

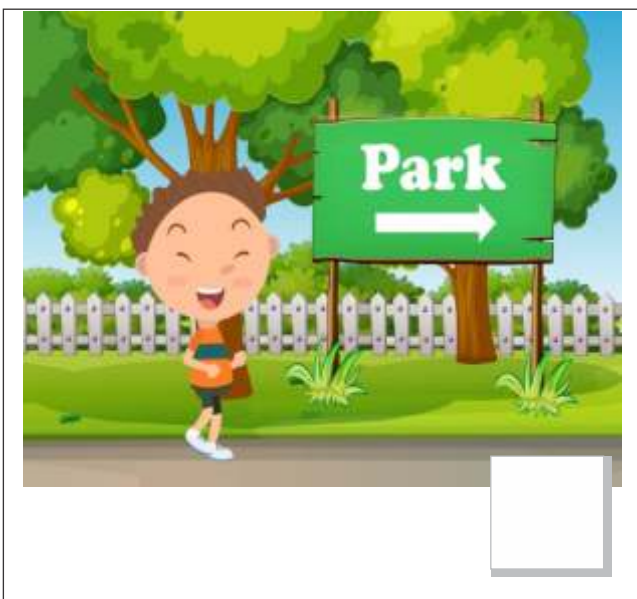
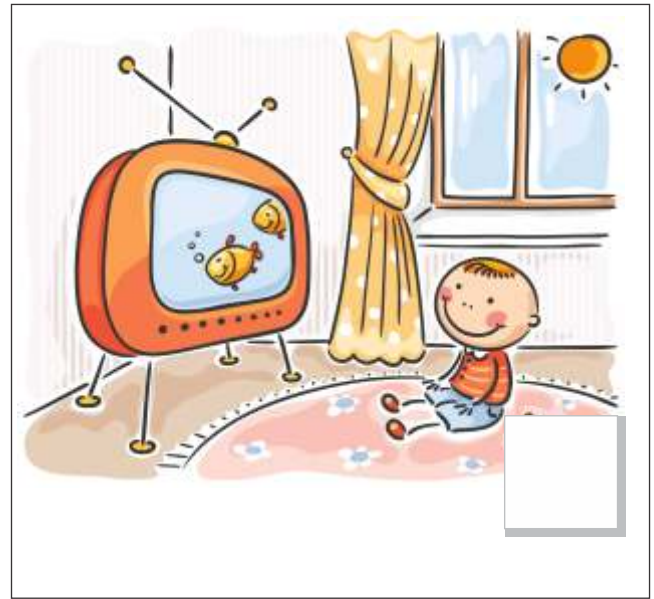
Mathematical Development		Week: 33	Topic: Time	Day: 1	Class: Play group		
Learning Outcomes	Activity Plan/Methodology				Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify the two distinct periods of time as morning and afternoon	Recap: Students will be asked to reinforced numbers from 0 to 10 while reading them through flashcards.				5 mins	Students will be assessed on	Flashcards
	We Are Learning to: Identify the two distinct periods of time as morning and afternoon.				5 mins		
	What I am looking for: How well you Identify the two distinct periods of time as morning and afternoon.						
	Gained skill: It helps us to enhance our counting, cognitive and visual skills.						
	Introduction: Ask the students to look out the classroom window and talk about what they see. Point to the sun and ask: What is this? What time of day is it? And elicit or establish that it is morning. Talk about times of day with the students. Teach or elicit the vocabulary day and afternoon. They should be encouraged to identify the fact that it is sunny or cloudy. Introduce the idea of the sun, and the fact that during daytime there is a lot of light due to sun. Take a large piece of paper/chart paper for display in front of the group. The piece of paper should be divided into the times of the day. The times of the day can be represented by the position of the sun. Divide the paper into four sections. The first section should have a picture of the sun rising and should be labeled "Morning." The second section should have a picture of the sun high in the sky and be labeled "Afternoon." Show the morning and afternoon song to students. https://youtu.be/F3YSgb5unt0					Identifying the two distinct periods of time as morning and afternoon	Picture flashcards
	Focused task: Print out morning and afternoon pictures cards and cut them along the line. Provide the pictures cards on each table. Pictures cards include day, bright light, dim light, blue sky, high sun, sunrise, awake. Divide the class into small groups and give each group a set of picture cards. Paste the poster on the wall divided into two sides one is afternoon and other is morning. The groups paste the picture cards under the regarding column morning or afternoon.				25 mins		
	create a daily routine poster to hang in the bedroom or classroom. Write out the main activities for the day and get your children to draw pictures for each activity and then decorate the poster to display. Ask students to open book pg. no 85. Ask about the pictures. Ask their names. Tell them these two pictures are about morning and afternoon scene. Tell them in the morning scene the sun is rising and in afternoon the sun is up the sky. Tell students about different activities that we do on different timings of day. E.g. we go to school in the morning or wake up etc.				5 mins		
	Wrap up: Show different pictures and ask students to tell is it morning time or afternoon time.						
	Reflection:						Book pg. no 85

Mathematical Development		Week: 33	Topic: Time	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 the two distinct periods of time as evening and night	Recap: Students will be shown different pictures and asked students to tell is it morning time or afternoon time. We Are Learning to: Identify the two distinct periods of time as evening and night. What I am looking for: How well you identify the two distinct periods of time as evening and night. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Introduce the poster which has been split into two parts, one part representing evening-time and the other part representing night-time. Allow the students to first look at the poster and identify the two time periods shown. Ask them whether they can identify which portions represent evening, and why. If the students are able to correlate the blue portion of the poster to evening time and the dark portion to night time, you can proceed to the next part of the activity. Paste the poster on the display board within the classroom where it is clearly visible to all the students. Point to the portion which has the blue sky as the background, and ask the students to identify which objects (sun, clouds) are visible during that time. Each pair can be encouraged to hold in their hand and raise the cut-out of the relevant object. Students will be shown day and night song. https://youtu.be/dP_USN_soc8 Focused task: Put all the picture cards on one side of the table and evening and night picture cards on the other. Ask the students at first put the evening and night card on the top then put the pictures regarding them under them. Repeat this activity with all students. Ask students to open book pg. no 86. Ask about the pictures. Ask their names. Tell them these two pictures are about evening and night scene. Tell them in the evening scene the sun is set and the light is dim. at night everywhere is dark and the moon is appear on the sky. Tell students about different activities that we do on different timings. e.g. we go to the park we sleep at night etc. Wrap up: Students will be asked to tell what can we see during day time and night time? Reflection : Homework: Do the worksheet.			5 mins	Students will be assessed on Identifying the two distinct periods of time as evening and night	Flashcards
				5 mins		Picture flashcards
				25 mins		Book pg. no 86
				5 mins		Worksheet



Student Name: _____ Date: _____

Look at the pictures card tick (✓) the activities that we have done in evening and cross (X) the pictures that we have done at night.



Mathematical Development		Week: 33	Topic: Time	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 two distinct periods of time as morning and night	Recap: Students will be shown different pictures and asked students to tell is it morning time or afternoon time. We Are Learning to: Identify the two distinct periods of time as morning and night. What I am looking for: How well you identify the two distinct periods of time as morning and night. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Ask the students sit in a circle and ask them about the activities they do during the day. Allow the students to think of as many things as they can mention, such as having lunch, playing with friends, doing homework, etc. Then ask them what they do at night, such as changing into their night clothes, brushing teeth, reading a book with their parents, getting into bed, etc. Once all the students have played an active part in the discussion and given lots of suggestions, pass the box around and ask them to pick, one by one, the pictures/illustrations placed inside the box. Students can then be asked what they see in the picture, and whether they believe it is an activity that is done during the day or during the night. Students will be shown day and night song. https://youtu.be/eGXOL4RFITvM Focused task: For this activity, students would have to scroll through the books, magazines, and newspapers and collect pictures of items that are used during the day time, and at night time. On two sheets of paper, write "DAY TIME" and on the second "NIGHT TIME." Now, search the materials for pictures like tea, coffee, and all the other items that are relatable to the term "DAYTIME." On the other hand, pictures like night suits, beds, dinner, etc., can be associated with nighttime. Collect all these pictures and stick them on the respective sheets. Ask students to open book pg. no 87. Talk about the pictures. Ask their names. Ask them match the morning and night activities. Teacher can give example of breakfast and dinner for making this concept clear. Roam around in the class and help students to complete the task. Wrap up: Students will be asked to tell what can we see during day time and night time? Reflection :			5 mins	Students will be assessed on Identifying the two distinct periods of time as morning and night	Flashcards Books, magazine, newspaper, two white sheets Book pg. no 87
				5 mins		
				25 mins		
				5 mins		

Mathematical Development		Week: 33	Topic: Time	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 the two distinct periods of time as morning and night	Recap: Students will be shown different pictures and asked students to tell is it morning time or afternoon time.			5 mins	Students will be assessed on Identifying the two distinct periods of time as morning and night	Flashcards
	We Are Learning to: Identify the two distinct periods of time as morning and night.					
	What I am looking for: How well you Identify the two distinct periods of time as morning and night.					
	Gained skill: It helps us to enhance our counting, cognitive and visual skills.					
	Introduction: Gather all the students in a circle, and show them the items you have collected, one by one. With every item you show to the students, ask them to associate it with a habit they follow. For example, if you show a toothbrush, the students can say that they brush at least twice in a day, once in the morning and once before going to bed at night. Next, if you show them soap, they can say they use it while bathing in the morning and after coming back from the playground in the evening. The list goes on. Make sure each and every student gets a chance to speak. Also, ensure that they mention the words 'morning, and 'night' so that they are able to differentiate between the two based on their habits. Through this activity, students will get an insight into the lives of their peers. They will know the habits of one another. More importantly, they can differentiate day and night based on these habits and daily routines.			5 mins		
	Focused task: For this activity, the student needs to be guided that as soon as the moderator says DAY, they need to perform all activities that are performed during the day. For example, dressing up, going to school, having tea, etc. Next, as soon as the moderator says NIGHT, the player needs to switch to the activities of the night. For example, sleeping, eating dinner, etc. The rules can also be switched to when the moderator says NIGHT, the students needs to stay still and portray the act of sleeping. Ask students to open book pg. no 88. Talk about the pictures. Ask their names. Ask them colour according to the time. Ask student to bring colours for this activity. Guide them while colouring. Roam around in the class and help students to complete the task.			25 mins		
	Wrap up: Students will be asked to tell what can we see during day time and night time?			5 mins		Book pg. no 88
	Reflection :					

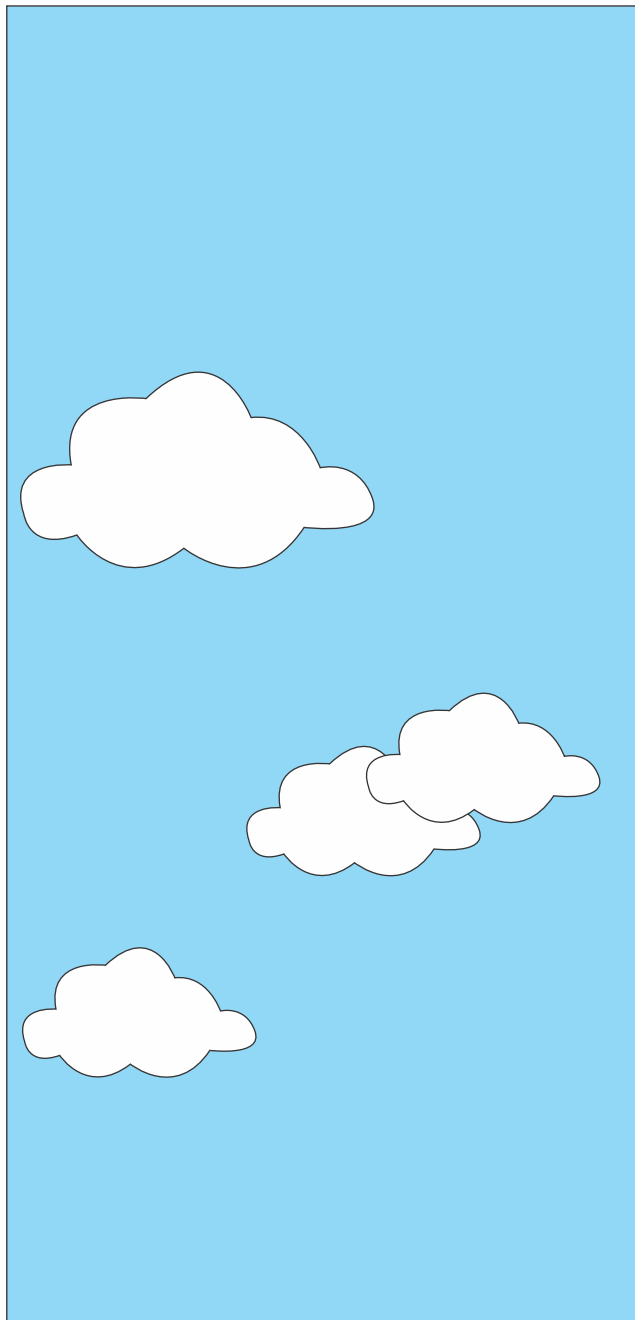
Mathematical Development		Week: 33	Topic: Time	Day: 5	Class: Play group	
Learning Outcomes	Activity Plan/Methodology			Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify the two distinct periods of time as morning and night	Recap: Students will be shown different pictures and asked students to tell is it morning time or afternoon time. We Are Learning to: Identify the two distinct periods of time as morning and night. What I am looking for: How well you identify the two distinct periods of time as morning and night. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Arrange a nature walk for the students to the school ground. Allow them to observe their surroundings, and to pay special attention to things that are only visible during the daytime. You can provide helpful hints in order to bring the attention of the students during the clouds. At this stage you can also point out the birds which are usually asleep at night, and which students can see during the day. Lead the students back to the classroom. Once all of them are seated, form small groups and allow each group to share the things they noticed. Based on the note sent earlier to parents for the 'night-time' part of the discussion, ask the students whether they can remember the things they only see at night. Ensure that all the safety measures have been followed that are necessary for such an outing.			5 mins	Students will be assessed on	Flashcards
	Focused task: The teacher will name activities or show the pictures flashcards (such as eating lunch, eating dinner, going to sleep, getting up to go to sleep, etc.) and will ask the following questions: Can you describe when this activity is done? What is the colour of the sky when you do this activity? What else can you see in the sky when you do this activity? Provide the worksheet to all students. Ask them look at the pictures and tell their names. Ask them paste the sun in the day scene and moon and stars in the night scene. Roam around in the class and help students to complete the task.			5 mins		
	Wrap up: Students will be asked to tell what can we see during day time and night time? Reflection :			25 mins	Identifying the two distinct periods of time as morning and night	Pictures flashcards
	Homework: Do the worksheet.			5 mins		Worksheet
						worksheet



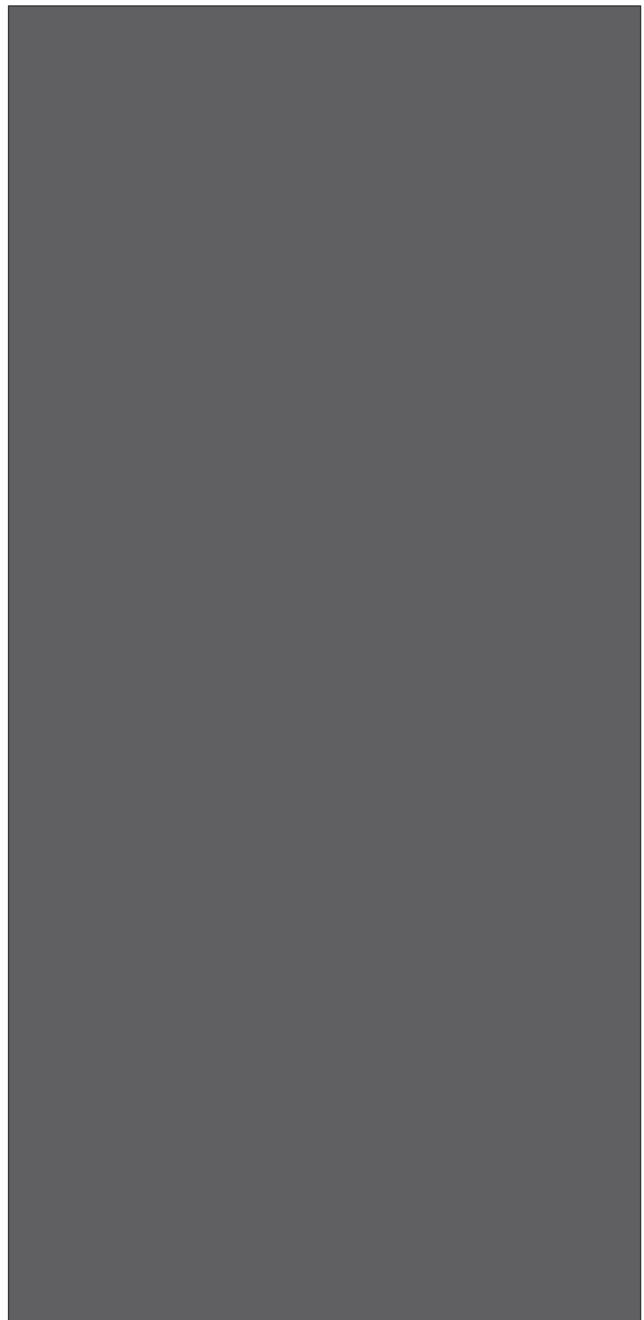
Student Name: _____ Date: _____

Look at pictures and complete them by pasting sun in day time and moon and stars in night time.

Day



Night

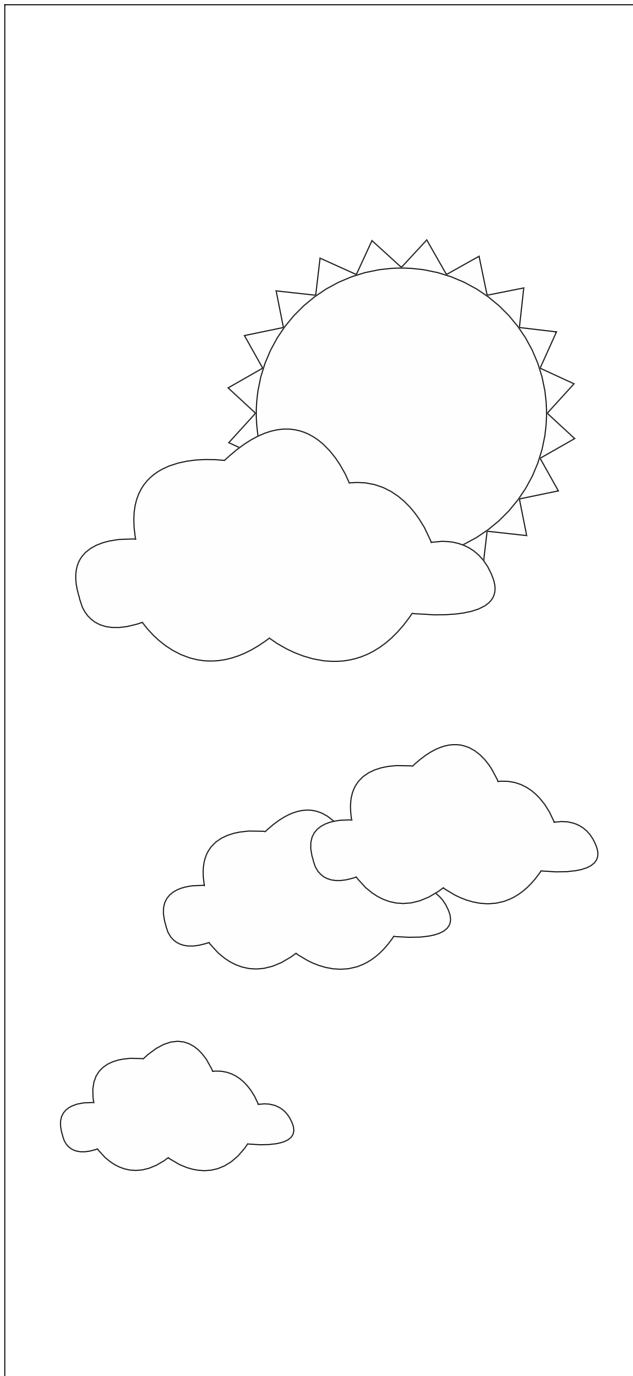




Student Name: _____ Date: _____

Colour the picture accordingly.

Day



Night

