Mathematical Development Week: 35 Topic: Numbers (0 — 10) Revision Do		ay: I Class: Play group		
Learning	Activity Plan/Methodology	Time:40	Assessment	Resources
Outcomes		minutes	of Learning	
	Recap: Students will be asked to reinforced numbers from 0 to 10 while reading them through flashcards	5 mins		Flashcards
Upon the	We Are Learning to: Identify and count the numbers 'O - 10' through different objects and write it.			
completion	What I am looking for: How well you identify and count the numbers 'O - 10' through different objects		Students	
of this	and write it.		will be	
lesson,	Gained skill: It helps us to enhance our counting, cognitive and visual skills.		assessed on	
Students	Introduction:			
will be	Raise a finger and ask the students to say out loud how many fingers are being held up. Once all students	5 mins		
able to:	can correctly answer 'one', raise another finger. Keep going until all ten digits are raised. At this point,			
	ask a student to come as a volunteer to the front of the class. Ask this student to raise the finger. Now		ldentifying	
ldentify	ask the rest of the class how many total fingers are up. Tell the student to keep raising more fingers, and		numbers	
numbers	check if students can remember the numbers in sequence. Give each student five sticks/beads in a bowl.		<b>'</b> 0 – 10'	
,0 - 10,	Demonstrate counting the sticks by arranging them from left to right one at a time. Place a finger on		Relate	
Relate	each stick and count. Let students do the same and count from 0 to 10. Show the 0 to 10 song to		quantity	
quantity	students. https://youtu.be/cTs_nZcAU_A		with the	
with the	Focused task:		numbers	Number
numbers	The students can play memory matching in groups. Place two sets of number cards face down in regular	25 mins	& write	flashcards
& write	rows and columns. The first student turns over one card to display it clearly, and then does it again with		number	
number	a second card; both cards should be laid flat on the table in their places. If the numbers on the cards are		with	
with	the same, the student gets to keep the two cards. If they show different numbers, the cards must be		correction	
correction	turned back face down on the table, and it is then the turn of the second student.			D 1
	Ask students open book pg. no 95. Ask them the names of the pictures. Ask them count the objects and			Book pg. no
	write numbers. Help students to count the objects and write numbers correctly. Give them a set amount of			95
	time to complete the task and monitor their progress, ensuring that they complete each number without			
	eliminating their pencil from the page.			
	Wrap up:	5 mins		
	Students will be asked to count 0 to 10 different objects present in the class.			
	Reflection:			

Mathematical Development Week: 35 Topic: Numbers (0 – 10) Revision Day: 2				Class: Play group	
Learning	Activity Plan/Methodology	Time:40	Assessment	Resources	
Outcomes		minutes	of Learning		
	Recap: Students will be asked to reinforced numbers from 0 to 10 while reading them through flashcards	5 mins		Flashcards	
Upon the	We Are Learning to: Identify and count the number 'O – IO' through different objects.				
completion	What I am looking for: How well you identify and count the number 'O - IO' through different objects.		Students		
of this	Gained skill: It helps us to enhance our counting, cognitive and visual skills.		will be		
lesson,	Introduction:		assessed on		
Students	The teacher sings a song "I learn the number zero to ten" and demonstrates it with the fingers in order to				
will be	attract students' attention, asks how they are doing. Asks the students to make a big circle. In order to	5 mins			
able to:	attract the student's attention, the teacher sings a song "I learn the number zero to ten" and asks them to		ldentifying		
	imitate the teacher's finger movement. Ask students go back to your desks. Shows the number using flashcards		number		
ldentify	to the students (flashcards containing numbers and pictures of a pot and stalks [according to the numbers]		,O - 10,		
number	without flowers) and paste them on the board. The teacher pronounces the number and asks the students to		Relate		
,O -IO,	imitate her/him. Ask students look at the number on flashcard and paste the flowers accordingly on the		quantity		
Relate	stalks. Show the O to 10 song to students. https://youtu.be/mTjRumyEqOM		with the		
quantity	Focused task:		number		
with the	Pour a few different paint colours into small, disposable cups. Grab a collection of Q-tips and write out			Disposable	
number	numbers O—10 in large font with a marker or pen on a large paper. Students will use the Q-tips to trace			cup,	
	the numbers in colourful paint. They can add decorative designs or keep it simple. Whatever they want!	25 mins		paints,	
	Encourage them to make the numbers their own. This activity has the added bonus of working on their			q- tips,	
	writing skills as well as their number recognition abilities.			large piece	
	Ask students to open book pg. no 97. Ask them tell the name of animals. Ask the name of their favourite			of paper	
	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.			Book pg.	
	Wrap up:			no 97	
	Students will be asked to count 0 to 10 different objects present in the class.	_		D 1	
	Reflection:	5 mins		Book pg.	
				no 98	
	Homework: Do the book pg. no 98.				

Mathemati	cal Development	Week: 35	Topic: Numbers (O $-$ IO) Revision	Day: 3	Class:	Play group
Learning		Activity Pl	an/Methodology	Time:40	Assessment	Resources
Outcomes				minutes	of Learning	
	<b>Recap</b> : Students will b	e asked to reinforced number	s from 0 to 10 while reading them through flashcards.	5 mins		Flashcards
Upon the	We Are Learning to:	Identify and count the number	er 'O - 10' through different objects.			
completio			count the number 'O - 10' through different objects.		Students will	
n of this	Gained skill: It helps u	is to enhance our counting, co	ognitive and visual skills.		be assessed	
lesson,	Introduction:				on	
Students	Ask students today w	e will have fun with chalks o	and numbers. For this activity, all you'll need is a set	of		
will be	colourful chalks. On t	the pavement, write out numb	pers $O-IO$ in bold letters. Circle each number. Make su	re 5 mins		
able to:			your students will be drawing around them. Students v		ldentifying	
		3	e circled number as the center of the flower). The numb		number	
ldentify	, ,	•	ieral. When they're done, they'll have a bright, beauti		,O -IO,	
number			your student's fine motor skills, counting skills, and visi		Relate	
,0 -10,			ween numbers and their value, which will further yo	ır	quantity	
Relate		vledge. Show the 0 to 10 song	g to students. https://youtu.be/dH9f5M0z07c		with the	
quantity	Focused task:				number	
with the			ners, and pompoms on each table. Ask students put t			Magnetic
number			fin liner in front of numbers. Ask them now put in t			numbers,
	correct number of po	impoms in the muttin liner.	Repeat this activity with all students one by one.	25 mins		muffin
			al a Alaba Alaba Alabaca a sa			liner,
		, 0	the picture. Ask their names. Ask different questions			pompoms
			you have in your pencil box? Ask them look at the object			
			b jects according to the given number. Help students colo	ır		Book pg. no
	3	m around in the class and h	ielp students to complete the task.			99
	Wrap up:	+ + O + 10 1·ft + 1				
		to count 0 to 10 different ob	pjects present in the class.	5 mins		
	Reflection:					

Mathemati	al Development Week: 35 Topic: Numbers (O – 10) Revision Day: 4	<u> </u>	Class:	Play group
Learning	Activity Plan/Methodology	Time:40	Assessment	Resources
Outcomes		minutes	of Learning	
	Recap: Students will be asked to reinforced numbers from 0 to 10 while reading them through flashcards.	5 mins	-	
Upon the	We Are Learning to: Identify and count the number 'O - 10' through different objects and trace it.			Flashcards
completio	What I am looking for: How well you identify and count the number 'O - 10' through different objects and		Students will	
n of this	trace it.		be assessed	
lesson,	Gained skill: It helps us to enhance our counting, cognitive and visual skills.		on	
Students	Introduction:			
will be	Tell the class they are going to be working on the numbers 1, 2, 3, 4, 10. Start teaching the Learning		ldentifying	
able to:	O - 10 Song. Ask students today we will arrange the numbers in order. Have students cut out the numbers	5 mins	number	
	from the printable "Numbers O - IO on Squares". Model for students the process of finding the "I" square		,O -IO,	
ldentify	and gluing it under the first penguin. Have students arrange the next ten without gluing them. Ask students		Relate	
number	to raise their hand when they are ready for you to check their progress. After you monitor accuracy, give		quantity	
,O -IO,	permission to glue the set. Ask different questions. How do we order numbers?" "What is the first number?"		with the	
Relate	"Which number comes first, 4 or 5?" "How do we count to 3?"		number	
quantity	Focused task:			
with the	You will need cards labeled with numbers $I-5$ and a sheet of paper with a chart of the same numbers.			
number	For each number slot, there should be stickers that correlate with it. For example, for the number I box, there	25 mins		Number
	will be I sticker; for the number 2 box, 2 stickers, and so on. Start by hiding note cards with the numbers			memory
	O-IO written on them around the class. Keep your chart in a central part of the class; your student will			cards
	use it similarly to a bingo card, placing their "found" cards in the matching chart boxes			(I to 5)
	Ask students to open book pq. 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.			book pg. no
	There are different objects. Ask them colour the objects according to the given number. Help students colour			100
	& 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.	5 mins		
	Reflection:			
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Mathemat	tical Development week: 35	Topic: Numbers (O — 10) Revision	Day: 5	Class	: Play group
Learning	ļ ,	Activity Plan/Methodology	Time:40	Assessment	Resources
Outcomes			minutes	of Learning	
	Recap: Students will be asked to reinforced	numbers from 0 to 10 while reading them through flashcards	5 mins		
Upon the	We Are Learning to: Identify and count the number 'O - IO' through different objects and trace it.				Flashcards
completio	What I am looking for: How well you identify and count the number 'O - IO' through different objects and			Students will	
n of this	trace it.			be assessed	
lesson,	Gained skill: It helps us to enhance our cou	unting, cognitive and visual skills.		on	
Students	Introduction:				
will be	<u> </u>	ster. Ask them for this game, you will need a large sheet of pap		ldentifying	
able to:	_	pair of dice, and googly eyes. Your students will be using numb		number	
		r! Begin by drawing a large, oval-shaped body as your base. Th		,O -IO,	
ldentify		nonster parts: You can start with any body part. For example, w		Relate	
number	5	t will roll the dice; let's say they rolled a three. They would th:		quantity	
,O -IO,		face. They will repeat this process for each body part until th		with the	
Relate	·	r, you can help them count the total number of added body par	ts.	number	
quantity	Focused task:			Trace	Tree
with the		ritten numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 on it and cut outs		number with	flashcards,
number	''	the tree flashcard and read the number. Ask students take t		correction	apple cut
Trace	''	e it on tree and make it an apple tree. Repeat this activity with	all		outs
number	students one by one.				
with	ļ	trace over the numbers $O$ - $IO$ . Encourage students to read alo			Copy work
correction	]	amount of time to complete the tasks and monitor their progre	SS,		
		without eliminating their pencil from the page.			
	Circle around in the class and help studen	its to trace the number correctly.			
	Wrap up:				
	Students will be asked to count 0 to 10 dif	terent objects present in the class.	5 mins		
	Reflection:				
					Copy work
	Homework: Do the copy work. Trace the n	umber U to IU on copy.			