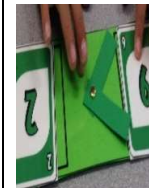


Mathematical Development		Week: 19	Topic: Missing Numbers (Revision)	Day: 1	Class: Kindergarten	
Learning Outcomes	Activity Plan/Methodology			Time: 40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify missing numbers from 1 to 40	Recap: Students will be asked to reinforced numbers from 0 to 40 while reading them through flashcards. We Are Learning to: Identify the missing numbers from 1 to 40. What I am looking for: How well you identify the missing numbers from 1 to 40 Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Tell students missing numbers are basically the <u>numbers</u> that have been missed in a sequence or a series. We can find those missing numbers by identifying the pattern. Whenever there are blanks in a series of numbers, a few numbers have been missed and we need to observe the pattern and fill in the blanks with suitable numbers. Let us write the series of counting <u>numbers from 1 to 10</u> with blanks and then fill in the missing numbers. 1, , 3, 4, 5, 6, , , 9, 10. As we can see above, there are some blanks in the series and the pattern being followed here is of counting numbers from 1 to 10. Let us count and then fill in the missing numbers. This helps us to memorize counting numbers. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Given below is a series of counting <u>numbers from 1 to 20</u> with blanks. Let us recall the counting and fill the missing numbers in the series. 1, , 3, 4, 5, 6, , , 9, 10, 11, , 13, , 15, 16, , , 19, 20. Answer: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20. Repeat this till number 40. Focused task: Get a pack of magnetic numbers. Provide the magnetic number on each table. On a board, write a number sequence, leaving blank spaces for a few numbers. You can write the numbers (1 to 40) sequentially. Ask your students to fill in the blank numbers using magnetic numbers. Ask students to open book pg. no 1. Ask them tell the name of pictures. Ask their names. Write missing numbers on board and ask students to fill in the blanks. Ask students to read the counting and write the missing number in the given spaces. 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: Write numbers on board and ask them which numbers are missing in the given numbers? Reflection :			5 mins	Students will be assessed on Identifying missing numbers from 1 to 40.	Flashcards Magnetic numbers s Book pg. no 1
				5 mins		
				25 mins		
				5 mins		

Mathematical Development		Week: 19	Topic: Comparing Numbers (Revision)	Day: 2	Class: Kindergarten	
Learning Outcomes	Activity Plan/Methodology			Time: 40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Compare and write numbers using greater than, less than, and equal to signs.	Recap: Students will be asked to reinforced numbers 1-40. We Are Learning to: Compare and write numbers using greater than, less than, and equal to signs. What I am looking for: How well you compare and write numbers using $<$, $>$, $=$ to signs. Gained skill: This will help us to improve our fine motor, cognitive, social and visual skills. Introduction: Together with your students, count different objects. For example, you might count the number of chairs and then count the number of tables. Then have your student say and write a number sentence comparing the number and use the greater than, less than, or equal to symbols. Then ask your students to find objects that are greater than, less than, or equal to a number. Explain to students that today they will learn about the less than and the greater than symbols. Define symbol, or a representation of another thing, to your students. Draw and name the less than $<$, the greater than $>$ and equal to $=$ symbols on the board. Remind your students that the word less means smaller or fewer, and the word greater means bigger or more and equal to mean same. Draw two empty circles on the board, and label them A and B, respectively. Explain to students that they can use the less than symbol if the number of items in circle A is less than the number of items in circle B. Tell them that they can use the greater than symbol if the number of items in circle A is greater than the number of items in circle B. Focused task: Write numbers 1 - 30, symbols $<$, $>$, $=$ and make flashcards and place them in a container. Provide each container on each table. Ask students pull two numbers from the container, and have your student decide which number is bigger (using manipulatives as needed like blocks or counters). Ask students put the numbers on table and decide which symbol will come in the middle of numbers. Ask students they can use the blocks or counters for the correct answer. Repeat this activity with all students. Ask students to open book pg. no 2. Ask them tell the name of the fruits. Tell them A squirrel wants to eat fruits. Help her to eat fruits by writing $(>)$ for greater numbers $(<)$ for smaller number and $(=)$ for equal number. Encourage students to mark $<$, $>$, $=$ correctly. Roam around in the class and help students complete the task. Wrap up: Write random numbers on board and ask students to make signs. Reflection : Homework: Do copy work write your own numbers and make sentence and write the symbol in the			5 mins	Students will be assessed on Comparing and write numbers using greater than, less than, and equal to signs..	Flashcards  Book pg. no 2 Copy work
				5 mins		
				25 mins		
				5 mins		

Mathematical Development		Week: 19	Topic: Counting backward (Revision)	Day: 3	Class: Kindergarten	
Learning Outcomes	Activity Plan/Methodology			Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify backward counting 30 - 40 and write it	Recap: Students will be asked to reinforced numbers from 0 to 40 while reading them through flashcards. We Are Learning to: Identify backward counting 30 - 40 and write it. What I am looking for: How well you identify backward counting 30 - 40 and write it Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Since the students have already studied the numbers, they will already have an understanding of which number comes before and which one comes after .Tell your students that you are going to learn/practice how to count forward or backwards. First, ask your students to count on their fingers by opening a finger each on a number. Now ask them to close a finger each while counting backwards. After doing this activity a few times, your students will begin to understand that counting backwards means the same as counting one fewer number each time. Give your students the number cards to place them on the stairs or in the floor tiles in order. Read and check the order of numbers from 30 - 40 and then backwards from 40 to 30. Give students time to practice jumping up the steps or from one tile to another, counting with each jump, starting from backwards when jumping back 40 to 30. Get your counting objects. Place the correct number of objects in each tile matching the number card. Jump again from 30 - 40 and back. Observe the objects in each tile or on each step. What do you notice? Each time you count forward you have one more, each time you count backwards you have one less. https://youtu.be/4LfNI2phMW4 Focused task: Inflate 10 balloons, number them from 30 - 40 and hide each balloon in different places. Help your students to find the 10 balloons by giving them hints. Once they have all the 10 balloons, ask them to burst them but in reverse order from 30 to 40. Your students will have a blast while doing this activity. Ask students to open book page no 3. Ask students to look at picture. Ask their names. Tell them help spaceship to go into space by filling in backward counting. (40-31). Ask students that what comes before 40 and write on board. Rhyme numbers backward in the class. Direct students to write counting. Practice backward counting by asking different questions. Wrap up: Read aloud numbers 30 - 40. Reflection:			5 mins	Students will be assessed on Identifying backward counting 30 - 40 and write it	Flashcards
				5 mins		
				25 mins		Balloons
				5 mins		Book pg. no 3

Mathematical Development		Week: 19	Topic: Addition (Revision)	Day: 4	Class: Kindergarten	
Learning Outcomes	Activity Plan/Methodology			Time: 40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Add objects and two digit numbers up to 20 together.	Recap: Students will be asked to reinforced numbers from 0 to 40 while reading them through flashcards. We Are Learning to: Add objects and two digit numbers up to 20 together. What I am looking for: How well you add objects and two digit numbers up to 20 together. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Put 5 cars on the table and ask students to count then add one more and ask to count again. Repeat this with other sets of objects like pencils, colours, beads. Write addition sum on the board as well for more practice. Practice addition by combining two or more sets of objects. Write $10 + 8$ on the blackboard. Ask students if they know what this means. Put one pencil in one hand, and one pencil in your other hand. Show students that this means one (pencil) and one (pencil) together equal two pencils. Bring your hands together to reinforce the concept. Draw two flowers on the board. Write down a plus sign followed by three more flowers. Say aloud, "Two flowers together with three flowers make what?" The students should be able to count and answer five flowers. Then, write down $12 + 3 = 15$ to show how to record equations like this. Point out that when you add, the total is always more than the original number. Use the number line to show the students the two addition sums that they have just done. https://youtu.be/VwlrBMWcTtQ Focused task: Print the ladybug addition template, and cut out the black dots and number cards for a great addition activity played. Students can pick two number cards to create a number sentence. They then place the black dots on the ladybug to show the answer to the addition number sentence. Ask students to open book pg. no 4. Ask about the pictures. Ask students Ms. Rossy is teaching addition today. Add the numbers and write how many are there Tell them count the objects and write correct number. Ask students to do addition by counting the objects altogether. Write different numbers on board & ask students to sum up. Practice addition again and again. Wrap up: Practice adding numbers through colour pencils and repeat the term altogether. Reflection : Homework: Do the addition sums on copy.			5 mins	Students will be assessed on Adding objects and two digit numbers up to 20 together	Flashcards
				5 mins		
				25 mins		flashcards 
				5 mins		Book pg. no 4 Copy work

Mathematical Development		Week: 19	Topic: Subtraction (Revision)	Day: 5	Class: Kindergarten	
Learning Outcomes	Activity Plan/Methodology			Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Represent subtraction using objects and drawings	Recap: Reinforce adding numbers through flashcard and concrete objects. We Are Learning to: Represent subtraction using objects and drawings. What I am looking for: How well you represent subtraction using objects and drawings. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Our lesson for today is still about Subtraction again, subtraction means taking away a number and its answer tells us how much is left after we take away a part of it. "In subtraction, we are using this "-" sign. It is the symbol of subtraction. Choose blocks, pencils, stickers, or anything else you have around the classroom to create your word problems. Write them up on the board, then act them out. If Amber has 8 stickers and Hassan asks for 3, how many will Amber have left? Distribute the stickers and discover the answer together! Now, let's try the following: $10 - 3 = 7$. To solve this, we can list down numbers from 1-10. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. After that we will move backward 3 times. The answer will be number 7. Show the subtraction song. https://youtu.be/D7Ng9jhGSME Focused task: Get the students moving while practicing subtraction with this fun game! Print out some numbers and place them on the floor. Then tape off your large number line. Have each student choose an equation card, and invite them to act it out on their new, human-sized number line. They can hop, skip or jump their way to the correct answer before passing the cards on the next learner. Ask students to open book pg. no 5. Ask them tell the name of pictures. Ask them subtract and write the correct answer. Take 5 coins and ask students if I take 3 coins. How many coins are left? Write different numbers on board and practice this activity. As the students are doing work walk around, monitor and offers lot of encouragement. Ask everyone question like what no is this. Roam around in the class and help students to complete the task. Wrap up: Students will be asked to count pencils / colours and after taking away ask them how many left at the end of the lesson. Reflection : Homework: Do the subtraction sums on copy.			5 mins	Students will be assessed on Representing subtraction using objects and drawings	Flashcards
				5 mins		
				25 mins		Number cards,
						Book pg. no 5
				5 mins		Copy work