Mathematical development		Title : number 7	Day	:	Class : Play group	
Learning Outcomes			Time 40 mins	Assessment of learning outcome/s (How)	Resources	
By the end of this lesson, students wil be able to: Identified number 7 Relate quantity with the number	reading them through p We are learning to: Iden What I am looking for How well you identify an Gained skill: It helps us to enhance ou Introduction: Use flashcards to revise Alternatively, ask studen using their fingers. Ask building blocks and ask s holding now. If necessary Ask students to repeat a building blocks. Then, he Ask students to repeat a of the classroom. Point t	itify and count number 7. Id count number 7 through differ ir counting skills. The numbers 1, 2, 3, 4, 5 and 6 its to show the quantities 1, 2, 3, students what number comes afte students how many building blocks g, tell them that there are 7 build fter you. Repeat 1, 2, 3, 4, 5, 6 old out 7 building blocks and say fter you. Ask 7 students to stand to one student at a time and cour ou. Ask how many students there umber song 7	rent objects. 4, 5 and 6 r 6. Show 7 s you are ding blocks. and 7 `seven blocks'. at the front it aloud; ask	5mins 10mins	Students will be assessed on participation on group activities and understanding of number 7 with quantity	Ppt /flashcard Concrete objects / counters/ Ppt

Do oral counting (daily) through singing, on the board wi flashcards, real objects, counting bars, small blocks, balls, cream sticks and things from the classroom. Guided practice: Introduce digit 7 by asking students how many days are t week? Let's count them; Monday I, Tuesday 2, Wednesda Thursday 4, Friday 5, Saturday 6, Sunday 7. Write th on the board. Draw 7 objects and paste flashcard of 7 or Count 7 objects in the class. Focused task:	spoons, ice- nere in a y 3, e number 7 20 mins the board.	
Ask students to open book page 44. Ask them to move you on number 7 and say it aloud. Ask them what is in the Which things are there? Tell them we can see apple, band pear, grapes, watermelon, and strawberry. Ask about thei fruit one by one. Students will be given worksheet of caterpillar face and s	na, orange, Book pg. no ~ favourite	կե
do finger printing and make seven finger prints to make i Wrap up: Students will be asked to show their 7 fingers / pencils / end of the lesson. Reflection:	ts body. Worksheet 5mins Poster colou	rs

Mathematical development		Title: Number 7	Day :2	Class: Play group		
Learning Outcomes	Act	ivity Plan / Methodology	Time 40 mii	Assessment of is learning outcome/s (How)	Resources	
By the end of this lesson, students will be able to: • Identify number 7 • Relate quantity with the number	reading them through number is this? We are learning to: Ide What I am looking for How well you identify a Gained skill: It helps us to enhance of Introduction: Students will be shown https://youtu.be/WsTx Ask students to tap you Write the number as la to trace the number in the whole arm moving Guided practice: Ask the students to sit	nd count number 7 through differe ur counting skills. number 7 song qd <u>6cj3w</u> r table 7 times, jump 7 times. arge as possible on the board. Ask th the air. It is important that this is from the shoulder.	ask which nt objects. e students done using . the	Students will be assessed on participation on group activities and understanding of number 7 with quantity	Concrete objects / counters/ flashcards	
	it? (number 7) • Invite	at is this? (A box) What number is a student to count 7 ice cream stick e caps and put them in the box. Ask	cs/buttons/		ice cream sticks pom pom	

student to come and put the ice cream sticks in the box and repeat the	20 mins	buttons
activity. Revise writing the number 7 by asking students to draw the		erasers
number 7 in the air with their index finger.		
Focused task:		
Ask students to open book page 45. Talk about the pictures. Ask them		
tell the names of pictures. Ask students to tell which fruits are 7 in		
number circle them. Tell them fruits are very healthy we should eat		Numbers flash card
fruits.		
Wrap up:		Book pg. no 45
Students will be asked to write number 7 in the air at the end of the	5mins	
lesson.		
Reflection:		
Homework:		
Do book page number 46.		

Mathematical development		Title: number 7	Day:3	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 • Identify number 7	them through ppt/flas number is this? We are learning: Ident What I am looking for		and ask which	5mins	Students will be assessed on participation on group activities and understanding of number 7 with	Ppt Concrete objects
 Relate quantity with the number 	Gained skill: It helps us to enhance Introduction: Show flashcards, each	ind count number 7 through diffe our counting skills. with pictures of 7 stars or 7 fam ob jects. Ask how many ob jects ar	iliar objects. Ask		quantity and trace number with correction.	/ counters/ Ppt /
• Trace number with correction.	flashcard. Hold up a f shown. Place this flash and ask students to re again, large enough fo and ask students to us written and trace the	lashcard with the number 7. Ask card on the board and write '7' a beat after you. Write the number ~ all students to see how it is writt e their index fingers to follow the r number 7 in the air. Ask students c. Tell them the rainbow has seven	what number is bove it. Say 'seven' 7 on the board en. Write it slowly number as it is to tell the names	10mins		

 I. Put activity number card, play dough and blocks on the table. Ask students to say number 7, then make it with play dough and put only 7 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. Make a lacing card of number 7. Demonstrate how to lace the number with ribbon/ shoe lace. Ask students to lace their number 7. Focused task: Students will provide worksheet. Ask them to trace number 7 and colour the strawberries. Wrap up: Students will be asked to write number 7 on the back of their friend/ on their forehead/ in the air. 	20mins 5mins	Number flashcards
Reflection:		Worksheet colours

Mathematical development		Title: number 7	Day:4	Day : 4 Class : Play group		
Learning Outcomes	J		Time 40 mins	Assessment of learning outcome/s (How)	Resources	
By the end of this lesson, students will be able to: Identify number 7 Relate quantity with the number Trace number with correction.	them through ppt/flash number is this? We are learning to: Id. What I am looking for How well you identify of Gained skill: It helps us to enhance of Introduction: Revise the sequence of r after I, 2, 3, 4, 5 and numbers I to 7 in rand correct order. Ask stud Place the number flash flashcard with the nur correct order. (After 6 sequence. Revise writing	nts will be asked to reinforced numbers from O to IO while reading through ppt/flashcards. Show number 7 flashcard and ask which er is this? re learning to: Identify and count number 7. : I am looking for : well you identify and count number 7 through different objects. d skill: is us to enhance our counting skills. uction: the sequence of numbers from I to 6 by asking what number comes I, 2, 3, 4, 5 and 6 respectively. Then, show flashcards with the ers I to 7 in random order and ask them to put the numbers in the t order. Ask students to recite the sequence of numbers from I to 7. the number flashcards on the board in the correct order. Show the ard with the number 7 and ask where it should be placed to be in the t order. (After 6). Ask students to recite the numbers I to 7 in uce. Revise writing the number 7 by asking students to draw the number		(How) Students will be assessed on participation on group activities and understanding of number 7 with quantity and trace number with correction.	Resources Ppt Concrete objects / counters	
	7 in the air with their Guided Practice : 1. Give each student th	inaex finger e cutout of rainbow and help them t	io colour it. 30mins		Rainbow cutouts colours	

Reinforce the colours of rainbow again and again.		
2. Teacher will ask the students write the number 7 on salt tray. Focused task:		Salt tray
Ask students to open book page 47. Help students to connect number 7 in the watermelon grid and see what comes out. Help students to trace number 7 given at the bottom of the page. For tracing, explain to the students that it is clearly indicated exactly where they have to start tracing from.		Book pg. no 47
Wrap up: Show number 7 flashcard and ask its name. Reflection:	5mins	

Mathematical development		Title: number 7	Day : 5	: 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 7 Relate quantity with the number Trace number with correction	reading them through which number is this? We are learning to: Id What I am looking for through different objec Gained skill: It helps Introduction: Show the number 7 on board. A being taught in the air Guided Practice: Orga copy. Demonstrate how finger. Ask them to tro Focused task: Ask stud copy. Give them a set of their progress. Wrap up:	us to enhance our counting skills. flashcard and ask which number is sk students to stand up and write the	rcard and ask mber 7 this? Paste e number ber '7' on the d the middle er. er '7' on	Students will be assessed on participation on group activities and understanding of number 7 with quantity and trace number with correction.	Ppt Concrete objects / counters/ Ppt / Sand letters	
	Homework: Trace number `7' on c	opy.				