Mathemat	ical Development Week: 25 Topic: Number "41" Day: I		Class: Kin	dergarten
Learning	Activity Plan/Methodology	Time:40	Assessment	Resources
Outcomes		minutes	of Learning	
	Recap : Students will be asked to reinforced numbers from 0 to 50 while reading them through flashcards.	5 mins		Flashcards
Upon the	We Are Learning to: Identify and count the number '41' through different objects.			
completion	What I am looking for: How well you identify and count the number '41' through different objects.		Students	
of this	Gained skill: It helps us to enhance our counting, cognitive and visual skills.		will be	
lesson,	Introduction: Tell students today we are going to learn a new number which is "41". Show students different		assessed on	
Students	sets of objects in turn and ask them to count each set. Show the students four bundles of popsicles and one	5 mins		
will be	popsicles. Tell them this is "41". Tell students that 4 tens and 1 ones make number "41". Show "41" crayons,			
able to:	"41" pencils, or "41" blocks. Show the flashcard and tell them today we will learn number "41". Ask students			
	what number comes after "40". Introduce Number "41" with flashcard, real objects, counting bars, small		ldentifying	
ldentify	blocks, balls, spoons, ice-cream sticks and things from the classroom. Paste flashcard on the board and say		number '41'	
number	number "H". Have students jump up and down "H" times, clap "H" times counting as they go. Show the		Relate	
' 41'	number "41" flashcards again and write the number as large as possible on the board. Ask the students to		quantity	
Relate	trace the number in the air. Ask them "Make a four then a one. This is way to make forty one "41". Ask		with the	
quantity	the students to write your air drawing using whole arm movements, and to repeat your instructions as they		number	
with the	do so. Do this activity with students 3 or 4 times. Continue with other practice techniques, writing number			
number	'HI' in the palm of your hand. https://youtu.be/vl_rRI9xOww			
	Focused task:	0.		Numbers
	Provide <u>counting beads</u> and wooden or magnetic numbers to help teach your students to count. Ask students	25 mins		flashcards
	to count till the number "41". Line them up and have your students right the number down beside each			I to 36
	group or write a number then have your students count out the beads.			1 10 00
	Provide the salt tray on each table. Place a number "41" flashcard next to the salt tray where all the			Salt tray
	students can see it. Show the students how to write the number "41" in the salt tray.			
	Ask students to open book pg. no 29. Ask them to move your finger on number "41" and say it aloud. Ask			Book pg. no
	them there are many sheep grazing. Count them. Ask them open your copies and write the number "41"			29
	many times. Give them a set amount of time to complete the task and monitor their progress.			Copy work
	Wrap up: Students will be asked to show "41" blocks / pencils / colours.	5 mins		1.5
	Reflection:	J muris		

Mathemati	cal Development Week: 25 Topic: Number "42" Day: 2		Class: Ki	ndergarten
Learning	Activity Plan/Methodology	Time:40	Assessment	Resources
Outcomes		minutes	of Learning	
	Recap : Students will be asked to reinforced numbers from 0 to 50 while reading them through flashcards.	5 mins		Flashcards
Upon the	We Are Learning to: Identify and count the number '42' through different objects.			
completion	What I am looking for: How well you identify and count the number '42' through different objects.		Students	
of this	Gained skill: It helps us to enhance our counting, cognitive and visual skills.		will be	
lesson,	Introduction: Tell students today we are going to learn a new number which is "42". Show students different		assessed on	
Students	sets of objects in turn and ask them to count each set. Show the students four bundles of popsicles and two	5 mins		
will be	popsicles. Tell them this is "42". Tell students that 4 tens and 2 ones make number "42". Show "42"			
able to:	crayons, "42" pencils, or "42" sticks. Show the flashcard and tell them today we will learn number "42".			
	Ask students what number comes after "41". Introduce Number "42" with flashcard, real objects, counting		ldentifying	
ldentify	bars, small blocks, balls, spoons, ice-cream sticks and things from the classroom. Paste flashcard on the		number	
number	board and say number "42". Have students jump up and down "42" times, clap "42" times counting as		'42' Relate	
′ 4 2′	they go. Show the number "42" flashcards again and write the number as large as possible on the board.		quantity	
Relate	Ask the students to trace the number in the air. Ask them "Make a four then a two. This is way to make		with the	
quantity	forty two "42". Ask the students to write your air drawing using whole arm movements, and to repeat your		number	l :l.,
with the	instructions as they do so. Do this activity with students 3 or 4 times. Continue with other practice techniques,			Lily pad umber
number	writing number '42' in the palm of your hand. https://youtu.be/5_SXatObOPg			cards.
	Focused task:	<u> ۲</u>		blocks
	Cut out lily pads with paper and number them (30 to 42) but "42" is in more quantity. Spread the lily	25 mins		Diocks
	pads in the classroom or playground. Then let your students decorate them with the right amount of stickers			
	before they get to act like a little frog and jump across the number "42" only.			Salt tray
	Provide the salt tray on each table. Place a number "42" flashcard next to the salt tray where all the students can see it. Show the students how to write the number "42" in the salt tray.			3
	Ask students to open book pg. no 30. Ask them to move your finger on number "42" and say it aloud. Ask			
	them there are different T-shirts on string. Count them. Ask them open your copies and write the number			Book pg. no
	"42" many times. Give them a set amount of time to complete the task and monitor their progress.			30
	Wrap up: Students will be asked to show "42" blocks / pencils / colours.			Copy work
	Reflection:	5 mins		
	Tion works.) 11WG		
	Homework: Write the number "41 & 42" on copy.			Copy work

Mathemati	cal Development Week: 25 Topic: Number "43" Day: 3		Class: Kin	dergarten
Learning	Activity Plan/Methodology	Time:40	Assessment	Resources
Outcomes		minutes	of Learning	
	Recap : Students will be asked to reinforced numbers from 0 to 50 while reading them through flashcards.	5 mins		Flashcards
Upon the	We Are Learning to: Identify and count the number '43' through different objects.			
completion	What I am looking for: How well you identify and count the number '43' through different objects.		Students	
of this	Gained skill: It helps us to enhance our counting, cognitive and visual skills.		will be	
lesson,	Introduction: Tell students today we are going to learn a new number which is "43". Show students different		assessed on	
Students	sets of objects in turn and ask them to count each set. Show the students four bundles of popsicles and three	5 mins		
will be	popsicles. Tell them this is "43". Tell students that 4 tens and 3 ones make number "43". Show "43"			
able to:	crayons, "43" pencils, or "43" sticks. Show the flashcard and tell them today we will learn number "43".			
	Ask students what number comes after "42". Introduce Number "43" with flashcard, real objects, counting		ldentifying	
ldentify	bars, small blocks, balls, spoons, ice-cream sticks and things from the classroom. Paste flashcard on the		number	
number	board and say number "43". Have students jump up and down "43" times, clap "43" times counting as		'43' Relate	
' 43'	they go. Show the number "43" flashcards again and write the number as large as possible on the board.		quantity	
Relate	Ask the students to trace the number in the air. Ask them "Make a four then a three. This is way to make		with the	
quantity	forty three "43". Ask the students to write your air drawing using whole arm movements, and to repeat		number	
with the	your instructions as they do so. Do this activity with students 3 or 4 times. Continue with other practice			
number	techniques, writing number "43" in the palm of your hand. https://youtu.be/hQSBGyWOjNs			Lady bug
	Focused task:			counting
	Provide the laminated <u>lady bug counting cards</u> having numbers (30 to 43) randomly. Ask students count	25 mins		cards
	ladybugs and clip clothes pins on the correct number or circle the number. Ask the students count the lady			caras
	bugs carefully one by one and the clip it with clothes pin.			
	Provide the salt tray on each table. Place a number "43" flashcard next to the salt tray where all the			Salt tray
	students can see it. Show the students how to write the number "43" in the salt tray.			Suit it ag
	Ask students to open book pg. no 31. Ask them to move your finger on number "43" and say it aloud. Ask			Book pg. no
	them Mrs. Ahmed is looking for cups in crockery shop. Ask them open your copies and write the number			31
	"43" many times. Give them a set amount of time to complete the task and monitor their progress.			
	Wrap up: Students will be asked to show "43" blocks / pencils / colours.			Copy work
	Reflection:	5 mins		2379 1101 10
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Mathemation	cal Development Week: 25 Topic: Number "44" Day: 4		Class: Kin	.dergarten
Learning	Activity Plan/Methodology	Time:40	Assessment	Resources
Outcomes		minutes	of Learning	
	Recap : Students will be asked to reinforced numbers from 0 to 50 while reading them through flashcards.	5 mins		Flashcards
Upon the	We Are Learning to: Identify and count the number '44' through different objects.			
completion	What I am looking for: How well you identify and count the number '44' through different objects.		Students	
of this	Gained skill: It helps us to enhance our counting, cognitive and visual skills.		will be	
lesson,	Introduction: Tell students today we are going to learn a new number which is "44". Show students different		assessed on	
Students	sets of objects in turn and ask them to count each set. Show the students four bundles of popsicles and four	5 mins		
will be	popsicles. Tell them this is "44". Tell students that 4 tens and 4 ones make number "44". Show "44"			
able to:	crayons, "44" pencils, or "44" sticks. Show the flashcard and tell them today we will learn number "44".			
	Ask students what number comes after "43". Introduce Number "44" with flashcard, real objects, counting		ldentifying	
ldentify	bars, small blocks, balls, spoons, ice-cream sticks and things from the classroom. Paste flashcard on the		number	
number	board and say number "44". Have students jump up and down "44" times, clap "44" times counting as		'44' Relate	
' երեր'	they go. Show the number "44" flashcards again and write the number as large as possible on the board.		quantity	
Relate	Ask the students to trace the number in the air. Ask them "Make a four then again a four. This is way		with the	
quantity	to make forty four "44". Ask the students to write your air drawing using whole arm movements, and to		number	
with the	repeat your instructions as they do so. Do this activity with students 3 or 4 times. Continue with other			Number
number	practice techniques, writing number '44" in the palm of your hand.			"LLL"
	Focused task: Provide colourful paperclips or paperclips with pretty designs. Provide the piece of heavy paper	٥٦		flashcards,
	having number "44" on it and encourage students to slide "44" paperclips on it one at a time while counting	25 mins		paper clips
	them. Help them if necessary. Ask students count one by one each paper clip on paper till number "44'. Ask			purper curps
	them who will done first with accuracy will be the winner.			
	Provide the salt tray on each table. Place a number "44" flashcard next to the salt tray where all the			Salt tray
	students can see it. Show the students how to write the number "44" in the salt tray.			Talle is any
	Ask students to open book pg. no 32. Ask them to move your finger on number "44" and say it aloud. Ask			Book pg. no
	them there are many tortoise near the beach. Count them. Ask them open your copies and write the number			32
	"44" many times. Give them a set amount of time to complete the task and monitor their progress.			Copy work
	Wrap up: Students will be asked to show "44" blocks / pencils / colours. Reflection:	5 mins		1.5
	The Legiture.	5 mins		Copy work
	Homework: Write the number "43 & 44" on copy.			

Mathemati	cal Development Week: 25 Topic: Number "45" Day: 5		Class: Kin	.dergarten
Learning	Activity Plan/Methodology	Time:40	Assessment	Resources
Outcomes		minutes	of Learning	
	Recap : Students will be asked to reinforced numbers from 0 to 50 while reading them through flashcards.	5 mins		Flashcards
Upon the	We Are Learning to: Identify and count the number '45' through different objects.			
completion	What I am looking for: How well you identify and count the number '45' through different objects.		Students	
of this	Crained skill: It helps us to enhance our counting, cognitive and visual skills.		will be	
lesson,	Introduction:		assessed on	
Students	Tell students today we are going to learn a new number which is "45". Show students different sets of	5 mins		
will be	objects in turn and ask them to count each set. Show the students four bundles of popsicles and five single			
able to:	popsicles. Tell them this is "45". Ask students what number comes after "44". Introduce Number "45" with			
	flashcard, real objects, counting bars, small blocks, balls, spoons, ice-cream sticks and things from the		ldentifying	
ldentify	classroom. Paste flashcard on the board and say number "45". Have students jump up and down "45"		number '45	
number	times, clap "45" times counting as they go. Show the number "45" flashcards again and write the number		Relate	
' 45'	as large as possible on the board. Ask the students to trace the number in the air. Ask them "Make a four		quantity	
Relate	then a five. This is way to make forty five "45". Ask the students to write your air drawing using whole		with the	Shells, salt
quantity	arm movements, and to repeat your instructions as they do so. Do this activity with students 3 or 4 times.		number	tray, pearls
with the	Continue with other practice techniques, writing number '45" in the palm of your hand.			
number	Focused task:			
	Provide the sand tray and some shells having number 41 to 45 and beads on each table. Ask students work	25 mins		0.2
	in a group. Ask students place shells in a tray of sand. Students will arrange the shells in numerical order			3 1 3 0
	at first. Then they will count out the pearls and place the correct number in each shell.			7800
	Provide the salt tray on each table. Place a number "45" flashcard next to the salt tray where all the			Salt tray
	students can see it. Show the students how to write the number "45" in the salt tray.			
	Ask students to open book pg. no 33. Ask them to move your finger on number "45" and say it aloud. Ask			Book pg. no
	them Prince is counting his soldiers outside his castle. Help him to count. Ask them open your copies and			33
	write the number "45" many times. Give them a set amount of time to complete the task and monitor their	F .		Copy work
	progress.	5 mins		
	Wrap up: Students will be asked to show "45" blocks / pencils / colours.			Copy work
	Reflection:			
	Homework: Write the number "41 to 45" on copy.			