


Mathematical development		Title : number 9	Day: 1	Time: 40 minutes
Learning Outcomes	Activity Plan / Methodology	Time 40 mins	Assessment of learning outcome/s (How)	Resources
<p>By the end of this lesson, students will be able to:</p> <ul style="list-style-type: none"> <li>Identify number 9</li> <li>Relate quantity with the number</li> </ul>	<p><b>Recap:</b> Students will be asked to reinforced numbers from 0 to 10 while reading them through ppt/ flashcards</p> <p><b>We are learning to:</b> Identify and count number 9.</p> <p><b>What I am looking for :</b> How well you identify and count number 9 through different objects.</p> <p><b>Gained skill:</b> It helps us to enhance our counting skills.</p> <p><b>Introduction:</b> Let students practice finger counting in order from 1 to 9. Call out a number and let them show the correct number of fingers. Give each student 9 beads of one colour and 1 bead of another colour to string together. Sing the following number song along with students: Stringing beads one by one can be so much fun, 1, 2, 3, 4, 5, 6, 7, 8, 9 Students will be shown number song 9 <a href="https://youtu.be/n.77JKKpRvPw">https://youtu.be/n.77JKKpRvPw</a></p> <p>Do oral counting (daily) through singing, on the board with the help of flashcards, real objects, counting bars, small blocks, balls, spoons,</p>	<p>5mins</p> <p>10mins</p>	<p>Students will be assessed on participation on group activities and understanding of number 9 with quantity</p>	<p>Ppt /flashcard</p> <p>Concrete objects / counters/ Ppt</p>

	<p>ice-cream sticks and things from the classroom.</p> <p><b>Guided practice:</b> Divide the class into groups of 4 or 5. Give each group a sheet of drawing paper, some newspapers and glue. Ask students to tear up the newspapers and glue the small pieces onto the drawing paper to form the number 9. Ask groups to show their artwork to the class and to talk about it. Display their work in the classroom so that students can familiarize themselves with the number 9.</p> <p><b>Focused task:</b> Ask students to open book page 52. Ask them to move your finger on number 9 and say it aloud. Ask them what is in the picture? Which things are there? Tell them we can see aero plane, motor cycle, jeep, cycle, car, rickshaw, motorboat, bus, truck. Tell them these all are transports we use them to move from one place to another. Ask them which transport they use while coming to school. Students will be given worksheet of an aero plane and small cutouts of square pieces. Ask them to paste the 9 windows on aero plane.</p> <p><b>Wrap up:</b> Students will be asked to show their 9 fingers / pencils / colours at the end of the lesson.</p> <p><b>Reflection:</b></p>	20 mins		Book pg. no 52  Worksheet Small square cutouts
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Mathematical development		Title: Number 9	Day :2	Class: Play group	
Learning Outcomes	Activity Plan / Methodology	Time	Assessment of learning outcome/s (How)	Resources	
<p>By the end of this lesson, students will be able to:</p> <ul style="list-style-type: none"> <li>Identify number 9</li> <li>Relate quantity with the number</li> </ul>	<p>Recap: Students will be asked to reinforced numbers from 0 to 10 while reading them through ppt. Show number 7 flashcard and ask which number is this?</p> <p><b>We are learning to:</b> Identify and count number 9.</p> <p><b>What I am looking for :</b> How well you identify and count number 9 through different objects.</p> <p><b>Gained skill:</b> It helps us to enhance our counting skills.</p> <p><b>Introduction:</b> Students will be shown number 9 song <a href="https://youtu.be/19BW_Cma1Bk">https://youtu.be/19BW_Cma1Bk</a></p> <p>Ask students to tap your table 9 times, jump 9 times.</p> <p>Write the number as large as possible on the board. 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><b>Guided practice:</b> In a table set the disposable glasses having the number 1 to 9 and</p>	5mins	Students will be assessed on participation on group activities and understanding of number 9 with quantity	Concrete objects / counters/ flashcards	
	10 mins				

	<p>pompoms in a basket. Invite the students one by one and ask the student look at the number count the pompom and put in the related glass.</p> <p><b>Focused task:</b> Ask students to open book page 53. Talk about the pictures. Ask them tell the names of pictures. Ask the students tell which things are 9 in number circle them. Tell them transport is very important for us.</p> <p><b>Wrap up:</b> Students will be asked to write number 9 in the air at the end of the lesson.</p> <p><b>Reflection:</b></p> <p><b>Homework:</b> Do book page number 54.</p>	<p>20 mins</p> <p>5mins</p>		<p>Disposable glass pompoms</p> <p>Book pg. no 53</p>
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Mathematical development		Title: number 9	Day : 3	Class :Play group
Learning Outcomes	Activity Plan / Methodology	Time	Assessment of learning outcome/s (How)	Resources
<p>By the end of this lesson, students will be able to</p> <ul style="list-style-type: none"> <li>Identify number 9</li> <li>Relate quantity with the number</li> <li>Trace number with correction.</li> </ul>	<p><b>Recap:</b> Students will be asked to reinforced numbers from 0 to 10 while reading them through ppt/flashcards. Show number 9 flashcard and ask which number is this?</p> <p><b>We are learning to:</b> Identify and count number 9.</p> <p><b>What I am looking for :</b> How well you identify and count number 9 through different objects.</p> <p><b>Gained skill:</b> It helps us to enhance our counting skills.</p> <p><b>Introduction:</b> Play musical chairs. This time, start with 9 chairs and 10 players. Continue playing the game until 1 student remains; that student is the winner. This activity will demonstrate one-to-one correspondence between students and chairs.</p> <p><b>Guided Practice:</b> Put activity number card, play dough and blocks on the table. Ask students to say number 9, then make it with play dough and put only 9 block on the card.</p> <p>Note: Make activity number card on chart paper. Divide it in 3 columns. Say it, build it and count it.</p> <p><b>Focused task:</b></p>	<p>5mins</p> <p>10mins</p> <p>20mins</p>	<p>Students will be assessed on participation on group activities and understanding of number 9 with quantity and trace number with correction.</p>	<p>Ppt</p> <p>Concrete objects / counters</p> 

	<p>Students will provide worksheet. Ask them to trace number 9 and colour the boats.</p> <p><b>Wrap up:</b> Students will be asked to write number 9 on the back of their friend.</p> <p><b>Reflection:</b></p>	5mins		Worksheet colours
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Mathematical development		Title: number 9	Day : 4	Time: 40 minutes	
Learning Outcomes	Activity Plan / Methodology	Time 40 mins	Assessment of learning outcome/s (How)	Resources	
<p>By the end of this lesson, students will be able to</p> <ul style="list-style-type: none"> <li>Identify number 9</li> <li>Relate quantity with the number</li> <li>Trace number with correction.</li> </ul>	<p><b>Recap:</b> Students will be asked to reinforced numbers from 0 to 10 while reading them through ppt/flashcards. Show number 9 flashcard and ask which number is this?</p> <p><b>We are learning to:</b> Identify and count number 9.</p> <p><b>What I am looking for :</b> How well you identify and count number 9 through different objects.</p> <p><b>Gained skill:</b> It helps us to enhance our counting skills.</p> <p><b>Introduction:</b> Revise the sequence of numbers from 1 to 9 by asking what number comes after 1, 2, 3, 4,5, 6, 7 respectively. Then, give them the flash cards of different numbers 1 to 9 and pegs. Ask them take one flash card read the number count the peg one by one and attached with the flashcard. Revise writing the number 9 by asking students to draw the number 9 in the air with their index finger</p> <p><b>Guided Practice:</b> 1. Give each student the cutout of watermelon and seeds. Help them to count and paste the nine seeds.</p> <p>2. Teacher will ask the students write the number 7 on salt tray.</p>	<p>5mins</p> <p>10 mins</p> <p>20 mins</p>	<p>Students will be assessed on participation on group activities and understanding of number 9 with quantity and trace number with correction.</p>	<p>Ppt</p> <p>Concrete objects / counters/ Ppt /</p> <p>watermelon cutouts, black chart paper for seeds</p>	

	<p><b>Focused task:</b> Ask students to open book page 55. Help students to connect number 9 in the bushes grid and see what comes out. Help students to trace number 9 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.</p> <p><b>Wrap up:</b> Show number 9 flashcard and ask its name.</p> <p><b>Reflection:</b></p>	5mins		Salt tray  Book pg. no 55
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Mathematical development		Title: number 9	Day : 5	Class: Play group	
Learning Outcomes	Activity Plan / Methodology	Time 40 mins	Assessment of learning outcome/s (How)	Resources	
<p>By the end of this lesson, students will be able to</p> <ul style="list-style-type: none"> <li>Identify number 9</li> <li>Relate quantity with the number</li> <li>Trace number with correction.</li> </ul>	<p><b>Recap:</b> Students will be asked to reinforced numbers from 0 to 10 while reading them through ppt/flashcards. Show number 9 flashcard and ask which number is this?</p> <p><b>We are learning to:</b> Identify and count number 9.</p> <p><b>What I am looking for:</b> How well you identify and count number 9 through different objects.</p> <p><b>Gained skill:</b> It helps us to enhance our counting skills.</p> <p><b>Introduction:</b> Show the flashcard and ask which number is this? Paste number 9 on board. Ask students to stand up and write the number being taught in the air.</p> <p><b>Guided Practice:</b> Organize sand letter prior to tracing number '9' on the copy. Demonstrate how to trace the letter using the index and the middle finger. Ask them to trace it 2, 3 times. And say the number.</p> <p><b>Focused task:</b> Ask students to open their copies. Trace number '9' on copy. Give them a set amount of time to complete the task and monitor their progress.</p> <p><b>Wrap up:</b> Students will be asked to count 9 pencils.</p> <p><b>Reflection:</b></p> <p><b>Homework:</b> Trace number '9' on copy.</p>	<p>3mins</p> <p>5mins</p> <p>30mins</p> <p>2mins</p>	<p>Students will be assessed on participation on group activities and understanding of number 9with quantity and trace number with correction.</p>	<p>Ppt</p> <p>Concrete objects / counters /</p> <p>Sand letters</p> <p>copy</p>	