


Mathematical Development Title: Learning number 46 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 number 46</p> <p>relate quantity with the number and write number with correction</p>	<p><b>Recap:</b>Students will be asked to reinforced numbers from 0 to 50 while reading them through ppt/ flashcards. Show the students counting song 1 to 50. <a href="https://youtu.be/JPdDbzwi5iQ">https://youtu.be/JPdDbzwi5iQ</a></p> <p><b>We Are Learning to:</b> Identify and count number 46.</p> <p><b>What I am looking for:</b> How well you identify and count number 46.</p> <p><b>Gained skill:</b> It helps us to enhance our counting skills.</p> <p><b>Introduction:</b>Use flashcards to revise the numbers 1- 45. Show them 4 sets of crayons and tell them that they are 4 group of ten. 4 group of ten means there are 40 crayons. If we add 6 more crayons, how many crayons are they now? Tell students that 4 ten and 6 units make number 46. Show number 46 flashcard and ask which number is this? Write big number on board and encourage students to repeat after you. Ask what number comes after 45? Ask the students to trace the number in the air. It is important that this is done using the whole arm moving from the shoulder.</p> <p><b>Guided practice:</b>Seat students in pairs. Place thirty sticks in each bowl. Give each pair of students a bowl and four rubber bands. Ask them to count and separate ten sticks from the bowl. Demonstrate how to make a bundle of ten sticks with the help of a rubber band. Ask them to make four bundles of ten sticks each. Tell them to place the four bundles on the table. Then, ask them to place 6 stick at a time beside the bundles and count from 41 to onward. When they count the 6 sticks ask them what number till they count. Answer would be 46. Tell them 4 bundles of 10 sticks and 6 sticks make number 46.</p> <p><b>Focused Task:</b> Ask students to open book page no____. Ask them to move your finger on number 46 and say it aloud. Ask them Mr. Ahmad is counting the windows in his building. Help him to count them by putting their finger one by one and tell the number. Ask them open their copies and write the number 46 Give them a set amount of time to complete the task and monitor their progress.</p> <p><b>Wrap up:</b> Students will be asked to write number 46 in their palm.</p> <p><b>Reflection:</b></p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on identifying number 41 relate quantity with the number</p>	<p>Flash cards/ppt</p> <p>Sticks, rubber bands</p> <p>Book page no____</p> <p>Copy work</p>

Mathematical Development Title: Learning number 46 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 number 46</p> <p>relate quantity with the number and write number with correction</p>	<p><b>Recap:</b>Students will be asked to reinforced numbers from 0 to 50 while reading them through ppt/ flashcards. Show the students counting song 1 to 50. <a href="https://youtu.be/JPdDbzwi5iQ">https://youtu.be/JPdDbzwi5iQ</a></p> <p><b>We Are Learning to:</b> Identify and count number 46.</p> <p><b>What I am looking for:</b> How well you identify and count number 46.</p> <p><b>Gained skill:</b> It helps us to enhance our counting skills.</p>	5 mins	<p>Students will be assessed on identifying number 47 relate quantity with the number</p>	<p>Flash cards/ppt</p>	
	<p><b>Introduction:</b>Use flashcards to revise the numbers 1- 45. Show them 4 sets of crayons and tell them that they are 4 group of ten. 4 group of ten means there are 40 crayons. If we add 6 more crayons, how many crayons are they now? Tell students that 4 ten and 6 units make number 46. Show number 46 flashcard and ask which number is this? Write big number on board and encourage students to repeat after you. Ask what number comes after 45? Ask the students to trace the number in the air. It is important that this is done using the whole arm moving from the shoulder.</p>	10 mins			
	<p><b>Guided practice:</b>Seat students in pairs. Place thirty sticks in each bowl. Give each pair of students a bowl and four rubber bands. Ask them to count and separate ten sticks from the bowl. Demonstrate how to make a bundle of ten sticks with the help of a rubber band. Ask them to make four bundles of ten sticks each. Tell them to place the four bundles on the table. Then, ask them to place 6 stick at a time beside the bundles and count from 41 to onward. When they count the 6 sticks ask them what number till they count. Answer would be 46. Tell them 4 bundles of 10 sticks and 6 sticks make number 46.</p>	20 mins			<p>Sticks, rubber bands</p>
	<p><b>Focused Task:</b></p> <p>Ask students to open book page no____. Ask them to move your finger on number 46 and say it aloud. Ask them Mr. Ahmad is counting the windows in his building. Help him to count them by putting their finger one by one and tell the number. Ask them open their copies and write the number 46. Give them a set amount of time to complete the task and monitor their progress.</p>				
	<p><b>Wrap up:</b></p> <p>Students will be asked to write number 46 in their palm.</p> <p><b>Reflection:</b></p>	5 mins		<p>Copy work</p>	

Mathematical Development Title: Learning number 47 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 number 47 relate quantity with the number and write number with correction</p>	<p><b>Recap:</b>Students will be asked to reinforced numbers from 0 to 50 while reading them through ppt/ flashcards. Show the students counting song 1 to 50. <a href="https://youtu.be/JPdDbzwi5iQ">https://youtu.be/JPdDbzwi5iQ</a></p> <p><b>We Are Learning to:</b> Identify and count number 47.</p> <p><b>What I am looking for:</b> How well you identify and count number 47.</p> <p><b>Gained skill:</b> It helps us to enhance our counting skills.</p> <p><b>Introduction:</b> Use flashcards to revise the numbers 1- 46. Show them 4 sets of crayons and tell them that they are 4 group of ten. 4 group of ten means there are 40 crayons. If we add 7 more crayons, how many crayons are they now? Tell students that 4 ten and 7 units make number 47. Show number 47 flashcard and ask which number is this? Write big number on board and encourage students to repeat after you. Ask what number comes after 46? Ask the students to trace the number in the air. It is important that this is done using the whole arm moving from the shoulder.</p>	5 mins	<p>Students will be assessed on identifying number 47 relate quantity with the number</p>	Flash cards/ppt
	<p><b>Guided practice:</b> Ask the students to go outside in playground to play number jumping game. Write the numbers 1 to 47 randomly and 47 many times. Ask the students look at the numbers find the number 47 and jump over it. Repeat this activity with all students.</p> <p><b>Focused Task:</b> Ask students to open book page no___. Ask them to move your finger on number 47 and say it aloud. Ask them Wizard is showing his magic and he has hat in which he has so many pigeons. Help him to count them by putting their finger one by one and tell the number. Ask them open their copies and write the number 47 Give them a set amount of time to complete the task and monitor their progress.</p>	20 mins		Chalks
	<p><b>Wrap up:</b> Students will be asked to write number 47 in their palm.</p> <p><b>Reflection:</b></p>	5 mins		Book page no___
	<p><b>Homework:</b> C.W is H.W</p>			Copy work

Mathematical Development Title: Learning number 4-8 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>Identify number 4-8</p> <p>relate quantity with the number and write number with correction</p>	<p><b>Recap:</b>Students will be asked to reinforced numbers from 0 to 50 while reading them through ppt/ flashcards. Show the students counting song 1 to 50. <a href="https://youtu.be/JPdDbzwi5iQ">https://youtu.be/JPdDbzwi5iQ</a></p> <p><b>We Are Learning to:</b> Identify and count number 4-8.</p> <p><b>What I am looking for:</b> How well you identify and count number 4-8.</p> <p><b>Gained skill:</b> It helps us to enhance our counting skills.</p> <p><b>Introduction:</b> Use flashcards to revise the numbers 1- 4-7. Show them 4 sets of straws and tell them that they are 4 group of ten. 4 group of ten means there are 40 straws. If we add 8 more straws, how many straws are they now? Tell students that 4 ten and 8 units make number 4-8. Show number 4-8 flashcard and ask which number is this? Write big number on board and encourage students to repeat after you. Ask what number comes after 4-7? Ask the students to trace the number in the air. It is important that this is done using the whole arm moving from the shoulder.</p> <p><b>Guided practice:</b> Ask students to sit in groups and give them blocks to play with. They can be asked to build towers with 4-8 blocks. Check and see if everyone in the group has the same number of blocks in the tower. Encourage them to compare and match the towers made of blocks. Ask students to repeat 4-8 after you three times. Show students the flashcard of number 4-8 and ask them to trace it in the air with their index finger.</p> <p><b>Focused Task:</b> Ask students to open book page no___. Ask them to move your finger on number 4-8 and say it aloud. Ask them there are many construction vehicles on construction side.Count them by putting their finger one by one and tell the number. Ask them open their copies and write the number 4-8 Give them a set amount of time to complete the task and monitor their progress.</p> <p><b>Wrap up:</b> Students will be asked to write number 4-8 on the back of their friend</p> <p><b>Reflection:</b></p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on identifying number 4-8 relate quantity with the number</p>	<p>Flash cards/ppt</p> <p>Blocks</p> <p>Book page no___</p> <p>Copy work</p>

Mathematical Development Title: Learning number 49 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>Identify number 49</p> <p>relate quantity with the number and write number with correction</p>	<p><b>Recap:</b>Students will be asked to reinforced numbers from 0 to 50 while reading them through ppt/ flashcards. Show the students counting song 1 to 50. <a href="https://youtu.be/JPdDbzwi5iQ">https://youtu.be/JPdDbzwi5iQ</a></p> <p><b>We Are Learning to:</b> Identify and count number 49.</p> <p><b>What I am looking for:</b> How well you identify and count number 49.</p> <p><b>Gained skill:</b> It helps us to enhance our counting skills.</p> <p><b>Introduction:</b> Use flashcards to revise the numbers 1- 48. Show them 4 sets of straws and tell them that they are 4 group of ten. 4 group of ten means there are 40 straws. If we add 9 more straws, how many straws are they now? Tell students that 4 ten and 9 units make number 49. Show number 49 flashcard and ask which number is this? Write big number on board and encourage students to repeat after you. Ask what number comes after 48? Ask the students to trace the number in the air. It is important that this is done using the whole arm moving from the shoulder.</p> <p><b>Guided practice:</b> This <a href="#">adorable little hedgehog</a> craft help your students learn their numbers. Ask students to pick up popsicles one by one sequentially and put it in hedgehog from number 1 to 49 and make the hedgehog spikes. Repeat this activity with all students.</p> <p><b>Focused Task:</b> Ask students to open book page no____. Ask them to move your finger on number 49 and say it aloud. Ask them there are so many tulips in the garden. Count them by putting their finger one by one and tell the number. Ask them open their copies and write the number 49. Give them a set amount of time to complete the task and monitor their progress.</p> <p><b>Wrap up:</b> Students will be asked to count till 49 aloud. Repeat which number we are learning today? Its number 49.</p> <p><b>Reflection:</b></p> <p><b>Homework:</b> 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 number 49 relate quantity with the number</p>	<p>Flash cards/ppt</p>  <p>Book page no____</p> <p>Copy work</p> <p>Copy work</p>