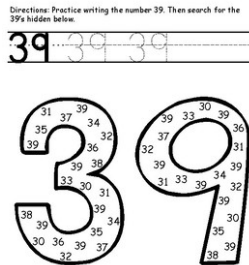


Mathematical development		Title: learning number 36	Day: Class: kindergarten		
Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assessment of Learning	Resources	
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Identify number 36</p> <p>relate quantity with the number and write number correctly</p>	<p>Recap:Ask students to read aloud numbers 0-50</p> <p>https://youtu.be/jhXUlggEIk</p> <p>We Are Learning to: Identify and count number 36.</p> <p>What I am looking for:How well you identify and count number 36 through different objects.</p> <p>Gained skill:This will help us to develop counting skills.</p>	5 mins	<p>Students will be assessed on</p> <p>participation on group activities and understanding of number 36with quantity</p>	<p>Flash cards</p> <p>big ball andmarkers</p> <p>book page copy work</p>	
	<p>Introduction:Allow the students' first look at the number pasted on the board and tell them it is 36. Then show them flash card of number 36. Show students different sets of objects in turn and ask them to count each set. For example, show them 3 sets of 10 coloured ice-cream sticks, ask 'How many ice cream sticks are there?' and students should say '30'. Ask the students if we will add six more ice-cream sticks, how many sticks will there. Tell students that 3 tens and 6 unit make number 36.Place flashcard of number 36 on the board and write '36' above it. Say 'thirty six' and ask students to repeat it after you. Write the number 36 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 36 in the air.</p>	10 mins			
	<p>Guided practice: Use a fairly large, soft ball. Ask the students to form a large circle. Begin by saying the first number in the sequence and throwing the ball to one of the students. The student should catch the ball, say the next number, and throw the ball to another student who must catch the ball and say the next number, etc. If a student fails to catch the ball, cannot continue the sequence, or says the wrong number, she/he should sit down for one minute before rejoining the game. Students will complete the game from 1 to 36 sequence.</p>	20 mins			
	<p>Focused task:</p> <p>Ask students to open their book page ...talk about birds. Ask students to tell some birds' name. Ask them to count the birds and move finger on number 36 and say it aloud.</p> <p>Ask them to open copies and write number 31.</p> <p>Wrap up: ask students to count numbers 0-50.</p> <p>Reflection :</p>	5 mins			

Mathematical development		Title: learning number 37	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 37</p> <p>relate quantity with the number and write number correctly</p>	<p>Recap:Ask students to read aloud numbers 0-50</p> <p>https://youtu.be/jhXUlggElk</p> <p>We Are Learning to: Identify and count number 37.</p> <p>What I am looking for:How well you identify and count number 37 through different objects.</p> <p>Gained skill:This will help us to develop counting skills.</p>	5 mins	<p>Students will be assessed on</p> <p>participation on group activities and understanding of number 37with quantity</p>	Flash cards	
	<p>Introduction:</p> <p>Use flashcards to revise the numbers 1 to 36. Ask students what number comes after 36. Tell its number 37. Ask students to repeat after you. Tell students that 3 tens and 7 units make 37.Place this flashcard on the board and write '37' above it. Say 'thirty seven' and ask students to repeat after you. Write the number 37on 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 37in the air.</p>	10 mins		pencil / straws	
	<p>Guided practice:</p> <p>Provide sets of tens (made up of pencils/ straws) to the students along with some loose pencils/ straws. Also provide them the number cards from 31 to 37. Let them arrange the number cards from 31 to 37 in sequence on the floor. Now guide them to put the required numbers of bundle of tens and loose straws/ pencils next to the number cards.</p>	20 mins		book page copy work	
	<p>Focused task:</p> <p>Ask students to open their book pagetalk about the given sea animals and ask them to count sea animals and move finger on 37.</p> <p>Ask students to open their copies and write number 37.</p>	5 mins		worksheet	
	<p>Wrap up:</p> <p>Ask students to count numbers 0-50.</p> <p>Reflection :</p> <p>Homework: Colour the ball with number 37.</p>				

Mathematical development		Title: learning number 38	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 38 relate quantity with the number and write number correctly</p>	<p>Recap:Ask students to read aloud numbers 0-50 https://youtu.be/jhXUlggcFlk</p> <p>We Are Learning to: Identify and count number 38.</p> <p>What I am looking for:How well you identify and count number 38 through different objects.</p> <p>Gained skill:This will help us to develop counting skills.</p>	5 mins	<p>Students will be assessed on</p> <p>participation on group activities and understanding of number 38with quantity</p>	<p>Flash cards</p> <p>book page copy work</p>	
	<p>Introduction:Draw two sets of boxes headed tens and units on the board. Show the students the three sets of ten and 7 extra ones items you have prepared and ask them to tell you how many items altogether (37). Ask a volunteer to write the number in the first set of boxes and elicit that the number tells us there are 3 complete sets of tens and 7 extra units. Show the students the 3 sets of tens and the extra 8 and ask a volunteer to write the new number in the second set of boxes. Elicit or explain that the new number is thirty four. .Ask students to read the numbers 1 to 40 in sequence two or three times. Ask the students to trace the number 38in the air. It is important that this is done using the whole arm moving from the shoulder.</p>	10 mins			
	<p>Guided practice:Chit Game - Prepare chits with any one number written on each chit. Fold all chits and put them in a basket. Let students sit in a circle and sing a song and as they sing the students can pass the basket around the circle. When you stop them from singing the student holding the basket will pick up a chit, open it and let others know which number is written on the chit. The teacher will now ask the same student to tell which number comes before/ after.</p> <p>Same game can be played for 'between numbers with different chits having numbers like 37--- 39 etc.</p>	20 mins			
<p>Focused task: Ask students to open their book page ...talk about the pictures. Tell them this is a library. Library is a place where lot of books are placed. Ask them to move their pointing finger on number 38 and count the books.</p> <p>Ask them to open their copies and write number 38 on copy.</p> <p>Wrap up: Ask students to count numbers 0-50.</p> <p>Reflection :</p>	5 mins				

Mathematical development	Title: learning number 39	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 39 relate quantity with the number and write number correctly</p>	<p>Recap: Ask students to read aloud numbers 0-50 https://youtu.be/jhXUlggcFlk</p> <p>We Are Learning to: Identify and count number 39.</p> <p>What I am looking for: How well you identify and count number 39 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 39 on the board and ask what number it is. Explain that 3 tens and 9 units make 39. Write 38 and ask the students what number comes after 38. Place this flashcard on the board and write '39' above it. Say 'thirty nine' and ask students to repeat after you.</p> <p>Guided practice: Make a washing line in the classroom and prepare number cards from 31 to 40. Start the activity by asking the students which number comes first, then peg number 31 on the washing line in front of them. Then, ask which number will come after 31. After their reply, peg number 32 on the washing line. Repeat the activity by letting students peg all numbers in sequence from 31 to 40 on the washing line.</p> <p>Focused task: Ask students to open their book page ... talk about the picture. Tell them this is a bakery shop. We can buy cake, cupcakes, pastries, cookies and many more. Ask them to move their pointing finger on number 39 and count the bakery items.</p> <p>Provide worksheet and ask them to write number 39 and find number 39.</p> <p>Wrap up: Ask students to count numbers 0-50.</p> <p>Reflection :</p> <p>Homework: Write number 39 on copy.</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p> <p>Students will be assessed on participation on group activities and understanding of number 39 with quantity</p> <p>Flash cards</p> <p>book page copy work</p> <p><small>Directions: Practice writing the number 39. Then search for the 39s hidden below.</small></p> 

Mathematical development		Title: learning number 40	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 40</p> <p>relate quantity with the number and write number correctly</p>	<p>Recap: Ask students to read aloud numbers 0-50 https://youtu.be/jhXUlqgcFlk</p> <p>We Are Learning to: Identify and count number 40.</p> <p>What I am looking for: How well you identify and count number 40 through different objects.</p> <p>Gained skill: This will help us to develop counting skills.</p> <p>Introduction: Draw two sets of two boxes headed tens and units on the board and write the number 39 in the first set. Ask the students to tell you what the number represents (39, three sets of ten and 9 extra ones). Show the students three bundles of pencils and nine extra pencils. Tell them that you have one extra pencil to add in nine units and elicit from them that you can make a fourth bundle of ten pencils and there will be no extras. Use the elastic band or string to tie together the fourth bundle of ten. Ask randomly students to write the number on board in the second set of boxes and explain that the number is forty. Ask students to count e.g. 10 building blocks. Make 4 set of 10 building blocks, recount and, if necessary, explain that there are now 40 blocks. Use the blocks to count together in sequence from 1 to 40</p> <p>Guided practice: Give each student a mini-whiteboard, marker and eraser. Explain that you are going to show them one of the flashcards and they should count the objects and write the correct number on their whiteboard. When you say, they should hold their answer up for you to see. Make sure you allow enough time for them to count the items on the flashcard.</p> <p>Focused task: Ask students to open their book page ... talk about their favourite toys. Tell them there are many toys in toy shop. Move your finger on number 40 and count the toys. Ask them to do page number 40.</p> <p>Wrap up: Ask students to count numbers 0-50.</p> <p>Reflection :</p> <p>Homework: do book page 39</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 40 with quantity</p>	<p>Flash cards</p> <p>mini white board markers, eraser</p> <p>book page</p>	