

Mathematical Development		Week: 21	Topic: Pictograph	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: Read and interpret the pictograph	Recap: Teacher will write different numbers on board and will ask the students tell the even, odd numbers. We Are Learning to: Read and interpret the pictograph. What I am looking for: How well you read and interpret the pictograph. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Tell the students graphs are pictures that help us understand information in the form of figures. The information is called data. There are many kinds of graphs, each having special parts. Pictographs give us information by using pictures. The pictures represent numbers of certain items. They can help us to organize information! We can make pictographs to help us compare. How do you collect data? Tell students there is a girl name Maria. She likes vegetables. At school, they have a vegetable garden. Their garden has tomato plants, eggplants, okra and carrots. She was happy seeing the plants grow healthy and big. To know the information What kind of vegetables does she have on her garden? Why do you think Maria is happy? What do you think is Maria's problem? Marie wanted to find out how many of each kind of vegetables and how many are there in all. Ask questions and let them answer in complete sentence. Who likes vegetables? What does Marie have? To solve her problem, Maria counted the plants as she watered them. "There are 20 tomato plants, 30 okra, 25 eggplants and 10 carrots." Tell students we will sort vegetable in a column. Draw a table on board and write vegetables and their numbers. https://youtu.be/RQDmOllcTdE Focused task: Distribute different toys to the 4 group of students and ask them divide the toys and make set of same toys and sort out the toys such as how many blocks, counters, numbers, alphabets. Circle around the class and help students to make a set and count the toys correctly. Ask students to open book pg. no 11. Ask students look at the pictures and tell their names. Ask them look Ali has many toys and all spread in the room and making so much mess. Now Ali want to know how many toys he has. Ask the students count the toys one by one such as how many balls, how many robot, rockets, rattle etc. Wrap up: Ask the students following questions. How many toys are there altogether? Reflection :				5 mins	Students will be assessed on Reading and interpreting the pictograph	Flashcards
					5 mins		
					25 mins		Toys
					5 mins		Book pg. no 11

Mathematical Development	Week: 21	Topic: Pictograph	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: Read and interpret the pictograph	Recap: Teacher will ask different questions about pictograph. How can we sort things? We Are Learning to: Read and interpret the pictograph. What I am looking for: How well you read and interpret the pictograph. Gained skill: This will help us to improve our fine motor, cognitive, social and visual skills. Introduction: Tell students a pictograph is a way to represent data using images. Each image in the pictograph represents a certain number of things. In other words, a pictograph uses pictures and symbols to convey information about the provided data. Ask every student bring one or two different fruits from their homes. Students stick a name tape on their fruit. Teacher places a piece of real fruit and a word card in the top of board. Students tape a piece of coloured paper and place their piece of fruit in the correct column. Teacher removes the fruit from the bottom row. Teacher and students discuss which column has more, has less, and how many in each column. Teacher prints the number on a card and places it under the word card. Teacher focuses their attention on the coloured papers that are left on the mats at this time. What do they look like? Which column or bar of coloured paper is longer or shorter? https://youtu.be/UFM59XMQCTk Focused task: Arrange and paste the objects according to its kind and interpret then pictograph by answering the questions below. <table><tr><td></td><td colspan="5">Fruit Collected</td></tr><tr><td>Banana</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Apple</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Cherry</td><td></td><td></td><td></td><td></td><td></td></tr></table> What is the title of the pictograph? How many of each kind of fruits are there? How many fruits in all? How many more bananas than apple are there? How many cherries are there? Ask students to open book pg. no 12. Ask them tell the name of the pictures. Tell them Ali arrange his toys now. Count the Ali's toys and tell the number.				Fruit Collected					Banana						Apple						Cherry						5 mins	Students will be assessed on	Flashcards
		Fruit Collected																												
Banana																														
Apple																														
Cherry																														
		5 mins	Reading and interpreting the pictograph																											
	Wrap up: Ask students how many fruits are there altogether? Reflection: Homework: Do the worksheet.			25 mins		Fruit pictograph chart paper																								
				5 mins		Book pg. no 12																								
						Worksheet																								

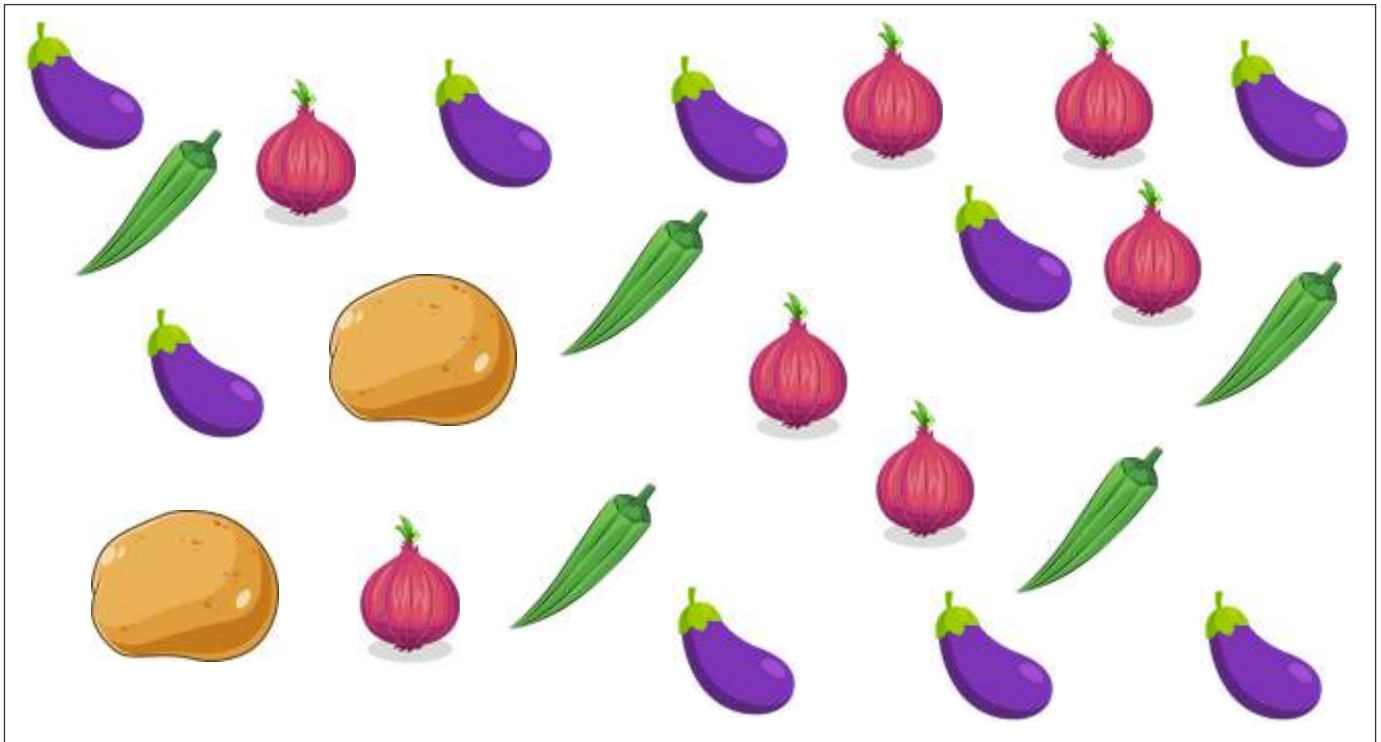
Mathematical Development		Week: 21	Topic: Pictograph	Day: 3	Class: Kindergarten		
Learning Outcomes	Activity Plan/Methodology				Time: 40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Read and interpret the pictograph	Recap: Teacher will ask different questions about pictograph. How can we sort things? We Are Learning to: Read and interpret the pictograph. What I am looking for: How well you read and interpret the pictograph. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Students sit in a circle with a pile of Unifix cubes in front of each student. Each student makes a bar using only one colour of cube, depending on the teacher's command. For example, the teacher might say to the students: Make a bar with less than 10 cubes OR Make a bar with more than 2 cubes. Teacher will use a timer and students attach cubes until it rings. Next have the students, a few at a time, slide their bars carefully in a line. A yardstick/meter stick helps students to line them up neatly. Then ask: How could we sort the bars? A student might answer, "Sort from shortest to tallest". Students take turns moving their bars into position of shortest to tallest (sounds simple but may take a while!!). Teacher can continue questions – Are there more short bars or are there more long bars? How many students made tall bars? Red bars? Bars with four cubes? How many students made bars with fewer than 5 cubes? Ask again, "Is there another way we can sort the bars?" and repeat the sequence above. https://youtu.be/A_aV8OqpwUs				5 mins	Students will be assessed on Reading and interpreting the pictograph	Flashcards Leaves play ground Book pg. no 13
					5 mins		
	Focused task: Making a pictograph with leaves can be a great way to introduce students to data handling. This activity involves sorting, as the leaves must be divided up based on a specified characteristic. It also requires students to count, as they must count how many leaves are in each category. How many red, yellow, brown, etc. leaves are there? Are there more yellow or red leaves? Which column (e.g. which leaf colour) has the most leaves (the greatest value)? Which has the least number of leaves? Ask students to open book page no 13. Ask students to look at pictures. Ask students Ali wants to know that how many toys he has. He makes a set of each toy. Make columns on board. Write the toys names and ask students count the toys in sets and tell how many balls Ali has? etc. Wrap up: Ask students how many leaves are altogether? Reflection:				25 mins		
					5 mins		

Mathematical Development		Week: 21	Topic: Pictograph	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: Read and interpret the pictograph	Recap: Teacher will ask different questions about pictograph. How can we sort things? We Are Learning to: Read and interpret the pictograph. What I am looking for: How well you read and interpret the pictograph. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Each student will be given a bag of gummy bears. The student will sort the bears. Each student will then choose their favourite colour bear out of the four colours they have been given and then will take that colour of bear pattern to the class. Ask students sort the bears according to colour on their table. The teacher models her own bears on her table and make the pictograph on board. The students will practice answering questions. The students will have to look at the pictograph and use the key to help them answer questions about the data. How many red bears? How many blue bear? How many green bears. Which colour of bears are more? Which are less? How many altogether? Now provide the white sheets to all students. Ask them make their own pictograph according to their sorting. Some students will get to write their answer on the board and explain their answers. The teacher will ask a variety of questions based on the data in the pictograph. https://youtu.be/mpFduUvbrvw Focused task: Read the story then interpret the data by answering the questions below. Asad visited her friend's farm. He found different kinds of animals. The pictograph below shows the number of each animal  <table> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> in the farm. What do you think is the title of the pictograph? How many animals in all? How many more ducks than cats? How did you get your answer? How many cows? How many cats less than cows? Ask students to open book pg. no 14. Ask about the pictures. Ask students Ali makes a chart to show the number of each type of toy. Count the toys one by and tell teacher how many rockets, ball, yoyo etc? Wrap up: Ask students how many ducks are there? How many animals are altogether? Reflection: Homework: Do the worksheet.																						5 mins	Students will be assessed on Reading and interpreting the pictograph	Flashcards
																									
																									
																									
		5 mins																							
				25 mins		Animal pictograph on chart paper																			
				5 mins		Book pg. no 14																			
						Worksheet																			



Student Name: _____ Date: _____

Look at the pictograph and answer the given questions.



1. How many brinjals are there?

2. How many more onions than potatoes?

3. How many vegetable are altogether?

4. Which vegetable is least?

5. How many ladyfingers are there?

Mathematical Development		Week: 21	Topic: Pictograph	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: Read and interpret the pictograph	Teacher will ask different questions about pictograph. How can we sort things? We Are Learning to: Read and interpret the pictograph. What I am looking for: How well you read and interpret the pictograph. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Pass out the packets of M&Ms with instructions not to open the baggies yet, and we are going to have to practice. Pass out a half sheet to record data as well. The M&Ms are going to be our data today. The primary purpose of collecting data is to answer questions. Tell students we will not be eating the M&Ms until we have a lot of data to collect from them first. We are going to sort our M&Ms based on their colour. Count how many of each colour M&Ms you have and write it down on your half sheet. Tell students "A Pictographs are graphs that use symbols to show and compare information." Tell students now open you packet and sort your M&Ms according to the colour and write your information on the half sheet. Circle around in the class and help them to make the pictograph. Focused task: Make a pictograph out of the given pictures.			5 mins	Students will be assessed on Reading and interpreting the pictograph	Flashcards										
	<table><tr><th colspan="2">Favorite Food</th></tr><tr><td>Pizza</td><td>   </td></tr><tr><td>Chicken Nuggets</td><td>    </td></tr><tr><td>Hamburger</td><td>  </td></tr><tr><td>Hot Dog</td><td>  </td></tr></table>			Favorite Food			Pizza	   	Chicken Nuggets	    	Hamburger	  	Hot Dog	  	5 mins	
	Favorite Food															
	Pizza	   														
	Chicken Nuggets	    														
Hamburger	  															
Hot Dog	  															
How many kinds of snacks are available in the canteen? Which snack has the least number? Which snack has the most number? Ask students to open book pgs. no 15 & 16. Ask them tell the name of pictures. Tell students that they can show information using numbers in pictographs. Show this information in a pictograph below the numbers of different toys. Practice pictograph on board			25 mins													
Wrap up: Ask students tell the total number of toys does the Ali have? Reflection : Homework: Answer the following questions about pictograph with a given information on copy.			5 mins													
					Book pg. no 15 & 16 Copy work											