


Mathematical development		Title : Number 1	Day: 1	Class: Play group	
Learning Outcomes	Activity Plan / Methodology	Time 40 mins	Assessment of learning outcome/s (How)	Resources	
<p>By the end of this lesson, students will be able to</p> <p>Identify number '1'</p> <p>Relate quantity with the number</p>	<p>Recap: Students will be asked to reinforced numbers from 0 to 10 while reading them through ppt/ flashcards</p> <p>We are learning to: We are learning to identify and count number 1.</p> <p>What I am looking for : How well you identify and count number 1 through different objects.</p> <p>Gained skill: It helps us to enhance our counting skills.</p> <p>Introduction: Show the flashcard and tell them today we will learn number 1. Ask students touch your nose and tell how many nose we have? Touch your nose one time. Paste flashcard on the board and say number 1. Ask students to repeat after you. Students will be shown number 1 song https://www.youtube.com/watch?v=eBVqcTEC3zQ Do oral counting (daily) through singing, on the board with the help of flashcards, real objects, counting bars, small blocks, balls, spoons, ice-cream sticks and things from the classroom.</p> <p>Guided practice:</p>	<p>5mins</p> <p>10mins</p>	<p>Students will be assessed on Participation in group activities and understanding of the number '1' with quantity.</p>	<p>Ppt /flashcard</p> <p>Concrete objects / counters/ Ppt</p>	

	<p>Students will be asked to go in learning areas and pick only one object and show it to the rest of class. Activity will be repeated with 2 and 3 students.</p> <p>2. Students will be shown a set of pictures in ppt slide. They will count and circle only one object</p> <p>3. Students will come on white board and draw only 1 circle.</p> <p>Focused task: Ask students to open book page 20. Ask them to move your finger on number 1 and say it aloud. Ask them what is in the picture? How many aero planes are there? Move your arms like you're flying an aero plane. Students will be given worksheet and asked them to paste paper pieces on number 1.</p> <p>Wrap up: Students will be asked to show their one finger / pencil/ colour at the end of the lesson.</p> <p>Reflection:</p>	20 mins		Book page 20 Number 1 worksheet Coloured paper cut into small pieces Glue
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Mathematical development		Title: Number 1	Day :2	Class : Play group	
Learning Outcomes	Activity Plan / Methodology	Time 40 mins	Assessment of learning outcome/s (How)	Resources	
<p>By the end of this lesson, students will be able to:</p> <ul style="list-style-type: none"> Identify number 1 Relate quantity with the number 	<p>Recap: Students will be asked to reinforced numbers from 0 to 10 while reading them through ppt. Show number 1 flashcard and ask which number is this?</p> <p>We are learning to: We are learning to identify and count number 1.</p> <p>What I am looking for : How well you identify and count number 1 through different objects.</p> <p>Gained skill: It helps us to enhance our counting skills.</p> <p>Introduction: Students will be shown number 1 song https://youtu.be/WLLBvdpPvkQ Ask students to tap your table one time, jump one time. Write the number as large as possible on the board. 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>Guided practice:</p>	<p>5mins</p> <p>10 mins</p>	<p>Students will be assessed on Participation in group activities and understanding of the number '1' with quantity.</p>	<p>Concrete objects / counters/ flashcards</p>	

<p>Divide the board into two columns. Display one drawing of cup on one side of the board and two number cards/magnetic numbers on the other side. Ask the students to look at the drawing and count the object. Ask student point to the correct number and draw a circle around it.</p> <p>Focused task:</p> <p>Ask students to open the book page 21. Talk about the pictures. Ask them where we can see stars, the moon, sun and birds. When do we see stars and the moon in the sky? When do we see birds and sun on the sky? Tell students we see sun and birds in the daytime and moon and stars at night in the sky. Tell them we have only one moon and one sun. Encourage them to encircle the pictures that are 1 in number.</p> <p>Wrap up:</p> <p>Students will be asked to write number 1 in the air at the end of the lesson.</p> <p>Reflection:</p> <p>Homework:</p> <p>Do book page number 22.</p>	<p>20 minutes</p> <p>5mins</p>		<p>Number card/magnetic numbers Board markers</p>
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Mathematical development		Title: number 1	Day : 3	Class: Play group	
Learning Outcomes	Activity Plan / Methodology	Time	Assessment of learning outcome/s (How)	Resources	
<p>By the end of this lesson, students will be able to</p> <ul style="list-style-type: none"> Identify number 1 Relate quantity with the number Trace number with correction 	<p>Recap: Students will be asked to reinforced numbers from 0 to 10 while reading them through ppt/flashcards. Show number 1 flashcard and ask which number is this?</p> <p>We are learning to: Identify and count number 1.</p> <p>What I am looking for : How well you identify and count number 1 through different objects.</p> <p>Gained skill: It helps us to enhance our counting skills.</p> <p>Introduction: Paste number 1 flashcard on board. Ask students to use right forefinger to write the number being taught in the palm of their left hand. Write number 1 (with correct formation) on white board and draw 1 tree with it. Associate number with quantity.</p> <p>Guided Practice: Put activity number card, play dough and blocks on the table. Ask students to say number 1, then make it with play dough and put only one block on the card.</p> <p>Note: Make activity number card on chart paper. Divide it in 3 columns. Say it, build it and count it.</p> <p>Focused task: Students will provide worksheet. Ask them to trace number 1 and colour the tree with help of your finger.</p> <p>Wrap up: Students will be asked to write number 1 in their palm.</p> <p>Reflection:</p>	40 mins	<p>Students will be assessed on Participation in group activities and understanding of the number '1' with quantity.</p>	<p>Ppt</p> <p>Concrete objects / counters/ flashcard /</p>  <p>Worksheet Poster colour</p>	
		5mins			10mins
		20mins			5mins

Mathematical development		Title: number 1	Day : 4	Class: Play group	
Learning Outcomes	Activity Plan / Methodology	Time 40 mins	Assessment of learning outcome/s (How)	Resources	
<p>By the end of this lesson, students will be able to</p> <ul style="list-style-type: none"> Identified number 1 Relate quantity with the number Trace number with correction 	<p>Recap: Students will be asked to reinforced numbers from 0 to 10 while reading them through ppt/flashcards. Show number 1 flashcard and ask which number is this?</p> <p>We are learning to: We are learning to identify and count number 1.</p> <p>What I am looking for : How well you identify and count number 1 through different objects.</p> <p>Gained skill: It helps us to enhance our counting skills.</p> <p>Introduction: Show the flashcard and ask which number is this? Paste number 1 on board. Ask students to show one object. (it can be any object)</p> <p>Guided Practice: 1. Ask students to stand up and say run and touch the classroom objects. E.g. (Everyone touch 1 table, everyone touch one chair). Possible classroom objects to touch: table, chair, door, cushion, pencil, crayon, book, board. A good idea is to prepare some pictures of objects (e.g. one apple, one car, one bear) and sticks them in the class a day before. So students can run and touch these things as well.</p>	<p>5mins</p> <p>10 mins</p> <p>20 mins</p>	<p>Students will be assessed on Participation in group activities and understanding of the number '1' with quantity.</p>	<p>Ppt</p> <p>Concrete objects / counters/</p>	

	<p>2. Teacher will ask the students write the number 1 on salt tray.</p> <p>Focused task: Ask students to open book page 23. Help students to connect number 1 in the sun grid and see what comes out. Help students to trace number 1 given at the bottom of the page. For tracing, explain to the students that it is clearly indicated exactly where they have to start tracing from.</p> <p>Wrap up: Show number 1 flashcard and ask its name.</p> <p>Reflection:</p>	<p>5mins</p>		<p>Salt tray</p>
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Mathematical development		Title: number 1	Day : 5	Class : Play group	
Learning Outcomes	Activity Plan / Methodology	Time 40 mins	Assessment of learning outcome/s (How)	Resources	
<p>By the end of this lesson, students will be able to</p> <ul style="list-style-type: none"> Identify number 1 Relate quantity with the number Trace number with correc 	<p>Recap: Students will be asked to reinforced numbers from 0 to 10 while reading them through ppt/flashcards. Show number 1 flashcard and ask which number is this?</p> <p>We are learning to: Identify and count number 1.</p> <p>What I am looking for : How well you identify and count number 1 through different objects.</p> <p>Gained skill: It helps us to enhance our counting skills.</p> <p>Introduction: Paste number 1 on board. Ask students to stand up and write the number being taught in the air.</p> <p>Guided Practice: Organize sand letter prior to tracing number '1' 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.</p> <p>Focused task: Ask students to open their copies. Trace number '1' on copy. Give them a set amount of time to complete the task and monitor their progress.</p> <p>Wrap up: Students will be asked to write in the air.</p> <p>Reflection:</p> <p>Homework: Trace number '1' on copy.</p>	<p>3mins</p> <p>5mins</p> <p>30mins</p> <p>2mins</p>	<p>Students will be assessed on Participation in group activities and understanding of the number '1' with quantity.</p>	<p>Ppt</p> <p>Concrete objects / counters</p> <p>Sand paper number</p>	