

Mathematical Development		Week: 1	Topic: What comes before, between and after (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 the order of numbers and which number comes before, between and after.	Recap: Students will be asked to reinforced numbers from 0 to 30 while reading them through flashcards. We Are Learning to: Identify the order of numbers and which number comes before, between and after. What I am looking for: How well you identify the order of numbers and which number comes before, between and after. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Randomly pass out a card with a different number starting with zero to each student in the class. Tell students that when you say, "Go!" students should line up in numerical order. Have students look at the number on their card. Tell students to think about what numbers come before, between and after their number. Say, "Go!" and allow students time to line up in order. Once everyone has lined up in order, have each student call out and hold up their number, beginning at zero. Frontload vocabulary by asking students to notice which students are before, between and after them in the line. Point out that no one is before zero. Collect the number cards and have students return to their spots on the rug. Try it with Fruits: Bring their favourite fruits and line them up and ask your students which fruit is before, after, or between. Try it with Toys: Bring their favourite toys and line them up as if they are going somewhere and ask them what comes before, after, and between. https://youtu.be/4-qRTS3PS8qw Focused task: Use pictures flashcards to represent the numbers before, after and between 1 to 20. For example, for '12,' you could use apples, for '13,' toy cars, and so on. Show the picture flashcards to the students and ask them to identify the number. Ask questions like, "What number comes before the 12 apples, which number is in between and which number come after 13?" Encourage the students to respond with "1." Repeat this activity with all students. Ask students to open book pg. no 1. Ask them tell the name of pictures. Ask their names. Ask students to tell which numbers can come after, before and between. Sing counting song 0 - 30 before the activity. Write numbers on board. Skip some of them to practice before & after 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: Write numbers on board and ask them which number come before, which number after? Reflection :			5 mins 5 mins 25 mins 5 mins	Students will be assessed on Identifying the order of numbers and which number comes before, between and after.	Flashcards numbers flashcards Book pgs. no 1

Mathematical Development		Week: 1	Topic: 3D Shapes (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 cube, sphere, cone, cylinder and cuboid.	Recap: Students will be asked to reinforced numbers from 0 to 30 while reading them through flashcards.			5 mins	Students will be assessed on Identifying cube, sphere, cone, cylinder and cuboid.	Flashcards
	We Are Learning to: Identify cube, sphere, cone, cylinder and cuboid.					
	What I am looking for: How well you identify cube, sphere, cone, cylinder and cuboid.					
	Gained skill: This will help us to improve our cognitive, social and visual skills.					
	Introduction: Begin the lesson with having students explore the classroom for objects that they see in their environment (or if weather and time permit, take the students outside of the school to examine objects they find around the school grounds and in nature). Encourage students to recall 3D shapes they learnt in previous class. Ask them to tell the names of solid shapes if they remember. Students will have 1 minute to discover and name as many objects as they can. This can be done on their own or within a pairing or small group. This ends with a discussion about the found objects, naming and describing them. Here we will go over the key terms and make sure all students have the correct names for objects (sphere, cube, cuboid, cone, cylinder). Tell about 3D shapes by showing the students real world objects. Show them a party hat, cylinder, ball, and a dot cube. Tell them examples of 3D shapes are around us all the time. Nearly everything we see and interact with in our day to day lives is a three-dimensional shape, from Lego bricks to sunflowers.			5 mins		
	Focused task: A fun way to kick off a geometry unit on 3D shapes is using a "Mystery Shapes Pack" or mystery bag. An oversized laundry sack will easily hold and conceal many objects. Find items around your classroom for each of the solid figures you are teaching. You can also have students bring in items from home to add to the mystery bag. After you have gathered a sufficient number of items, gather your class on the carpet, do a big reveal of each item in the bag, and classify them by shape. After the items are sorted, discuss the attributes of each group. Check out some of the fun 3D shape items from our mystery bag: foam roller, shoe box, Magic ball, Rubik cube, chocolate, Pringles can, battery, bouncy ball... Ask students open book pg. no 3. Ask them tell the names of all objects. Ask the names of shapes first then ask students to match the objects which have same 3D shapes by draw a line Roam around in the class and help them to cross the odd one.			25 mins		Mystery shapes bag, concrete objects Book pg. no 3
	Wrap up: Students will be shown different things and ask their shapes. Reflection : Homework: Do the book pg. no 2.			5 mins		Book pg. no 2

Mathematical Development		Week: 1	Topic: Time (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: Tell and read time to the hour using a clock.	Recap: Students will be shown different things and asked their shapes. We Are Learning to: Tell and read time to the hour using a clock. What I am looking for: How well you tell and read time to the hour 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. 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. Still using the clocks, your students are going to show you the time they usually do things. Ask the class questions, such as "What time do you usually wake up?" As you ask the questions, everyone should move the hands on their clock to the time they do these activities. Then select some students to orally tell you their time (e.g. "I wake up at 7 o'clock"). We are only concentrating on "o'clock" for this lesson, so if students have times on their clock such as 7.20 you can teach "About 7 o'clock". Other routine questions you can ask the time for could be: eat breakfast / lunch / dinner, go to bed, go to school, take a bath, do homework, brush teeth, etc. Then, show flashcard to the students one by one while asking them "What time is it?" and have them say each time on their own. Once students have practiced enough, it's time to play a fun flashcard game. https://youtu.be/BlmDM3xetYc			5 mins	Students will be assessed on Telling time to the hour using a clock.	Flashcards Time flashcards Book pg. no 4
	Focused task: Shuffle the time flashcards and then choose one but don't show the students what it is. Then ask them "What time is it?" and have them raise their hands to guess what time flashcard you are holding. Students should guess by making a full sentence (i.e. "It's three o'clock.", "It's six o'clock." etc.) When a student guesses correctly, have that student come to the front of the class to choose the next card. Then that student should ask the class "What time is it?" and again the other students should try to guess what time flashcard he/she is holding.			5 mins		
	Ask students to open book pg. no 4. Ask about the pictures. Ask their names. 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 clock and write the time. Then ask them Draw the hands of clocks according to the time. Wrap up: Ask students look at the clock and tell the time. Reflection :			5 mins		

Mathematical Development		Week: 1	Topic: Addition (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: Add objects and two single-digit numbers up to 10 together.	Recap: Students will be shown the clock and ask about their hands and time. We Are Learning to: Add objects and two single-digit numbers up to 10 together. What I am looking for: How well you add objects and two single-digit numbers up to 10 together. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Put 5 cars on the table and ask students to count then add one more and ask to count again. Repeat this with other sets of objects like pencils, colours, beads. Write addition sum on the board as well for more practice. Practice addition by combining two or more sets of objects. Write $1 + 1$ on the blackboard. Ask students if they know what this means. Put one pencil in one hand, and one pencil in your other hand. Show students that this means one (pencil) and one (pencil) together equal two pencils. Bring your hands together to reinforce the concept. Draw two flowers on the board. Write down a plus sign followed by three more flowers. Say aloud, "Two flowers together with three flowers make what?" The students should be able to count and answer five flowers. Then, write down $2 + 3 = 5$ to show how to record equations like this. Point out that when you add, the total is always more than the original number. Use the number line to show the students the two addition sums that they have just done. https://youtu.be/VWlrbMWcTtQ Focused task: Print the ladybug addition template, and cut out the black dots and number cards for a great addition activity played. Students can pick two number cards to create a number sentence. They then place the black dots on the ladybug to show the answer to the addition number sentence. Ask students to open book pg. no 6. Ask about the pictures. Ask their names. Ask students to do addition by reading the addition stories. Tell them count the monkeys on tree and ground. Ask them write the answer how many monkeys altogether. Tell them solve the other statements in the same way. Tell them count the objects and write correct number. Ask students to do addition by counting the objects altogether. Wrap up: Practice adding numbers through colour pencils and repeat the term altogether. Reflection : Homework: Do the book pg. no 5.			5 mins	Students will be assessed on Adding objects and two single-digit numbers up to 10 together	Flashcards	
				5 mins			
				25 mins		flashcards 	
				5 mins		Book pg. no 6 Book pg. no 5	

Mathematical Development		Week: 1	Topic: Subtraction (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: Represent subtraction using objects and drawings	Recap: Reinforce adding numbers through flashcard and concrete objects. We Are Learning to: Represent subtraction using objects and drawings. What I am looking for: How well you represent subtraction using objects and drawings. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Our lesson for today is still about Subtraction again, subtraction means taking away a number and its answer tells us how much is left after we take away a part of it. "In subtraction, we are using this "-" sign. It is the symbol of subtraction. Choose blocks, pencils, stickers, or anything else you have around the classroom to create your word problems. Write them up on the board, then act them out. If Amber has 8 stickers and Hassan asks for 3, how many will Amber have left? Distribute the stickers and discover the answer together! Now, let's try the following: $10 - 3 = 7$. To solve this, we can list down numbers from 1-10. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. After that we will move backward 3 times. The answer will be number 7. Show the subtraction song. https://youtu.be/D7Ng9jhGSME Focused task: Get the students moving while practicing subtraction with this fun game! Print out some numbers and place them on the floor. Then tape off your large number line. Have each student choose an equation card, and invite them to act it out on their new, human-sized number line. They can hop, skip or jump their way to the correct answer before passing the cards on the next learner. Ask students to open book pg. no 7. Ask them tell the name of picture. Ask them subtract and write the correct answer. Read the statement and help them to solve the questions. Ask them there are 5 birds 3 flew away. How many are left. Tell them solve the other statements in the same way. As the students are doing work walk around, monitor and offers lot of encouragement. Ask everyone question like what no is this. Roam around in the class and help students to complete the task. Wrap up: Students will be asked to count pencils / colours and after taking away ask them how many left at the end of the lesson. Reflection : Homework: Do the book pg. no 8.			5 mins	Students will be assessed on Representing subtraction using objects and drawings	Flashcards
				5 mins		
				25 mins		Number cards,
						Book pg. no 7
				5 mins		Book pg. no 8