Mathematic	cal Development Week: 26 Topic: Numbers (41 – 45) Revision Day: 1		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 numbers '41 - 45' through different objects.			
completion	What I am looking for: How well you identify and count the numbers '4I - 45' through different objects.		Students	
of this	Gained skill: It helps us to enhance our counting, cognitive and visual skills.		will be	
lesson,	Introduction:		assessed on	
Students	Ask the students to count the sticks up to 45 first. Then select a particular number in random fashion and			
will be	ask the students to count the number. Ask the students to draw pictures of their liking with the given number	5 mins		
able to:	as their quantity. Then play the song and have everybody call out the numbers along with the song. It will			
Identify numbers '41 – 45' Relate quantity with the numbers & match numbers with correction	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. 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 41 and chorus it 3 times with the class. Continue with all the numbers. Now chorus each number in turn (41 to 45) and run through 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: 41, B: 42, A: 43, B: 44, etc.). https://youtu.be/vyU7s_QQJy/. Focused task: You are going to get everyone to help write the numbers on the board which you can use when singing the "Numbers I to 50 Song". Draw 5 large squares on the board. Call out a student and ask him/her to write a large number 41 in the first box. Keep calling out students to fill in the rest of the squares so you have all of the numbers 41 - 45 on the board. Repeat this activity with all students. Ask students open book pg. no 34. Ask them look at the pictures. Ask their names. Ask them count the objects then draw a line from the set of objects to its number. Revise counting 41 - 45 in the class. Ask students to count objects given in this activity and match them with their numbers. Give them a set amount	25 mins	Identifying numbers 'I+I - I+5' Relate quantity with the numbers & match numbers with correction	Book pg. no 34
	of time to complete the task and monitor their progress. Wrap up: Students will be asked to count 41 to 45 different objects present in the class. Reflection:	5 mins		

Mathemati	cal Development Week: 26 Topic: Numbers (41 – 45) Revision Day: 2		Class: Kir	idergarten
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 numbers '41 - 45' through different objects and write them.			
completio	What I am looking for: How well you identify and count the numbers '4I - 45' through different objects		Students	
n of this	and write the numbers.		will be	
lesson,	Gained skill: It helps us to enhance our counting, cognitive and visual skills.		assessed on	
Students	Introduction: Using the Numbers 41 to 45 flashcards, say each number in order and ask students to repeat			
will be	after you several times. Next, ask students to try to say each number on their own. Once students have	5 mins		
able to:	practiced enough. Next give each student a number sheet from the board. If you have more than 10 students		ldentifying	
	make more numbers so you have two groups. For less than 10 students, give out more sheets per student but		number	
ldentify	make sure the numbers they have are in sequence (e.g. give a student numbers 41, 42, 43, 44 and 45).		` 4 1 - 4 5'	
number	Now tell your students to stand in a line in the right order. Everyone has to shuffle around until they are		Relate	
`HI -H5'	standing and holding their numbers in order " $+1-45$ ". Now, get the class to shout out their numbers from		quantity	
Relate	" $+1 - 45$ ", down the line. Make it a game — each round try and do it faster than the last!		with the	
quantity	https://youtu.be/bl6Q9xp_Bbw		number	
with the	Focused task: On paper plates, write numbers 41 to 45 with your students. Make sure you write 2 of the		and write	
number	same number since it's a match game. Spread them out all around the class, making sure that the pairs	25 .	numbers	Paper
and write	aren't right next to each other! Have your students flip one plate over, look at the number, they should say	25 mins	with	plates,
numbers	it then flip another plate over to see the number. If it's a match, they can leave both plates flipped over. If it		correction	marker
with	wasn't a match, they need to turn it back to its original side and try again. Play until all the plates are			
correction	flipped over, and all the matches are found!			
	Ask students to open book pg. no 39. Ask them look at the picture. Ask the name. Ask them fill in the spaces			Rook na
	with numbers in order from biggest to smallest numbers. Ask them write the numbers in the windmill. Revise			Book pg. no 39
	counting I - 45 in class. Give them a set amount of time to complete the task and monitor their progress,			ווט ט־ו
	ensuring that they complete each number without eliminating their pencil from the page.	5 mins		Book pg.
	Wrap up: Students will be asked to count 41 to 45 different objects present in the class.	Jiiuis		no 37
	Reflection:			110 3/
	Homework: Do the book pg. no 37.			

Mathemati	cal Development Week: 26 Topic: Numbers (41 – 45) Revision Day: 3		Class: Kind	ergarten
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 numbers '4I - 45' through different objects and write them.			
completio	What I am looking for: How well you identify and count the numbers '4I – 45' through different objects		Students will	
n of this	and write the numbers.		be assessed	
lesson,	Clained skill: It helps us to enhance our counting, cognitive and visual skills.		on	
Students	Introduction: Review numbers I - 45 by having students echo count after you. Display a number line from 41			
will be	to 45. Point to the numbers between 41 and 45 and ask students tell the tens and ones of these numbers			
able to:	one by one. Begin the lesson with an introduction to counting, asking questions about the kinds of items that		ldentifying	
	your students count. Possible discussion questions include, "Have you ever needed to count things at home?	5 mins	number	
ldentify	What kind of things did you need to count? Why did you need to count them?" Explain that by adding one		` 4 1 - 4 5'	
number	number at a time in a row, they are counting. Explain that the class will learn how to count and recognize		Relate	
` 4 1 - 4 5'	numbers by jumping on sticky notes in order. Provide examples of items students would count. Echo count		quantity	
Relate	with the class repeating each number after you say it aloud. Model situations when counting occurs. Have		with the	
quantity	students turn and talk with a partner to share ideas of things they count. https://youtu.be/cSqdEOqv2vM		numbers	
with the	Focused task: Provide the cupcake liners, cupcake tray, tweezers and pom-poms on each table. Ask students to	25 mins	and write	
numbers	do work in group. On the bottom of cupcake liners, write the numbers 41 to 45 and ask students place them		numbers	Cupcake
and write	inside the circles of tray in numerical order. Ask the students read the number then count the pom-poms one		with	liners, tray
numbers	by one and put in the tray. Have them pick up a pom-pom and place it in the liner. Explain that depending		correction	pom-poms,
with	on what number is on the bottom of the liner, that's how many they should put in.			
correction	Ask students to open book pg. no 40. Ask them look at the pictures. Tell their names. Ask students count			
	peacock's feathers as 'tens' and 'ones' Write numbers in given boxes. Ask students to tell their ages. Write			Book pg. no
	their ages and your age on board. Ask them how many 'tens' and 'ones' are in our age numbers. Give them			40
	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 41 to 45 and tell the tens and ones.	5 mins		
	Reflection:			

Mathemati	cal Development Week: 26 Topic: Numbers (41 – 45) Revision Day	։ Կ	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		
Upon the	We Are Learning to: Identify and count the number '41 – 45' through different objects and write them.			Flashcards
completio	What I am looking for: How well you identify and count the number '4I - 45' through different objects		Students will	
n of this	and write it.		be assessed	
lesson,	Gained skill: It helps us to enhance our counting, cognitive and visual skills.		on	
Students	Introduction:			
will be	Explain to the students that they will be working with numbers from $41 - 45$ today. Write the "numbers		ldentifying	
able to:	(41 - 45)" on the board, and explain that order is the arrangement of things in a particular pattern or	5 mins	number	
	sequence. You could stand 5 students and count 41 to 45 with the class. Ask the students to come together		`4I <u>-</u> 45'	
ldentify	and show them the $I-45$ Number Line Template. Show students how to cut out and glue the number line		Relate	
number	together. Display the numbers $I=45$ in order and have the whole class count to 45 with you. Ask the		quantity	
`41 - 45'	students go back to their desks. Hand out the Number Line Template, and tell them to begin cutting and		with the	
Relate	gluing. Go around and assist any struggling students with this task. When the students are finished, bring		numbers	
quantity	them back together to explain the next activity. When reviewing numbers $41 - 45$, have the students work on		and write	
with the	tens and ones. Write the number on board and ask students which number is on tens place and which number		the numbers	1 VX1
numbers	is on ones place.			I HAVE
and write	Focused task:			
numbers	In this activity each student gets one card. In the activity teacher will make the flashcards as the given sample			一月月月
	from number 41 to 45. The student with "start" begins by reading their card. All cards follow the pattern,	25 mins		Who has 36?
	"I have Who has?" So a student with 4 tens and 4 ones on their card, would say, "I have 44, who			W110 11d3 30 !
	has 45?" Then the student with 4 tens and 5 ones would read their card. Play continues until all students			
	have had a turn or you reach the card that says end.			book pg. no
	Ask students to open book pg. no 41. Ask them how many "tens" are in 41, 42, 43? Ask them count the			41
	brownies as 'tens' and topping as 'ones'. Write the correct 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. Roam around in the class and help students to complete the task.	_		 -
	Wrap up: Students will be asked to count 41 to 45 different objects present in the class.	5 mins		book pg. no
	Reflection:			42
	Homework: Do the book pg. no 42.			

Mathemat	ical Development Week: 26 Topic: Numbers (41 – 45) Revision Day: 5		Class: Kind	ergarten
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		
Upon the	We Are Learning to: Identify and count the number '41 — 45' through different objects and write them.			Flashcards
completio	What I am looking for: How well you identify and count the number "41 – 45" through different objects		Students will	
n of this	and write numbers.		be assessed	
lesson,	Gained skill: It helps us to enhance our counting, cognitive and visual skills.		on	
Students	Introduction:			
will be	Prior to the lesson (a day or two before), invite your students to participate in a show and tell and bring a		ldentifying	
able to:	stuffed teddy bear or any other toy from home to share with the class. When students bring the teddy	5 mins	number	
	bears/toys label each bear/toy with a "teddy bear/toy name tag" that has the student's name. Introduce the		` 4 1 - 45'	
ldentify	lesson with a teddy bear/toy show and tell. Have the students bring their teddy bears/toys up to the front of		Relate	
number	the room to practice counting up to 45. If the students are less than 45 add the class room objects with their		quantity	
`4I <i>-</i> 45'	toys. Tell the students that they will be learning how to count to I to 45. Choose four students in which three		with the	
Relate	students assign the role of the "tens" — they should raise both full hands in the air to show ten fingers. The		numbers	
quantity	fourth student is the "units" — he or she should raise the appropriate number of fingers to create whichever		write	
with the	number you ask for.		numbers	
numbers	Focused task:		with	
write	Organize sand numbers prior to writing numbers "41 to 45' on book. Demonstrate how to write the numbers		correction	
numbers	using the index and the middle finger. Ask them to write it 2, 3 times. Ask the students to write your air	25 mins		
with	drawing using whole arm movements, and to repeat your instructions as they do so. Do this activity with			
correction	students 3 or 4 times.			
	Ask students open book pg. no 45. Ask students look at the pictures and tell their names. Ask them count the			Book pg. no
	objects and write number. Help students to write number $4I - 45$. Give them different objects to count and			45
	practice numbers. 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.			Book pgs.
	Wrap up: Students will be asked to recite counting orally in loud sound 1 to 45.	5 mins		no 43 &
	Reflection:			44
	Homework: Do the book pgs. no 43 and 44.			