

Mathematical Development		Week: 8	Topic: Numbers (11 – 15) Revision	Day: 1	Class: Play_group
		Activity Plan/Methodology			Assessment of Learning
Learning Outcomes					Resources
Upon the completion of this lesson, Students will be able to:	Recap: Students will be asked to reinforced numbers from 0 to 20 while reading them through flashcards We Are Learning to: Identify and count the numbers '11 – 15' through different objects. What I am looking for: How well you identify and count the numbers '11 – 15' through different objects. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Play the song and have everybody call out the numbers along with the song. It will help a lot if you point to each number on the board as it is sung. It is a really fast paced song so keeping up might be a challenge but this makes it fun. Play the song a few times until everyone can sing along well. Also worth doing is giving everybody a copy of the Numbers 11 – 15 song poster. As the song is being played the students must sing along and touch each number as it is sung. Now that you have all the numbers on the board, you can chorus them with your class. Start with 11 and chorus it 3 times with the class. Continue with all the numbers. Now chorus each number in turn (11, 12, 13, 14, 15) and run through 11 – 15 a few times, each time getting faster and faster. Now, put your class into pairs. Have each pair practice saying the numbers together (e.g. A: 11, B: 12, A: 13, B: 14, etc.). https://youtu.be/nosdl1OaOVw Focused task: Ask students today we will play What is missing? You can play this game with number flashcards or by simply writing numbers (11 to 15) on the board. To play, give students five seconds to try and memorize all the numbers. Then, tell students to close their eyes. While students are not looking, remove one of the numbers and then tell all students to open their eyes. Students must then shout out which number is missing as fast as they can. Ask students open book pg. no 39. Ask them look at the pictures. Ask their names. Ask them draw a line from the set of objects to its number. Revise counting 1 – 15 in the class. Ask students to count objects given in this activity and match them with their numbers. Give them a set amount of time to complete the task and monitor their progress. Wrap up: Students will be asked to count 11 to 15 different objects present in the class. Reflection:				Flashcards
Identify numbers '11 – 15'					Students will be assessed on
Relate quantity with the numbers					Identifying numbers '11 – 15'
8 match numbers with correction					Relate quantity with the numbers & match numbers with correction.
					25 mins
					5 mins
					Number flashcards,
					Book pg. no 39

Mathematical Development		Week: 8	Topic: Numbers (11 – 15) Revision	Day: 2	Class: Play group		
Learning Outcomes	Activity Plan/Methodology				Assessment of Learning	Resources	
Upon the completion of this lesson, Students will be able to: Identify number '11 -15' Relate quantity with the number and write numbers with correction	Recap: Students will be asked to reinforced numbers from 0 to 20 while reading them through flashcards. We Are Learning to: Identify and count the numbers '11 – 15' through different objects and write the numbers. What I am looking for: How well you identify and count the numbers '11 – 15' through different objects and write the numbers. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Using the Numbers 11 to 15 flashcards in number and words also, say each number in order and ask students to repeat spellings after you several times. Next, ask students to try to say each number on their own. Once students have practiced enough. Next give each student a number sheet from the board. If you have more than 10 students make more numbers so you have two groups. For less than 10 students, give out more sheets per student but make sure the numbers they have are in sequence (e.g. give a student numbers 11, 12, 13, 14 and 15). Now tell your students to stand in a line in the right order. Everyone has to shuffle around until they are standing and holding their numbers in order 11-15. Now, get the class to shout out their numbers from 11 – 15, down the line. Make it a game – each round try and do it faster than the last! https://youtu.be/rMbVTVAoUs8 Focused task: Create a puzzle in the form of a maze of numbers. It will help students understand the sequence of numbers effectively. While doing this activity, students can start from the point numbered 1 and keep following the numbers in sequence to complete the maze. Mark the different checkpoints in the maze with numbers starting from 11. Ask the student to start at point number 11 and move ahead in sequence to reach the end number 15 of the maze by sticking to the sequence. Ask students to open book pg. no 40. Ask them look at the pictures. Tell their names. Ask them count the vegetables and write the numbers in given boxes. Revise counting 1 – 15 in class. Show students different vegetables pictures and ask, "Can you tell their names?" Encourage them to count aloud vegetables sets before writing the number. 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 11 to 15 different objects present in the class. Reflection: Homework: Do the worksheets.				5 mins	Students will be assessed on	Flashcards
		5 mins	Identifying number '11 – 15' Relate quantity with the number and write numbers with correction		Maze with chalk		
		25 mins			Book pg. no 40		
		5 mins			Worksheet		



Student Name: _____ Date: _____

Count the balloons and write the number.



Mathematical Development		Week: 8	Topic: Numbers (11 – 15) 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:	Recap: Students will be asked to reinforced numbers from 0 to 20 while reading them through flashcards. We Are Learning to: Identify and count the numbers '11 – 15' through different objects and write the numbers.		5 mins	Students will be assessed on	Flashcards	
	What I am looking for: How well you identify and count the numbers '11 – 15' through different objects and write the numbers.					
	Gained skill: It helps us to enhance our counting, cognitive and visual skills.					
	Introduction:					
Identify number '11 -15'	Review numbers 1-10 by having students echo count after you. Display a number line from 11 to 15. Point to the numbers between 11 and 15 and tell students that these are known as the teen numbers. Begin the lesson with an introduction to counting, asking questions about the kinds of items that your students count. Possible discussion questions include, "Have you ever needed to count things at home? What kind of things did you need to count? Why did you need to count them?" Explain that by adding one number at a time in a row, they are counting. Explain that the class will learn how to count and recognize numbers by jumping on sticky notes in order. Provide examples of items students would count. Echo count with the class repeating each number after you say it aloud. Model situations when counting occurs. Have students turn and talk with a partner to share ideas of things they count. https://youtu.be/QF5AAOjdyug		5 mins	Identifying number '11 -15'	Beads, sticky notes, pipe cleaner	
Relate quantity with the numbers and write numbers with correction	This fun activity will have your students practice counting along with doing some colour recognition. Label some pipe cleaners with sticky notes and write a number (11, 12, 13, 14, 15) on each of them. Students need to string some beads onto the pipe cleaner to correspond to the number on the label.		25 mins	Relate quantity with the numbers and write numbers with correction		
	Ask students to open book pg. no 41. Ask them look at the pictures. Tell their names. Ask students to count the objects and write the correct numbers in given boxes. 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. 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			Book pg. no 41

Mathematical Development		Week: 8	Topic: Numbers (11 – 15) 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 '11 -15' Relate quantity with the numbers and write numbers	Recap: Students will be asked to reinforced numbers from 0 to 20 while reading them through flashcards. We Are Learning to: Identify and count the number '11 - 15' through different objects and write it. What I am looking for: How well you identify and count the number '11 - 15' through different objects and write it. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Explain to the students that they will be working with numbers from 11 – 15 today. Play the "Count to 20!" video. Write the word "numbers (11 – 15)" on the board, and explain that order is the arrangement of things in a particular pattern or sequence. You could stand 5 students and count 11 to 15 with the class. Ask the students to come together and show them the 1 – 15 Number Line Template. Show students how to cut out and glue the number line together. Display the numbers 1 – 15 in order and have the whole class count to 15 with you. Ask the students go back to their desks. Hand out the Number Line Template, and tell them to begin cutting and gluing. Go around and assist any struggling students with this task. When the students are finished, bring them back together to explain the next activity. When reviewing numbers 11–15, have the students repeat each number after you say it aloud. Focused task: Give students cards labeled with numbers from 11 to 15. Ask a question – "who has number 15?" – And wait for the students with the appropriate card to rise. You can make this game more challenging by asking harder questions – "who has the number that is two more than 13?" – or by having students break down their numbers into tens and units when they rise. Place a numbers "11 – 15" flashcard next to the salt tray where all the students can see it. Show the students how to write the numbers "11 – 15" in the salt tray. Use your finger or the small paintbrush/stick to demonstrate. Ask students to open book pg. no 42. Ask them write numbers '11 – 15'. Ask students to count aloud numbers '1 – 15' in class. Ask them to write number '11 – 15'. 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. Room around in the class and help students to complete the task. Wrap up: Students will be asked to count 11 to 15 different objects present in the class. Reflection :			5 mins	Students will be assessed on	Flashcards
				5 mins	Identifying number '11 -15' Relate quantity with the numbers and write the numbers	
				25 mins		Number flashcards
				5 mins		Salt tray book pg. no 42

Mathematical Development		week: 8	Topic: Numbers (11 – 15) 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 '11 -15' Relate quantity with the numbers write numbers with correction	Recap: Students will be asked to reinforced numbers from 0 to 20 while reading them through flashcards. We Are Learning to: Identify and count the number '11 - 15' through different objects and write numbers. What I am looking for: How well you identify and count the number '11 - 15' through different objects and write numbers. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Prior to the lesson (a day or two before), invite your students to participate in a show and tell and bring a stuffed teddy bear from home to share with the class. When students bring the teddy bears, label each bear with a "teddy bear name tag" that has the student's name. Introduce the lesson with a teddy bear show and tell. Have the students bring their teddy bears up to the front of the room to practice counting up to 15. Tell the students that they will be learning how to count to 11 to 15. Choose two students assign one the role of the "ten" – he or she should raise both full hands in the air to show ten fingers. The second student is the "units" – he or she should raise the appropriate number of fingers to create whichever number you ask for. Focused task: Organize sand numbers prior to writing numbers "11 to 15" on copies. Demonstrate how to write the number using the index and the middle finger. Ask them to write 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 their copies. Write numbers on board. Ask students to write the numbers (11 -15) and eleven to fifteen. 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. Roam around in the class and help students to complete the task. Wrap up: Students will be asked to count 11 to 15 different objects present in the class. Reflection :			5 mins	Students will be assessed on	Flashcards
				5 mins	Identifying number '11 -15'	
				25 mins	Relate quantity with the numbers write numbers with correction	Sand numbers
				5 mins		Copy work
	Homework: Do the copy work. Write the numbers 11 to 15 and eleven to fifteen.					Copy work