














Mathematical Development Title: Even and odd 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>Identify even or odd numbers up to 20</p>	<p>Recap:Teacher will write questions on board and ask students for giving answer.</p> <p>We Are Learning to: Identify even or odd numbers up to 20.</p> <p>What I am looking for: How well you identify even or odd numbers up to 20.</p> <p>Gained skill: This will help to count different things.</p> <p>Introduction: Explain the concept of pairs to the students by giving examples on the board. Display a chart in front of the students in which different objects are given in pairs and without pairs. If chart is not available draw some objects (ball, star, square, flower, etc.) on the board in pairs and some not in pairs. Ask the students to make pairs and find which are not in pairs. The numbers which can be divided completely into pairs are called even numbers. The numbers which can't be divided completely into pairs are called odd numbers. 0, 2, 4, 6, 8 are first even numbers. 1, 3, 5, 7, 9 are first five odd numbers. Any number whose last digit is 0, 2, 4, 6, 8 is an even number. Any number whose last digit is not 0, 2, 4, 6, 8 is an odd number. Students will be shown even and odd song. https://youtu.be/L6Sz5matzYI</p> <p>Guided practice: Call one student in front of the class. Ask the student: how many students are there in front of the class? Note their response on the board. Then ask how many pairs of students are there in front of the class? After taking their response explain to them that one (1) student can't form a pair. So 1 is an odd number. Now call two students in front of the class. Ask the students how many students are there in front of the class? Note their response on the board. Ask them how many pairs of students are there in front of the class? After taking their response explain to them that 2 students form a pair. So 2 is an even number. Carry on this activity to sort out even and odd numbers up to 9. At the end ask the students to write first five even and odd numbers.</p> <p>Focused Task:</p> <p>Ask the students open book page no _____. Ask them look at the page in this page there is number valley where all numbers live together one day valley was divided into two valleys even valley and odd valley due to volcanic eruption. Ask them open their copies and write the even and odd numbers in their copies. Give them a set amount of time to complete the task and monitor their progress.</p> <p>Wrap up: Write the first five even and odd numbers.</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 identifying even or odd numbers up to 20</p>	<p>Flash cards</p> <p>Students</p> <p>Book page no _____</p> <p>Copy work</p>

Mathematical Development Title: Even and odd 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 even or odd numbers up to 20</p>	<p>Recap:Teacher willwrite different numbers from 1 to 20 on board and will ask the students circle the even number.</p> <p>We Are Learning to: Identify even or odd numbers up to 20.</p> <p>What I am looking for: How well you identify even or odd numbers up to 20.</p> <p>Gained skill: This will help to count different things.</p> <p>Introduction: Tell the students even is a number that you count by twos. Count by twos up to 20 and explain that all of the numbers recited are even numbers. Explain that, when there are an even number of items, you and a friend can each have an equal amount of that item (you can pair things up). Ask for two volunteers. Using an even number of things give each student an item, counting as you hand out the items. Say: "I have four bears in my hand. I am going to give 2 bear to Umar and 2 bear to Hasan. All of my bears are gone. How many bears did I have BEFORE I gave them to Umar and Hasan?" (Four) "Do Umar and Hasan each have an equal (the same) number of bears?" (Yes) "So is 4 an even number or an odd number?" (Even) Odd numbers are the numbers that are not even, that CANNOT be divided exactly by two is an odd number. The last digit of an odd number will be 1, 3, 5, 7 or 9. Explain that, when you START with the number one and count by twos, the numbers that you land on are odd. Starting with the number one, count by twos. Explain that, when there are an odd number of items, you and a friend cannot have an equal amount of that item (you cannot pair them up). Ask for two volunteers. Using an odd number of things, give each student an item. Counting as you hand out the items, say: "I have five bears in my hand. I am going to give one bear to Umar and one bear to Hasan and one more bear to Umar and one more bear to Hasan and one more bear to Umar. All of my bears are gone. How many bears did I have before I gave them to Umar and Hasan? (5) Do Umar and Hasan each have an equal number of bears? (No) Can we pair each of Umar's bears with Hasan's bears? (No) So is the number five an even or an odd number?" (odd)</p>	<p>5 mins</p> <p>10 mins</p>	<p>Students will be assessed on identifying even or odd numbers up to 20</p>	<p>Flash cards</p> <p>Bears</p>

Mathematical Development Title: Pictograph 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>Read and interpret the pictograph</p>	<p>Recap:Teacher willwrite the numbers 1 to 20 on board and ask the students circle the even and odd number.</p> <p>We Are Learning to: Identify and respond to questions about the basic concepts of pictograph</p> <p>What I am looking for: How well you Read and interpret the pictograph.</p> <p>Gained skill: This will help to count different things.</p> <p>Introduction:</p> <p>Tell the students graphs are pictures that help us understand information in the form of figures. The information is called data. There are many kinds of graphs, each having special parts. Tell the following story. Ahmad bought different types of fruit from the market yesterday.Tell them that this type of chart is called pictograph because it represents information in numbers using pictures.</p> <p>Ask them to look at the chart and tell how many apples, pears, mangoes, oranges and strawberries did Ahmad bought? How can you tell?</p>			5 mins	Students will be assessed on Read and interpret the pictograph	Flashcards
		<p>Display the following picture chart or make the same chart on the board by drawing pictures of the each fruit to show the type and quantity of each fruit bought by Ahmad. Tell them that this type of chart is called pictograph because it represents information in numbers using pictures.</p> <p>Guided practice:</p> <p>Demonstrate to the students that how they will interpret a picture graph. Show the above picture graph to the students and ask the following question:</p> <p>How many apples are there in this graph?</p> <p>Which fruit is least in number?</p> <p>How many more mangoes are there than orange?</p> <p>Distribute different toys to the 4 group of students and ask them divide the toys and make set of same toys and writ the numbers in white paper such as how many blocks, counters, numbers, alphabets.</p>				
				20 mins		Blocks, counters, alphabets, numbers White paper

	<p>Focused Task: Ask the students open book page no____. Ask them lookAlihas many toys and all spread in the room and making so much mess. Now Ali want to know how many toys he has. Make a table on board and ask the students tell the toys names that Ali has. After writing the toys name ask the students count the toys one by one such as how many balls , how many robot, rockets, rattle etc. students will tell the numbers and teacher will write on the table. After writing the number in table ask the students can Ali tell how many toys he has? Ask the students look at the next page____ and count the Ali's toys. How many balls, robot, rockets, rattles and match them with the table on board.</p> <p>Wrap up: Ask the students following questions. How many toys are there altogether? Which toys are less in number, robots or rattles? Which toys are more in number?</p> <p>Reflection :</p>	5 mins		Book pages no_____
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Mathematical Development Title: Pictograph		Day: 4	Class: Kindergarten								
Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assessment of Learning								
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Read and interpret the pictograph</p>	<p>Recap:Teacher willwrite the numbers 1 to 20 on board and ask the students circle the even and odd number.</p> <p>We Are Learning to: Identify and respond to questions about the basic concepts of pictograph</p> <p>What I am looking for: How well you Read and interpret the pictograph.</p> <p>Gained skill: This will help to count different things.</p> <p>Introduction:Fatima bought following balloons of different colours.Six red balloons. Four blue balloons. Five yellow balloons. Six green balloons. Show the picture graph of Fatimas balloons to the students..</p> <p>Ask the students, what this graph shows?</p> <table border="1" data-bbox="271 592 728 726"> <tr> <td>Red Balloons</td> <td></td> </tr> <tr> <td>Yellow Balloons</td> <td></td> </tr> <tr> <td>Blue Balloons</td> <td></td> </tr> <tr> <td>Green Balloons</td> <td></td> </tr> </table> <p>After taking the response of students, explain the above picture graph to them and ask to complete the following;</p> <ul style="list-style-type: none"> • Fatima has _____ red balloons. • She has _____green balloons. • She has _____ more red balloons than blue balloons. • She has same number of ____ and _____ balloon. • She has _____balloons, altogether. <p>Guided practice:</p> <p>Teacher divides students in 3 groups. Each group will have 6 members. Teacher introduce 3 stalls of different candies. One member in each group will be ask to come in front to become a stall owner. Teacher give students 2 tokens each. Teacher asked students group by group to buy 2 candies using the token given.Students can select 2 candies in any stall. Together with students, teacher calculate thetoken that the stall collect. Teacher asked the stall owner to writedown how many candies they sold at the table given.Together with student teacher construct ahorizontal pictograph using the data collect. From the data collect, teacher ask students to paste the candies at the baseline of the</p>	Red Balloons		Yellow Balloons		Blue Balloons		Green Balloons		<p>5 mins</p> <p>10 mins</p> <p>20 mins</p>	<p>Students will be assessed on Read and interpret the pictograph</p> <p>Candies token</p>
Red Balloons											
Yellow Balloons											
Blue Balloons											
Green Balloons											

Mathematical Development Title: Numbers 0 to 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 0 to 40 relate quantity with the numbers</p>	<p>Recap:Students will be asked to reinforced numbers from 0 to 40 while reading them through ppt/ flashcards</p> <p>We Are Learning to: Identify numbers 0 to 40 relate quantity with the numbers.</p> <p>What I am looking for: How well you identify numbers 0 to 40 relate quantity with the number</p> <p>Gained skill: This will help to count different things.</p> <p>Introduction:</p> <p>Distribute flash cards of numbers 0 to 40 among the students. Ask students to stand in order from 0 to 40. Help them hold each other around the waist and do a short caterpillar walk. Repeat the activity till all the students have had a chance to take part in the activity.</p> <p>Show the students the number song 1 to 40. https://youtu.be/NNltUQIhqI</p> <p>Guided practice:</p> <p>Seat students in groups. Give each group a bowl of buttons/counters and number flashcards 0 to 40. Ask students put the numbers 0 to 40 in sequence on table and count the buttons/ counters according to the number and put them in front of the regarding numbers. All group members will participate in this activity.</p> <p>Focused Task:</p> <p>Ask them open their copies and write counting 0 to 40 in their copies. Give them a set amount of time to complete the task and monitor their progress.</p> <p>Wrap up:</p> <p>Ask the students count 0 to 40 twice.</p> <p>Reflection:</p> <p>Homework:</p> <p>C.W is H.W.</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on identifying numbers 0 to 40 relate quantity with the numbers</p>	<p>Flash cards/ppt</p> <p>Number flashcards Buttons counters,</p> <p>Copy work</p> <p>Copy work</p>