Mathematical de	velopment Title: comparison (more & less)	Day: I	Class: Play group	
Learning Outcomes	Activity Plan / Methodology	Time 40 mins	Assessment of learning outcome/s (How)	Resources
	Recap:	5mins	Students will be	
By the end of this	Students will be asked about heavy & light objects.		assessed on	Ppt
lesson, students	We are learning to:		comparing more &	'
will be able	We are learning to identify and to compare more and less quantities		less quantities	
	objects.			
ldentify and	What I am looking for:			
compare more &	How well you identify and compare objects as more and less quantities.			
less quantities	Gained skill: It helps us to enhance our comparison skills.			
	Introduction:	10 .		
	Introduce the concept to students by first showing them easy examples	10mins		
	present in the classroom, such as chairs on one side of the room			Concrete objects
	compared to chairs on the other side. Ensure that there is a clear			
	difference between the things being compared, and allow students to			
	become familiar with the terms 'more' and 'less'. Encourage them to			
	say the words out loud as they give their replies.			
	'			
	Invite 5 students to come to the front of the class. Split them into 2			
	groups. The first group should have 2 students, and the other should			
	have 3. Ask the class which group has more people and which one has			
I	less people. Take 4 pencils in right hand and 7 pencils in left hand.			
	Show it to the class and count with class. Encourage students to tell			

you in which hand you have more pencils. Practice through diff objects like books, water bottles, colours.  Students will be shown video:	erent	
https://youtu.be/\/vu_yXnhl\/  Guided practice: Arrange two unequal stacks of building blocks i of the class. Ask students to count the number of building blocks first stack, e.g. 8. Repeat for the second stack, e.g. 10.  Ask which stack has more building blocks and which stack has leading blocks. Repeat the activity for other quantities of building	in the ess	blocks
blocks.  Focused task: Ask students to open book page 68. ask students to at pictures. Tell students that there are birds on tree. Count the and see which tree has more and which tree has less birds. Tell that 5 is more than 3.  Provide students worksheet and help students to paste more butto more column and less buttons in less column. Ask them to count many buttons they have pasted in each column.  Wrap up:  Show group of objects through ppt and ask students to tell which more and less.  Reflection:	o look to birds them on in how  5mins	Worksheet Buttons glue Book page 68

Mathematical development		Title: comparison(more & less) Day:2		Class: Play group		
Learning Outcomes		Activity Plan / Methodology	Time 40 mins	Assessment of learning outcome/s (How)	Resources	
By the end of this lesson, students will be able to  Identify and compare more & less quantities	We are learning We are learning quantities objects. What I am lookin How well you ider quantities. Gained skill: It he Introduction: Place the beads or into groups, e.g. p four beads on the and ask them to move one bead to two groups: one w Ask the children guessed correctly. between the thing	to identify and to compare more and less	5mins  10 mins	Students will be assessed on comparing more & less quantities	Ppt	

the words out loud as they give their		
replies.		
Students will be shown video:		
https://youtu.be/Vvu_yXnhl4	20	
Guided practice:	minutes	
Provide students an empty piece of paper. Invite each student		
Paint his/her thumb with red and yellow paint. Ask him/her to		
paint his red thumb 3 times and yellow thumb 4 times. Ask		
which thumb prints are more and which are less.		
Note: give each child different number to practice concept more.		Empty paper
Focused task:		paint
Ask students to open book page 69. ask students to tell the names		
of given animals. Tell students there are two group of each		
animal. Count one by one than tick the more objects and cross		
the less objects.		
Wrap up:		Book page 69
Show group of objects through ppt and ask students to tell which		
is more and less.	5mins	
Reflection:		
Homework:		
Colour the group which has less fruits.		worksheet

Mathematical development		Title: counting upto 10	Day:3	Class: Play group	
Learning Outcomes		Activity Plan / Methodology	Time 40 mins	Assessment of learning outcome/s (How)	Resources
By the end of this lesson, students will be able to count the objects	We are learning to: We are learning to What I am looking How well you count Gained skill:	identify numbers upto 10.	5mins	Students will be assessed on Counting the objects	
	Show students I building block and elicit that it is I block.  Place a second block on top of the first and elicit that there are 2 blocks. Repeat until there are 10 blocks and ask pupils to read with you, 'I, 2, 3, 4, 5, 6, 7, 8, 9,		10 mins		Flashcards/ppt book page 70
	Guided practice: Ar	range three tables in the class. Put number	20		

cards I-10 on one table, pencils basket on 2 <sup>nd</sup> table. Students will	minutes	
play a game. Teacher will ask them to choose a number from		
number card, then crawl under the table to reach the 2 <sup>nd</sup> table.		
Students will collect pencils according to the number they have		
chosen. They will put their pencils on 3 <sup>rd</sup> table and tell the total		
number of pencils.		
Focused task:		
Ask students to open book page 70. As the students are counting		
and matching the numbers, walk around, monitor and offer lots		
of encouragement. Ask everyone questions (e.g. What number is		
this?") And encourage each student to say the number as they		
are matching it with objects.		
Wrap up:	5mins	
Read counting aloud I-IO. Sing rhyme I, 2 buckle my shoe	3116663	
Reflection:		
The Decitors.		

Mathemat	tical development Title: counting upto 10	Day: 4	Class: Play group	
Learning Outcomes	Activity Plan / Methodology	Time 40 mins	Assessment of learning outcome/s (How)	Resources
By the end of this lesson, students will be able to	Recap: Reinforce more and less quantities through ppt We are learning to: We are learning to identify numbers upto 10. What I am looking for:	5mins	Students will be assessed on Tracing numbers I–IO in sequence	Ppt / flashcards
Trace numbers (I–IO) in sequence	How well you count the objects and match with correct num Gained skill:  It helps us to enhance our comparison skills.  Introduction:  Show students the flashcard of one dot. Ask them to count draw the number I in the air. Repeat with the other flashcards, each time askin count the dots and draw the number in the air.	the dots and IO mins		
	Students will be shown number song:  https://youtu.be/DR-cfDsHCGA  Guided Practice: Give students play dough and ask them to make numbers I  Practice writing numbers I to IO in sequence on salt tray.	20 mins to 10 with it.		Play dough Salt tray

	Focused task: Ask students to open book page 71. Read numbers aloud by putting their fingers on each number. Ask students to trace numbers I-IO. As the students are tracing the numbers, walk around, monitor and offer lots of encouragement. Ask everyone questions (e.g. What number is this?") And encourage each student to say the number as they are tracing it.  Wrap up: Show number cards and ask which number is this? Say number aloud with students.  Reflection:	5mins		book page71
--	---	-------	--	-------------

Mathematical development Title: Count and trace upto 10		Day : 5	Class :Play group		
Learning Outcomes	A	tivity Plan / Methodology	Time 40 mins	Assessment of learning outcome/s (How)	Resources
By the end of this lesson, students will be able to Trace numbers (I-	We are learning to: We are learning to i What I am looking f How well you count t Gained skill:	ess quantities through ppt  dentify numbers upto IO.  or:  he objects and match with correct num  cour comparison skills	3mins ber.	Students will be assessed on Tracing numbers I-IO in sequence	Ppt
IO) in sequence	number flashcards n show number 3 flash sequence? Wait for t Repeat this upto 10 n Guided practice: Organize sand letter Demonstrate how to	ask students to read with you. Then shot in sequence like after showing number card. Ask students are you counting in heir responses. Ask which number comes umbers.  prior to tracing numbers 'I-10' on the contract the letter using the index and the carace it 2, 3 times. And say the number	after 1.  30mins opy. middle		flashcards sand letters
	Focused task:				