

Mathematical Development		Week: 23	Topic: Time	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: Tell and read time while using a clock.	Recap: Students will be shown different things and asked which is longer, taller, shorter, bigger, smaller. We Are Learning to: Tell and read time while using a clock. What I am looking for: How well you tell and read time while using a clock. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Start the lesson by bringing in a clock. Elicit and chorus the word "clock". Then point to number 1. Point to each number 1-12 in order and elicit the numbers. Show them that the hands move around in a "clockwise" direction all the time. The longer hand is the minute hand and the shorter hand designates the hour hand. Hold up your clock and set a time (e.g. 4 o'clock). Next show the students that when the hour hand is pointing to a number, let's say it is a four, and the minute hand is on the 12 then it is 4 o'clock. Show a few examples and call on students to tell the time. The teacher will call a student to move the long hand clockwise. What does the long hand tell? The teacher will guide the students in counting up to 60 minutes while moving the long hand clockwise. How many minutes does it take for a long hand to move around the clock? What happened to the short hand after the long hand move? The teacher will help the students to count the time. Ask the class "What time is it?" Elicit / teach "It's 10 o'clock". Move the hand to another time, and ask again ("Please could you tell me the time?"). Stand everyone in front of you. Say "Point your hands at 10 o'clock" and demonstrate how to do this (hold one arm straight up at 12 and the other at 1). Then say "Point your hands at 11 o'clock" ... continue all the way round to 12 o'clock. https://youtu.be/xJBek5XCexw Focused task: Draw a giant clock using coloured chalk in a large area outside. Have students two at a time work together to show whatever time is called out by moving their bodies around the clock. Students can also draw the hands according to the time you will tell them. This is a great way to start with on the hour. Ask students to open book pg. no 21. Ask about the picture. Tell them a clock has two hands and 12 numbers. The little hand tells about the hours. The big hand tells about the minutes. It's 9 o'clock. Draw a small hand for hour. Draw a long hand for minute. Wrap up: Show different pictures and ask students to tell the time. Reflection:			5 mins	Students will be assessed on Telling time while using a clock.	Flashcards Chalks, play area Book pg. no 21
				5 mins		
				25 mins		
				5 mins		

Mathematical Development		Week: 23	Topic: Time	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: Tell and read time while using a clock.	Recap: Students will be shown the clock and ask about their hands and time. We Are Learning to: Tell and read time while using a clock. What I am looking for: How well you tell and read time while using a clock. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Gather your students in front of you and show them the clock and ask them why it is used. Tell them this is a clock. A clock tells time. A clock has a long hand and a shorthand. The long hand is called the minute hand while the short hand is called the hour hand. A complete turn of the long hand or minute hand is equal to 60 minutes or 1 hour. There are 60 minutes in 1 hour. There are 30 minutes in a half-hour. If the hour hand (short hand) is pointing at 6, and minute hand (long hand) is pointing 12, the time is 6 O'clock. If the hour hand (short hand) is pointing at 9, and minute hand (long hand) is pointing 6, the time is 9:30 or half past 9 half-hour, the minute hand or long hand points to 6. The teacher will show flashcards showing time in each group must set time in their paper clock, the first group to show will be given the points. The group who will get the highest score will be declared as the winner https://youtu.be/BlmDM3xetYc			5 mins	Students will be assessed on Telling and read time while using a clock.	Flashcards  Book pg. no 22 Book pg. no 23
	Focused task: Give large number flashcards 1 to 12 to 12 students and have them sit in a circle to represent a clock face. Have two more students play the parts of the clock hands, one lying down to be the long hand and one sitting up with legs out to be the short hand. Give cards to each of the remaining students, each one showing a different time. Each student with a card takes a turn positioning the "hands" of the kid clock to show the time on his card.			5 mins		
	Ask students to open book pg. no 22. Ask about the pictures. Tell them a clock has two hands and 12 numbers. The little hand tells about the hours. The big hand tells about the minutes. Ask them look at the second picture it's half past 9. When the minute hand is at '6' we say it half past. Move minute hand to '6' and tell it shows 30 minutes, half of an hour. Practice this activity in class by showing different hours.			25 mins		
	Wrap up: Ask students look at the clock and tell the time. Reflection : Homework: Do the book pg. no 23.			5 mins		

Mathematical Development		Week: 23	Topic: Time	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: Tell and read time while using a clock.	Recap: Students will be shown the clock and ask about their hands and time. We Are Learning to: Tell and read time while using a clock. What I am looking for: How well you tell and read time while using a clock. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Tell them that clock shows us the time. The short hand shows the hours. And the long hand shows the minutes. Show them how the long hand on the analog clock moves faster than the short hand—it is moving by minutes. When it is at 0 minutes, it will be right up at the top, by the 12. Ask them have students come up and make the long hand move quickly around the circle to reach the 12 and zero minutes several times. Have students stand up and use their arms as hands on a clock. Have them use one arm to show where the long clock hand will be when it is at zero minutes. Their hands should be straight up above their heads. Then have them imitate the 3:00 short hand. Using their unused arm, have them put this out to the side so that they are imitating the hands of the clock. Tell your students that clock moves in clock wise motion. Have them pay special attention to the hour hand. They need to understand that when the clock shows any time to the hour hand the hour hand is half way between two numbers because 30 minutes is half of an hour. Set your clock to one of half hour times like 6: 30, 9: 30 etc https://youtu.be/MUZXT8lgWAA Focused task: Make the Time printable and clock times flashcards that have been laminated. Provide these flashcards and erasable marker to each student. Ask students on flashcards time has been written. Ask them read the time if cannot help them. Then ask students draw the short and long hands using dry erase markers. Circle round the class and help them to make the hands. Ask students to open book pg. no 24. Talk about the pictures. Ask them look at the clock. Is there any hands on clock? Ask them read the given time and draw hands on clocks. Use real clock to tell time. Roam around in the class and help students to complete the task. Wrap up: Ask students look at the clock and tell the time? Reflection :			5 mins	Students will be assessed on Telling and read time while using a clock	Flashcards Time printable flashcards, marker  Book pg. no 24
				5 mins		
				25 mins		
				5 mins		

Mathematical Development		Week: 23	Topic: Calendar	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: Identify and tell the day, date, month and year from calendar	Recap: Students will be shown the clock and ask about their hands and time. We Are Learning to: Identify and tell the day, date, month and year from calendar. What I am looking for: How well you identify and tell the day, date, month and year from calendar. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Sing days of the week and months of the year songs. Practice saying the words for the days of the week and months of year together. Each word ends in 'day', so you can build up the patterns in the language. ... Tell students a calendar is a series of pages that shows the days, weeks, and months of a particular year. There are 364/365 days in a year. Ask them it is a tool we use to help us keep track of each day, and allows us to visually see when different events will happen. Show them a calendar and tell them each square represents one day. Tell them a group of 7 days in a row is called a week. Tell them one week is equal to 7 days. Each day of the week has a name. Show where the names of the days of the week are shown on a calendar. Ask them 30 or 31 days is grouped into a month and each year has 12 months. Tell them the order of the months. Recite the names of months of year and days of week again and again with students. Have a calendar on display in your classroom with birthdays, special events and reminders. Always encouraging students to write the date in their workbooks and on worksheets from calendar. https://youtu.be/JSu3Eko-pBI https://youtu.be/mXMofxtDPUQ Focused task: Show them a calendar then ask them First, circle the date on the calendar. Next, they move their finger up to find the day of the week. Write the day, month, then date and year next to "Today is". With a finger on today's day of the week, we go draw an arrow back to show yesterday and write the day of the week. Ask them to create their own calendars, provide the usual supplies such as markers, pencils, stapler, re blank paper. Ask students to open book pgs. no 25 & 26. Talk about the pictures. Ask them look at the Calendar! Ask students to tell the names of days and months. Tell them calendar is used to remember the days, weeks and months. Ask students different questions like: "Who knows what month we are in?" "What is the date?" Ask them to mark their birthdays. Roam around in the class and help students to complete the task. Wrap up: Students will be asked to tell what is the day today? Reflection : Homework: Do the book pg. no 28.			5 mins 5 mins 25 mins 5 mins	Students will be assessed on Identifying and tell the day, date, month and year from calendar	Flashcards Calendar . blank paper, pencil, scale Book pgs. no 25 & 26 Book pg. no 28

Mathematical Development		Week: 23	Topic: Calendar	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: Identify and tell the day, date, month and year from calendar	Recap: Students will be shown the calendar and ask about the month of the year. We Are Learning to: Identify and tell the day, date, month and year from calendar. What I am looking for: How well you identify and tell the day, date, month and year from calendar. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Keep a calendar on a wall or blackboard near your meeting area that's accessible to students. The calendar should be labeled with the name of the month, days of the week and dates. Keep small shapes or pictures near the calendar to cover each square as the days pass. Write the date out in a morning message on a black or white board each day, leaving blanks that students can help fill in. Blanks may be for one or more letters or numbers in the date. Choose a student each day to help complete the date. The student will come up to the calendar to figure out what day it is. This activity familiarizes students with the days of the week, months of the year and the structure of written dates. Write today's date. First, circle the date on the calendar. Next, move finger up to find the day of the week. Write the day, month, then date and year next to. Last, we will do the digital date. We always say the months of the year while holding up fingers as we go. (January, hold up 1 finger, February hold up 2 fingers, and so forth). https://youtu.be/lPeAolhz8GA https://youtu.be/lIQsyHoludQ?list=RDQMC+Hsy2gCISl			5 mins	Students will be assessed on Identifying and tell the day, date, month and year from calendar	Flashcards Calendar Book pg. no 27 Worksheet
	Focused task: Have a calendar on display in your classroom with birthdays and special events marked. Discuss the date on a daily basis. Say "My turn, Today is Monday July 3rd, your turn" and student repeat back "Today is Monday July 3rd". Ask students to identify days 3 days ago, what day will it be in 2 days. Ask students to open book pg. no 27. Talk about the pictures. Ask them write the dates of given days. Tell students stories about the national holidays to make excited about the special days. Sing a rhyme of month's names. Roam around in the class and help students to complete the task.			5 mins		
	Wrap up: Students will be asked to tell what is date today? Reflection :			5 mins		
	Homework: Do the worksheet.					



Student Name: _____ Date: _____

Use the calendar to answer the questions.



1. What is the year in calendar?

2. How many Mondays are there?

3. How many total days are there?

4. Which month comes before December?

5. Which day of the week is December 15th?
