

Mathematical Development		Week: 34	Topic: Numbers (0 – 10) 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 '0 - 10' 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 '0 - 10' through different objects. What I am looking for: How well you identify and count the numbers '0 - 10' 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: "0 ... 2 ... 3 4 10"). 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 "0 - 10" song to the students. https://youtu.be/zTBy5G2lk5M Focused task: Provide the flashcards of gumball machine having numbers (0 to 10) 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 90. Ask them what is in the picture? Ask them there are flowers. Ask students count the flowers and circle the correct number. Help students to circle the correct number. Ask students to count objects one by one and match them with correct numbers. Circle around the class and help students to complete the task. Wrap up: Students will be asked to count 0 to 10 different objects present in the class. Reflection:			5 mins	Students will be assessed on Identifying numbers '0 - 10' Relate quantity with the numbers	Flashcards
				5 mins		
				25 mins		Gumball flashcards, pompom. Cutouts of circle
				5 mins		Book pg. no 90

Mathematical Development		Week: 34	Topic: Numbers (0 – 10) 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 '0 -10' 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 '0 – 10' through different objects. What I am looking for: How well you identify and count the number '0 – 10' through different objects. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Get a big box of objects and make sure you have enough objects of each category for the numbers you are teaching (e.g. 6 plastic fruit, 7 cars, 8 pencils, etc.). Throw the objects all around the classroom. Then choose a student and say, put seven (pencils) in the box". As the student picks up each object make sure everyone counts along (0...1... 2 ... 3 ...4 ...10). Then have the student count the objects as she/he puts them in the box. Do this with everyone. Finally, for a bit of crazy fun, throw all the objects out and let everyone scramble to find, count and put all of their objects back in the box again (all at the same time!). Get the students really involved in the activity by asking lots of questions such as what colours the pencil are, what the colour of block is, how many crayons do you have in your hand? Show the number "0 – 10" song to the students. https://youtu.be/BcdyONhMVKO Focused task: Write the number (0/1/2/3/4/5/6/7/8/9/10) being taught, on the board. Place the number puppet on the table. Place the objects (lollipops/pencils/buttons, beads) on the other side of the table which students can reach. Ask them to pick up the correct number of objects and place them with the corresponding number puppet. Repeat this activity with all students. Ask students to open book pg. no 91. Ask them tell the name of pictures. Ask them these are flowers. Ask them count the flowers and circle the correct number. Help students to circle the correct number. Ask them count and then write the numbers. Encourage students to count different things in the class and tell their names. Roam around in the class and help students to complete the task. Wrap up: Students will be asked to count 0 to 10 different objects present in the class. Reflection : Homework: Do the book pg. no 89.			5 mins	Students will be assessed on Identifying number '0 -10' Relate quantity with the number	Flashcards Number puppet sticks, concrete objects Book pg. no 91 Book pgs. no 89
				5 mins		
				25 mins		
				5 mins		

Mathematical Development		Week: 34	Topic: Time (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 two distinct periods of time as morning and night	Recap: Students will be shown different pictures and asked students to tell is it morning or night 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/eGXO4RFITvM 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 92. Talk about the pictures. Ask their names. Ask them Tick (✓) the things, we do during the day. Cross (✗) the things, we do at night. Help students to mark correctly. Ask them different routine work that they do at home and school. 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 Pictures flashcards Book pg. no 92
				5 mins		
				25 mins		
				5 mins		

Mathematical Development		Week: 34	Topic: Numbers (0 – 10) 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 '0 -10' 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 '0 – 10' through different objects. What I am looking for: How well you identify and count the number '0 – 10' through different objects. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Have all the students gather together on the floor in circular groups. Have these students all count off 0 through 10 in each grouping. Hold up the number card showing 0. Have students say the number on the number card and hold up fingers to show that number. Repeat with the number cards showing 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Point randomly to different cards and ask students to name the number and hold up fingers to show that number. If students are holding up an incorrect number of fingers, then have them say the number and then count from 0 until they stop at the number. Then have students count again but this time hold up 1 finger for each number they count. Students can use counters, pencils, or paper clips. The arrangement of counters or dots is not important. Make sure students use the correct number of counters, dots. Show the number "0 – 10" song to the students. https://youtu.be/kw2wO_jrVhg Focused task: Display the spinner on board having numbers 0 to 10 on it. Using a pencil and a paper clip, demonstrate how the game is played as you explain using simple words. Provide the basket of counters on each table. Show students that when the clip lands on 1, pick up one counter from basket and put it on the table. When the clip lands on 2, two counters are placed; when the clip lands on 3, three counters are placed on the table. Repeat this activity with all students. Ask students to open book pg. no 93. Talk about the picture. Ask them draw line to connect numbers and colour the picture. Help student to follow the number sequence and connect the numbers correctly. Ask students to count numbers 0 – 10 loudly before writing the number. Roam around in the class and help students to complete the task. Wrap up: Students will be asked to count 0 to 10 different objects present in the class. Reflection:			5 mins	Students will be assessed on Identifying number '0 -10' Relate quantity with the number	Flashcards Spinner, pencil, paper clip, counters Book pg. no 93
				5 mins		
				25 mins		
				5 mins		

Mathematical Development		week: 34	Topic: Numbers (0 – 10) 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 '0 -10' Relate quantity with the number 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 '0 – 10' through different objects and write it. What I am looking for: How well you identify and count the number '0 – 10' through different objects and write it. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: A great way of teaching number recognition to students is to point out numbers they see in daily life. For example, ask them look around the class you can ask them to count the number of times they see the number "5". These number games for students have been known to work very well to develop number sense in students. Figuring out how to teach numbers 0 to 10 is tricky at first, but if you let your students count their fingers every day, they will not only learn the numbers from 0 – 10, they will also learn how to count on their fingers. Divide the students into pairs. For each pair: connecting cubes, 11 cups, 11 sticky notes. Have pairs write the numerals 0 – 10 on the sticky notes, one on each, and place one on each cup. Have students then count out the number of cubes to match the number on each cup and place them inside. Focused task: Ask students we will practice counting in small groups. Give groups of students handouts that contain 11 large circles, each with a number from 0 to 10 written on the inside. Give the cutout to each group. Students can then work together to count out the correct number of small pompoms, beads, or buttons into each circle. Ask students open book pg. no 94. Ask them the names of the pictures. Ask them count the objects and write numbers. Help students to count the objects and write numbers correctly. 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 count 1 to 5 different objects present in the class. Reflection : Homework: Do the book pgs. no 96.			5 mins	Students will be assessed on Identifying number '0 -10' Relate quantity with the number write number with correction	Flashcards Circles cut outs, pompoms, beads, buttons Book pg. no 94 Book pgs. no 96
				5 mins		
				25 mins		
				5 mins		