

Mathematical Development		Week: II	Topic: Number "31"	Day: I	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 '31' 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 '31' through different objects. What I am looking for: How well you identify and count the number '31' 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 "31". Show students different sets of objects in turn and ask them to count each set. Show the students three bundles of pencils and one single pencil. Tell them this is "31". Tell students that 3 tens and 1 ones make number "31". Show "31" crayons, "31" pencils, or "31" popsicles. Show the flashcard and tell them today we will learn number "31". Ask students what number comes after "30". Introduce Number "31" 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 "31". Have students jump up and down "31" times, clap "31" times counting as they go. Show the number "31" 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 three then a one. This is way to make thirty one "31". 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 '31' in the palm of your hand. https://youtu.be/vl_rRl9xQww Focused task: Mark the empty plastic bottles with numbers from 1 to 31 but number '31' 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 "31" plastic bottles. Ask them try to bowl the number "31". After bowling, ask the students who throw more number "31" bottles will be the winner. Provide the salt tray on each table. Place a number "31" flashcard next to the salt tray where all the students can see it. Show the students how to write the number "31" in the salt tray. Ask students to open book pg. no 51. Ask them to move your finger on number "31" and say it aloud. Ask them Ahmad is counting beads on abacus. Read with him. Ask them open your copies and write the number "31" 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 "31" blocks / pencils / colours. Reflection:			5 mins 5 mins 25 mins 5 mins	Students will be assessed on Identifying number '31' Relate quantity with the number	Flashcards Plastic bottles having numbers, soft ball Salt tray Book pg. no 51 Copy work

Mathematical Development		Week: II	Topic: Number "32"	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 '32' 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 '32' through different objects. What I am looking for: How well you identify and count the number '32' 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 "32". Show students different sets of objects in turn and ask them to count each set. Show the students three bundles of pencils and two single pencils. Tell them this is "32". Tell students that 3 tens and 2 ones make number "32". Show "32" crayons, "32" pencils, or "32" popsicles. Show the flashcard and tell them today we will learn number "32". Ask students what number comes after "31". Introduce Number "32" 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 "32". Have students jump up and down "32" times, clap "32" times counting as they go. Show the number "32" 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 three then a two. This is way to make thirty two "32". 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 '32' in the palm of your hand. https://youtu.be/5_SXatObOPg Focused task: Provide a pack of thick, colourful toothpicks and number "32" flashcard to each student. Ask student look at the number, read it and say it aloud. Ask students to deposit the correct number of toothpicks on number "32" or have them deposit toothpicks directly on the number outlines. This will help students learn to recognize the different numbers 1 to 32. Provide the salt tray on each table. Place a number "32" flashcard next to the salt tray where all the students can see it. Show the students how to write the number "32" in the salt tray. Ask students to open book pg. no 52. Ask them to move your finger on number "32" and say it aloud. Ask them there are different bugs' family. Count them. Ask them open your copies and write the number "32" 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 "32" blocks / pencils / colours. Reflection: Homework: Write the number "31 & 32" on copy.			5 mins	Students will be assessed on Identifying number '32' Relate quantity with the number	Flashcards
				5 mins		
				25 mins		Toothpicks, number flashcards Salt tray Book pg. no 52 Copy work
				5 mins		Copy work

Mathematical Development		Week: II	Topic: Number "33"	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 '33' 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 '33' through different objects. What I am looking for: How well you identify and count the number '33' 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 "33". Show students different sets of objects in turn and ask them to count each set. Show the students three bundles of pencils and three single pencils. Tell them this is "33". Tell students that 3 tens and 3 ones make number "33". Show "33" crayons, "33" pencils, or "33" popsicles. Show the flashcard and tell them today we will learn number "33". Ask students what number comes after "32". Introduce Number "33" 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 "33". Have students jump up and down "33" times, clap "33" times counting as they go. Show the number "33" 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 three then a three. This is way to make thirty three "33". 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 '33" in the palm of your hand. https://youtu.be/hQSBQyWOjNs Focused task: Provide the basket full of buttons and a cupcake liners having number "33" on each table. Ask students in this fun button activity, picking out thirty three "33" big buttons, or thirty three "33" small buttons put in the cupcake liner. This is a one to one correspondence activity. Ask students who will complete activity earlier and his/ her number counting will correct. He will be the winner Provide the salt tray on each table. Place a number "33" flashcard next to the salt tray where all the students can see it. Show the students how to write the number "33" in the salt tray. Ask students to open book pg. no 53. Ask them to move your finger on number "33" and say it aloud. Ask them Sara is counting stars. Count with her. Ask them open your copies and write the number "33" 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 "33" blocks / pencils / colours. Reflection:			5 mins	Students will be assessed on Identifying number '33' Relate quantity with the number	Flashcards
				5 mins		
				25 mins		Buttons, cupcake liners
				5 mins		Salt tray Book pg. no 53 Copy work

Mathematical Development		Week: II	Topic: Number "34"	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 '34' 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 '34' through different objects. What I am looking for: How well you identify and count the number '34' 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 "34". Show students different sets of objects in turn and ask them to count each set. Show the students three bundles of pencils and four single pencils. Tell them this is "34". Tell students that 3 tens and 4 ones make number "34". Show "34" crayons, "34" pencils, or "34" popsicles. Show the flashcard and tell them today we will learn number "34". Ask students what number comes after "33". Introduce Number "34" 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 "34". Have students jump up and down "34" times, clap "34" times counting as they go. Show the number "34" 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 three then a four. This is way to make thirty four "34". 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 '34" in the palm of your hand. Focused task: Provide several large, colourful drinking straws, bamboo sticks and a playdough on each table. Ask students cut the straws in smaller pieces. Ask students this is fun counting with number "34". Ask students make a ball with playdough and insert the bamboo stick in the playdough, encourage students to slide the straws till number "34" over them, counting them as they work. Ask student count carefully one by one. Provide the salt tray on each table. Place a number "34" flashcard next to the salt tray where all the students can see it. Show the students how to write the number "34" in the salt tray. Ask students to open book pg. no 54. Ask them to move your finger on number "34" and say it aloud. Ask them Seahorses are swimming in the pond. Count 'seahorses.' Ask them open your copies and write the number "34" 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 "34" blocks / pencils / colours. Reflection: Homework: Write the number "33 & 34" on copy.			5 mins	Students will be assessed on Identifying number '34' Relate quantity with the number	Flashcards
				5 mins		
				25 mins		Coloured straws, bamboo stick, playdough
				5 mins		Salt tray Book pg. no 54 Copy work Copy work

Mathematical Development		Week: II	Topic: Number "35"	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 '35' 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 '35' through different objects. What I am looking for: How well you identify and count the number '35' 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 "35". Show students different sets of objects in turn and ask them to count each set. Show the students three bundles of pencils and five single pencils. Tell them this is "35". Ask students what number comes after "34". Introduce Number "35" 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 "35". Have students jump up and down "35" times, clap "35" times counting as they go. Show the number "35" 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 three then a five. This is way to make thirty five "35". 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 '35" in the palm of your hand. 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 "35" objects. If a student sees a card showing "35" objects, she/he should raise a hand and call out 'thirty five'. If that student is correct, the group scores a point; if wrong, the group loses a point. Provide the salt tray on each table. Place a number "35" flashcard next to the salt tray where all the students can see it. Show the students how to write the number "35" in the salt tray. Ask students to open book pg. no 55. Ask them to move your finger on number "35" and say it aloud. Ask them there are peaches on the tree. Count peaches. Ask them open your copies and write the number "35" 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 "35" blocks / pencils / colours. Reflection: Homework: Write the number "31 to 35" on copy.			5 mins	Students will be assessed on Identifying number '35' Relate quantity with the number	Flashcards
				5 mins		
				25 mins		Flashcards having objects
				5 mins		Salt tray Book pg. no 55 Copy work Copy work