

Mathematical Development		Week: 27	Topic: Number "6"	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 number '6' Relate quantity with the number	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 '6' through different objects. What I am looking for: How well you identify and count the number '6' through different objects. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: 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 "6". Ask students what number comes after "5". Introduce Number "6" with flashcard, real objects, counting bars, small blocks, balls, spoons, ice-cream sticks and things from the classroom. Ask them show me your "6" fingers. Paste flashcard on the board and say number "6". Ask students to repeat after you. Show the number "6" song to the students. https://youtu.be/C4VlnMOeDOc Focused task: Distribute the cutouts of ladybug having number "6" on it to each student. Provide the black dots in the bowl on each table. Ask students read the number and paste the dots on lady bug with the glue accordingly. We need to make sure that they have them...how many spots do you think we will put on each ladybug? Of course, six! Ask students to open book pg. no 37. Ask them to move your finger on number "6" and say it aloud. Ask them what is in the picture? Ask students which pet they like the most. Ask them have you any pet at home. Show students the numeral value and symbol of number '6'. Ask students to tell the names of '6' animals we can keep as a pet. Then ask students to open the book pg. no 38. Ahmad is looking for his pets. Help him to find pets by numbering. Help students to find out the pets by saying: e.g. where is the rabbit? Ask them to count the pets also. Circle around the class and help students to complete the task. Wrap up: Students will be asked to show "6" fingers / pencils / colours. Reflection:			5 mins	Students will be assessed on Identifying number '6' Relate quantity with the number	Flashcards Cardboard, large piece of paper, stickers, buttons, beads Book pg. no 37, 38
				5 mins		
				25 mins		
				5 mins		

Mathematical Development		Week: 27	Topic: Number "6"	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 '6' Relate quantity with the number	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 '6' through different objects. What I am looking for: How well you identify and count the number '6' through different objects. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: 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 "6" flashcards or posters and explain that you will be learning about the number "6" today. Show "6" rubber balls and ask students how many rubber balls you are holding now. If necessary, tell them there are "6" rubber balls. Ask the students to say "6" aloud as a group. Ask students to tap your table "6" times, jump "6" times, clap "6" times, stamp your feet "6" times. Show the number "6" 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 "around the clock until it ticks, that's the way to make six" "6". It is important that this is done using the whole arm moving from the shoulder. Show the number "6" song to the students https://youtu.be/sDhqrUKRJo Focused task: Distribute the cupcake liners, pompoms and tongs on each table. Simply write number "6" on the bottom of cupcake paper and give students some pom-poms. Then, ask them to use tongs to place the correct number of pom-poms on each cupcake paper. Ask students to open book pg. no 40. Ask them tell the name of pictures. Ask them circle only '6' objects and colour the correct number box. Help student to count animals and colour the number box correctly. Put "6" erasers and 1 sharpener on table and ask them to count that are same. Roam around in the class and help students to complete the task. Wrap up: Students will be asked to write number "6" in the air with their finger. Reflection : Homework: Do the book pg. no 39.			5 mins	Students will be assessed on Identifying number '6' Relate quantity with the number	Flashcards	
				5 mins			
				25 mins		Cupcake liner, pom-poms, tong	
				5 mins		Book pg. no 40	
						Book pg. no 39	

Mathematical Development		Week: 27	Topic: Number "6"	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 '6' Relate quantity with the number Trace 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 '6' through different objects and trace it. What I am looking for: How well you identify and count the number '6' through different objects and trace it. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Gather the students in a circle for a group activity. Start by showing a large number "6" 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 "6", and today, they will learn all about it. Show them various objects or use fingers to count to "6". For example, you can hold up "6" crayons and say, "Look, I have "6" crayons. Use classroom objects for a fun activity. Paste number "6" flashcard on board. Ask students to use right forefinger to write the number being taught in the palm of their left hand. Ask them "around the clock until it ticks, that's the way to make six" "6". Write number "6" (with correct formation) on white board and draw "6" balls with it. Associate number with quantity. Show the number "6" song. https://youtu.be/geoSm8ekI7E Focused task: Put activity number card, play dough and blocks on the table. Ask students to say number "6", then make it with play dough and put six blocks on the card. Note: Make activity number card on chart paper. Divide it in 3 columns. Say it, build it and count it. Ask students to open book pg. no 41. Talk about the picture. Ask them there is a garden having carrots. Ask students draw a line to connect the number '6' throughout the tunnel grid to see what comes out. Help students to connect the number '6' and complete the tunnel grid. Ask students to say number '6' as they connect number. Ask them open book pg. no 42. Ask them count & colour the animals and trace number six "6". Help students to trace number '6' appropriately. Ask students to count object and colour. Roam around in the class and help students to complete the task. Wrap up: Students will be asked to write number "6" in the air with their finger. Reflection:			5 mins	Students will be assessed on Identifying number '6' Relate quantity with the number Trace number with correction	Flashcards  Book pg. no 41, 42
				5 mins		
				25 mins		
				5 mins		

Mathematical Development		Week: 27	Topic: Number "6"	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 '6' Relate quantity with the number Trace 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 '6' through different objects and trace it. What I am looking for: How well you identify and count the number '6' through different objects and trace it. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Show the flashcard and ask which number is this? Paste number "6" on board. Ask students to show "6" pencils. Ask students to stand up and say run and touch the classroom objects. E.g. (Everyone touch "6" tables, everyone touch "6" chairs). Possible classroom objects to touch: table, chair, cushion, pencil, crayon, books. A good idea is to prepare some pictures of objects (e.g. "6" circles, "6" toffees, "6" 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 "6". 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 '6' in the palm of your hand. Focused task: Pour a layer of salt into the shallow tray. The salt should be spread evenly to create a smooth surface. Place a number "6" flashcard next to the salt tray where all the students can see it. Show the students how to write the number "6" in the salt tray. Use your finger or the small paintbrush/stick to demonstrate. Say, "Watch me as I write the number "6". Trace the number "6" in the salt, Ask them "around the clock until it ticks, that's the way to make six" "6" Ask students to open book pg. no 43. Ask them trace over the number '6'. Direct students to follow the correct movement of number construction. Circle around in the class and help students to trace the number correctly. Wrap up: Show number "6" flashcard and ask its name. Ask them show your six fingers. Reflection :			5 mins	Students will be assessed on Identifying number '6' Relate quantity with the number Trace number with correction	Flashcards salt tray book pg. no 43
				5 mins		
				25 mins		
				5 mins		

Mathematical Development		week: 27	Topic: Number "6"	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 '6' Relate quantity with the number Trace 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 '6' through different objects and trace it. What I am looking for: How well you identify and count the number '6' 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 learn more about number "6". Ask the students to pick up "6" 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., 6 leaves, 6 flowers), to reinforce the concept of "6". Ask students to identify and say "6" 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 six, you have "6". For example, "Look, I have "6" rabbits. Allow students to practice writing the number "6" on a chalkboard or whiteboard. Ask them write the number "6" in the air with your finger many times. Continue with other practice techniques, writing number '6' in the palm of your hand and back of your friend. Focused task: Organize sand numbers prior to tracing number '6' 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. Ask students open book pg. no 44. Ask them trace over the number '6'. Help students to trace the correct movement of number "6". 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 write number "6" in the air with their finger. Reflection : Homework: Trace the number "6" on copy.			5 mins	Students will be assessed on Identifying number '6' Relate quantity with the number Trace number with correction.	Flashcards Sand numbers Book pg. no 44 Copy work
				5 mins		
				25 mins		
				5 mins		