

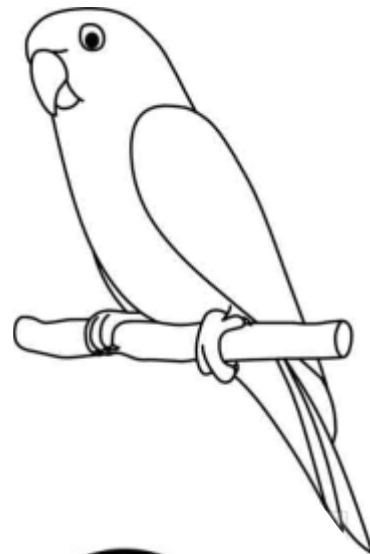
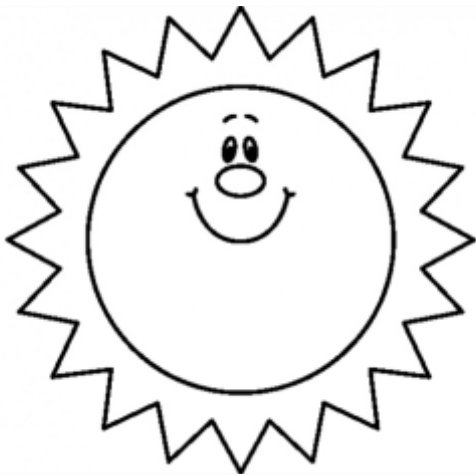
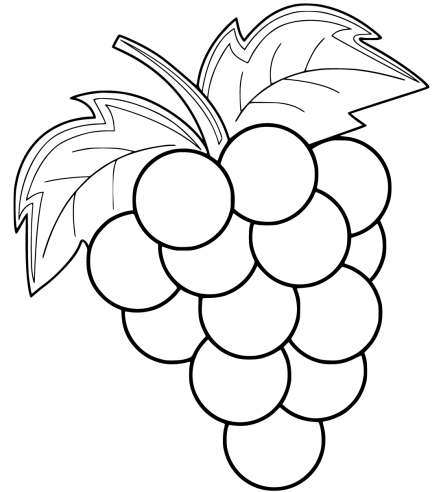
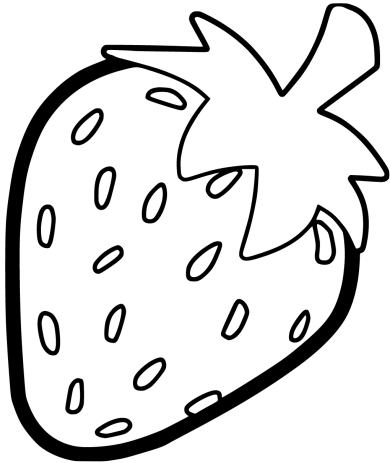
Mathematical Development		Week: 19	Topic: Numbers (1 – 5) Revision	Day: 1	Class: Play group	
Learning Outcomes	Activity Plan/Methodology			Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify numbers '1 - 5' Relate quantity with the numbers	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 1. Ask them what is in the picture? Ask them there are numbers 1 to 5. Ask them put your finger on numbers and say loudly the number. Ask students to clap their hands by counting 1 to 5. e.g. 1 clap for 1, 2 claps for 2. Then ask students to open the book pg. no 5. Talk about the pictures. Ask their names. Ask them count the fish and colour the aquarium and fish.. 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 1, 5

Mathematical Development		Week: 19	Topic: Colours (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 and recognize the colours red, green, yellow, blue and black	Recap: Students will be shown different things and asked their colours. We Are Learning to: Identify and recognize the colours red, green, yellow, blue and black. What I am looking for: How well you identify and recognize the colours red, green, yellow, blue and black. Gained skill: This will help us to improve our fine motor, cognitive, social and visual skills. Introduction: The first step to teaching colours is to point out colours in everyday objects that students are familiar with. For example, when serving water at snack time you could say, "You're using a blue cup today." This may seem tedious, but drawing attention to all the colours around us is good for students, and soon they'll start to recognize colour differences. Hide one or two handfuls of colourful items around the class. Coloured blocks, coloured flashcards, or water bottles work well for this. Set a timer and give your students a bag to collect coloured items. Then sort the items by colour onto coloured paper (green, blue, yellow, red, black). Do some go into multiple groups? When students bring the things ask them tell what colour is this? Show the colour song. https://youtu.be/zxlpA5nF_LY Focused task: If your classroom has lots of colourful posters on the walls, this is a great activity to do. Demonstrate by shouting out a colour (e.g. "Red"). Run to a poster and touch anywhere that has a red colour. Do the same for another colour (e.g. "Blue"). Each time run to a new poster. Now have the students do the activity – shout out a colour and have them all run around the classroom touching the colours on posters. Ask students to open book pg. no 2. Ask them draw a line to connect the colours with pictures that are same in colour. Ask students to recall the colours before starting this activity. Roam around in the class and help students to complete the task. Wrap up: Show different objects to the students and ask their colours. Reflection : Homework: Do the worksheet.			5 mins	Students will be assessed on	Flashcards
				5 mins		
				25 mins		Book pg. no 2
				5 mins		



Student Name: _____ Date: _____

Colour the objects which they have naturally.



Mathematical Development		week: 19	Topic: Odd one out (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 the concept of the "odd one out" in a group of objects	Recap: Students will be asked to match the same things. Teacher will draw different things on board in two columns. Ask the students to match them through a line. We Are Learning to: Identify the concept of the "odd one out" in a group of objects. What I am looking for: How well you identify the concept of the "odd one out" in a group of objects. Gained skill: This will help us to improve our fine motor, cognitive, social and visual skills. Introduction: Ask students have you ever played the Odd One Out Game. Do you know what is odd one out? Odd one out means something in a group that is different from the rest? The object of Odd One Out is to guess which one of four items does not belong and why it doesn't belong. After the player has successfully identified the odd one out, they can either guess the explanation or challenge their opponents to guess. Grab a few objects from around the room! To play this game, you'll need to gather a set of four objects and challenge students to identify which one has different characteristics or features and does not belong with the others in the group. For example, gather and show your students the following: a banana, a lemon, a golden delicious apple, and an orange. Ask, "Which is the odd one out?" The best answer is 'the orange' because while they are all fruits, the orange is a different colour from the others. Ask, "What's my rule?" and see if your kids can state that the fruits must be yellow. Focused task: Display a group of objects or pictures (3-4 items) on the whiteboard or a table. Ensure that one of them is indeed the odd one out based on a clear characteristic (e.g., a different colour, shape, size, or category). Ask the children to take turns pointing to the odd one out and explain why they chose it. Encourage them to use descriptive words. Repeat this activity with different groups of objects or pictures, gradually increasing the complexity. Show pictures of three animals and ask the students to identify the animal that doesn't belong. For example, show pictures of a cat, dog, and elephant. The odd one out is the elephant because it's much larger than the other two. Help the students to open book pg. no 3. Ask them can they tell the name of fruits? Ask students circle the fruit which is different in given set. Ask students to count the same/different fruits in each set. Encourage students to tell the names of these fruits. Roam around in the class and help them to complete the task. Wrap up: Show different objects to the students and ask them tell the odd one. Reflection :			5 mins	Students will be assessed on Identifying the concept of the "odd one out" in a group of objects	Flashcards Different pictures flashcards or concrete objects Book pg. no 3
				5 mins		
				25 mins		
				5 mins		

Mathematical Development		week: 19	Topic: Match the similar objects(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: distinguish between similar objects according to their colour and shape	Recap: Students will be asked to match the same things. Teacher will draw different things on board in two columns. Ask the students to match them through a line. We Are Learning to: Identify to distinguish between similar objects according to their colour and shape. What I am looking for: How well you identify and match the same objects Gained skill: This will help us to improve our fine motor, cognitive, social and visual skills. Introduction: Take 8 seashells/ stones of different sizes. Paint red and black dots on 2 shells/ stones, green and orange dots on 2 shells/stones, yellow and purple dots on 2 shells/stones, and blue and pink dots on 2 shells/stones. Show different coloured seashells/stones to the students and ask them to: identify their colour, match them with a similar shell/stone of different size (big or small). Take few pairs of socks and mix them all up. Get students to pair up matching socks. Ask students different questions. https://youtu.be/oqzVvr5ILxDM Is this just the same? Find me the one which is just the same? Show me one which is different? Which one is not same? Focused task: Give two sets of four picture flashcards to each student in random order. Ask them match the same pictures from both sets and put them on a table. Use or make little blocks of coloured paper in pairs. These can be covered in clear contact plastic and stored in a bag to use again later. Challenge students to match the colours. Start on the primary colours and give preschoolers all 9 basic colours – red, green, blue, brown, yellow, orange, purple, black and white. Help the students to open book pg. no 4. Talk about the pictures. Ask their names with every student one by one. Then ask them match the similar objects. Ask students to recall the size variation before starting this activity. Roam around in the class and help students to complete the task. Wrap up: Ask the students to draw the lines on the board with the marker. Reflection :			5 mins	Students will be assessed on	Flashcards
				5 mins		
				25 mins	distinguishing between similar objects according to their colour and shape	flashcards
				5 mins		Book pg. no 4

Mathematical Development		week: 19	Topic: Shapes (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 circles, squares, triangles, rectangles and ovals	Recap: Students will be shown different things and asked their shapes. We Are Learning to: Identify circles, squares, triangles, rectangles and ovals. What I am looking for: How well you identify circles, squares, triangles, rectangles and ovals Gained skill: This will help us to improve our fine motor, cognitive, social and visual skills. Introduction: Ask students you will find shapes everywhere: circles: the sun, wheels on a car, and cookies on a plate; rectangles: windows and doors on buildings, tree trunks, and stripes on a bee; triangles: pine trees, wings on a butterfly, and the roof of a house, squares: tissue paper box, lunch box, tables, chairs, ovals: eggs, Show the students the different objects and ask them to identify the shapes. Encourage them to use descriptive language (e.g., "this is a red circle"). Model how to sort the objects by placing them on the sorting mats based on their shape. Allow students to practice sorting the objects on their own, using the sorting mats. Encourage students to compare and contrast the objects, discussing similarities and differences. Challenge students to find objects that don't fit on any of the sorting mats and explain why.			5 mins	Students will be assessed on Identifying circles, squares, triangles, rectangles and ovals	Flashcards Playground, chalks Book pg. no 6 Book pg. no 7
	Focused task: Ask student today we will go outside and jumps on the shapes. Use sidewalk chalk to lay out a shape maze on the playground or driveway. Choose a shape and hop from one to the next, or call out a different shape for every jump! Help the students to open book pg. no 6. Talk about the pictures. Ask students find shapes and colour them. Ask students to tell about the names of shapes before starting this activity. Encourage students to colour shapes by their own choice. Roam around in the class and help students to match the pictures with its shapes. Help them to complete the task.			5 mins		
	Wrap up: Show flashcard and ask shape name. Ask students draw the shapes in the air.			25 mins		
	Reflection : Homework: Do the book pg. no 7.			5 mins		