

Mathematical Development Title: Time 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>Tell time on the hour using an analog clock.</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: Tell time on the hour using an analog clock.</p> <p>What I am looking for: How well you Tell time on the hour using an analog clock.</p> <p>Gained skill: This will help to watch the time.</p> <p>Introduction:Ask the students what item is used to tell time.Take responses by raised hands.Inform the students that clocks come in all shapes and sizes.Inform the students that today they will be using an analog clock, or a clock that has rotating hands. Point to the clock in the classroom as you say "analog clock". Ask students to name places other than school where they have seen clocks. List student responses on the board. Define "rotating hands" as the pointers on a clock that move in a circle. Show students the hands on the classroom clock.The longer hand is the minute hand and the shorter hand designates the hour. Notice that as the minute hand moves the hour hand also moves but at a slower rate. On a clock, time is divided into seconds, minutes and hours.Then point to number 1 and elicit the number. Point to each number 1-12 in order and elicit the numbers (you can move the hour hand around as you do this). Along the top of the board write the numbers in order 1-12. Divide the class into 4 teams and get each team to elect a representative to write on the board. Have the 4 students come to the board and tell them they are going to race to write the numbers 1-12. The winner will win a point for their team. Say "Ready – Steady – Go!" and the 4 students race to write the numbers.Hold up your clock and set a time (e.g. 4 o'clock). Ask the class "What time is it?". Elicit / teach "It's 4 o'clock". Move the hand to another time, and ask again. Stand everyone in front of you. Say "Point your hands at 1 o'clock" and demonstrate how to do this (hold one arm straight up at 12 and the other at 1. Show them the time song. https://youtu.be/OYq_rztquuU Then "Point your hands at 1 and 6. Tell the students number 6 in clock represents 30 minutes that means half of an hour 1:30 and it's called "half past 1" ,continue all the way round to 12 o'clock and half past. Show the students the time</p>	<p>5 mins</p> <p>10 mins</p>	<p>Students will be assessed on Telling time on the hour using an analog clock.</p>	<p>Flash cards/ppt</p> <p>clock</p>

song. <https://youtu.be/CFswaCX5mAA>

Guided practice:

Before class print out the clock shape craft sheet – enough so that each student has one. You can either cut out the shapes before class or have your students cut out the shapes in class. You will also need fasteners for each clock to fasten the hands to the clock. After constructing the clocks, put students in pairs. First model the activity with a student. Student A sets a time on his/her clock and asks "What time is it?" or "Please could you tell me the time?". Their partner answers. Each pair takes it in turn to ask each other.

Focused Task:

Ask students open their book page no ____ and tell the time what the time is in first clock. After students responses ask the time of the other clock. Elicit it is half past 9. Distribute the worksheets to all students and ask them draw a line to connect the matching time;

Wrap up:

Ask the students what the time is, using the clock present in class.

Reflection:

20 mins

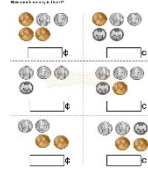
5 mins

Craft sheet, clock hands, fastener

Book page no ____ worksheet

Mathematical Development Title: Time 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>Tell time on the hour using an analog clock.</p>	<p>Recap:Ask the students what the time is, using the clock present in class.</p> <p>We Are Learning to: Tell time on the hour using an analog clock.</p> <p>What I am looking for: How well you tell time on the hour using an analog clock.</p> <p>Gained skill: This will help to watch the time.</p> <p>Introduction:Students have already been introduced to the concept of clocks. In this lesson, they will be re-introduced to the concept of telling time through the clock. Remind the students that the clock is used to represent time throughout the day. Show students the paper clock, point out the numbers 3, 6, 9, and 12, and ask them to fill in the remaining numbers. Next, re-introduce the terms hour (small or short) hand and minute (big or long) hand. Explain that clocks are used to tell the time and we tell the time by looking at the positions of the hands. Explain that time is divided into hours and minutes; minutes are shorter than hours. Ask the students to sit still and in silence for the duration of one minute; if there is a clock in the room with a second hand they could watch the hand move round the clock while they do this. Ask the students hold their clock they have made one day before and tell what time we eat are snack. Elicit /teach at 10 o'clock. Ask them show 10 o'clock on their clocks. Then ask them when snack time is finish. Tell them 10:30 or half past 10. Ask them show the half past 10 on their clocks.</p> <p>Guided practice: Pass around A4 sheets to the whole class. Tell them that first they have to fill in the missing numbers on the clock face, and then draw small and big hands to represent the time when school starts. Students can do this activity in pairs as well, since the time when school begins will be same for the whole class. Ask them show when the first class starts at 8:30 or half past 8.</p> <p>Focused Task:Ask students open their book page no____. Ask them read the given time and make the hands according to the given time.Give them a set amount of time to complete the task and monitor their progress.</p> <p>Wrap up: Ask the students what the time is, using the clock present in class.</p> <p>Reflection:</p> <p>Homework: Do worksheet look at the position of hands and write the time.</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on Telling time on the hour using an analog clock.</p>	<p>Flash cards/ppt</p> <p>clock</p> <p>worksheet, marker</p> <p>Book page no____</p> <p>worksheet</p>

Mathematical Development Title: Money Day: 3 Class: Kindergarten				
Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assesment of Learning	Resources
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Recognize coins, notes and identify their values.</p>	<p>Recap:Ask the students what the time is, using the clock present in class.</p> <p>We Are Learning to: Recognize coins, notes and identify their values.</p> <p>What I am looking for: How well you Recognize coins, notes and identify their values.</p> <p>Gained skill: This will help to count the money.</p> <p>Introduction:Begin the discussion with students what they know about money. Example questions: What is money? Why do we need to learn about money? How is money used in real life? Who uses money? Where is money used? Talk with students about the times when they go shopping with their parents. Elicit from this conversation and their experiences that it is necessary to pay for the things we take from the shops, and for this we need to use money. Explain that the shopkeeper will add up the cost of the items we want to buy and the customer has to give him/her that amount of money in order to take the things away. Bring the attention of the students to the images pasted on the board and introduce each coin and the note one by one. They must be able to recognize the coins and note first before moving forward with this activity.</p> <p>Guided practice: Place real coins/notes in a large plastic container partially filled with rice or sand. Mix the coins/notes and rice (or sand) to hide the coins/notes. Ask the students to find the coins/notes. Ask the students to tell you the names of the coins/notes they find.</p> <p>Focused Task:Ask students open book pg. no.____ and look at the coins and note given. Ask them look the coins and notes carefully and write the number of coin and notes. Explain that the both sides of coins and notes are different. Tell them look at the 50 rs note on front side there is a picture of Quaid-e-Azam and on back side picture of K2 the second highest mountain of the world.</p> <p>Wrap up:Students will be shown different coins/notes and asked them which amount is this.</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 Recognizing coins, notes and identify their values.</p>	<p>Flash cards/ppt</p> <p>Bowl, rice. Coins, notes</p> <p>Book page no____</p>

Mathematical Development Title: Money 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>Recognize coins, notes and identify their values and count them</p>	<p>Recap: Students will be shown different coins and notes and asked their value.</p> <p>We Are Learning to: Recognize coins, notes and identify their values and count them</p> <p>What I am looking for: How well you recognize coins, notes and identify their values and count them</p> <p>Gained skill: This will help to count the money.</p> <p>Introduction: Bring the attention of students to the images pasted on the board and re-introduce each coin and currency note one by one. They must be able to recognize the coins and currency notes first before moving forward. The notes of twenty, fifty, and hundred rupees are new, so spend extra time on introducing those to the students. Ask the students you can exchange money such as if you have note of 50 you can exchange it with the 2 notes of 20 and 1 note of 10. Inform the students that sometimes they would have to add coins/rupee notes in order to pay for something.</p> <p>Guided practice: Set up a shop with different objects and their price tags. Explain to the students that since money is needed to buy things we need, they can try using fake money to buy the things available on the tables. Divide the students into groups and give each group a basket containing the fake coins and notes. Help them to buy and sell items from the shop. Ask the students if the ice-cream is of Rs 5, and I have 5 coins of 1 Rs then how much total money I have, Can I buy the ice-cream.</p> <p>Focused Task: Ask students open book pages no. ___ and tell them we can exchange the bigger number of coins and notes with the smaller number of coins and notes. Ask them on next page count the coins and tell the total number of the coins to purchase the things.</p> <p>Wrap up: Students will be shown different coins/notes and asked them which amount is this.</p> <p>Reflection:</p> <p>Homework: How much money is there? Count it and write the answer.</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on Recognizing coins, notes and identify their values and count them</p>	<p>Flash cards/ppt</p> <p>Bowl, rice. Coins, notes</p> <p>Book pages no ___</p> 

Mathematical Development Title: Money 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>Recognize coins, notes and identify their values and count them</p>	<p>Recap:Students will be shown different coins and notes and asked their value.</p> <p>We Are Learning to: Recognize coins, notes and identify their values and count them</p> <p>What I am looking for: How well you recognize coins, notes and identify their values and count them</p> <p>Gained skill: This will help to count the money.</p> <p>Introduction:Begin the lesson by asking your students what they use to purchase items. Tell students that they will be learning about money today. Take out plastic coins, and ask students the values and names of coins. Show them 5 Rs and ask which they would rather have. Explain that more coins doesn't necessarily equal more money! Write the value of each coin on the board. Write this on board, and repeat multiple times if students are having trouble with fluency. Ask a student about an item that he plans to purchase at lunch, and ask for the price.</p> <p>Guided practice:Start by telling everyone they must put three of their personal items on the table at the front of the class. Anything will do —, pens, ponies, rings, shoe laces, etc. Then take out the shopping bags and randomly put the students' items into the bags, so that each bag has three different items in them. Now, give each student a bag and ask them to look inside their bag. Tell students that they must find their items and buy them back! Divide out the toy money so that everyone has the same amount (it doesn't matter how much each student has). Explain the objective is to find and buy back your items with the toy money. Have students mingle around the classroom asking for their items and negotiating to get their items back. This can be a lot of fun as some students are sure to bargain for high prices and some may run out of money! At the end, find out who has managed to buy all three of their items back and who is the best businessperson by making the most money!</p> <p>Focused Task:Ask students open book page. no___. Ask the students do you like to go bakery with your parents and what do you like to but there. Ask the students help Naila to buy things from bakery. Give them a set amount of time to complete the task and monitor their progress.</p> <p>Wrap up:Students will be shown different coins/notes and asked them which amount is this.</p> <p>Reflection:</p> <p>Homework: Do book page no 81.</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on Recognizing coins, notes and identify their values and count them</p>	<p>Flash cards/ppt</p> <p>Fake coins and notes, different items</p> <p>Book page no___</p> <p>Book page no___</p>