

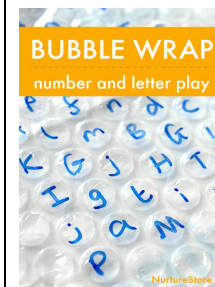
Mathematical development		Title: learning number 31	Day: Class: kindergarten		
Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assessment of Learning	Resources	
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Identify number 31 relate quantity with the number and write number correctly</p>	<p>Recap:Ask students to read aloud numbers 0-30</p> <p>We Are Learning to: Identify and count number 31.</p> <p>What I am looking for:How well you identify and count number 31 through different objects.</p> <p>Gained skill:This will help us to develop counting skills.</p> <p>Introduction:Play video:</p> <p>Tell students today we are going to learn a new number which is 31. Show the flashcard of number 31 and tell that 3tens and 1 ones makes 31. Draw two sets of boxes headed tens and units on the board. Show the students the three set of ten items you have prepared (e.g. pencils / blocks) and ask them to tell how many items altogether (30).Ask a student to come and write the number in the first set of boxes and elicit that number tells us there are three complete sets of ten and no extra unit.</p> <p>Show the students the three sets of ten and the extra one (e.g. pencils / blocks) and ask a student to write the new number in the second set of boxes .Elicit or explain that the new number is thirty-one.</p> <p>Guided practice:</p> <p>Place 3 disposable glasses having number 29, 30, and 31 and a bowl of beads on the table and ask students to identify the items. Ask 3 students to come to the front of the class and read the number on the glass and put the beads in the glass according to the number. Repeat this activity with other students also.</p> <p>Focused task:</p> <p>Ask students to open book page ...tell them that Ahmed is counting beads on abacus. Count with Ahmed and tell how many beads are there?</p> <p>Provide worksheet of number 31 and ask students to make 31 dots on it.</p> <p>Wrap up: ask students to count numbers 0-31.</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>participation on group activities and understanding of number 31with quantity</p>	Flash cards	

Mathematical development		Title: learning number 32	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 number 32 relate quantity with the number and write number correctly</p>	<p>Recap:Ask students to read aloud numbers 0-31</p> <p>We Are Learning to: Identify and count number 32.</p> <p>What I am looking for:How well you identify and count number 32 through different objects.</p> <p>Gained skill:This will help us to develop counting skills.</p> <p>Introduction:Play video:https://youtu.be/DxMUuX6bP_k</p> <p>Show the flashcard of number 32 and tell that 3tens and 2 ones makes 32. Draw two sets of boxes headed tens and units on the board. Show the students the three set of ten items and one extra ones you have prepared (e.g. pencils / blocks/ crayons) and ask them to tell how many items altogether (31).Ask a student to come and write the number in the first set of boxes and elicit that number tells us there are three complete sets of ten and one extra units.</p> <p>Show the students the three sets of ten and the extra two (e.g. pencils / blocks/crayons) and ask a student to write the new number in the second set of boxes .Elicit or explain that the new number is thirty-two.</p> <p>Guided practice: Place a box labeled number 32 in front of the class. Hide numbercards (21-32) in class and ask students to hunt number 32. (number 32 will be more in number) Ask them to put the number card 32 in the box.</p> <p>Focused task: Ask students to open book page ...tell them that there are different bugs' family e.g. lady bug, snail, butterflies and cater pillar. Ask them to count each bug family to see the total number of bugs.</p> <p>Provide worksheet and ask them to circle number 32 with colour pencil.</p> <p>Wrap up: ask students to count numbers 0-32.</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>participation on group activities and understanding of number 32with quantity</p>	<p>Flash cards</p> <p>Sample: Date Day Topic: Number '31' '32' Write: T U TU 3 1 3 2</p>	

Reflection :

Home work: write number 31, 32 on copy.

Mathematical development		Title: learning number 33	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>Identify number 33</p> <p>relate quantity with the number and write number correctly</p>	<p>Recap: Ask students to read aloud numbers 0-32</p> <p>We Are Learning to: Identify and count number 33.</p> <p>What I am looking for: How well you identify and count number 33 through different objects.</p> <p>Gained skill: This will help us to develop counting skills.</p> <p>Introduction:</p> <p>Give students ice-cream sticks, pencils, and buttons and ask them to count only 32 objects and show the class. Place the flashcards of numbers 31, 32 on the board in sequence. Show the number 33 flashcard and ask where it should be placed. (after 32) Ask students to read the numbers 1 to 33 in sequence two or three times. 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>Show the students the three sets of ten and the extra three (e.g. crayons/ popside sticks) and ask a student to tell the number. Elicit or explain that the new number is thirty-three.</p> <p>Guided practice:</p> <p>Give each student a mini white board, marker and eraser. Explain that you are going to describe a number between 25 and 33 and ask them to write the correct numeral. E.g. If you say 3 sets of 10 and 3 extra units. They should write 33. This activity is enable you to identify any student who is having difficulty with the concept of tens and units.</p> <p>Focused task:</p> <p>Ask students to open their book page ... Ask students where can we see stars and at what time of day? Do they like to count stars? Here on page... Sara is counting the stars. Count with her and tell how many stars are there?</p> <p>Ask students to open their copies and write number 33.</p> <p>Wrap up: ask students to count numbers 0-33.</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>participation on group activities and understanding of number 33 with quantity</p>	<p>Flash cards</p> <p>Sample: Date Day Topic: Number "33" Write: T U 3 3</p>	

Mathematical development		Title: learning number 34	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>Identify number 34 relate quantity with the number and write number correctly</p>	<p>Recap:Ask students to read aloud numbers 0-33</p> <p>We Are Learning to: Identify and count number 34.</p> <p>What I am looking for:How well you identify and count number 34 through different objects.</p> <p>Gained skill:This will help us to develop counting skills.</p> <p>Introduction: Ask the students to sit in a circle. Place the number chart on the board. Point to any number and ask which number it is. Repeat this for 3 to 5 numbers. Next, write 34 on the board and ask what number it is. Explain that 3 tens and 4 units make 34. Write 33 and ask the students what number comes after 33.</p> <p>Place this flashcard on the board and write '34' above it. Say 'thirty four' and ask students to repeat after you. Write the number 34 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 34 in the air.</p> <p>Show the students the three sets of ten and the extra four (e.g. Popsicle sticks/ straws) and ask a student to tell the number. Elicit or explain that the new number is thirty-four.</p> <p>Guided practice: Write random numbers on bubble wrap sheet. Prepare your sheets according to given sample. Ask students to find and pop number 31-34 only. (number 31-34 will be written more)</p> <p>Focused task: Ask students to open their book page ...talk about water animals. Tell them that fish, octopus, seahorse, starfish, crab, seal all are water animals. Ask students to open their copies and write number 33. Count seahorses swimming in the pond and tell how many they are.</p> <p>Provide them worksheet and ask to colour the seahorse with number 34.</p> <p>Wrap up: ask students to count numbers 0-34.</p> <p>Reflection :</p> <p>Homework:write number 34 on copy. (copy making sample is given above)</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>participation on group activities and understanding of number 34 with quantity</p>	<p>Flash cards</p> 	

Mathematical development		Title: learning number 35	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>Identify number 35 relate quantity with the number and write number correctly</p>	<p>Recap:Ask students to read aloud numbers 0-34</p> <p>We Are Learning to: Identify and count number 35.</p> <p>What I am looking for:How well you identify and count number 35 through different objects.</p> <p>Gained skill:This will help us to develop counting skills.</p> <p>Introduction: Allow the students' first look at the number pasted on the board and tell them it is 34. Then show them flash card of number 35.Show students' different sets of objects in turn and ask them to count each set. For example, show them 3 sets of 10spoons, ask 'How many spoons are there?' and students should say '30 spoons'. Ask the students if we will add 5 more spoons, how many spoonswill there. Tell students that 3 tens and 5 units make number.</p> <p>Place flashcard of number 35 on the board and write '35' above it. Say 'thirty five' and ask students to repeat it after you. Write the number 35 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 finger to trace the number 35 in the air.</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: Divide the class into three or four groups and distribute play dough to first group, blocks to second group, and counters to third group. Ask them make number 35with these things.</p> <p>Focused task: Ask students to open their book page ...talk about their favourite fruit. Tel them that there are peaches on the tree. Count and tell how many they are. Ask them to open page 36. Ask them to recall shapes name and ask them to draw required shape around the given number.</p> <p>Wrap up: ask students to count numbers 0-35.</p> <p>Reflection : Home work: Do book page 37</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>participation on group activities and understanding of number 35with quantity</p>	<p>Flash cards</p> <p>spoons</p> <p>playdough</p> <p>book page</p>	