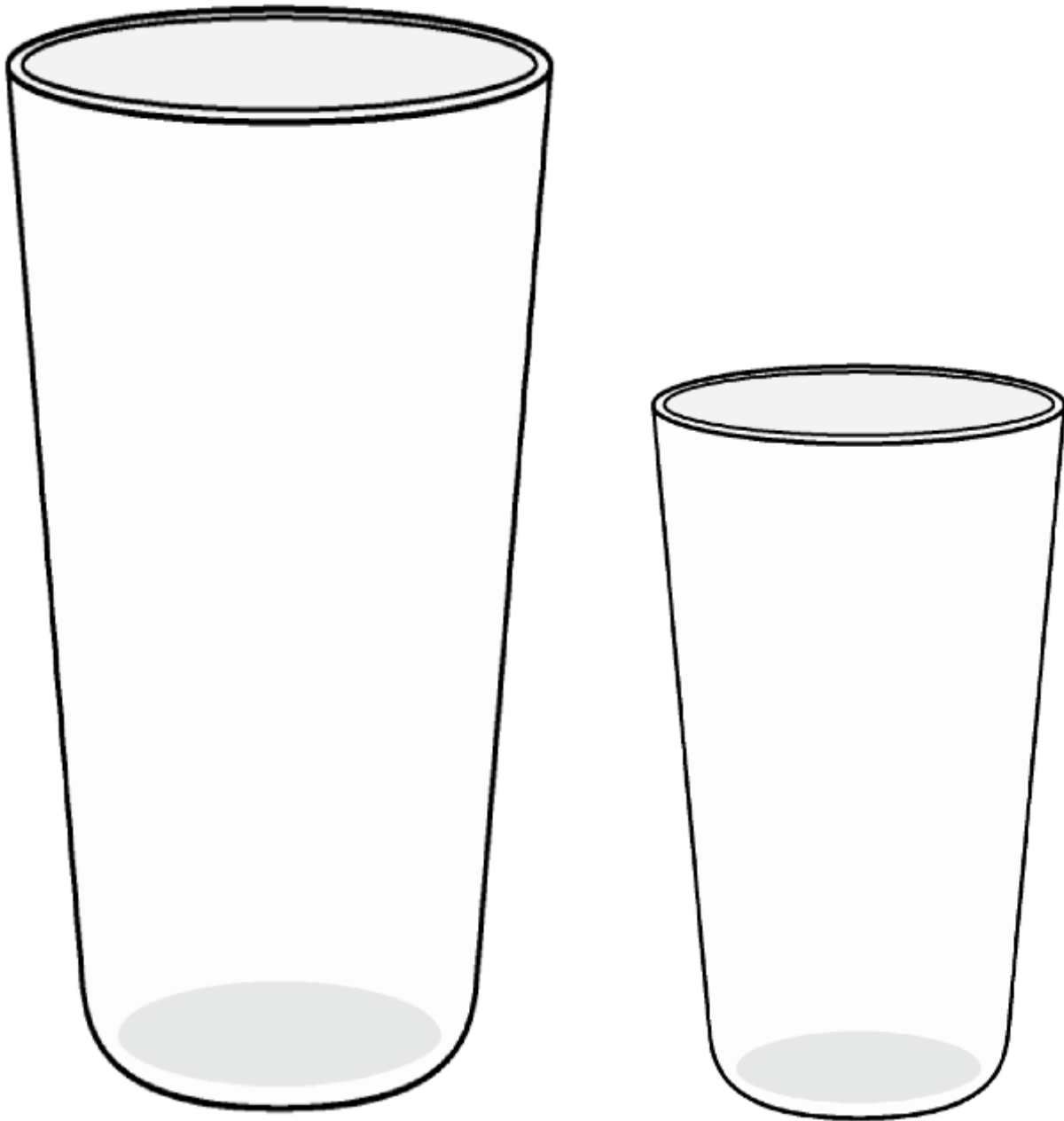


Mathematical Development		Week: 10	Topic: Capacity (Revision)	Day: 1	Class: Kindergarten	
Learning Outcomes	Activity Plan/Methodology			Time: 40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify the capacity of different containers	Recap: Write different numbers on board and ask students to tell them as tens and ones. We Are Learning to: Identify the capacity of different containers. What I am looking for: How well you identify the capacity of different containers. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Ask students in this measurement lesson plan, you will explore how various containers have different capacities. Gather the students together and show them your cup of water, tea, or coffee. Ask the students to think-pair-share what the maximum amount of liquid your cup can hold is called. Allow a few students to share their ideas with the rest of the class. Explain to the students that the maximum amount of liquid your cup can hold is called its capacity. Tell the students that today they will be comparing the capacity of different containers based on the container's size and shape. Provide students with a notecard with the word capacity. Ask students to draw a picture of your cup of water, tea, or coffee on the back of the notecard to refer to throughout the lesson. Encourage students to say the word "capacity" orally. Encourage students to explain what capacity means in their own words to a partner. Show the students several bottles, cups and other containers and have them put them in order from what would hold the least to most amount of water (smallest to largest capacity). Make sure it is very obvious which containers hold more/less water. Focused task: https://youtu.be/76GQmQnnWJw Break the class into groups and provide each group with a container (be sure to vary the sizes). Instruct the students to fill their container with the small cubes, marbles, counters. This could be turned into a race to see which group can fill their container in the fastest time. Afterwards, allow the groups to share how many of the chosen things they could fit into their containers. Lead the students to the idea that the different containers could hold different amounts of the items, depending on their size. Provide the worksheets to all students. Ask them look at the pictures. Ask students colour the glass which hold more amount of water. Ask students do the colour neatly. Roam around in the class and help students to complete the task. Wrap up: Show the different objects to students and ask them which contain more water? Reflection :			5 mins	Students will be assessed on Identifying the capacity of different containers	Flashcards
				5 mins		
				25 mins		Different size containers, cubes, marbles, counters
				5 mins		Worksheet



Student Name: _____ Date: _____

Colour the glass which can hold more water.



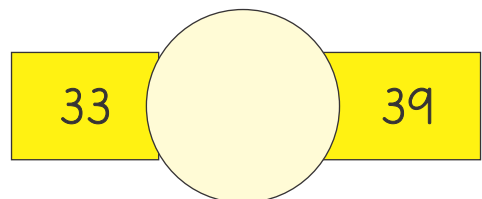
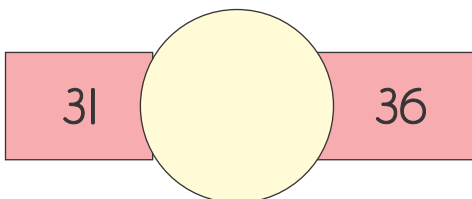
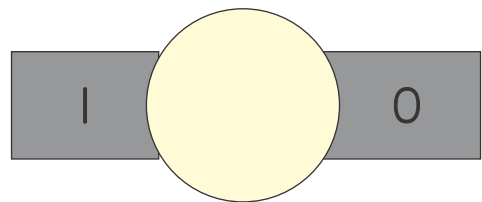
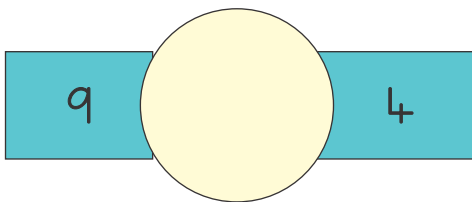
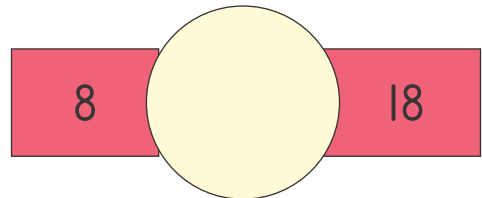
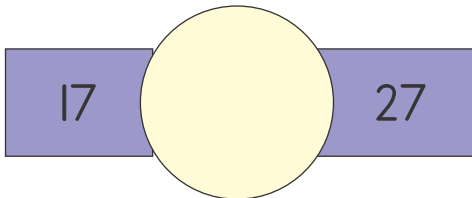
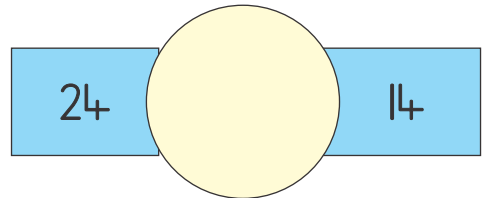
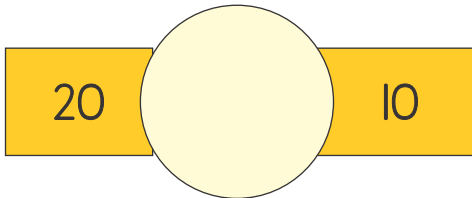
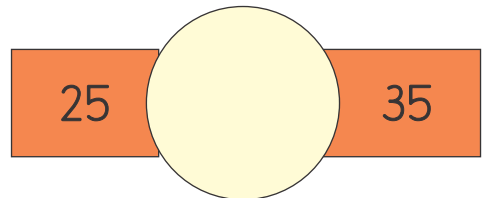
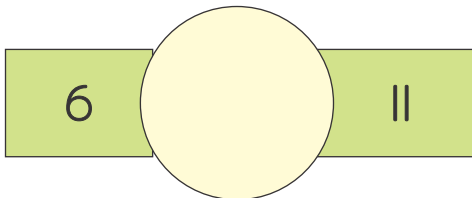
Mathematical Development		Week: 10	Topic: Ordinal Numbers (Revision)	Day: 2	Class: Kindergarten	
Learning Outcomes	Activity Plan/Methodology			Time: 40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify and learn the ordinal numbers 1st to 10th	Recap: Show the different objects to students and ask them which contain more water? We Are Learning to: Identify and learn the ordinal numbers 1st to 10th. What I am looking for: How well you identify and learn the ordinal numbers 1st to 10th. Gained skill: This will help us to improve our fine motor, cognitive, social and visual skills. Introduction: Tell students when we have to tell the rank or position of a person or an object, we use a number to represent it. These numbers are known as ordinal numbers or positioning, or ranking numbers. Ordinal numbers are First, or 1st • Second, or 2nd • Third, or 3rd • Fourth, or 4th • Fifth, or 5th • Sixth, or 6th • Seventh, or 7th • Eighth, or 8th • Ninth, or 9th • Tenth, or 10th For example: Amna came first in class. Aysha was the third boy standing in a row. Mohsin stays on the seventh floor of the building. Use a collection of toys positioned in a single line and ask your students to describe their order. They should understand that the order is determined by a set starting point then they might use that to help them describe the order of the toy. For example, if you had five soft toys – a cat, a elephant, a zebra, a lion and a dog, when asked to describe the position of the lion, the reply might be – 'The lion is fourth from the front of the line' or they might describe the lion in position to a point in the room 'The lion is fourth from the door'. https://youtu.be/-IAIrsUlcUo Focused task: Tape the ordinal numbers on the backs of your students. Then line them up in the wrong order. Have them help each other line up in the right order. They must not name the cardinal numbers, but they have to use the ordinal words. For example, one student can tell the next, "You should be third." Write the ordinal numbers on copy 1st to 10th. Ask them write in both forms. Spellings and counting form. Ask them draw a line in center then write the numbers. Roam around in the class and help students to complete the task. Wrap up: Students will learn the spellings from board. Reflection : Homework: Do the copy work write the ordinal number in copy 1st to 10th as done in C. W.			5 mins	Students will be assessed on Identifying and learn the ordinal numbers 1st to 10th	Flashcards Ordinal number flashcards Copy work Copy work
				5 mins		
				25 mins		
				5 mins		

Mathematical Development		Week: 10	Topic: Comparing Numbers (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: Compare and write numbers using greater than, less than, and equal to signs.	Recap: Students will be asked to reinforced the ordinal numbers orally. We Are Learning to: Compare and write numbers using greater than, less than, and equal to signs. What I am looking for: How well you compare and write numbers using greater than, less than, and equal to signs. Gained skill: This will help us to improve our fine motor, cognitive, social and visual skills. Introduction: Put two numbers on the board and ask the students to be an alligator and "chomp" the greater number. An alligator puppet is also a great way to get students actively involved lessons on comparing numbers. They will love it. To introduce comparing numbers, we talked about how the greater alligator eats the bigger number. We then took turns "eating" the bigger number using our Board! Ask students Addy Gator is hungry! Help feed him by finding the biggest number while you learn about greater than, less than, and the same! Use Addy to find the mystery number he can chomp on! Tell your students to think of the < symbol as a crocodile's mouth, with its jaws open wide. The crocodile is very hungry and always wants to eat the biggest thing it can find! Its open jaws always point towards the biggest amount. If a number is bigger, we say it is greater than. If a number is smaller, we say it is less than. If it is the same, we say it is equal. Write on board greater than >, less than <, and equal to = symbols. Remind students to line up the digits vertically when comparing numbers like this: https://youtu.be/YhOfOH_gI_P8 2 > 1 5 > 2 8 ____ 9 13 ____ 18 29 ____ 16 Focused task: Write numbers 1 - 30, symbols <, >, = and make flashcards and place them in a container. Provide each container on each table. Ask students pull two numbers from the container, and have your student decide which number is bigger (using manipulatives as needed like blocks or counters). Ask students put the numbers on table and decide which symbol will come in the middle of numbers. Ask students they can use the blocks or counters for the correct answer. Repeat this activity with all students. Provide the worksheets to all students. Ask them tell the names of picture. Ask them encourage students to mark <, > correctly. Roam around in the class and help students to complete the task. Wrap up: Write random numbers on board and ask students to make signs. Reflection:			5 mins	Students will be assessed on Comparing and write numbers using greater than, less than, and equal to signs.	Flashcards Number cards, symbol cards  Worksheet
				5 mins		
				25 mins		
				5 mins		



Student Name: _____ Date: _____

Read the numbers and draw a correct symbol $<$, $>$, $=$.





Student Name: _____ Date: _____

Look at the pictures and complete the number bond.



Mathematical Development		Week: 10	Topic: Tens & Ones (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: distinguish between the tens and ones place value	Recap: Write different numbers on board and ask students to tell them as tens and ones. We Are Learning to: Distinguish between the tens and ones place value. What I am looking for: How well you distinguish between the tens and ones place value. Gained skill: This will help us to improve our fine motor, cognitive, social and visual skills. Introduction: Review with students how to represent a two-digit number and how to add or subtract one cube to find the number that is one more or one less. Model how to write the numbers on a place-value chart, recording the number of ones and tens in their respective columns. Discuss in which places the digits change when the number is one more or one less than another. Write various one- and two-digit numbers on the board and have students, working independently or in pairs, represent them using manipulatives (blocks, sticks, popsicles etc.). For each number, have students record on place-value charts the number of ones and tens. Then ask students to read the number. Also ask them to display, record, and read the number that is one more, one less, ten more, and ten less, and to be sure they include at least two examples of each. Have them compare the pairs of numbers and identify the place or places where a digit changed. You may want to rotate the manipulatives so each group of students has an opportunity to use a variety of models to represent their numbers.			5 mins	Students will be assessed on distinguishing between the tens and ones place value	Flashcards
	Focused task: Model a number story for your students, such as "There are 7 tens and 1 one." 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. Write the sums on board and ask students do them on copies. Ask them read the number and write the tens and ones under the headings of tens and ones? Ask students prepare your copy as written on board. When students are doing work circle around in the class and help students to do neat and correct work. Roam around in the class and ask them about how many tens and how many ones.			5 mins		Number charts
	Wrap up: Write different numbers on board and ask students to tell them as tens and ones.			25 mins		Copy work
	Reflection: Homework Do the copy work. Read the numbers and write tens and ones.			5 mins		Worksheet