| Mathematical development | velopment ${ }^{\text {a }}$ ( Title: comparison (more \& less) | Day: 1 | Class: Play group |  |
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| Learning <br> Outcomes | Activity Plan / Methodology | Time 40 mins | Assessment of learning outcome/s (How) | Resources |
| By the end of this lesson, students will be able <br> Identify and compare more \& less quantities | Recap: <br> Students will be asked about heavy \& light objects. <br> We are learning to: <br> We are learning to identify and to compare more and less quantities objects. <br> What I am looking for: <br> How well you identify and compare objects as more and less quantities. Gained skill: It helps us to enhance our comparison skills. <br> Introduction: <br> Introduce the concept to students by first showing them easy examples present in the classroom, such as chairs on one side of the room 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. <br> 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 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 | 5 mins <br> 10 mins | Students will be assessed on comparing more \& less quantities | Ppt <br> Concrete objects |


|  | you in which hand you have more pencils. Practice through different <br> objects like books, water bottles, colours. <br> Students will be shown video: <br> https://youtu.be/Vvu--yXnh/4 <br> Guided practice: Arrange two unequal stacks of building blocks in front <br> of the class. Ask students to count the number of building blocks in the <br> first stack, e.g.8. Repeat for the second stack, e.g. IO. <br> Ask which stack has more building blocks and which stack has less <br> building blocks. Repeat the activity for other quantities of building <br> blocks. <br> Focused task: Ask students to open book page 68. ask students to look <br> at pictures. Tell students that there are birds on tree. Count the birds <br> and see which tree has more and which tree has less birds. Tell them <br> that 5 is more than 3. <br> Provide students worksheet and help students to paste more button in <br> more column and less buttons in less column. Ask them to count how <br> many buttons they have pasted in each column. <br> Wrap up: <br> Show group of objects through ppt and ask students to tell which is <br> more and less. <br> Reflection: | 50 mins | bmins |
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| Mathematical development | development Title: comparison(more \& less) <br>  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 <br> Identify and compare more \& less quantities | Recap: <br> Students will be asked about heavy \& light objects. <br> We are learning to: <br> We are learning to identify and to compare more and less quantities objects. <br> What I am looking for: <br> How well you identify and compare objects as more and less quantities. <br> Gained skill: It helps us to enhance our comparison skills. <br> Introduction: <br> Place the beads on the table, and split them into groups, e.g. place one bead on one side, and the remaining four beads on the other side. Split the children into small groups and ask them to guess which side has more beads. You can then move one bead to the other side to make <br> two groups: one with two beads, and the other with three beads. Ask the children to continue guessing until all groups have guessed correctly. 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 | 5 mins <br> 10 mins | Students will be assessed on comparing more \& less quantities | Ppt <br> beads |  |


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


| Mathematical development | Title: counting upto IO 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 | Recap: <br> Reinforce more and less quantities through ppt <br> We are learning to: <br> We are learning to identify numbers upto $I O$. <br> What I am looking for: <br> How well you count the objects and match with correct number. <br> Gained skill: <br> It helps us to enhance our comparison skills. <br> Introduction: <br> Show students I building block and elicit that it is I block. <br> Place a second block on top of the first and elicit that there are <br> 2 blocks. Repeat until there are 10 blocks and ask pupils to read with you, 'I, 2, 3, 4, 5, 6, 7, 8, 9, <br> IO.' <br> Give the students blocks so they can build their own tower and count I to IO in sequence. <br> Students will be shown number song: <br> https://youtu be/Yt8GFgxllITs <br> Guided practice: Arrange three tables in the class. Put number | 5 mins <br> 10 mins <br> 20 | Students will be assessed on Counting the objects | Flashcards/ ppt <br> book page 70 |



| Mathematical development | itle: counting upto IO 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 <br> Trace numbers (IIO) in sequence | Recap: <br> Reinforce more and less quantities through ppt <br> We are learning to: <br> We are learning to identify numbers upto $I O$. <br> What I am looking for: <br> How well you count the objects and match with correct number. <br> Gained skill: <br> It helps us to enhance our comparison skills. <br> Introduction: <br> Show students the flashcard of one dot. Ask them to count the dots and draw the number I <br> in the air. Repeat with the other flashcards, each time asking pupils to count the dots and draw the number in the air <br> Students will be shown number song: <br> https://youtu be/DR-cfDsHCGA <br> Guided Practice: <br> Give students play dough and ask them to make numbers I to 10 with it. <br> Practice writing numbers I to $I O$ in sequence on salt tray. | 5 mins <br> 10 mins <br> 20 mins | Students will be assessed on Tracing numbers 1-IO in sequence | Ppt / <br> flashcards <br> Play dough Salt tray |


|  | Focused task: <br> Ask students to open book page 7I. Read numbers aloud by putting their <br> fingers on each number. Ask students to trace numbers I-IO. <br> As the students are tracing the numbers, walk around, monitor and offer <br> lots of encouragement. Ask everyone questions (e.g. What number is this?") <br> And encourage each student to say the number as they are tracing it. <br> Wrap up: <br> Show number cards and ask which number is this? Say number aloud <br> with students. <br> Reflection: | 5 mins | book page7l |
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| Mathematical development | İcal development $\quad$ Title: Count and trace upto 10 | Day : 5 | 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 <br> Trace numbers (\|IO) in sequence | Recap: <br> Reinforce more and less quantities through ppt <br> We are learning to: <br> We are learning to identify numbers upto $I O$. <br> What I am looking for: <br> How well you count the objects and match with correct number. <br> Gained skill: <br> It helps us to enhance our comparison skills <br> Introduction: <br> Show numbers and ask students to read with you. Then show number flashcards not in sequence like after showing number I card, show number 3 flashcard. Ask students are you counting in sequence? Wait for their responses. Ask which number comes after 1 . Repeat this upto 10 numbers. <br> Guided practice: <br> Organize sand letter prior to tracing numbers ' $I-1 O^{\prime}$ ' 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. <br> Focused task: | 3 mins <br> 5 mins <br> 30 mins | Students will be assessed on Tracing numbers I-IO in sequence | Ppt <br> flashcards <br> sand letters |


|  | Help students to trace numbers I-IO on copy. Encourage them to say <br> number while tracing. Give them a set amount of time to complete <br> the task and monitor their progress. <br> Wrap up: <br> Read counting aloud I-IO. Sing rhyme I, 2 buckle my shoe <br> Reflection: <br> Homework: <br> Trace numbers I-IO on given worksheet | 2 mins |  |
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