

Mathematical Development		Week: 30	Topic: Number "9"	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 '9' 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 '9' through different objects. What I am looking for: How well you identify and count the number '9' 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 "9". Ask students what number comes after "9". Introduce Number "9" with flashcard, real objects, counting bars, small blocks, balls, spoons, ice-cream sticks and things from the classroom. Ask them show me your "9" fingers. Paste flashcard on the board and say number "9". Ask students to repeat after you. Show the number "9" song to the students. https://youtu.be/0+2ifllg_L0 Focused task: Provide the flashcards of "9" apple trees in a row and red pompoms to represent apples or use other pompoms by colour to represent other fruit. Students turn over the cards 1-9 and place the corresponding numbers of "apples" on the tree. Ask students to open book pg. no 61. Ask them to move your finger on number "9" and say it aloud. Ask them what is in the picture? Which things are there? Tell them we can see aero plane, motor cycle, jeep, cycle, car, rickshaw, motorboat, bus, truck. Tell them these all are transports we use them to move from one place to another. Ask them which transport they use while coming to school. Show students the numeral value and symbol of number '9'. Then ask students to open the book pg. no 62. Ask them circle the group of pictures that corresponds to the number. Ask students to count the objects that are '9' in amount. Circle around the class and help students to complete the task. Wrap up: Students will be asked to show "9" fingers / pencils / colours. Reflection:			5 mins	Students will be assessed on Identifying number '9' Relate quantity with the number	Flashcards Apple tree flashcards, pompoms Book pg. no 61, 62
				5 mins		
				25 mins		
				5 mins		

Mathematical Development Class: Play group		Week: 30	Topic: Number "9"	Day: 2
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 '9' 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 '9' through different objects. What I am looking for: How well you identify and count the number '9' 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 "9" flashcards or posters and explain that you will be learning about the number "9" today. Show "9" rubber balls and ask students how many rubber balls you are holding now. If necessary, tell them there are "9" rubber balls. Ask the students to say "9" aloud as a group. Ask students to tap your table "9" times, jump "9" times, clap "9" times, stamp your feet "9" times. Show the number "9" 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 "little circle then a line. Makes a nine "9" every time. It is important that this is done using the whole arm moving from the shoulder. Show the number "9" song to the students. https://youtu.be/n77JKKpRvPw Focused task: Provide the set the disposable glasses having the number 1 to 9 on each table and pompoms in a basket. Invite the students one by one and ask the student look at the number count the pompoms and put in the related glass. Ask student count slowly. We can use buttons or beads in place of pompoms. Ask students to open book pg. no 63. Ask them tell the name of transport. Ask them there are many vehicles on the road. Find and circle only "9" vehicles. Roam around in the class and help students to complete the task. Wrap up: Students will be asked to write number "9" in the air with their finger. Reflection : Homework: Do the book pg. no 64.	5 mins 5 mins 25 mins 5 mins	Students will be assessed on Identifying number '9' Relate quantity with the number	Flashcards Disposable glasses, pompoms, Book pg. no 63 Book pg. no 64

Mathematical Development		Week: 30	Topic: Number "9"	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 '9' 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 '9' through different objects and trace it. What I am looking for: How well you identify and count the number '9' 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 "9" 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 "9", and today, they will learn all about it. Show them various objects or use fingers to count to "9". For example, you can hold up "9" crayons and say, "Look, I have "9" crayons. Use classroom objects for a fun activity. Paste number "9" flashcard on board. Ask students to use right forefinger to write the number being taught in the palm of their left hand. Ask them "little circle then a line. Makes a nine "9" every time". Write number "9" (with correct formation) on white board and draw "9" balls with it. Associate number with quantity. Show the number "9" song. https://youtu.be/_8rVwsa8nSQ Focused task: Put activity number card, play dough and blocks on the table. Ask students to say number "9", then make it with play dough. Put nine "9" 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 them open book pg. no 65. Ask them there is something hiding behind the bushes. Draw a line to connect number '9' to see what comes out. Help students to connect number '9' and complete the bushes grid. Ask student to say '9' as they connect the number. Ask students open book pg. no 66. Ask them count and colour the vehicles and trace number "9". Help students to trace number '9' appropriately. Ask them to count and colour the vehicles. Roam around in the class and help students to complete the task. Wrap up: Students will be asked to write number "9" in the air with their finger. Reflection:			5 mins	Students will be assessed on Identifying number '9' Relate quantity with the number Trace number with correction	Flashcards  Book pg. no 65, 66
				5 mins		
				25 mins		
				5 mins		

Mathematical Development		Week: 30	Topic: Number "9"	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 '9' 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 '9' through different objects and trace it. What I am looking for: How well you identify and count the number '9' 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 "9" on board. Ask students to show "9" pencils. Ask students to stand up and say run and touch the classroom objects. E.g. (Everyone touch "9" tables, everyone touch "9" chairs). Possible classroom objects to touch: table, chair, cushion, pencil, crayon, books. A good idea is to prepare some pictures of objects (e.g. "9" circles, "9" toffees, "9" 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 "9". 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 '9' 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 "9" flashcard next to the salt tray where all the students can see it. Show the students how to write the number "9" in the salt tray. Use your finger or the small paintbrush/stick to demonstrate. Say, "Watch me as I write the number "9". Trace the number "9" in the salt, Ask them "little circle then a line. Makes a nine "9" every time". Ask students to open book pg. no 67. Ask them trace over the number '9'. 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 "9" flashcard and ask its name. Ask them show your nine fingers. Reflection :			5 mins	Students will be assessed on Identifying number '9' Relate quantity with the number Trace number with correction	Flashcards salt tray book pg. no 67
				5 mins		
				25 mins		
				5 mins		

Mathematical Development		week: 30	Topic: Number "9"	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 '9' 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 '9' through different objects and trace it. What I am looking for: How well you identify and count the number '9' 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 "9". Ask the students to pick up "9" 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., 9 leaves, 9 flowers), to reinforce the concept of "9". Ask students to identify and say "9" 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 nine, you have "9". For example, "Look, I have "9" rabbits. Allow students to practice writing the number "9" on a chalkboard or whiteboard. Ask them write the number "9" in the air with your finger many times. Continue with other practice techniques, writing number '9' in the palm of your hand and back of your friend. Focused task: Organize sand numbers prior to tracing number '9' 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 68. Ask them trace over the number '9'. Help students to trace the correct movement of number "9". 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 "9" in the air with their finger. Reflection : Homework: Trace the number "9" on copy.			5 mins	Students will be assessed on Identifying number '9' Relate quantity with the number Trace number with correction.	Flashcards Sand numbers Book pg. no 68 Copy work
				5 mins		
				25 mins		
				5 mins		