Mathematica	l Development Week: II Topic: Number "I" Day: I		Class: Pla	y group
Learning	Activity Plan/Methodology	Time:40	Assessment	Resources
Outcomes		minutes	of Learning	
	Recap: Students will be asked to reinforced numbers from 0 to 10 while reading them through	5 mins		Flashcards
Upon the	flashcards			
completion	We Are Learning to: Identify and count the number 'I' through different objects.		Students	
of this	What I am looking for: How well you identify and count the number 'I' through different objects.		will be	
lesson,	Gained skill: It helps us to enhance our counting, cognitive and visual skills.		assessed on	
Students	Introduction:			
will be able	Have the students come together in a group. Get the students motivated by saying, "Today we will be	5 mins		
to:	learning about numbers! Raise your hand if you know a number!" Once some students have raised their			
	hands ask them to share a number they knowthis taps into their prior knowledge. Write down numbers		ldentifying	
ldentify	that are stated upon the board. Read the poem, "One, Two, Buckle My Shoe," and then have the students		number 'l'	
number 'l'	recite the poem after you. Show the flashcard and tell them today we will learn number I. Ask students		Relate	
Relate	touch your nose and tell how many nose we have? Touch your nose one time. Paste flashcard on the board		quantity	
quantity	and say number 1. Ask students to repeat after you. Students will be asked to go in learning areas and		with the	
with the	pick only one object and show it to the rest of class. Activity will be repeated with 2 and 3 students. Show		number	
number	the number "I" song to the students. https://youtu.be/F88NeoaU_To.			
	Focused task:	٥٦		
	Ask students today we will search the number "I" in the class. Who will search more number "I' card he	25 mins		Number "I"
	will be the winner. Ask students when you find the card shout loudly number "I". Place multiple number			flashcards
	I cards around the classroom. Have the students search for and point to the number I.			
	Ask students to open book pg. 57. Ask them to move your finger on number I 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			D I
	aero plane. Then ask students to open the book pg. no 58. Talk about the pictures. Ask them where we			Book pg. no 57, 58
	can see stars, the moon, sun and birds. When do we see stars and the moon in the sky? When do we			37, 36
	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 I in number. Circle around the class and help students to complete the task.			
	Wrap up:	5 mins		
	Students will be asked to show their one finger / pencil/ colour.	JIIIIII		
	Reflection:			
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Mathemati	cal Development Week: II Topic: Number "I" Day: 2	С	lass: Play grou	p
Learning	Activity Plan/Methodology	Time:40	Assessment	Resources
Outcomes		minutes	of Learning	
	Recap: Students will be asked to reinforced numbers from 0 to 10 while reading them through flashcards	5 mins		Flashcards
Upon the	We Are Learning to: Identify and count the number 'I' through different objects and trace li.			
completion	What I am looking for: How well you identify and count number 'I' through different objects and trace it.		Students	
of this	Gained skill: It helps us to enhance our counting, cognitive and visual skills.		will be	
lesson,	Introduction:		assessed on	
Students	Tell students numbers are everywhere! They're on clocks, computers, calendars, and whiteboards! What are			
will be	numbers? Why do we see them all over the place? Do they grow? Do they eat? Tell students, Numbers are	5 mins		
able to:	infinite. There is no end to numbers. We need numbers to let people know things like, "there is "I" cat on		ldentifying	
	the sofa," or, "there is "I" teacher in class." Starting with the number "I". Write the number; illustrate its		number 'l'	
ldentify	meaning by showing one cube, one finger, or one of some other item. Try not to move on until you are sure		Relate	
number	that each child understands. It's best to master these numbers one at a time. Count various objects in the		quantity	
ή΄	classroom or use fingers to count to "I". Emphasize that "I" means "one" or "single." Ask students to tap your		with the	
Relate	table one time, jump one time. Write the number as large as possible on the board. Ask the students to trace		number	
quantity	the number in the air. Ask them straight line down. And then we're done that's the way to make a number		Trace	
with the	'I'. It is important that this is done using the whole arm moving from the shoulder. Show the number "I"		number	Pictures
number —	song to the students https://youtu.be/Huggdy7ohbl+		with	flashcards,
Trace	Focused task:		correction	number
number	Put the number 'I' flashcards and pictures flashcards on the table. Some flashcards should have one picture	25 mins		"I"
with	and some have more than one pictures. Ask students we will play a simple matching game where students			flashcards
correction	match objects or images with the number " \mathbf{l} ". 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			Book pg.
	different in these given sets? Colour the object and trace number. Ask student to say number 'I' as they			no 60
	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 "I" in the air with their finger.	5 mins		D 1
	Reflection:			Book pg.
	Homework: Do the book pg. no 59.			no 59

Mathematical	Development Week: II Topic: Number "I" Day: 3		Class: Pl	ay group
Learning	Activity Plan/Methodology	Time:40	Assessment	Resources
Outcomes		minutes	of Learning	
	Recap: Students will be asked to reinforced numbers from 0 to 10 while reading them through flashcards.	5 mins		Flashcards
Upon the	We Are Learning to: Identify and count the number 'I' through different objects and trace it.			
completion	What I am looking for: How well you identify and count number 'I' through different objects and trace it.		Students will	
of this	Gained skill: It helps us to enhance our counting, cognitive and visual skills.		be assessed	
lesson,	Introduction:		on	
Students will	Gather the students in a circle for a group activity. Start by showing a large number "I" flashcard or			
be able to:	poster to the students. Encourage them to look at it and ask if they know what it is. Explain that this is	5 mins		
	the number "I", and today, they will learn all about it. Show them various single objects or use fingers to		ldentifying	
ldentify	count to "I", making it clear that "I" means "one" or "single." For example, you can hold up one toy and		number ' l '	
number 'l'	say, "Look, I have "I" teddy bear. It's all alone, just like the number "I" Use soft toys or objects for a fun		Relate	
Relate	activity. Place one toy or object in the center and encourage the students to say, "One!" together. Paste		quantity	
quantity	number "I" flashcard on board. Ask students to use right forefinger to write the number being taught in		with the	
with the	the palm of their left hand. Write number "I" (with correct formation) on white board and draw "I" tree		number	
number	with it. Associate number with quantity. Show the number "I" song https://youtu.be/uXyWsP6TUV4		Trace	
Trace	Focused task: Put activity number card, play dough and blocks on the table. Ask students to say number		number with	
number with	"I", then make it with play dough and put only one "I" block on the card.	25 mins	correction	
correction	Note: Make activity number card on chart paper. Divide it in 3 columns. Say it, build it and count it.			Say ii: Build ii: COU-i ii
	Ask students to open book pg. no 61. Talk about the picture. Ask students when and where you can see the			2
	sun. Ask them draw a line to connect the number 'I' throughout the sun grid to see what comes out. Help			Rula # Coule # Jag # Bula #: Co.
	students to connect number "I" and complete the sun grid. Ask students to say number 'I' as they connect			6
	number. Ask them open book pg. no 62. Ask them colour the moon and trace number one. Help students			Book pg. no
	to trace number 'I' appropriately. Ask students to count object and colour. Roam around in the class and			61, 62
	help students to complete the task.	_		,
	Wrap up: Students will be asked to write number "I" in the air with their finger.	5 mins		
	Reflection:			

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

Mathematical	. Development	week:	Topic: Number	" "	Day: 5	C	lass: Play grou	p
Learning		Activit	y Plan/Methodology			Time:40	Assessment	Resources
Outcomes			-			minutes	of Learning	
	Recap: Students will b	e asked to reinforced nur	nbers from 0 to 10 while re	eading them thro	ough flashcards	5 mins		
Upon the	We Are Learning to:	Identify and count the n	umber 'l' through different	objects and trad	ce it.			Flashcards
completion	What I am looking fo	r: How well you identify	and count the number 'I' th	nrough different	ob jects and		Students will	
of this	trace it.						be assessed	
lesson,	Gained skill: It helps u	us to enhance our countir	ig, cognitive and visual skills	S.			on	
Students will	Introduction:							
be able to:	Ask students today we	e will learn more about n	umber "I" . Ask the students	s to pick up "I" o	object from a		ldentifying	
	collection of items such	h as books, crayons, penci	ls and show it to you. Use ·	flashcards, such	as pictures of a	5 mins	number ' l '	
ldentify	single item (e.g., a sin	igle flower, a single apple.), to reinforce the concept o	f "I" . Ask studen	its to identify		Relate	
number ' l '	and say "I" when they	y see these items. Show st	udents a soft toy or object	(like a stuffed ar	nimal or a ball)		quantity	
Relate		o o	ve. Emphasize that if you or				with the	
quantity	example, "Look, I have	e "I" teddy bear. It's all a	llone, just like the number '	"I." Allow studen	ts to practice		number	
with the	3		iteboard. Ask them write th				Trace	
number	5 5		practice techniques, writing	number 'I' in the	e palm of your		number with	
Trace	hand and back of you	ır friend.					correction.	
number with	-							
correction	Focused task:		"					Sand
	3	1	er 'I' on the book/copy. Dem			25 mins		numbers
		•	Ask them to trace it 2, 3					
	3	3 3	nents, and to repeat your i	nstructions as th	iey do so. Do			
	this activity with stud		. д 1 Ч/ 1					Book pg. no
	•	1 0	race over the number 'I'. H					64
			unt of time to complete the		ir their progress,			
	5	•	out eliminating their pencil	1 3				
	Reflection:	wiii de askea io write nun	nber " $oldsymbol{I}$ " in the air with the	ir tinger.				
	retiection:					5 mins		
	Homework: Trace the	number "I" on copy						Canussianis
	1 1011101101 10. 11 0000 0100	- 10011000 1 010 00pg.						Copy work