Mathemati	cal Development	Week: 10	Topic: Capacity (Revision)	Day: 1		Class: Kind	ergarten
Learning		Acti	ivity Plan/Methodology		Time:40	Assessment	Resources
Outcomes					minutes	of Learning	
	Recap: Write different	numbers on board and ask st	tudents to tell them as tens and ones.		5 mins		Flashcards
Upon the	We Are Learning to: I	dentify the capacity of differe	nt containers.				
completion	What I am looking for	: How well you identify the ca	ipacity of different containers.			Students	
of this	Gained skill: It helps us	s to enhance our counting, cog	nitive and visual skills.			will be	
lesson,	Introduction: Ask stude	nts in this measurement lesson	plan, you will explore how various containers have a	different		assessed on	
Students	capacities. Gather the	students together and show th	em your cup of water, tea, or coffee. Ask the stu	dents to			
will be	think-pair-share what	the maximum amount of liq	uid your cup can hold is called. Allow a few stu	dents to	5 mins		
able to:	share their ideas with	the rest of the class. Explain	to the students that the maximum amount of liqu	uid your		ldentifying	
	cup can hold is called i	ts capacity. Tell the students t	that today they will be comparing the capacity of c	different		the	
ldentify	containers based on th	e container's size and shape. F	Provide students with a notecard with the word o	capacity.		capacity of	
the	Ask students to draw	a picture of your cup of wate	er, tea, or coffee on the back of the notecard to	refer to		different	
capacity	throughout the lesson. [	Encourage students to say the	word "capacity" orally. Encourage students to expla	iin what		containers	
of	capacity means in their	r own words to a partner. Sh	now the students several bottles, cups and other co	ntainers			
different	and have them put the	m in order from what would	hold the least to most amount of water (smallest to	o largest			
containers	capacity). Make sure it	is very obvious which contained	ers hold more/less water.				D: (( )
	Focused task: https://u	joutu be/76GGmQnnWJw					Different
	Break the class into gr	oups and provide each group	with a container (be sure to vary the sizes). Insti	ruct the	25 mins		size
	students to fill their co	ntainer with the small cubes,	marbles, counters. This could be turned into a ra	ce to see	25 mins		containers,
	which group can fill th	neir container in the fastest t	ime. Afterwards, allow the groups to share how r	nany of			cubes, marbles,
	3 3		Lead the students to the idea that the different co	ntainers			counters
		nounts of the items, depending	,				counters
			c at the pictures. Ask students colour the glass wh				Worksheet
		<sup>-</sup> . Ask students do the colour	rneatly. Roam around in the class and help stu	dents to			vvorksrieei
	complete the task.				5 mins		
		fferent objects to students and	d ask them which contain more water?		J HILILS		
	Reflection :						



## Math (KG Part -1)

Week # 10

Day # 1

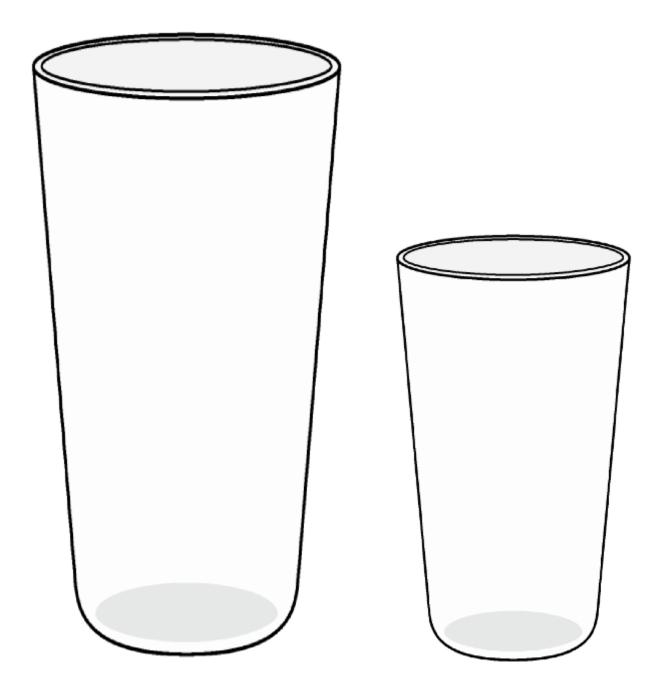
Topic: Capacity (Revision)



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more	e wo	rkshe	ets

Student Name:\_\_\_\_\_\_Date:\_\_\_\_\_

Colour the glass which can hold more water.



Mathematic	al Development	Week: 10	Topic: Ordinal Numbers (Revision)	Day: 2	Class:	Kindergarten
Learning	•	Activity	Plan/Methodology	Time:40	Assessment	Resources
Outcomes		•		minutes	of Learning	
			d ask them which contain more water?	5 mins		
Upon the	We Are Learning to:	Identify and learn the ordi	inal numbers 1st to 10th.			Flashcards
completion	What I am looking fo	o <b>r</b> : How well you identify ar	nd learn the ordinal numbers Ist to 10th.		Students will	
of this		l help us to improve our fin	ie motor, cognitive, social and visual skills.		be assessed	
lesson,	Introduction:				on	
Students			position of a person or an object, we use a number to			
will be	represent it. These no	umbers are known as ordir	nal numbers or positioning, or ranking numbers. Ordinal		ldentifying	
able to:	numbers are First, or	- I <sup>st</sup> ● Second, or 2nd ● Thi	rd, or $3rd \bullet Fourth$ , or $4th \bullet Fifth$ , or $5th \bullet Sixth$ , or	5 mins	and learn	
	6th • Seventh, or 7th	h • Eighth, or 8th • Ninth	n, or 9th • Tenth, or 10th For example:		the ordinal	
ldentify	Amna came first in o	class. Aysha was	the third boy standing in a row.		numbers	
and learn	Mohsin stays on the s	eventh floor of the building			I <sup>st</sup> to IO <sup>th</sup>	
the	Use a collection of toy	s positioned in a single line o	and ask your students to describe their order. They should			
ordinal	understand that the	order is determined by a	set starting point then they might use that to help them			
numbers	describe the order of	the toy. For example, if yo	ou had five soft toys - a cat, a elephant, a zebra, a lion			
I <sup>st</sup> to 10 <sup>th</sup>	and a dog, when aske	ed to describe the position of	the lion, the reply might be - 'The lion is fourth from the			
	front of the line or the	hey might describe the lion	in position to a point in the room 'The lion is fourth from			Ordinal
	the door'. https://you	itu.be/-1AlrsUlcUo	·			Orainai   number
	Focused task: Tape th	re ordinal numbers on the	backs of your students. Then line them up in the wrong	25 mins		flashcards
	order. Have them he	lp each other line up in the	e right order. They must not name the cardinal	20 mins		riasricaras
	9	ive to use the ordinal word	s. For example, one student can tell the next, "You			
	should be third."					
			sk them write in both forms. Spellings and counting form.			Copy work
	Ask them draw a lin complete the task.	e in center then write the	numbers. Roam around in the class and help students to			Copy Work
	Wrap up: Students	will learn the spellings from	. board.	E .		
	Reflection :	1 5		5 mins		
	Homework: Do the cop	oy work write the ordinal n	umber in copy I <sup>st</sup> to 10 <sup>th</sup> as done in C. W.			Copy work

Mathematic	al Development Week: 10 Topic: Comparing Numbers (Revision) Do	ay: 3	Class	: Kindergarten
Learning	Activity Plan/Methodology	Time:40	Assessment	Resources
Outcomes		minutes	of Learning	
	Recap: Students will be asked to reinforced the ordinal numbers orally.	5 mins		
Upon the	We Are Learning to: Compare and write numbers using greater than, less than, and equal to signs.			Flashcards
completion	What I am looking for: How well you compare and write numbers using greater than, less than, and		Students will	
of this	equal to signs.		be assessed	
lesson,	Cained skill: This will help us to improve our fine motor, cognitive, social and visual skills.		on	
Students	Introduction:			
will be	Put two numbers on the board and ask the students to be an alligator and "chomp" the greater number.		Comparing	
able to:	An alligator puppet is also a great way to get students actively involved lessons on comparing numbers. They	5 mins	and write	
	will love it. To introduce comparing numbers, we talked about how the greater alligator eats the bigger		numbers	
Compare	number. We then took turns "eating" the bigger number using our Board! Ask students Addy Gator is		using	
and write	hungry! Help feed him by finding the biggest number while you learn about greater than, less than, and		greater	
numbers	the same! Use Addy to find the mystery number he can chomp on! Tell your students to think of the <		than, less	
using	symbol as a crocodile's mouth, with its jaws open wide. The crocodile is very hungry and always wants to		than, and	
greater	eat the biggest thing it can find! Its open jaws always point towards the biggest amount. If a number		equal to	
than, less	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		signs.	Number
than, and	is equal. Write on board greater than >, less than <, and equal to = symbols. Remind students to line up			cards, symbol
equal to	the digits vertically when comparing numbers like this: https://youtu.be/YhOfOH_gLP8			cards
signs.	2 > 1 5 > 2 8 9 13 18 29 16			
	Focused task: Write numbers I - 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	25 mins		7
	student decide which number is bigger (using manipulatives as needed like blocks or counters). Ask students			i
	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.			Worksheet
	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		



## Math (KG Part -1)

Week # 10





Topic: Comparing numbers (Revision)

Student Name:\_ Date: Read the numbers and draw a correct symbol < , > , = .  $\parallel$ 

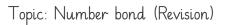
Mathematic	al Development	Week: 10	Topic: Number Bonds (Revision)	Day: 4		Class: Ki	indergarten
Learning		Activi:	ty Plan/Methodology		Time:40	Assessment	Resources
Outcomes					minutes	of Learning	
	Recap: Write random	numbers on board and	ask students to make signs <, >, =.		5 mins		
Upon the	We Are Learning to:	ldentify pair of numbers	to make number bond.				Flashcards
completion	What I am looking for	~: How well you identify	pair of numbers to make number bond.			Students will	
of this	Gained skill: This will	help us to improve our	fine motor, cognitive, social and visual skills.			be assessed	
lesson,	Introduction:					on	
Students	Show them building o	ı tower in two different	colours so that each part can be easily identif	fied. students			
will be			er. Then, break the tower into the two colours a			ldentifying	
able to:	students count how m	any cubes are in each po	art. Ask students to find another way to make e	each number	5 mins	pair of	
	too. Tell them we car	ı use two pinks and thr	ee yellows to make five. Or we can use one pir	nk and four		numbers to	
ldentify	yellowsTell students	Number bonds help stud	dents see that numbers can be "broken" into pie	ces Through		make	
pair of	working with number	bonds, students learn th	at 2 and 3 make 5, but so do 4 and 1 also. In	other words,		number	
numbers	they experience multipl	e ways to decompose the	same number. Start out working with smaller n	numbers and		bond	
to make			nts to move their counters into the two parts. A				
number			$\sim$ ." Let them explore and come up with their own c				
bond			he board. Keep asking the students to 'show you o	another way'			
	until all combinations	have been recorded.					200
	Focused task:						
			ifferent numbers and white board marker. to		0.5		7 1 4 1 6
			can erase the numbers and write on it again.		25 mins		20
	_		<ul> <li>Now ask them to split the number into possil</li> </ul>				1 3
			ts how they are making numbers. If they need	help so help			<b>Y</b>
	them to make correct						Worksheet
			nem tell the names of picture. Ask them.  Roan	n around in			V V OI NSILEEL
		dents to complete the tas			Б:		
		whole number on board	and ask students to make its pair.		5 mins		
	Reflection:						Copy work
	Homework Do copy wo	rk write your own numb	pers bonds.				2-79



## Math (KG Part -1)

Week # 10

Day # 4





scan QR code for more worksheets

Student Name:\_\_\_\_\_Date:\_\_\_\_

Look at the pictures and complete the number bond.





Mathematic	al Development Week: 10 Topic: Tens & Ones (Revision) Day:	5	Class: Kin	dergarten
Learning	Activity Plan/Methodology	Time:40	Assessment of	Resources
Outcomes		minutes	Learning	
	Recap: Write different numbers on board and ask students to tell them as tens and ones.	5 mins		Flashcards
Upon the	We Are Learning to: Distinguish between the tens and ones place value.			
completion	What I am looking for: How well you distinguish between the tens and ones place value.		Students will	
of this	Gained skill: This will help us to improve our fine motor, cognitive, social and visual skills.		be assessed on	
lesson,	Introduction:			
Students	Review with students how to represent a two-digit number and how to add or subtract one cube to find		distinguishing	
will be	the number that is one more or one less. Model how to write the numbers on a place-value chart, recording		between the	
able to:	the number of ones and tens in their respective columns. Discuss in which places the digits change when	5 mins	tens and ones	
	the number is one more or one less than another. Write various one- and two-digit numbers on the board		place value	
distinguish	and have students, working independently or in pairs, represent them using manipulatives (blocks, sticks,			
between	popsicles etc.). For each number, have students record on place-value charts the number of ones and tens.			
the tens	Then ask students to read the number. Also ask them to display, record, and read the number that is			
and ones	one more, one less, ten more, and ten less, and to be sure they include at least two examples of each. Have			
place value	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.			
	Focused task:			
	Model a number story for your students, such as "There are 7 tens and I one." Then have students write			Number
	their answers. Divide the students into small groups and have them write or tell each other their own	25 mins		charts
	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.			Copy work
	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.			
	Wrap up:	_		
	Write different numbers on board and ask students to tell them as tens and ones.	5 mins		
	Reflection:			Worksheet
	<b>Homework</b> Do the copy work. Read the numbers and write tens and ones.			