--	--	-----------

Mathematical development		Title: Comparing Number	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>To compare and write numbers using greater than, less than, and equal to signs.</p>	<p>Recap: Students will be asked to reinforced numbers 1-30</p> <p>We are learning to: We are learning to identify and write numbers using greater than, less than and equal to signs</p> <p>What I am looking for: How well you compare and write numbers using greater than, less than, and equal to signs.</p> <p>Gained skill: It helps us to enhance our counting and comparing skills.</p> <p>Introduction: Draw a number line. Taking different numbers on the number line, tell the students that a number closer to zero is smaller than a number farther from zero. Give the students a few examples on the number line, like 7 and 11.</p> <p style="text-align: center;">  </p> <p>0 1 2 3 4 5 6 7 8 9 10 11</p> <p>7 is closer to zero as compared to 11 which is farther from zero. Hence, 11 is greater than 7 or 7 is smaller than 11. Give similar examples to enhance students' understanding. A number strip can also be used in place of a number line. At this stage you can introduce the symbols of greater than (>) and less than (< 11 or 11 > 7 and equal to =</p> <p>Guided practice: Provide students play dough and ask them to make signs of greater than, smaller than and equal to with playdough. Provide students number flashcard and a plain paper. Ask them to choose random number and compare them as greater than, less than as and smaller than with playdough signs.</p> <p>Focused Task:ask students to open book page 20. Look at the second activity. Draw < for lesser number and > for greater number.</p> <p>Wrap up:write random numbers on board and ask students to make signs.</p> <p>Reflection:</p> <p>Homework: do book page 20 activity 1.</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on Comparing and writing numbers using greater than, less than, and equal to signs.</p>	<p>number cards</p> <p>play dough number cards</p> <p>book page</p>

Mathematical development		Title: Comparing Number	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>To compare and write numbers using greater than, less than, and equal to signs.</p>	<p>Recap: Students will be asked to reinforced numbers 1-30.</p> <p>We are learning to: We are learning to identify and write numbers using greater than, less than and equal to signs</p> <p>What I am looking for: How well you compare and write numbers using greater than, less than, and equal to signs.</p> <p>Gained skill: It helps us to enhance our counting and comparing skills.</p> <p>Introduction:Introduce the concept to students by first showing them easy examples present in the classroom, such as chairs on one side of the room compared to chairs on the other side. Ensure that there is a clear difference between the things being compared and allow students to become familiar with the terms 'more' and 'less'. Encourage them to say the words out loud as they give their replies.</p> <p>Introduce the stick puppet of the crocodile head to the students and explain what the terms 'less than' and 'greater than' signify. Place the crocodile head in front of the different objects ask the pairs to one by one identify which number of objects is bigger. Explain that the crocodile wants to eat the bigger number, and so the open mouth will point towards the bigger number.</p> <p>Guided practice: Make the activity resource as shown in the picture. Use different number of blocks to practice comparing numbers. Ask students to come one by one. Count the blocks and use correct crocodile sign for greater and smaller number. Use equal to sign card for equal number of blocks.</p> <p>Focused Task: ask students to open book page 21. Look at second activity count the number of jellies and write under each jelly jar. Make signs to show greater than, less than and equal to sign for numbers.</p> <p>Wrap up:write random numbers on board and ask students to make signs.</p> <p>Reflection:</p> <p>Homework: do book page 21 activity 1.</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on Comparing and writing numbers using greater than, less than, and equal to signs.</p>	<p>number cards</p>   <p>book page</p>