| Mathematic | cal Development Week: 12 Topic: Numbers (31 – 35) Revision Day: 1 | | Class: Kind | ergarten |
|------------|---|---------|------------------|--------------------|
| Learning | Activity Plan/Methodology | Time:40 | Assessment | Resources |
| Outcomes | | minutes | of Learning | |
| | Recap: Students will be asked to reinforced numbers from 0 to 50 while reading them through flashcards | 5 mins | | Flashcards |
| Upon the | We Are Learning to: Identify and count the numbers '31 - 35' through different objects. | | | |
| completion | What I am looking for: How well you identify and count the numbers '3I - 35' through different objects. | | Students | |
| of this | Gained skill: It helps us to enhance our counting, cognitive and visual skills. | | will be | |
| lesson, | Introduction: | | assessed on | |
| Students | Ask the students to count the sticks up to 35 first. Then select a particular number in random fashion and | | | |
| will be | ask the students to count the number. Ask the students to draw pictures of their liking with the given number | 5 mins | | |
| able to: | 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 | | ldentifying | |
| ldentify | up might be a challenge but this makes it fun. Play the song a few times until everyone can sing along well. | | numbers | |
| numbers | As the song is being played the students must sing along and touch each number as it is sung. Now that | | `3I <i>-</i> 35' | |
| `3I - 35' | you have all the numbers on the board, you can chorus them with your class. Start with 31 and chorus it | | Relate | |
| Relate | 3 times with the class. Continue with all the numbers. Now chorus each number in turn (31 to 35) and | | quantity | |
| quantity | run through a few times, each time getting faster and faster. Now, put your class into pairs. Have each | | with the | Pipe |
| with the | pair practice saying the numbers together (e.g. A: 31, B: 32, A: 33, B: 34, etc.). | | numbers | cleaner, |
| numbers | https://youtu.be/vyU7s_QOJyX | | & match | fish wire |
| & match | Focused task: | | numbers | beads |
| numbers | Provide the pipe cleaners or fish wires and sticky notes on each table. Ask student label some pipe cleaners | | with | 10 |
| with | with sticky notes and write a numbers (31 to 35) on each of them. Ask students to string some beads onto | 25 mins | correction | 433 |
| correction | the pipe cleaner or fish wire to correspond to the number on the label. Ask students count one by one | | | |
| | carefully. | | | |
| | Ask students open book pg. no 56. Ask them look at the pictures. Ask their names. Ask them count the | | | 1000 000 100 1-90- |
| | objects then draw a line from the set of objects to its number. Revise counting $3I-35$ in the class. Ask | | | Book pg. no |
| | students to count objects given in this activity and match them with their numbers. Give them a set amount | | | 56 |
| | of time to complete the task and monitor their progress. | | | |
| | Wrap up: | _ | | |
| | Students will be asked to count 31 to 35 different objects present in the class. | 5 mins | | |
| | Reflection: | | | |
| | | | | |

| Mathemati | cal Development Week: 12 Topic: Numbers (31 – 35) Revision Day: 2 | | Class: Kin | dergarten |
|------------|---|---------|------------------|------------|
| Learning | Activity Plan/Methodology | Time:40 | Assessment | Resources |
| Outcomes | | minutes | of Learning | |
| | Recap : Students will be asked to reinforced numbers from 0 to 50 while reading them through flashcards. | 5 mins | | Flashcards |
| Upon the | We Are Learning to: Identify and count the numbers '3I - 35' through different objects and write the | | | |
| completio | numbers. | | Students | |
| n of this | What I am looking for: How well you identify and count the numbers '31 - 35' through different objects | | will be | |
| lesson, | and write the numbers. | | assessed on | |
| Students | Gained skill: It helps us to enhance our counting, cognitive and visual skills. | | | |
| will be | Introduction: Using the Numbers 31 to 35 flashcards, say each number in order and ask students to repeat | 5 mins | | |
| able to: | after you several times. Next, ask students to try to say each number on their own. Once students have | | ldentifying | |
| | practiced enough. Next give each student a number sheet from the board. If you have more than 10 students | | number | |
| ldentify | make more numbers so you have two groups. For less than 10 students, give out more sheets per student but | | `3I <i>-</i> 35' | |
| number | make sure the numbers they have are in sequence (e.g. give a student numbers 31, 32, 33, 34 and 35). | | Relate | |
| `3I -35' | Now tell your students to stand in a line in the right order. Everyone has to shuffle around until they are | | quantity | |
| Relate | standing and holding their numbers in order " $3I-35$ ". Now, get the class to shout out their numbers from | | with the | |
| quantity | "31 — 35", down the line. Make it a game — each round try and do it faster than the last! | | number | |
| with the | https://youtu.be/bl6Q9xp_Bbw | | and write | Ping pong |
| number | Focused task: Provide the ping pong balls having numbers (31 to 35) and other also, spoon and egg tray on | | numbers | ball, |
| and write | each table. Write numbers (31 to 35) and other on ping pong balls and mix them in a bowl. Students need | 25 mins | with | marker, |
| numbers | to take a spoon to search for the numbers from 31 to 35 and place them carefully in an egg tray. Ask | | correction | egg tray |
| with | students who will do first will be the winner. | | | |
| correction | Ask students to open book pg. no 59. Ask them look at the picture. Ask the name. Ask them fill in the spaces | | | |
| | with numbers in order from biggest to smallest numbers. Ask them write the numbers in aero plane windows. | | | Book pg. |
| | Revise counting I – 35 in class. Give them a set amount of time to complete the task and monitor their | | | no 59 |
| | progress, ensuring that they complete each number without eliminating their pencil from the page. | | | |
| | Wrap up: Students will be asked to count 31 to 35 different objects present in the class. | | | Book pg. |
| | Reflection: | 5 mins | | no 57 |
| | Homework: Do the book pg. no 57. | | | |

| Mathemati | al Development Week: 12 Topic: Numbers (31 – 35) Revision Day: 3 | | Class: Kinde | rgarten |
|------------|---|---------|---------------|-------------|
| Learning | Activity Plan/Methodology | Time:40 | Assessment | Resources |
| Outcomes | | minutes | of Learning | |
| | Recap: Students will be asked to reinforced numbers from 0 to 50 while reading them through flashcards. | 5 mins | | Flashcards |
| Upon the | We Are Learning to: Identify and count the numbers '31 - 35' through different objects and write the | | | |
| completio | numbers. | | Students will | |
| n of this | What I am looking for: How well you identify and count the numbers '3I - 35' through different objects | | be assessed | |
| lesson, | and write the numbers. | | on | |
| Students | Gained skill: It helps us to enhance our counting, cognitive and visual skills. | | | |
| will be | Introduction: | | | |
| able to: | Review numbers $I-35$ by having students echo count after you. Display a number line from 31 to 35 . Point to | | ldentifying | |
| | the numbers between 31 and 35 and ask students tell the tens and ones of these numbers one by one. Begin | 5 mins | number | |
| ldentify | the lesson with an introduction to counting, asking questions about the kinds of items that your students count. | | `3I - 35' | |
| number | Possible discussion questions include, "Have you ever needed to count things at home? What kind of things did | | Relate | |
| `3I - 35' | you need to count? Why did you need to count them?" Explain that by adding one number at a time in a | | quantity | |
| Relate | row, they are counting. Explain that the class will learn how to count and recognize numbers by jumping on | | with the | |
| quantity | sticky notes in order. Provide examples of items students would count. Echo count with the class repeating each | | numbers | |
| with the | number after you say it aloud. Model situations when counting occurs. Have students turn and talk with a | | and write | |
| numbers | partner to share ideas of things they count. https://youtu.be/cSqdFOqv2vM | | numbers | |
| and write | Focused task: | | with | |
| numbers | A deck of cards is a must-have when you are doing counting activities. Provide the number cards 31 to 35 | | correction | Number |
| with | and buttons on each table. Let students lay out the cards from 31 to 35 and count out some buttons to place | 25 mins | | cards, |
| correction | on top of each card. It seems simple enough but from there you can ask all kinds of math-related questions | | | buttons |
| | as kids can see the value of the numbers in front of them. | | | |
| | Ask students to open book pg. no 60. Ask them look at the pictures. Tell their names. Ask students count ants | | | |
| | as 'tens' and 'ones' Write numbers in given boxes. Ask students to tell their ages. Write their ages and your | | | Book pg. no |
| | age on board. Ask them how many 'tens' and 'ones' are in our age numbers. Give them a set amount of time | | | 60 |
| | 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 31 to 35 and tell the tens and ones. | 5 mins | | |
| | Reflection: | | | |
| | | | | |

| Mathemati | cal Development Week: 12 Topic: Numbers (31 – 35) Revision Day: | 4 | Class: Kir | rdergarten |
|-----------|---|---------|------------------|--|
| Learning | Activity Plan/Methodology | Time:40 | Assessment | Resources |
| Outcomes | | minutes | of Learning | |
| | Recap : Students will be asked to reinforced numbers from 0 to 50 while reading them through flashcards. | 5 mins | | |
| Upon the | We Are Learning to: Identify and count the number '3I - 35' through different objects and write it. | | | Flashcards |
| completio | What I am looking for: How well you identify and count the number '3I - 35' through different objects | | Students will | |
| n of this | and write it. | | be assessed | |
| lesson, | Clained skill: It helps us to enhance our counting, cognitive and visual skills. | | on | |
| Students | Introduction: | | | |
| will be | Explain to the students that they will be working with numbers from $3l-35$ today. Write the "numbers | | ldentifying | |
| able to: | (31 - 35)" on the board, and explain that order is the arrangement of things in a particular pattern or | 5 mins | number | |
| | sequence. You could stand 5 students and count 31 to 35 with the class. Ask the students to come together | | `3I <i>-</i> 35′ | |
| ldentify | and show them the $I-35$ Number Line Template. Show students how to cut out and glue the number line | | Relate | |
| number | together. Display the numbers $I=35$ in order and have the whole class count to 35 with you. Ask the | | quantity | |
| `3I -35' | students go back to their desks. Hand out the Number Line Template, and tell them to begin cutting and | | with the | |
| Relate | gluing. Go around and assist any struggling students with this task. When the students are finished, bring | | numbers | |
| quantity | them back together to explain the next activity. When reviewing numbers $3I-35$, have the students work on | | and write | |
| with the | tens and ones. Write the number on board and ask students which number is on tens place and which number | | the numbers | 1. PA |
| numbers | is on ones place. | | | I HAVE |
| and write | Focused task: | ٥٦ | | |
| numbers | In this activity each student gets one card. In the activity teacher will make the flashcards as the given sample | 25 mins | | |
| | from number 31 to 35. The student with "start" begins by reading their card. All cards follow the pattern, | | | Who has 36? |
| | "I have Who has_?" So a student with 3 tens and 4 ones on their card, would say, "I have 34, who | | | The state of the s |
| | has 35?" Then the student with 3 tens and two ones would read their card. Play continues until all students | | | |
| | have had a turn or you reach the card that says end. | | | book pg. no |
| | Ask students to open book pg. no 61. Ask them how many "tens" are in 30, 32, 33,? Ask them write the | | | 61 |
| | correct number in the given boxes. 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 | 5 mins | | |
| | around in the class and help students to complete the task. |) mins | | |
| | Wrap up: Students will be asked to count 31 to 35 different objects present in the class. | | | book pg. no |
| | Reflection: | | | 62 |
| | Homework: Do the book pg. no 62. | | | |

| Mathemat | ical Development week: 12 Topic: Numbers (31 — 35) Revision Day: 5 | | Class: Kinder | garten |
|------------|---|---------|------------------|-------------|
| Learning | Activity Plan/Methodology | Time:40 | Assessment | Resources |
| Outcomes | | minutes | of Learning | |
| | Recap: Students will be asked to reinforced numbers from 0 to 50 while reading them through flashcards | 5 mins | | |
| Upon the | We Are Learning to: Identify and count the number '3I - 35' through different objects and write numbers. | | | Flashcards |
| completio | What I am looking for: How well you identify and count the number '3I – 35' through different objects | | Students will | |
| n of this | and write numbers. | | be assessed | |
| lesson, | Gained skill: It helps us to enhance our counting, cognitive and visual skills. | | on | |
| Students | Introduction: | | | |
| will be | Prior to the lesson (a day or two before), invite your students to participate in a show and tell and bring a | | ldentifying | |
| able to: | stuffed teddy bear or any other toy from home to share with the class. When students bring the teddy | 5 mins | number | |
| | bears/toys label each bear/toy with a "teddy bear/toy name tag" that has the student's name. Introduce the | | `3I <i>-</i> 35' | |
| ldentify | lesson with a teddy bear/toy show and tell. Have the students bring their teddy bears/toys up to the front of | | Relate | |
| number | the room to practice counting up to 35. If the students are less than 35 add the class room objects with their | | quantity | |
| `3I -35' | toys. Tell the students that they will be learning how to count to I to 35. Choose four students in which three | | with the | |
| Relate | students assign the role of the "tens" — they should raise both full hands in the air to show ten fingers. The | | numbers | |
| quantity | fourth student is the "units" — he or she should raise the appropriate number of fingers to create whichever | | write | |
| with the | number you ask for. | 25 mins | numbers | |
| numbers | Focused task: | | with | |
| write | Cut some "fries" out of a sponge and number the fry boxes with numbers 31 to 35 and put on each table. | | correction | |
| numbers | Ask students read the number and use tongs to place the sponge fries in the box according to written number. | | | JOHN I |
| with | Teacher will see who can yell "order up" the fastest. | | | |
| correction | Ask students open book pg. no 63. Ask students look at the pictures and tell their names. Ask them count the | | | Book pg. no |
| | objects and write number. Help students to write number 31 - 35. Give them different objects to count and | | | 63 |
| | 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. | 5 mins | | |
| | Wrap up: | | | |
| | Students will be asked to recite counting orally in loud sound 1 to 35. | | | Copy work |
| | Reflection: | | | 2379 |
| | Homework: Do the copy work. Write the number 31 to 35 on copy. | | | |