

| Mathematical Development                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Week: 14 | Topic: Number "4" | Day: 1          | Class: Play group                                                                                        |                                                     |
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| 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'</p> <p>Relate quantity with the number</p> | <p><b>Recap:</b> Students will be asked to reinforced numbers from 0 to 10 while reading them through flashcards</p> <p><b>We Are Learning to:</b> Identify and count the number '4' through different objects.</p> <p><b>What I am looking for:</b> How well you identify and count the number '4' through different objects.</p> <p><b>Gained skill:</b> It helps us to enhance our counting, cognitive and visual skills.</p> <p><b>Introduction:</b> Have the students come together in a group. Get the students motivated by saying, "Today we will be 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 know--this taps into their prior knowledge. Write down numbers that are stated upon the board. Read the poem, "One, Two, Buckle My Shoe," and then have the students recite the poem after you. Show the flashcard and tell them today we will learn number "4". Ask students what number comes after "3". Introduce Number "4" with flashcard, real objects, counting bars, small blocks, balls, spoons, ice-cream sticks and things from the classroom. Paste flashcard on the board and say number "4". Ask students to repeat after you. Show the number "4" song to the students. <a href="https://youtu.be/pYqUdcHSGjE">https://youtu.be/pYqUdcHSGjE</a></p> <p><b>Focused task:</b></p> <p>Provide the flashcard of pot having plant without flowers. Ask students look at this! Flashcard. Don't you find something missing on it? There's no flower in the pot. Ask them your task is sticking the flowers into the flashcards. Ask them remember, the number of flowers that you stick in the flashcards must match with the number on it. And we are doing the number "4".</p> <p>Ask students to open book pg. no 81. Ask them to move your finger on number "4" and say it aloud. Ask them what is in the picture? Ask them you can see these things in a park and playground. Show students the numeral value and symbol of number '4'. Ask students to tell the names of '4' rides that they see in park or home and ask their favourite ride. Then ask students to open the book pg. no 82. Talk about the pictures. Ask their names. Ask students to count the objects that are '4' in amount. Ask them circle the group of pictures that corresponds to the number "4". Circle around the class and help students to complete the task.</p> <p><b>Wrap up:</b> Students will be asked to show "4" fingers / pencils / colours.</p> <p><b>Reflection:</b></p> |          |                   | 5 mins          | <p>Students will be assessed on</p> <p>Identifying number '4'</p> <p>Relate quantity with the number</p> | Flashcards                                          |
|                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |          |                   | 5 mins          |                                                                                                          |                                                     |
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| Mathematical Development                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Week: 14 | Topic: Number "4" | Day: 2           | Class: Play group                                                                                        |                                                                                                      |
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| 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'</p> <p>Relate quantity with the number</p> | <p><b>Recap:</b> Students will be asked to reinforced numbers from 0 to 10 while reading them through flashcards</p> <p><b>We Are Learning to:</b> Identify and count the number '4' through different objects.</p> <p><b>What I am looking for:</b> How well you identify and count the number '4' through different objects.</p> <p><b>Gained skill:</b> It helps us to enhance our counting, cognitive and visual skills.</p> <p><b>Introduction:</b></p> <p>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. Show the number "4" flashcards or posters and explain that you will be learning about the number "4" today. Discuss the things that are "4" in numbers e.g. the "4" seasons, "4" wheels of a car, animals (4 legs) etc. and ask the students to say "4" aloud as a group. Ask students to tap your table "4" times, jump "4" times, clap "4" times, stamp your feet "4" times. Show the number "4" flashcards again and write the number as large as possible on the board. Ask the students to trace the number in the air. Ask them "down and over, down once more. That's a way to make a four "4". It is important that this is done using the whole arm moving from the shoulder. Show the number "4" song to the students <a href="https://youtu.be/COs9Y8lrdBQ">https://youtu.be/COs9Y8lrdBQ</a></p> <p><b>Focused task:</b></p> <p>All you need is some coloured dot stickers and numbers flashcards for this learning activity. Paste the 2 to 3 sets of number flashcards 1, 2, 3, 4 in random order on board. Ask students one by one go to the board read the number and take the dot stickers according to the number from basket and paste it on number flashcards.</p> <p>Ask students to open book pg. no 83. Ask them tell the name of pictures. Ask them there is a tree having number "4". Ask them Sara is looking for number '4'. Help her to find number '4' by colouring. Help students to find number '4'. Roam around in the class and help students to complete the task.</p> <p><b>Wrap up:</b></p> <p>Students will be asked to write number "4" in the air with their finger.</p> <p><b>Reflection :</b></p> <p><b>Homework:</b> Do the book pg. no 84.</p> |          |                   | 5 mins           | <p>Students will be assessed on</p> <p>Identifying number '4'</p> <p>Relate quantity with the number</p> | <p>Flashcards</p> <p>Number flashcards, dot stickers</p> <p>Book pg. no 83</p> <p>Book pg. no 84</p> |
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| Mathematical Development                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Week: 14 | Topic: Number "4" | Day: 3           | Class: Play group                                                                                                                            |                                                                                                                                  |
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| 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'</p> <p>Relate quantity with the number</p> <p>Trace number with correction</p> | <p><b>Recap:</b> Students will be asked to reinforced numbers from 0 to 10 while reading them through flashcards.</p> <p><b>We Are Learning to:</b> Identify and count the number '4' through different objects and trace it.</p> <p><b>What I am looking for:</b> How well you identify and count the number '4' through different objects and trace it.</p> <p><b>Gained skill:</b> It helps us to enhance our counting, cognitive and visual skills.</p> <p><b>Introduction:</b></p> <p>Gather the students in a circle for a group activity. Start by showing a large number "4" 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 "4", and today, they will learn all about it. Show them various objects or use fingers to count to "4". For example, you can hold up "4" crayons and say, "Look, I have "4" crayons. Use classroom objects for a fun activity. Paste number "4" flashcard on board. Ask students to use right forefinger to write the number being taught in the palm of their left hand. Ask them down and over, down once more. That's a way to make a four "4". Write number "4" (with correct formation) on white board and draw "4" balls with it. Associate number with quantity. Show the number "4" song.<br/> <a href="https://youtu.be/3J6IH4cDky8">https://youtu.be/3J6IH4cDky8</a></p> <p><b>Focused task:</b></p> <p>Put activity number card, play dough and blocks on the table. Ask students to say number "4", then make it with play dough and put four "4" blocks 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>Ask students to open book pg. no 85. Talk about the picture. Ask them there is a cup swing. Ask students draw a line to connect the number '4' throughout the cup swing grid to see what comes out. Help students to connect the number '4' and complete the cup swing grid. Ask students to say number '4' as they connect number. Ask them open book pg. no 86. Ask them colour the boy (Ali) and trace number "4". Help students to trace number '4' appropriately. Ask students to count object and colour. Roam around in the class and help students to complete the task.</p> <p><b>Wrap up:</b></p> <p>Students will be asked to write number "4" in the air with their finger.</p> <p><b>Reflection:</b></p> |          |                   | 5 mins           | <p>Students will be assessed on</p> <p>Identifying number '4'</p> <p>Relate quantity with the number</p> <p>Trace number with correction</p> | <p>Flashcards</p>  <p>Book pg. no 85, 86</p> |
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| Mathematical Development                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Week: 14 | Topic: Number "4" | Day: 4                                                   | Class: Play group                                                                                                                            |                                                          |
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| 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'</p> <p>Relate quantity with the number</p> <p>Trace number with correction</p> | <p><b>Recap:</b> Students will be asked to reinforced numbers from 0 to 10 while reading them through flashcards.</p> <p><b>We Are Learning to:</b> Identify and count the number '4' through different objects and trace it.</p> <p><b>What I am looking for:</b> How well you identify and count the number '4' through different objects and trace it.</p> <p><b>Gained skill:</b> It helps us to enhance our counting, cognitive and visual skills.</p> <p><b>Introduction:</b></p> <p>Show the flashcard and ask which number is this? Paste number "4" on board. Ask students to show "4" pencils. Ask students to stand up and say run and touch the classroom objects. E.g. (Everyone touch "4" tables, everyone touch "4" chairs). Possible classroom objects to touch: table, chair, cushion, pencil, crayon, books. A good idea is to prepare some pictures of objects (e.g. "4" circles, "4" toffees, "4" ice creams) and stick 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 "4". 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 '4' in the palm of your hand.</p> <p><b>Focused task:</b></p> <p>Pour a layer of salt into the shallow tray. The salt should be spread evenly to create a smooth surface. Place a number "4" flashcard next to the salt tray where all the students can see it. Show the students how to write the number "4" in the salt tray. Use your finger or the small paintbrush/stick to demonstrate. Say, "Watch me as I write the number "4". Trace the number "4" in the salt, Ask them "down and over, down once more. That's a way to make a four "4"</p> <p>Ask students to open book pg. no 87. Ask them trace over the number '4'. Direct students to follow the correct movement of number construction. Circle around in the class and help students to trace the number correctly.</p> <p><b>Wrap up:</b></p> <p>Show number "4" flashcard and ask its name. Ask them show your four fingers.</p> <p><b>Reflection :</b></p> |          |                   | <p>5 mins</p> <p>5 mins</p> <p>25 mins</p> <p>5 mins</p> | <p>Students will be assessed on</p> <p>Identifying number '4'</p> <p>Relate quantity with the number</p> <p>Trace number with correction</p> | <p>Flashcards</p> <p>salt tray</p> <p>book pg. no 87</p> |

| Mathematical Development                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | week: 14 | Topic: Number "4" | Day: 5           | Class: Play group                                                                                                                             |                                                                              |
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| 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'</p> <p>Relate quantity with the number</p> <p>Trace number with correction</p> | <p><b>Recap:</b> Students will be asked to reinforced numbers from 0 to 10 while reading them through flashcards</p> <p><b>We Are Learning to:</b> Identify and count the number '4' through different objects and trace it.</p> <p><b>What I am looking for:</b> How well you identify and count the number '4' through different objects and trace it.</p> <p><b>Gained skill:</b> It helps us to enhance our counting, cognitive and visual skills.</p> <p><b>Introduction:</b></p> <p>Ask students today we will learn more about number "4". Ask the students to pick up "4" objects from a collection of items such as books, crayons, pencils and show it to you. Use flashcards, such as pictures of a different items (e.g., 4 leaves, 4 flowers), to reinforce the concept of "4". Ask students to identify and say "4" when they see these items. Show students a soft toys or objects (like a stuffed toys or balls) and ask them how many of that item you have. Emphasize that if you only have four, you have "4". For example, "Look, I have "4" rabbits. Allow students to practice writing the number "4" on a chalkboard or whiteboard. Ask them write the number "4" in the air with your finger many times. Continue with other practice techniques, writing number '4' in the palm of your hand and back of your friend.</p> <p><b>Focused task:</b></p> <p>Organize sand numbers prior to tracing number '4' 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.</p> <p>Ask students open book pg. no 88. Ask them trace over the number '4'. Help students to trace the correct movement of number "4". 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.</p> <p><b>Wrap up:</b> Students will be asked to write number "4" in the air with their finger.</p> <p><b>Reflection :</b></p> |          |                   | 5 mins           | <p>Students will be assessed on</p> <p>Identifying number '4'</p> <p>Relate quantity with the number</p> <p>Trace number with correction.</p> | <p>Flashcards</p> <p>Sand numbers</p> <p>Book pg. no 88</p> <p>Copy work</p> |
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|                                                                                                                                                                            | <p><b>Homework:</b> Trace the number "4" on copy.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |                   | 5 mins           |                                                                                                                                               |                                                                              |