

Mathematical Development		Week: 27	Topic: Number "46"	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 number '46' Relate quantity with the number	Recap: Students will be asked to reinforced numbers from 0 to 50 while reading them through flashcards. We Are Learning to: Identify and count the number '46' through different objects. What I am looking for: How well you identify and count the number '46' through different objects. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Tell students today we are going to learn a new number which is "46". Show students different sets of objects in turn and ask them to count each set. Show the students four bundles of popsicles and six popsicles. Tell them this is "46". Tell students that 4 tens and 6 ones make number "46". Show "46" crayons, "46" pencils, or "46" blocks. Show the flashcard and tell them today we will learn number "46". Ask students what number comes after "45". Introduce Number "46" with flashcard, real objects, counting bars, small blocks, balls, spoons, ice-cream sticks and things from the classroom. Paste flashcard on the board and say number "46". Have students jump up and down "46" times, clap "46" times counting as they go. Show the number "46" flashcards again and write the number as large as possible on the board. Ask the students to trace the number in the air. Ask them "Make a four then a six. This is way to make forty six "46". Ask the students to write your air drawing using whole arm movements, and to repeat your instructions as they do so. Do this activity with students 3 or 4 times. Continue with other practice techniques, writing number '46' in the palm of your hand. https://youtu.be/vL_rRI9xQww Focused task: Mark the empty plastic bottles with numbers from 41 to 46 but no '46' should more in numbers using the permanent marker. Arrange them in a formation similar to bowling pins. Ask the students to bowl with the softball on the number "46" plastic bottles. Ask them try to bowl the number "46". After bowling, ask the students who throw more number "46" bottles will be the winner. Provide the salt tray on each table. Place a number "46" flashcard next to the salt tray where all the students can see it. Show the students how to write the number "46" in the salt tray. Ask students to open book pg. no 47. Ask them to move your finger on number "46" and say it aloud. Ask them there are number of windows in Mr. Ahmed's building. Count them. Ask them open your copies and write the number "46" 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 "46" blocks / pencils / colours. Reflection:			5 mins	Students will be assessed on Identifying number '46' Relate quantity with the number	Flashcards
				5 mins		
				25 mins		Plastic bottles having numbers 41 to 46, soft ball Salt tray
				5 mins		Book pg. no 47 Copy work

Mathematical Development		Week: 27	Topic: Number "47"	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: Identify number '47' Relate quantity with the number	Recap: Students will be asked to reinforced numbers from 0 to 50 while reading them through flashcards. We Are Learning to: Identify and count the number '47' through different objects. What I am looking for: How well you identify and count the number '47' through different objects. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Tell students today we are going to learn a new number which is "47". Show students different sets of objects in turn and ask them to count each set. Show the students four bundles of popsicles and seven popsicles. Tell them this is "47". Tell students that 4 tens and 7 ones make number "47". Show "47" crayons, "47" pencils, or "47" sticks. Show the flashcard and tell them today we will learn number "47". Ask students what number comes after "46". Introduce Number "47" with flashcard, real objects, counting bars, small blocks, balls, spoons, ice-cream sticks and things from the classroom. Paste flashcard on the board and say number "47". Have students jump up and down "47" times, clap "47" times counting as they go. Show the number "47" flashcards again and write the number as large as possible on the board. Ask the students to trace the number in the air. Ask them "Make a four then a seven. This is way to make forty seven "47". Ask the students to write your air drawing using whole arm movements, and to repeat your instructions as they do so. Do this activity with students 3 or 4 times. Continue with other practice techniques, writing number '47' in the palm of your hand. https://youtu.be/5_SXatObOPg Focused task: First write the numbers 41 - 47 on the board and have everyone shout out the numbers as you write them. Next, get 7 soft balls, cubes or something similar (before class, tape numbers 41- 47 onto the balls) and the numbers on each ball. Then throw the balls around the room and ask individual students to bring you different numbers (e.g. "Sara, please give me number "47") Provide the salt tray on each table. Place a number "47" flashcard next to the salt tray where all the students can see it. Show the students how to write the number "47" in the salt tray. Ask students to open book pg. no 48. Ask them to move your finger on number "47" and say it aloud. Ask them how many pigeons are in wizard's hat. Count them. Ask them open your copies and write the number "47" 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 "47" blocks / pencils / colours. Reflection: Homework: Write the number "46 & 47" on copy.			5 mins	Students will be assessed on Identifying number '47' Relate quantity with the number	Flashcards
				5 mins		Lily pad umber cards, blocks
				25 mins		Salt tray
				5 mins		Book pg. no 48 Copy work Copy work

Mathematical Development		Week: 27	Topic: Number "48"	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 number '48' Relate quantity with the number	Recap: Students will be asked to reinforced numbers from 0 to 50 while reading them through flashcards. We Are Learning to: Identify and count the number '48" through different objects. What I am looking for: How well you identify and count the number '48' through different objects. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Tell students today we are going to learn a new number which is "48". Show students different sets of objects in turn and ask them to count each set. Show the students four bundles of popsicles and eight popsicles. Tell them this is "48". Tell students that 4 tens and 8 ones make number "48". Show "48" crayons, "48" pencils, or "48" sticks. Show the flashcard and tell them today we will learn number "48". Ask students what number comes after "47". Introduce Number "48" with flashcard, real objects, counting bars, small blocks, balls, spoons, ice-cream sticks and things from the classroom. Paste flashcard on the board and say number "48". Have students jump up and down "48" times, clap "48" times counting as they go. Show the number "48" flashcards again and write the number as large as possible on the board. Ask the students to trace the number in the air. Ask them "Make a four then an eight. This is way to make forty eight "48". Ask the students to write your air drawing using whole arm movements, and to repeat your instructions as they do so. Do this activity with students 3 or 4 times. Continue with other practice techniques, writing number '48" in the palm of your hand. https://youtu.be/hQSBGyWOjNs Focused task: Show a flashcard of a set of objects and ask students to identify and count the objects. Ask students to form groups of 4 or 5 and explain that they are going to play a game to identify the card that shows a set of "48" objects. If a student sees a card showing "48" objects, she/he should raise a hand and call out 'forty eight'. If that student is correct, the group scores a point; if wrong, the group loses a point. At the end of the game, the group with the most points wins. Provide the salt tray on each table. Place a number "48" flashcard next to the salt tray where all the students can see it. Show the students how to write the number "48" in the salt tray. Ask students to open book pg. no 49. Ask them to move your finger on number "48" and say it aloud. Ask them there are many construction vehicles on construction site. Count them. Ask them open your copies and write the number "48" 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 "48" blocks / pencils / colours. Reflection:			5 mins 5 mins 25 mins 5 mins	Students will be assessed on Identifying number '48' Relate quantity with the number	Flashcards Number flashcards having objects Salt tray Book pg. no 49 Copy work

Mathematical Development		Week: 27	Topic: Number "49"	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 number '49' Relate quantity with the number	Recap: Students will be asked to reinforced numbers from 0 to 50 while reading them through flashcards. We Are Learning to: Identify and count the number '49' through different objects. What I am looking for: How well you identify and count the number '49' through different objects. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Tell students today we are going to learn a new number which is "49". Show students different sets of objects in turn and ask them to count each set. Show the students four bundles of popsicles and nine popsicles. Tell them this is "49". Tell students that 4 tens and 9 ones make number "49". Show "49" crayons, "49" pencils, or "49" sticks. Show the flashcard and tell them today we will learn number "49". Ask students what number comes after "48". Introduce Number "49" with flashcard, real objects, counting bars, small blocks, balls, spoons, ice-cream sticks and things from the classroom. Paste flashcard on the board and say number "49". Have students jump up and down "49" times, clap "49" times counting as they go. Show the number "44" flashcards again and write the number as large as possible on the board. Ask the students to trace the number in the air. Ask them "Make a four then again a nine. This is way to make forty nine "49". Ask the students to write your air drawing using whole arm movements, and to repeat your instructions as they do so. Do this activity with students 3 or 4 times. Continue with other practice techniques, writing number '49' in the palm of your hand. Focused task: Ask the students to go outside in playground to play number jumping game. Write the numbers 1 to 49 randomly and "49" many times. Ask the students look at the numbers find the number "47" and jump over it. Repeat this activity with all students. Provide the salt tray on each table. Place a number "49" flashcard next to the salt tray where all the students can see it. Show the students how to write the number "49" in the salt tray. Ask students to open book pg. no 50. Ask them to move your finger on number "49" and say it aloud. Ask them butterfly is f lying over the f lowers. Count flowers. Ask them open your copies and write the number "49" 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 "49" blocks / pencils / colours. Reflection: Homework: Write the number "48 & 49" on copy.			5 mins	Students will be assessed on Identifying number '49' Relate quantity with the number	Flashcards Chalks Salt tray Book pg. no 50 Copy work Copy work
				5 mins		
				25 mins		
				5 mins		

Mathematical Development		Week: 27	Topic: Number "50"	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 number '50' Relate quantity with the number	Recap: Students will be asked to reinforced numbers from 0 to 50 while reading them through flashcards. We Are Learning to: Identify and count the number '50' through different objects. What I am looking for: How well you identify and count the number '50' through different objects. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Tell students today we are going to learn a new number which is "50". Show students different sets of objects in turn and ask them to count each set. Show the students five bundles of popsicles. Tell them this is "50". Ask students what number comes after "49". Introduce Number "50" with flashcard, real objects, counting bars, small blocks, balls, spoons, ice-cream sticks and things from the classroom. Paste flashcard on the board and say number "50". Have students jump up and down "50" times, clap "50" times counting as they go. Show the number "50" flashcards again and write the number as large as possible on the board. Ask the students to trace the number in the air. Ask them "Make a five then a zero. This is way to make fifty "50". Ask the students to write your air drawing using whole arm movements, and to repeat your instructions as they do so. Do this activity with students 3 or 4 times. Continue with other practice techniques, writing number '50" in the palm of your hand. Focused task: Ask students to sit in groups and give them blocks to play with. They can be asked to build towers with "50" blocks. Check and see if everyone in the group has the same number of blocks in the tower. Encourage them to compare and match the towers made of blocks. Ask students to repeat "50" after you three times. Show students the flashcard of number "50" and ask them to trace it in the air with their index finger. Provide the salt tray on each table. Place a number "50" flashcard next to the salt tray where all the students can see it. Show the students how to write the number "50" in the salt tray. Ask students to open book pg. no 51. Ask them to move your finger on number "50" and say it aloud. Ask them Prince is counting his soldiers outside his castle. Help him to count. Ask them open your copies and write the number "50" 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 "50" blocks / pencils / colours. Reflection: Homework: Write the number "46 to 50" on copy.			5 mins	Students will be assessed on Identifying number '50" Relate quantity with the number	Flashcards
				5 mins		
				25 mins		Blocks
				5 mins		Salt tray
						Book pg. no 51
						Copy work
						Copy work