

Mathematical Development		Week: 35	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: The teacher sings a song "I learn the number zero to ten" and demonstrates it with the fingers in order to attract students' attention, asks how they are doing. Asks the students to make a big circle. In order to attract the student's attention, the teacher sings a song "I learn the number zero to ten" and asks them to imitate the teacher's finger movement. Ask students go back to your desks. Shows the number using flashcards to the students (flashcards containing numbers and pictures of a pot and stalks [according to the numbers] without flowers) and paste them on the board. The teacher pronounces the number and asks the students to imitate her/him. Ask students look at the number on flashcard and paste the flowers accordingly on the stalks. Show the 0 to 10 song to students. https://youtu.be/mTjRumyFqQM Focused task: Pour a few different paint colours into small, disposable cups. Grab a collection of Q-tips and write out numbers 0–10 in large font with a marker or pen on a large paper. Students will use the Q-tips to trace the numbers in colourful paint. They can add decorative designs or keep it simple. Whatever they want! Encourage them to make the numbers their own. This activity has the added bonus of working on their writing skills as well as their number recognition abilities. Ask students to open book pg. no 97. Ask them tell the name of animals. Ask the name of their favourite animal. Ask them where we can see the animals? Ask them circle the correct number of objects. Ask students to look at number before circle the objects. 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 98.			5 mins	Students will be assessed on Identifying number '0 – 10' Relate quantity with the number	Flashcards
				5 mins		
				25 mins		Disposable cup, paints, q- tips, large piece of paper
				5 mins		Book pg. no 97
						Book pg. no 98

Mathematical Development		Week: 35	Topic: Numbers (0 – 10) 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 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: Ask students today we will have fun with chalks and numbers. For this activity, all you'll need is a set of colourful chalks. On the pavement, write out numbers 0 – 10 in bold letters. Circle each number. Make sure you leave plenty of space between the numbers, as your students will be drawing around them. Students will draw flower petals around each number (using the circled number as the center of the flower). The number of petals they draw will match the respective numeral. When they're done, they'll have a bright, beautiful garden full of number-flowers! This game works on your student's fine motor skills, counting skills, and visual math skills. It establishes a direct correlation between numbers and their value, which will further your student's number knowledge. Show the 0 to 10 song to students. https://youtu.be/dH9f5MOzO7c Focused task: Provide the magnetic numbers 0 – 10, muffin liners, and pompoms on each table. Ask students put the numbers in the correct order and then put muffin liner in front of numbers. Ask them now put in the correct number of pompoms in the muffin liner. Repeat this activity with all students one by one.			5 mins	Students will be assessed on Identifying number '0 -10' Relate quantity with the number	Flashcards Magnetic numbers, muffin liner, pompoms Book pg. no 99
	Ask students to open book pg. no 99. Talk about the picture. Ask their names. Ask different questions to students like how many pencils/colours/crayons do you have in your pencil box? Ask them look at the objects. There are different objects. Ask them colour the objects according to the given number. Help students colour & count correctly. Roam around in the class and help students to complete the task.			5 mins		
	Wrap up: Students will be asked to count 0 to 10 different objects present in the class.			5 mins		
	Reflection:			5 mins		

Mathematical Development		Week: 35	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 and trace it. What I am looking for: How well you identify and count the number '0 – 10' through different objects and trace it. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Tell the class they are going to be working on the numbers 1, 2, 3, 4,..... 10. Start teaching the Learning 0 – 10 Song. Ask students today we will arrange the numbers in order. Have students cut out the numbers from the printable "Numbers 0 – 10 on Squares". Model for students the process of finding the "1" square and gluing it under the first penguin. Have students arrange the next ten without gluing them. Ask students to raise their hand when they are ready for you to check their progress. After you monitor accuracy, give permission to glue the set. Ask different questions. How do we order numbers?" "What is the first number?" "Which number comes first, 4 or 5?" "How do we count to 3?" Focused task: You will need cards labeled with numbers 1–5 and a sheet of paper with a chart of the same numbers. For each number slot, there should be stickers that correlate with it. For example, for the number 1 box, there will be 1 sticker; for the number 2 box, 2 stickers, and so on. Start by hiding note cards with the numbers 0 – 10 written on them around the class. Keep your chart in a central part of the class; your student will use it similarly to a bingo card, placing their "found" cards in the matching chart boxes Ask students to open book pg. no 100. Talk about the picture. Ask their names. Ask different questions to students like how many pencils/colours/crayons do you have in your pencil box? Ask them look at the objects. There are different objects. Ask them colour the objects according to the given number. Help students colour & count correctly. Roam around in the class and help students to complete the task. Give them a set amount of time to complete the tasks and monitor their progress. 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 Number memory cards (1 to 5) book pg. no 100
				5 mins		
				25 mins		
				5 mins		

Mathematical Development		week: 35	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 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 '0 – 10' through different objects and trace it. What I am looking for: How well you identify and count the number '0 – 10' 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 make the monster. Ask them for this game, you will need a large sheet of paper, some colourful markers, child-safe glue, a pair of dice, and googly eyes. Your students will be using numbers to help them create their very own monster! Begin by drawing a large, oval-shaped body as your base. Then student will roll the dice for the following monster parts: You can start with any body part. For example, we'll roll our first round for eyes. Your student will roll the dice; let's say they rolled a three. They would then glue three googly eyes onto their monster's face. They will repeat this process for each body part until their monster is complete. To name their monster, you can help them count the total number of added body parts.			5 mins	Students will be assessed on Identifying number '0 -10' Relate quantity with the number Trace number with correction	Flashcards Tree flashcards, apple cut outs Copy work Copy work
	Focused task: Provide the flash cards of a tree having written numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 on it and cut outs of apples on each table. Ask students look at the tree flashcard and read the number. Ask students take the cutouts of apples from the basket and paste it on tree and make it an apple tree. Repeat this activity with all students one by one.			5 mins		
	Ask students open their copies. Ask them trace over the numbers 0 – 10. Encourage students to read aloud numbers while tracing. Give them a set amount of time to complete the tasks and monitor their progress, ensuring that they complete each number without eliminating their pencil from the page. Circle around in the class and help students to trace the number correctly.			25 mins		
	Wrap up: Students will be asked to count 0 to 10 different objects present in the class. Reflection : Homework: Do the copy work. Trace the number 0 to 10 on copy.			5 mins		