

Mathematical Development Title: Addition 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>add numbers up to 20 with number line</p>	<p>Recap:Teacher will be asked students for learning by writing a series of numbers on the board or chart paper and asking them to put in order from 0 to 40</p> <p>We Are Learning to: add numbers up to 20 with number line.</p> <p>What I am looking for: How well you add numbers up to 20 with number line.</p> <p>Gained skill: This will help to add different things.</p> <p>Introduction:Tell students they will be learning about a number line, how to use it, and why it is a great tool for mathematicians. Students will be shown the number line and ask them today we will count with the help of number line. Demonstrate how to draw a number line. Draw a line on the board with 21 regular markings along it. Write '0' under the first marking. Ask what number comes next and write 1 under the next mark. Continue asking for the next numbers to complete the number line from 0 to 20.Ask the students take a look at the addition problem $5 + 3 =$ The first thing you want to do when using a number line is find the <i>first number</i> in the problem.Which number is first, 3 or 5?5 is the first number in the problem.$5 + 3 =$Once you have found the first number, locate that number on the number line. Then look at the next number, the number is 3.If you are adding 3 and 5 together, how many jumps have to make? $5 + 3 =$ What number does the last jump end on?Look at where the arrow is pointing. That's correct! The last hop ends on the number 8. Eight is your answer.$5 + 3 = 8$. We need to jump <i>three</i> times. Every time we jump from one number to the next, it counts as one jump. Look at how the number line looks when we jumps from number to number:</p> <p>Guided practice: Teacher will take the students outside and make the number line with coloured chalks and ask the students how to use the number line.Show the students how to use the number line to do addition. Ask them to stand on the number 12 on the number line. Count 1, and show them how to move the next marking, 13. Continue counting 2, 3, 4, 5, asking students to move their body one place each time.</p> <p>Focused Task: Ask the students open book page no____ . Tell them look at the book page and see how they solve the questions on number line. Then give them worksheet and solve the addition sums by using number line. Give them a set amount of time to complete the task and monitor their progress.</p> <p>Wrap up: Show the different number to students and ask them tell how to count on number line?</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>adding numbers up to 20 with number line</p>	<p>Flash cards</p> <p>Coloured chalks</p> <p>Book page no_____</p>

Mathematical Development Title: Addition 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>add numbers up to 20 with place value</p>	<p>Recap:Teacher will be asked students for learning by writing a series of numbers on the board or chart paper and asking them to put in order from 0 to 40</p> <p>We Are Learning to: add numbers up to 20 with place value.</p> <p>What I am looking for: How well you add numbers up to 20 with place value.</p> <p>Gained skill: This will help to add different things.</p> <p>Introduction:Inform the students today they will be learning about place value, or a number's position at first.Give students examples of numbers with the same digits in different places, for example, 12 and 21.Teach them that "place" means the position, or where the digits are. Tell the students in number 12 the value of 2 is once and value of 1 is tense and similarly in number 21 the value of 1 is ones and 2 is tense. Ask them today we are going to do addition by using place value. Ask them when we add the numbers first we add the ones number and write the answer under ones and then we add the tense number and write the answer under the tense. Write the question on board and tell them how to do addition by using place value.</p> $\begin{array}{r} T \quad O \\ 1 \quad 5 \\ + \quad 2 \end{array}$	5 mins	Students will be assessed on adding numbers up to 20 with place value	Flash cards
	10 mins			
	20 mins	<p>Guided practice: Teacher will provide the flashcards of T, O, numbers 1 to 20, and addition sign. write the number statement on boards. Teacher will ask the students look at the board and make their own statement with the help of flashcards and write the answer. Help students if they need.</p> <p>Focused Task: Ask the students open book page no _____. Tell them look at the book page and see how they solve the sums by using place value. Ask them open their copies and solve the sums by using place value. Give them a set amount of time to complete the task and monitor their progress.</p> <p>Wrap up: Show the different number to students and ask them tell the answer.</p> <p>Reflection :</p>	5 mins	flashcards
	<p>Homework: Do the book page no _____ 48.</p>			book page no _____

Mathematical Development Title: Addition 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>Understand the concept of addition</p>	<p>Recap:Teacher willwrite questions on board and ask students for giving answer.</p> <p>We Are Learning to: Understand the concept of addition.</p> <p>What I am looking for: How well you Understand the concept of addition</p> <p>Gained skill: This will help to add different things.</p> <p>Introduction:</p> <p>Use flashcards to revise numbers 0 to 20 or ask students to show the numbers using their fingers. Hold up 2 flashcards with different numbers of objects and revise counting on to find how many are there. Repeat the activity with real objects. Makeup addition stories e.g. 'You have 3 sweets. Your friend gives you 3 more. How many sweets do you have altogether?' or 'There are 5 birds on the branch. 2 birds join them. How many birds are there on the branch altogether?'</p> <p>Guided practice:</p> <p>Students will go to the Addition machine and do the activity with counters. Then show students pairs of flashcards of different sets of identical objects, 7 and 5 pencils. Ask students to count the total number of pencils, starting from 7 and counting on to 12. Elicit that 'There are 12 pencils altogether.' Show students how to write the addition sentence in a vertical form. 'There are 7 pencils.' and write 7 on the board. 'Add on 5 pencils.' and write 5. $7+5=$____. There are 12 pencils altogether.', and write 12.</p> <p>Focused Task:</p> <p>Ask the students open book page no____49. Read the addition stories and solve the sums. Give them a set amount of time to complete the task and monitor their progress.</p> <p>Wrap up:</p> <p>Students will do more practice on addition machine.</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>Understand the concept of addition</p>	<p>Flashcards</p> <p>Addition machine, counters</p> <p>Book page no_____</p>

Mathematical Development Title: Addition 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>Understand the concept of addition</p>	<p>Recap:Teacher willwrite questions on board and ask students for giving answer.</p> <p>We Are Learning to: Understand the concept of addition.</p> <p>What I am looking for: How well you Understand the concept of addition</p> <p>Gained skill: This will help to add different things.</p> <p>Introduction:Tell students a story for example, 'Little Red Riding Hood'. Tell them that she carried a basket of apples to her grandmother's house. Place a basket on the table. Put five apples in the basket one by one and ask students to count as each apple is placed in the basket. Then show them two more apples and say 'five apples and two more apples are'. Let them call out the answer. Next, seat students in pairs. Give each pair a bowl and some small balls. Tell them to count and place three more small balls in the bowl. Then ask them to add and call out the total number of balls in the bowl.</p> <p>Guided practice: To make a Spinner Wheel, cut a chart paper into a circle. Use a pencil to divide the circle into six sectors. Colour each sector differently and write numbers 0 to 5 on them. Paste the chart paper circle on a cardboard piece. Cut the cardboard to make a Spinner Wheel. Cut an arrow out of the extra cardboard. Straighten a paper clip. Push the paper clip through the center of the arrow and then through the center of the spinner wheel, connecting them. Fold the paper clip in, at both ends. Use some tape to fasten the clip onto the base of the Spinner Wheel. Make holes on two ends of the wheel and thread a ribbon through it, so that the wheel can be hung on a notice board in class. Put up the spinner wheel in the class. Invite one student to come up and spin the arrow. When the arrow comes to a stop, ask the student to read out the number where it has stopped. Ask students to open their notebooks and write that number. Invite another student to come up and spin the arrow. When the arrow comes to a stop, ask them to read the number where it has stopped. Ask students to write the number in their notebooks and add it to the previous number they had written. Give students a minute for each sum and then ask them to call out the answer</p> <p>Focused Task: Ask the students open book page no____50. Ask them read the addition stories and solve the sums. Give them a set amount of time to complete the task and monitor their progress.</p> <p>Wrap up:Students will do more practice on addition machine.</p> <p>Reflection :</p> <p>Homework: Do the worksheet of addition sums.</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>Understand the concept of addition</p>	<p>Flashcards</p> <p>Addition machine, counters</p> <p>Book page no_____</p> <p>Worksheet</p>

Mathematical Development Title: Addition 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>Understand the concept of addition</p>	<p>Recap:Teacher willwrite questions on board and ask students for giving answer.</p> <p>We Are Learning to: Understand the concept of addition.</p> <p>What I am looking for: How well you Understand the concept of addition</p> <p>Gained skill: This will help to add different things.</p> <p>Introduction:</p> <p>Students will watch the video of addition.https://youtu.be/A72bW-V4w6k</p> <p>After that make up addition stories e.g. 'You have 4 chocolates. Your friend gives you 7 more. How many chocolates do you have altogether?' or 'There are 5 birds on the branch. 2 birds join them. How many birds are there on the branch altogether?' count with counters.</p> <p>Guided practice:</p> <p>Write addition sums on the cards, for example, $3 + 4 = 2$. Seat students in groups of four. Give each group a bowl with some sticks in it. Give some cards to each group. Ask each student to place a card in front of them and read the numbers on the card. Ask each student to place the correct number of sticks under each number on the card. Let them count the sticks and write the answer to the sums.Practice showing of numbers on the fingers. Call out a number and ask students to show the corresponding number of fingers. Once students are able to do so comfortably, introduce 'addition by counting fingers', by helping them count using their fingers. Ask students to read the first number in the given sums, and then hold up the corresponding number of fingers. Then ask them to read the next number and open the corresponding number of fingers, adding to the number of fingers already open. For example, while adding $4+3$, students should hold up four fingers. Then, they should open three more, saying 'five, six, seven'</p> <p>Focused Task:</p> <p>Ask the students open book page no____51 . Ask them read the addition stories and solve the sums. Give them a set amount of time to complete the task and monitor their progress.</p> <p>Wrap up:</p> <p>Students will do more practice on addition machine.</p> <p>Reflection :</p> <p>Homework: Do the addition sums on copies.</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>Understand the concept of addition</p>	<p>Flashcards</p> <p>Addition machine, counters</p> <p>Book page no____</p> <p>Copy work</p>