
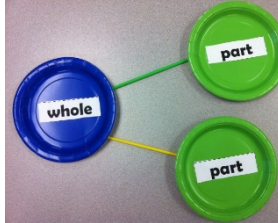


Mathematical development		Title: Number bond	Day: 1	Class: kindergarten	
Learning Outcomes	Activity Plan/Methodology	Time: 40 minutes	Assessment of Learning	Resources	
<p>Upon the completion of this lesson, Students will be able to:</p> <p>identify pair of numbers to make number bond</p>	<p>Recap: Students will be asked to reinforce comparing numbers through ppt.</p> <p>We are learning to: We are learning to identify and write number bonds.</p> <p>What I am looking for: How well you compare and write number bonds</p> <p>Gained skill: It helps us to enhance our counting and comparing skills.</p> <p>Introduction: tell students today we are going to learn number bond. Ask for a student volunteer to define the number bond. After some discussion, tell class number bonds are pairs of numbers that add up to make another number. They're usually represented by two smaller circles (the parts) linked to a larger one (the whole). Before teaching number bond, start by simply having students sort pictures of whole items versus parts of items. This introduces the idea of "part, part, whole," which is key to understanding number bonds.</p> <p>Play a video https://youtu.be/yloa6oOfMKk</p> <p>Show on board how we can make number bond with 2.</p> $1+1= 2$ $0+2= 2$ $2+0= 2$ <p>Guided practice: make resource paper plates to represent number bonds. Divide class in group of 3 and distribute paper plates and numbers. Instruct group 1 to make number 5 with different numbers. Group 2 to make number 6 with different numbers and group 3 to make number 7 with different numbers.</p> <p>Focused Task: ask students to open book page 22. Tell them that number bonds are pair of numbers. Look how can we make number 5 with different pair of numbers?</p> <p>Wrap up: write one whole number on board and ask students to make its pair.</p> <p>Reflection:</p>	5 mins	<p>Students will be assessed on identifying pair of numbers to make number bond</p>	<p>number bond cards</p>  	
	10 mins	20 mins			
	5 mins	book page			


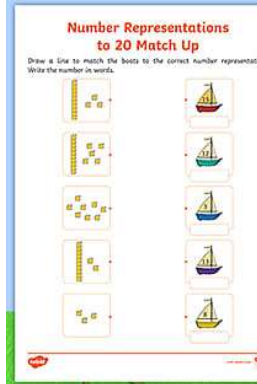
Mathematical development		Title: Number bond	Day: 2 Class: kindergarten		
Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assessment of Learning	Resources	
<p>Upon the completion of this lesson, Students will be able to:</p> <p>identify pair of numbers to make number bond</p>	<p>Recap: Students will be asked to reinforce number bonds through ppt.</p> <p>We are learning to: We are learning to identify and write numberbonds.</p> <p>What I am looking for: How well you compare and write number bonds</p> <p>Gained skill: It helps us to enhance our counting and comparing skills.</p> <p>Introduction:ask students what are number bonds. Teacher will paste a number line on the board with numbers from 0 till 10. She will tell the students that number line always start with 0. Numbers on the number line increase towards the right and decrease towards the left. She will write $2 + 3 = \underline{\quad}$ on the board and then tell students that our first number is 2 so we will jump till 2 then we have to count three numbers further so from 2 we will jump to number 5. It will give us our answer. Teacher will paste number cards on the board with the addition sign and ask students to add the numbers. e.g</p> <p>$3 + 2 =$ $4 + 1 =$ $0 + 5 =$ $5 + 0 =$ $1 + 4 =$ $2 + 3 =$</p> <p>Guided practice: Call out four boys to the front of the class. Demonstrate how different you can arrange the boys.</p> <ol style="list-style-type: none"> 3 and 1 2 and 2 1 and 3. <p>As you re-arrange them, learners call out the new arrangement.Repeat with 5 girls, this time call aboy to come and arrange them in three different ways.Put learners into groups of four. Givethem 5 counters. Ask them to pair them inthree different ways..</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on identifying pair of numbers to make number bond</p>	<p>number bond cards</p> <p>book page</p>	

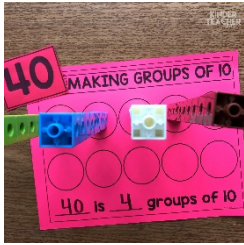
Focused Task:ask students to open book page 23. Ask them to look at pictures to make number 7 and 10.

Wrap up: write one whole number on board and ask students to make its pair.

Reflection:

Homework: do book page 24.

Mathematical development		Title: tens and ones	Day: 3 Class: kindergarten
Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assessment of Learning
<p>Upon the completion of this lesson, Students will be able to:</p> <p>distinguish between the tens and ones place value</p>	<p>Recap: Students will be asked to reinforce number bonds through ppt.</p> <p>We are learning to: We are learning to identify and write tens and ones place value.</p> <p>What I am looking for: How well you identify and write tens and ones place value</p> <p>Gained skill: It helps us to enhance our counting and comparing skills.</p> <p>Introduction: Draw two boxes next to each other on the board. Above the one on the left (as you face the board) Write tens and above the other write ones. Ask the students to clap their hands ten times. When they have finished, ask them how many sets of ten claps they did and write 1 in the tens box explaining that they clapped on set of ten times.</p> <p>Ask them how many extra claps they did and write 0 in the ones box. Ask them to read number in the boxes (10) and explain that this number means one set of ten and no extra ones.</p> <p>Put out the set of items you have prepared and ask a student to come and make a set of 11 blocks.</p> <p>When s/he has made the set, count them with the students (1, 2, 3,4,5,6,7,8,9,10, and one more makes 11)</p> <p>Guided practice: provide students number 10-20 and connecting cubes. Ask them to pick a number and make it to connect the cubes and tell how many tens and ones.</p> <p>Focused Task:ask students to open book page 25. Tell them we have 10 digits here 0-9. Count the number. Now open book page 27 and see how to make ten and eleven.</p> <p>Provide students worksheet and help them.</p> <p>Wrap up: write different numbers on board and ask students to tell them as tens and ones.</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>distinguishing between the tens and ones place value</p>
			  <p>book page</p>

Mathematical development		Title: tens and ones	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>distinguish between the tens and ones place value</p>	<p>Recap: ask students about tens and ones.</p> <p>We are learning to: We are learning to identify and write tens and ones place value.</p> <p>What I am looking for: How well you identify and write tens and ones place value</p> <p>Gained skill: It helps us to enhance our counting and comparing skills.</p> <p>Introduction: tell students that you are aware of tens and ones.</p> <p>We have 10 digits: 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9. These ten digits can be arranged in different sequences to stand for different values. For example, in the number 13, the digit 3 has a value of 3 ones. By contrast, in the number 30, the digit 3 has a value of 3 tens. This is because of place value. The value of the number 3 depends on its place in the number. Place value is all about the position of a digit in a number. A digit is called a unit or ones like 1 is a unit or ones.</p> <p>tell students when we count things up to 10, we call them tens and write down how many tens we have, followed by how many ones. Revise the fact that 10 represents one group of ten and no extra ones</p> <p>20 represent two group of tens and no extra ones</p> <p>30 represents three group of tens and no extra ones</p> <p>Guided practice: Divide class in group of 4. Make resource of making group of tens and provide students blocks. Write a number on board e.g. 10, 20, 30 and ask them to make a group of ten.</p> <p>Focused Task: ask students to open book page 26. encourage them to tell 10 balls means 1 ten, 20 balls means 2 ten and so on.</p> <p>open book page... And complete it. As the students are doing work walk around, monitor and offers lot of encouragement</p> <p>Wrap up: give number flashcard of 10, 20, 30 ask students to tell them as tens and ones</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>distinguishing between the tens and ones place value</p>	 <p>book page</p>	

Reflection:

Homework: do book page.....

Mathematical development		Title: tens and ones	Day: 5 Class: kindergarten
Learning Outcomes	Activity Plan/Methodology	Time: 40 minutes	Assessment of Learning
<p>Upon the completion of this lesson, Students will be able to:</p> <p>distinguish between the tens and ones place value</p>	<p>Recap: ask students about tens and ones.</p> <p>We are learning to: We are learning to identify and write tens and ones place value.</p> <p>What I am looking for: How well you identify and write tens and ones place value</p> <p>Gained skill: It helps us to enhance our counting and comparing skills</p> <p>Introduction:</p> <p>Draw countable objects on board and ask students to come and group them as tens and ones. Repeat 1 ten is equal to 10 set of objects. Show them the tens from the bead strings (Toolkit) and count with them to check how many beads are there. Make it clear that ten beads in 1 row makes 1 ten, if there are 2 rows, it means 2 tens. If we have a number like 26 then we count 2 tens and the remaining numbers as ones e.g.</p> <p style="text-align: center;">$2 \text{ tens } 6 \text{ ones} = 26$</p> <p>Clear the concept while giving different examples.</p> <p>Guided practice: Divide a paper in half and label the left side "tens" and right side "ones." Write a number like 23 on a whiteboard. Then, using your place value manipulatives, have the child place the number of tens in the tens part of the paper (for example, 2 bundles of toothpicks/ straws/ blocks/pencils) and the number of ones in the ones part of the paper (three individual toothpicks). Repeat with other numbers.</p> <p>Provide students white boards and show them a number. Ask them to write how many tens are there in shown number.</p> <p>Focused Task: provide worksheet and ask students to do it. (teacher can do copy making for this work)</p> <p>Wrap up: show a number card and ask students to tell how many ones are there in shown number.</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 distinguishing between the tens and ones place value</p> <p>toolkit</p> <p>manipulatives</p> <p>book page</p> 