

Mathematical Development		Week: 17	Topic: Numbers (1 – 5) Revision	Day: 1	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 numbers '1 - 5' Relate quantity with the numbers	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 numbers '1 - 5' through different objects. What I am looking for: How well you identify and count the numbers '1 - 5' through different objects. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Sit the students down so they are facing you. Use some familiar objects to teach the numbers (e.g. plastic fruit for the numbers). First, elicit each of the fruit and put each one on the floor / table in front of you in a line. Then touch each fruit and slowly count (Teacher: "1 ... 2 ... 3 4 5"). Do this two or three times. Then have the class all repeat as you count / touch each fruit. Finally, model this with a couple of students – ask one or two students to touch and count the fruit as the rest of the class watches (give lots of encouragement and congratulate them when finished). Put the students in pairs and give each pair a number of objects (e.g. 5 plastic fruit, 5 cars, 5 pencils, etc.). Have the students practice counting and touching the objects. Show the number "1 - 5" song to the students. https://youtu.be/xzNOxSJ-HTI Focused task: Provide the flashcards of gumball machine having numbers (1 to 5) on it and a coloured corresponding circles to represent the gumball. Ask the students read the number of gumballs into the gumball machine and have your student take them out -one at a time- and place them over the corresponding circle. You can use regular pompoms for this activity. Ask students to open book pg. no 101. Ask them what is in the picture? Ask them there are balloons having stars. Ask students count the stars in balloons and match them with numbers. Then ask students to open the book pg. no 102. Talk about the pictures. Ask their names. Ask them count the objects and match with correct numbers. Ask students to count objects one by one and match them with correct numbers. Circle around the class and help students to complete the task. Wrap up: Students will be asked to count 1 to 5 different objects present in the class. Reflection:			5 mins	Students will be assessed on Identifying numbers '1 - 5' Relate quantity with the numbers	Flashcards
				5 mins		
				25 mins		Gumball flashcards, pompom. Cutouts of circle
				5 mins		Book pg. no 101, 102

Mathematical Development		Week: 17	Topic: Numbers (1 – 5) Revision	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 - 5' Relate quantity with the number Trace & write 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 - 5' through different objects and trace it. What I am looking for: How well you identify and count the number '1 - 5' through different objects and trace it. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Get a big box of objects and make sure you have enough objects of each category for the numbers you are teaching (e.g. 5 plastic fruit, 5 cars, 5 pencils, etc.). Throw the objects all around the classroom. Then choose a student and say, put five (pencils) in the box". As the student picks up each object make sure everyone counts along (1... 2 ... 3 ... 4 ... 5). Then have the student count the objects as she/he puts them in the box. Do this with everyone. Finally, for a bit of crazy fun, throw all the objects out and let everyone scramble to find, count and put all of their objects back in the box again (all at the same time!). Get the students really involved in the activity by asking lots of questions such as what colors the pencil are, what the colour of block is, how many crayons do you have in your hand? Show the number "1 - 5" song to the students. https://youtu.be/RB6ZWWpykCs Focused task: Write the number (1/2/3/4/5) being taught, on the board. Place the number puppet on the table. Place the objects (lollipops/pencils/buttons, beads) on the other side of the table which students can reach. Ask them to pick up the correct number of objects and place them with the corresponding number puppet. Repeat this activity with all students. Ask students to open book pg. no 103. Ask them tell the name of pictures. Ask them trace the numbers. Ask them can you count the objects in given picture. Ask them count and then write the numbers. Encourage students to count things and tell their names. Roam around in the class and help students to complete the task. Wrap up: Students will be asked to count 1 to 5 different objects present in the class. Reflection : Homework: Do the book pgs. no 104, 116.			5 mins	Students will be assessed on Identifying number '1 - 5' Relate quantity with the number Trace & write number with correction	Flashcards
				5 mins		
				25 mins		Number puppet sticks, concrete objects Book pg. no 103
				5 mins		Book pgs. no 104, 116

Mathematical Development		Week: 17	Topic: Numbers (1 – 5) Revision	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 -5' Relate quantity with the number Trace & write 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 – 5' through different objects and trace it. What I am looking for: How well you identify and count the number '1 – 5' through different objects and trace it. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Have all the students gather together on the floor in circular groups. Have these students all count off 1 through 5 in each grouping. Hold up the number card showing 1. Have students say the number on the number card and hold up fingers to show that number. Repeat with the number cards showing 2, 3, 4, and 5. Point randomly to different cards and ask students to name the number and hold up fingers to show that number. If students are holding up an incorrect number of fingers, then have them say the number and then count from 1 until they stop at the number. Then have students count again but this time hold up 1 finger for each number they count. Students can use counters, pencils, or paper clips. The arrangement of counters or dots is not important. Make sure students use the correct number of counters, dots. Show the number "1 – 5" song to the students. https://youtu.be/7QqOFjFOI4o Focused task: Display the spinner on board having numbers 1 to 5 on it. Using a pencil and a paper clip, demonstrate how the game is played as you explain using simple words. Provide the basket of counters on each table. Show students that when the clip lands on 1, pick up one counter from basket and put it on the table. When the clip lands on 2, two counters are placed; when the clip lands on 3, three counters are placed on the table. Repeat this activity with all students. Ask students to open book pg. no 105. Talk about the picture. Ask them there are so many colourful balloons having numbers. Ask them some balloons don't have numbers. Ask them numbers are missing in balloons. Count from '1' and write the missing numbers. Ask students to count numbers 1 – 5 loudly before writing the number. Roam around in the class and help students to complete the task. Wrap up: Students will be asked to count 1 to 5 different objects present in the class. Reflection:			5 mins	Students will be assessed on Identifying number '1 -5' Relate quantity with the number Trace & write number with correction	Flashcards Spinner, pencil, paper clip, counters Book pg. no 105
				5 mins		
				25 mins		
				5 mins		

Mathematical Development		Week: 17	Topic: Numbers (1 – 5) Revision	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 -5' Relate quantity with the number Trace & write 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 - 5' through different objects and trace it. What I am looking for: How well you identify and count the number '1 - 5' through different objects and trace it. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Just have five students come to the front of the room, and count them, giving each of them a card that has the appropriate number on it. Students will hear you counting and see the number on the card. Ask them look at your card and arrange themselves according to the number. Line up all of the students at one end of a playground and take large steps while counting. The whole class should be counting together as they walk - either from one to five. You can repeat this activity with other actions, such as jumping, skipping. If one student or several students seem to be having problems keeping up, you can have a small group stand on the side counting the number of actions that the rest of the students are doing, "to make sure that everyone does the same number of actions. Focused task: This is a game to help students get up and move! Write the numbers (1 to 5) on memory cards and place them on the floor around your classroom. You can also use cuts (lily flowers are fun!). Call five students in front of class. Ask them I will tell the number slowly and you will go to that number. Ask them then they shared the number they landed. Repeat this activity with all students in group if 5s. Ask students to open book pg. no 106. Ask them the name of the pictures. Ask them how many bananas are on the table? Count and colour the bananas & trace numbers 1-5. Then ask them how many doughnuts are in the plate? Count and colour the doughnuts. Ask students to count object as they colour and trace numbers. Show different objects to make them learn one-to-one correspondence. Circle around in the class and help students to trace the number correctly. Wrap up: Students will be asked to count 1 to 5 different objects present in the class. Reflection :			5 mins	Students will be assessed on Identifying number '1 -5' Relate quantity with the number Trace & write number with correction	Flashcards Number memory cards (1 to 5) book pg. no 106
				5 mins		
				25 mins		
				5 mins		

Mathematical Development		week: 17	Topic: Numbers (1 – 5) Revision	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 -5' Relate quantity with the number Trace & write 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 – 5' through different objects and trace it. What I am looking for: How well you identify and count the number '1 – 5' through different objects and trace it. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: A great way of teaching number recognition to students is to point out numbers they see in daily life. For example, ask them look around the class you can ask them to count the number of times they see the number "5". These number games for students have been known to work very well to develop number sense in students. Figuring out how to teach numbers 1 to 5 is tricky at first, but if you let your students count their fingers every day, they will not only learn the numbers from 1 – 5, they will also learn how to count on their fingers. Divide the students into pairs. For each pair: 15 connecting cubes, 5 cups, 5 sticky notes. Have pairs write the numerals 1 – 5 on the sticky notes, one on each, and place one on each cup. Have students then count out the number of cubes to match the number on each cup and place them inside. Focused task: Ask students we will practice counting in small groups. Give groups of students handouts that contain five large circles, each with a number from one to five written on the inside. Give the cutout to each group. Students can then work together to count out the correct number of small pompoms, beads, or buttons into each circle. Ask students open book pg. no 107. Ask them the names of the pictures. Ask them trace 1-5 and colour the caterpillar. After this ask them trace 1 – 5 and colour the ants. Ask students to count objects one by one and trace numbers. 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 count 1 to 5 different objects present in the class. Reflection : Homework: Do the book pgs. no 108, 117.			5 mins	Students will be assessed on Identifying number '1 -5' Relate quantity with the number Trace & write number with correction	Flashcards Circles cut outs, pompoms, beads, buttons Book pg. no 107 Book pgs. no 108, 117
				5 mins		
				25 mins		
				5 mins		