

Mathematical Development		Week: 18	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: Raise a finger and ask the students to say out loud how many fingers are being held up. Once all students can correctly answer 'one', raise another finger. Keep going until all five digits are raised. At this point, ask a student to come as a volunteer to the front of the class. Ask this student to raise the finger. Now ask the rest of the class how many total fingers are up. Tell the student to keep raising more fingers, and check if students can remember the numbers in sequence. Give each student five sticks/beads in a bowl. Demonstrate counting the sticks by arranging them from left to right one at a time. Place a finger on each stick and count. Let students do the same and count from 1 to 5. https://youtu.be/_qhJ5d_sZfM Focused task: The students can play memory matching in groups. Place two sets of number cards face down in regular rows and columns. The first student turns over one card to display it clearly, and then does it again with a second card; both cards should be laid flat on the table in their places. If the numbers on the cards are the same, the student gets to keep the two cards. If they show different numbers, the cards must be turned back face down on the table, and it is then the turn of the second student. Ask students to open book pg. no 109. Ask the names of the pictures? Ask them count the objects and trace the numbers. Ask students to count objects and tell their names. Help them to trace numbers correctly. Ask them open book pg. no 112. Ask them count stars and circle the correct number on numbers line. Give them a set amount of time to complete the tasks 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:			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 109, 112

Mathematical Development		Week: 18	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: The teacher sings a song "I learn the number one to five" and demonstrates it with the fingers in order to attract students' attention, asks how they are doing. Asks the students to make a big circle. In order to attract the student's attention, the teacher sings a song "I learn the number one to five" and asks them to imitate the teacher's finger movement. Ask students go back to your desks. Shows the number using flashcards to the students (flashcards containing numbers and pictures of a pot and stalks [according to the numbers] without flowers) and paste them on the board. The teacher pronounces the number and asks the students to imitate her/him. Ask students look at the number on flashcard and paste the flowers accordingly on the stalks. https://youtu.be/u4_J7CM46M4 Focused task: Pour a few different paint colours into small, disposable cups. Grab a collection of Q-tips and write out numbers 1-5 in large font with a marker or pen on a large paper. Students will use the Q-tips to trace the numbers in colourful paint. They can add decorative designs or keep it simple. Whatever they want! Encourage them to make the numbers their own. This activity has the added bonus of working on their writing skills as well as their number recognition abilities. Ask students to open book pg. no 110. Ask them tell the name of toys. Ask them count the objects in given boxes and trace the numbers. Help students to count toys and then trace. Encourage students to tell about their favourite toys. Ask them to bring their toys in class. 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 pg. no 111.			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		Disposable cup, paints, q- tips, large piece of paper
				5 mins		Book pg. no 110 Book pg. no 111

Mathematical Development		Week: 18	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: Ask students today we will have fun with chalks and numbers. For this activity, all you'll need is a set of colourful chalks. On the pavement, write out numbers 1 – 5 in bold letters. Circle each number. Make sure you leave plenty of space between the numbers, as your students will be drawing around them. Students will draw flower petals around each number (using the circled number as the center of the flower). The number of petals they draw will match the respective numeral. When they're done, they'll have a bright, beautiful garden full of number-flowers! This game works on your student's fine motor skills, counting skills, and visual math skills. It establishes a direct correlation between numbers and their value, which will further your student's number knowledge. https://youtu.be/vu63vJ3keME Focused task: Provide the magnetic numbers 1 – 5, muffin liners, and pompoms on each table. Ask students put the numbers in the correct order and then put muffin liner in front of numbers. Ask them now put in the correct number of pompoms in the muffin liner. Repeat this activity with all students one by one. Ask students to open book pg. no 118. Talk about the picture. Ask their names. Ask different questions to students like how many pencils/colours/crayons do you have in your pencil box? Ask them trace numbers 1 – 5 and match with pictures. Ask students to count numbers 1 – 5 loudly before tracing the numbers. Ask students open book pg.no 113. Ask them how many fingers are these? Count and circle the correct number. Help students to count fingers & circle the number correctly. For demonstration use your own fingers to make counting fun. 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 Magnetic numbers, muffin liner, pompoms Book pg. no 118, 113
				5 mins		
				25 mins		
				5 mins		

Mathematical Development		Week: 18	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: Tell the class they are going to be working on the numbers 1, 2, 3, 4, and 5. Start teaching the Learning 1 – 5 Song. Ask students today we will arrange the numbers in order. Have students cut out the numbers from the printable "Numbers 1 – 5 on Squares". Model for students the process of finding the "1" square and gluing it under the first penguin. Have students arrange the next five without gluing them. Ask students to raise their hand when they are ready for you to check their progress. After you monitor accuracy, give permission to glue the set. Ask different questions. How do we order numbers?" "What is the first number?" "Which number comes first, 4 or 5?" "How do we count to 3?" Focused task: You will need cards labeled with numbers 1–5 and a sheet of paper with a chart of the same numbers. For each number slot, there should be stickers that correlate with it. For example, for the number 1 box, there will be 1 sticker; for the number 2 box, 2 stickers, and so on. Start by hiding note cards with the numbers 1 – 5 written on them around the class. Keep your chart in a central part of the class; your student will use it similarly to a bingo card, placing their "found" cards in the matching chart boxes Ask students to open book pg. no 119. Ask them trace over the numbers 1 – 5. Encourage students to read aloud numbers while tracing. Ask students open book pg. no 114. Ask them the names of pictures. Ask them colour the correct number of items. Help students to count and colour the objects according to their given number. Give them a set amount of time to complete the tasks and monitor their progress, ensuring that they complete each number without eliminating their pencil from the page. 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 119, 114
				5 mins		
				25 mins		
				5 mins		

Mathematical Development		week: 18	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: Ask students today we will make the monster. Ask them for this game, you will need a large sheet of paper, some colourful markers, child-safe glue, a pair of dice, and googly eyes. Your students will be using numbers to help them create their very own monster! Begin by drawing a large, oval-shaped body as your base. Then student will roll the dice for the following monster parts: You can start with any body part. For example, we'll roll our first round for eyes. Your student will roll the dice; let's say they rolled a three. They would then glue three googly eyes onto their monster's face. They will repeat this process for each body part until their monster is complete. To name their monster, you can help them count the total number of added body parts. Focused task: provide the flash cards of a tree having written numbers 1, 2, 3, 4, 5 on it and cut outs of apples on each table. Ask students look at the tree flashcard and read the number. Ask students take the cutouts of apples from the basket and paste it on tree and make it an apple tree. Repeat this activity with all students one by one. Ask students to open book pg. no 120. Ask them trace over the numbers 1 – 5. Encourage students to read aloud numbers while tracing. Give them a set amount of time to complete the tasks and monitor their progress, ensuring that they complete each number without eliminating their pencil from the page. 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 : Homework: Do the book pg. no 115.			5 mins	Students will be assessed on Identifying number '1 -5' Relate quantity with the number Trace & write number with correction	Flashcards Tree flashcards, apple cut outs Book pg. no 120 Book pg. no 115
				5 mins		
				25 mins		
				5 mins		