

Mathematical Development		Week: II	Topic: Number "1"	Day: 2	Class: Play group		
Learning Outcomes	Activity Plan/Methodology				Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify number '1' Relate quantity with the number Trace number with correction	Recap: Students will be asked to reinforced numbers from 0 to 10 while reading them through flashcards We Are Learning to: Identify and count the number '1' through different objects and trace li. What I am looking for: How well you identify and count number '1' through different objects and trace it. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Tell students numbers are everywhere! They're on clocks, computers, calendars, and whiteboards! What are numbers? Why do we see them all over the place? Do they grow? Do they eat? Tell students, Numbers are infinite. There is no end to numbers. We need numbers to let people know things like, "there is "1" cat on the sofa," or, "there is "1" teacher in class." Starting with the number "1". Write the number; illustrate its meaning by showing one cube, one finger, or one of some other item. Try not to move on until you are sure that each child understands. It's best to master these numbers one at a time. Count various objects in the classroom or use fingers to count to "1". Emphasize that "1" means "one" or "single." 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. Ask them straight line down. And then we're done that's the way to make a number '1'. It is important that this is done using the whole arm moving from the shoulder. Show the number "1" song to the students https://youtu.be/Huggdy7ohbl+ Focused task: Put the number '1' flashcards and pictures flashcards on the table. Some flashcards should have one picture and some have more than one pictures. Ask students we will play a simple matching game where students match objects or images with the number "1". Repeat this activity one by one with all students. Ask students to open book pg. no 60. Ask them tell the name of pictures. Ask them how many objects are different in these given sets? Colour the object and trace number. Ask student to say number '1' as they trace. Put three English books and one Math's book on table and ask them. "Which one is different?" Roam around in the class and help students to complete the task. Wrap up: Students will be asked to write number "1" in the air with their finger. Reflection : Homework: Do the book pg. no 59.				5 mins	Students will be assessed on Identifying number '1' Relate quantity with the number Trace number with correction	Flashcards Pictures flashcards, number "1" flashcards Book pg. no 60 Book pg. no 59
					5 mins		
					25 mins		
					5 mins		

Mathematical Development		Week: II	Topic: Number "1"	Day: 3	Class: Play group	
Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assessment of Learning	Resources		
Upon the completion of this lesson, Students will be able to: Identify number '1' Relate quantity with the number Trace number with correction	Recap: Students will be asked to reinforced numbers from 0 to 10 while reading them through flashcards. We Are Learning to: Identify and count the number '1' through different objects and trace it. What I am looking for: How well you identify and count number '1' through different objects and trace it. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Gather the students in a circle for a group activity. Start by showing a large number "1" flashcard or poster to the students. Encourage them to look at it and ask if they know what it is. Explain that this is the number "1", and today, they will learn all about it. Show them various single objects or use fingers to count to "1", making it clear that "1" means "one" or "single." For example, you can hold up one toy and say, "Look, I have "1" teddy bear. It's all alone, just like the number "1" Use soft toys or objects for a fun activity. Place one toy or object in the center and encourage the students to say, "One!" together. 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. Show the number "1" song https://youtu.be/uXyWsP6TUV4 Focused task: 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 "1" block on the card. Note: Make activity number card on chart paper. Divide it in 3 columns. Say it, build it and count it. Ask students to open book pg. no 61. Talk about the picture. Ask students when and where you can see the sun. Ask them draw a line to connect the number '1' throughout the sun grid to see what comes out. Help students to connect number "1" and complete the sun grid. Ask students to say number '1' as they connect number. Ask them open book pg. no 62. Ask them colour the moon and trace number one. Help students to trace number '1' appropriately. Ask students to count object and colour. Roam around in the class and help students to complete the task. Wrap up: Students will be asked to write number "1" in the air with their finger. Reflection:	5 mins	Students will be assessed on Identifying number '1' Relate quantity with the number Trace number with correction	Flashcards  Book pg. no 61, 62		
		5 mins				
		25 mins				
		5 mins				

Mathematical Development		Week: II	Topic: Number "1"	Day: 4	Class: Play group	
Learning Outcomes	Activity Plan/Methodology			Time: 40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify number '1' Relate quantity with the number Trace number with correction	Recap: Students will be asked to reinforced numbers from 0 to 10 while reading them through flashcards. We Are Learning to: Identify and count the number '1' through different objects and trace it. What I am looking for: How well you identify and count the number '1' through different objects and trace it. Gained skill: It helps us to enhance our counting, cognitive and visual skills. 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). Ask students to stand up and say run and touch the classroom objects. E.g. (Everyone touch "1" table, everyone touch "1" 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. "1" apple, "1" car, "1" bear) and sticks them in the class a day before. So students can run and touch these things as well. Write the number with your finger in the air, explaining your movements as you do. In particular, stress the starting point, you don't remove your finger from the drawing when you write the number. Ask the students to write your air drawing using whole arm movements, and to repeat your instructions as they do so. Do this activity with students 3 or 4 times. Continue with other practice techniques, writing number '1' in the palm of your hand. Focused task: Pour a layer of salt into the shallow tray. The salt should be spread evenly to create a smooth surface. Place a number "1" flashcard next to the salt tray where all the students can see it. Show the students how to write the number "1" in the salt tray. Use your finger or the small paintbrush/stick to demonstrate. Say, "Watch me as I write the number "1". Trace the number "1" in the salt, starting at the top and moving down to the bottom. Emphasize that the number "1" looks like a straight line, just like a tall tower. Ask students to open book pg. no 63. Ask them trace over the number '1'. Direct students to follow the correct movement of number construction. Circle around in the class and help students to trace the number correctly. Wrap up: Show number "1" flashcard and ask its name. Ask them show your one finger. Reflection :			5 mins	Students will be assessed on Identifying number '1' Relate quantity with the number Trace number with correction	Flashcards salt tray book pg. no 63
				5 mins		
				25 mins		
				5 mins		

Mathematical Development		week: II	Topic: Number "1"	Day: 5	Class: Play group	
Learning Outcomes	Activity Plan/Methodology			Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify number '1' Relate quantity with the number Trace number with correction	Recap: Students will be asked to reinforced numbers from 0 to 10 while reading them through flashcards We Are Learning to: Identify and count the number '1' through different objects and trace it. What I am looking for: How well you identify and count the number '1' through different objects and trace it. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Ask students today we will learn more about number "1". Ask the students to pick up "1" object from a collection of items such as books, crayons, pencils and show it to you. Use flashcards, such as pictures of a single item (e.g., a single flower, a single apple), to reinforce the concept of "1". Ask students to identify and say "1" when they see these items. Show students a soft toy or object (like a stuffed animal or a ball) and ask them how many of that item you have. Emphasize that if you only have one, you have "1". For example, "Look, I have "1" teddy bear. It's all alone, just like the number "1." Allow students to practice writing the number "1" on a chalkboard or whiteboard. Ask them write the number one in the air with your finger many times. Continue with other practice techniques, writing number '1' in the palm of your hand and back of your friend. Focused task: Organize sand numbers prior to tracing number '1' on the book/copy. Demonstrate how to trace the number using the index and the middle finger. Ask them to trace it 2, 3 times. Ask the students to write your air drawing using whole arm movements, and to repeat your instructions as they do so. Do this activity with students 3 or 4 times. Ask students open book pg. no 64. Ask them trace over the number '1'. Help students to trace the correct movement of number "1". Give them a set amount of time to complete the task and monitor their progress, ensuring that they complete each number without eliminating their pencil from the page. Wrap up: Students will be asked to write number "1" in the air with their finger. Reflection :			5 mins	Students will be assessed on Identifying number '1' Relate quantity with the number Trace number with correction.	Flashcards Sand numbers Book pg. no 64 Copy work
				5 mins		
				25 mins		
	Homework: Trace the number "1" on copy.			5 mins		