

Mathematical Development		Week: 28	Topic: Numbers (46 – 50) Revision	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 numbers '46 – 50' Relate quantity with the numbers & match numbers with correction	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 numbers '46 – 50' through different objects. What I am looking for: How well you identify and count the numbers '46 – 50' through different objects. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Ask the students to count the sticks up to 50 first. Then select a particular number in random fashion and ask the students to count the number. Ask the students to draw pictures of their liking with the given number as their quantity. Then play the song and have everybody call out the numbers along with the song. It will 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 4-1 and chorus it 3 times with the class. Continue with all the numbers. Now chorus each number in turn (4-6 to 50) 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: 4-6, B: 4-7, A: 4-8, B: 4-9, etc.). https://youtu.be/vyU7s_QQJyY Focused task: The students can play memory matching in groups. Place two sets of number cards (4-6 – 50) face down in regular rows and columns. The first student turns over one card to display it clearly, and then does it again with a second card; both cards should be laid flat on the table in their places. If the numbers on the cards are the same, the student gets to keep the two cards. If they show different numbers, the cards must be turned back face down on the table, and it is then the turn of the second student. Ask students open book pg. no 52. 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 4-6 – 50 in the class. Ask students to count objects given in this activity and match them with their numbers. Give them a set amount of time to complete the task and monitor their progress. Wrap up: Students will be asked to count 4-6 to 50 different objects present in the class. Reflection:			5 mins	Students will be assessed on Identifying numbers '4-6 – 50' Relate quantity with the numbers & match numbers with correction	Flashcards Book pg. no 52
				5 mins		
				25 mins		
				5 mins		

Mathematical Development		Week: 28	Topic: Numbers (46 – 50) Revision	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 '46 - 46' Relate quantity with the number and write numbers with correction	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 numbers '46 - 50' through different objects and write them. What I am looking for: How well you identify and count the numbers '46 - 50' through different objects and write the numbers. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Using the Numbers 46 to 50 flashcards, say each number in order and ask students to repeat after you several times. Next, ask students to try to say each number on their own. Once students have practiced enough. Next give each student a number sheet from the board. If you have more than 10 students make more numbers so you have two groups. For less than 10 students, give out more sheets per student but make sure the numbers they have are in sequence (e.g. give a student numbers 46, 47, 48, 49 and 50). Now tell your students to stand in a line in the right order. Everyone has to shuffle around until they are standing and holding their numbers in order "46 – 50". Now, get the class to shout out their numbers from "46 – 50", down the line. Make it a game – each round try and do it faster than the last! https://youtu.be/bl6Q9xp_Bbw			5 mins	Students will be assessed on Identifying number '46 - 50' Relate quantity with the number and write numbers with correction	Flashcards Paper plates, marker Book pg. no 57 Book pg. no 55	
	Focused task: On paper plates, write numbers 41 to 45 with your students. Make sure you write 2 of the same number since it's a match game. Spread them out all around the class, making sure that the pairs aren't right next to each other! Have your students flip one plate over, look at the number, they should say it then flip another plate over to see the number. If it's a match, they can leave both plates flipped over. If it wasn't a match, they need to turn it back to its original side and try again. Play until all the plates are flipped over, and all the matches are found!			5 mins			
	Ask students to open book pg. no 57. Ask them look at the picture. Ask the name. Ask them fill in the spaces with numbers in order from biggest to smallest numbers. Revise counting 1 – 50 in class. 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.			25 mins			
	Wrap up: Students will be asked to count 46 to 50 different objects present in the class. Reflection: Homework: Do the book pg. no 55.			5 mins			

Mathematical Development		Week: 28	Topic: Numbers (46 – 50) Revision	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 '46 -50' Relate quantity with the numbers and write numbers with correction	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 numbers '46 - 50' through different objects and write them. What I am looking for: How well you identify and count the numbers '46 - 50' through different objects and write the numbers. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Review numbers 1 - 50 by having students echo count after you. Display a number line from 46 to 50. Point to the numbers between 46 and 50 and ask students tell the tens and ones of these numbers one by one. Begin the lesson with an introduction to counting, asking questions about the kinds of items that your students count. Possible discussion questions include, "Have you ever needed to count things at home? What kind of things did you need to count? Why did you need to count them?" Explain that by adding one number at a time in a row, they are counting. Explain that the class will learn how to count and recognize numbers by jumping on sticky notes in order. Provide examples of items students would count. Echo count with the class repeating each number after you say it aloud. Model situations when counting occurs. Have students turn and talk with a partner to share ideas of things they count. https://youtu.be/cSqdEOqv2vM Focused task Model a number story for your students, such as "There are 4 tens and 8 ones." Then have students write their answers. Divide the students into small groups and have them write or tell each other their own number stories. You may want them to use place value charts to help them solve. Ask students to open book pg. no 58. Ask them look at the pictures. Tell their names. Ask students count worms as 'tens' and 'ones' Write numbers in given boxes. Ask students to tell their ages. Write their ages and your age on board. Ask them how many 'tens' and 'ones' are in our age 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. Wrap up: Students will be asked to count 46 to 50 and tell the tens and ones. Reflection:			5 mins	Students will be assessed on Identifying number '46 - 50' Relate quantity with the numbers and write numbers with correction	Flashcards
				5 mins		
				25 mins		White sheets
				5 mins		Book pg. no 58

Mathematical Development		Week: 28	Topic: Numbers (46 – 50) Revision	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 '46 -50' Relate quantity with the numbers and write numbers	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 – 50' through different objects and write them. What I am looking for: How well you identify and count the number '46 – 50' through different objects and write it. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Explain to the students that they will be working with numbers from 46 – 50 today. Write the “numbers (46 – 50)” on the board, and explain that order is the arrangement of things in a particular pattern or sequence. You could stand 5 students and count 46 to 50 with the class. Ask the students to come together and show them the 1 – 50 Number Line Template. Show students how to cut out and glue the number line together. Display the numbers 1 – 50 in order and have the whole class count to 50 with you. Ask the students go back to their desks. Hand out the Number Line Template, and tell them to begin cutting and gluing. Go around and assist any struggling students with this task. When the students are finished, bring them back together to explain the next activity. When reviewing numbers 46 – 50, have the students work on tens and ones. Write the number on board and ask students which number is on tens place and which number is on ones place. Focused task: Write the numbers 6, 7, 8, 9 on separate index cards and place them in a hat. Have your students draw 2 cards out of the hat. Ask students make different numbers with number 4. For example, if your student pulls the numbers 6, and 9, he or she can make 46, 49 etc. Challenge your students to make number in which 4 is on tens place. Ask students to open book pg. no 59. Ask them how many “tens” are in 41, 42, 43? Ask them count the cupcakes 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 46 to 50 different objects present in the class. Reflection : Homework: Do the book pg. no 60.			5 mins	Students will be assessed on Identifying number '46 -50' Relate quantity with the numbers and write the numbers	Flashcards Number cards, 4, 6, 7, 8, 9 book pg. no 59 book pg. no 60
				5 mins		
				25 mins		
				5 mins		

Mathematical Development		Week: 28	Topic: Numbers (46 – 50) Revision	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 '46 -50' Relate quantity with the numbers write numbers with correction	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 – 50' through different objects and write them. What I am looking for: How well you identify and count the number '46 – 50' through different objects and write numbers. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Prior to the lesson (a day or two before), invite your students to participate in a show and tell and bring a stuffed teddy bear or any other toy from home to share with the class. When students bring the teddy bears/toys label each bear/toy with a "teddy bear/toy name tag" that has the student's name. Introduce the lesson with a teddy bear/toy show and tell. Have the students bring their teddy bears/toys up to the front of the room to practice counting up to 50. If the students are less than 50 add the class room objects with their toys. Tell the students that they will be learning how to count to 1 to 50. Choose four students in which three students assign the role of the "tens" – they should raise both full hands in the air to show ten fingers. The fourth student is the "units" – he or she should raise the appropriate number of fingers to create whichever number you ask for. Focused task: Provide the cutouts of number strips and a coloured paper cut into just as little "windows" for showing numbers. On one strip write 4 and 5 and on other strip write 6, 7, 8, 9, 0. Ask students put the strips in the window and slide the numbers. Ask students when you slide the strips number will change. Ask them slide the stripes and tell the number. Teacher will write on board. Then ask student which number is on tens place and which number is on ones place. This is a fun and colourful way to introduce place value. Ask students open book pg. no 63. Ask students look at the pictures and tell their names. Ask them count the objects and write number. Help students to write number 46 – 50. Give them different objects to count and 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. Wrap up: Students will be asked to recite counting orally in loud sound 1 to 50. Reflection : Homework: Do the book pgs. no 61 and 62.			5 mins	Students will be assessed on Identifying number '46 - 50' Relate quantity with the numbers write numbers with correction	Flashcards  Book pg. no 61 Book pgs. no 61 & 62
				5 mins		
				25 mins		
				5 mins		