Mathemat	ical Development Week: 13 Topic: Number "36" Day: 1		Class: Kin	dergarten
Learning	Activity Plan/Methodology	Time:40	Assessment	Resources
Outcomes		minutes	of Learning	
	<b>Recap</b> : 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 number '36' through different objects.			
completion	What I am looking for: How well you identify and count the number '36' through different objects.		Students	
of this	Clained skill: It helps us to enhance our counting, cognitive and visual skills.		will be	
lesson,	Introduction: Tell students today we are going to learn a new number which is "36". Show students different		assessed on	
Students	sets of objects in turn and ask them to count each set. Show the students three bundles of pencils and six	5 mins		
will be	pencils. Tell them this is "36". Tell students that 3 tens and 6 ones make number "36". Show "36" crayons,			
able to:	"36" pencils, or "36" popsicles. Show the flashcard and tell them today we will learn number "36". Ask			
	students what number comes after "35". Introduce Number "36" with flashcard, real objects, counting		ldentifying	
ldentify	bars, small blocks, balls, spoons, ice-cream sticks and things from the classroom. Paste flashcard on the		number	
number	board and say number "36". Have students jump up and down "36" times, clap "36" times counting as		<b>`36</b> ' Relate	
<b>'</b> 36'	they go. Show the number "36" flashcards again and write the number as large as possible on the board.		quantity	
Relate	Ask the students to trace the number in the air. Ask them "Make a three then a six. This is way to make		with the	
quantity	thirty six "36". Ask the students to write your air drawing using whole arm movements, and to repeat your		number	
with the	instructions as they do so. Do this activity with students 3 or 4 times. Continue with other practice techniques,			
number	writing number '36' in the palm of your hand. https://youtu.be/vl_rRI9xOww			
	Focused task:			Numbers
	Here's a quick sorting activity that will help students learn and recognize the number "36'. Write numbers	25 mins		flashcards
	on small cards from $I-36$ but no "36' is more in numbers. Put all flashcards in the basket. Set up this			1 to 36
	activity on each table. Ask students find the number "36" from the basket. Ask students take out no '36'			1 10 50
	and shout out loud. Repeat this activity with all students.			
	Provide the salt tray on each table. Place a number "36" flashcard next to the salt tray where all the			Salt tray
	students can see it. Show the students how to write the number "36" in the salt tray.			Catt if any
	Ask students to open book pg. no 65. Ask them to move your finger on number "36" and say it aloud. Ask			Book pg. no
	them there are many birds. Count birds. Ask them open your copies and write the number "36" many			65
	times. Give them a set amount of time to complete the task and monitor their progress.	_ ·		Copy work
	Wrap up: Students will be asked to show "36" blocks / pencils / colours.	5 mins		- 343
	Reflection:			

Mathemati	cal Development Week: 13 Topic: Number "37" Day: 2		Class: Kin	dergarten
Learning	Activity Plan/Methodology	Time:40	Assessment	Resources
Outcomes		minutes	of Learning	
	<b>Recap</b> : 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 number '37' through different objects.			
completion	What I am looking for: How well you identify and count the number '37' through different objects.		Students	
of this	Gained skill: It helps us to enhance our counting, cognitive and visual skills.		will be	
lesson,	Introduction: Tell students today we are going to learn a new number which is "37". Show students different		assessed on	
Students	sets of objects in turn and ask them to count each set. Show the students three bundles of pencils and seven	5 mins		
will be	pencils. Tell them this is "37". Tell students that 3 tens and 7 ones make number "37". Show "37" crayons,			
able to:	"37" pencils, or "37" popsicles. Show the flashcard and tell them today we will learn number "37". Ask			
	students what number comes after "36". Introduce Number "37" with flashcard, real objects, counting		ldentifying	
ldentify	bars, small blocks, balls, spoons, ice-cream sticks and things from the classroom. Paste flashcard on the		number	
number	board and say number "37". Have students jump up and down "37" times, clap "37" times counting as		<b>`37</b> ' Relate	
<b>'37'</b>	they go. Show the number "37" flashcards again and write the number as large as possible on the board.		quantity	
Relate	Ask the students to trace the number in the air. Ask them "Make a three then a seven. This is way to		with the	NI I
quantity	make thirty seven "37". Ask the students to write your air drawing using whole arm movements, and to		number	Number
with the	repeat your instructions as they do so. Do this activity with students 3 or 4 times. Continue with other			card, blocks
number	practice techniques, writing number '37' in the palm of your hand. https://youtu.be/5_SXatObOPg			
	Focused task:	۰		
	Ask student today we will make the tower with the building blocks. Provide them the number card "37" or	25 mins		
	dots cards. After counting how many dots are on the card, they make the corresponding blocks tower. Ask			
	them count the blocks carefully and make tower with "36" blocks. Afterward, students can visually see			
	which tower is the fewest and which is the greatest.			Salt tray
	Provide the salt tray on each table. Place a number "37" flashcard next to the salt tray where all the students can see it. Show the students how to write the number "37" in the salt tray.			D 1
	Ask students to open book pg. no 66. Ask them to move your finger on number "37" and say it aloud. Ask			Book pg. no
	them there are many sea animals in the sea. Count sea animals. Ask them open your copies and write the			66
	number "37" many times. Give them a set amount of time to complete the task and monitor their progress.			Copy work
	Wrap up: Students will be asked to show "37" blocks / pencils / colours.	5 mins		
	Reflection:	J HILIS		Camerente
	Homework: Write the number "36 & 37" on copy.			Copy work
	Tioniemoria. The title trainible 30 0 37 of copy.			

Mathemati	cal Development Week: 13 Topic: Number "38" Day: 3		Class: Kind	lergarten
Learning	Activity Plan/Methodology	Time:40	Assessment	Resources
Outcomes		minutes	of Learning	
	<b>Recap</b> : 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 number '38' through different objects.			
completion	What I am looking for: How well you identify and count the number '38' through different objects.		Students	
of this	Clained skill: It helps us to enhance our counting, cognitive and visual skills.		will be	
lesson,	Introduction: Tell students today we are going to learn a new number which is "38". Show students different		assessed on	
Students	sets of objects in turn and ask them to count each set. Show the students three bundles of pencils and eight	5 mins		
will be	pencils. Tell them this is "38". Tell students that 3 tens and 8 ones make number "38". Show "38"			
able to:	crayons, "38" pencils, or "38" popsicles. Show the flashcard and tell them today we will learn number			
	"38". Ask students what number comes after "37". Introduce Number "38" with flashcard, real objects,		ldentifying	
ldentify	counting bars, small blocks, balls, spoons, ice-cream sticks and things from the classroom. Paste flashcard		number	
number	on the board and say number "38". Have students jump up and down "38" times, clap "38" times counting		<b>`38'</b> Relate	
'38'	as they go. Show the number "38" flashcards again and write the number as large as possible on the board.		quantity	
Relate	Ask the students to trace the number in the air. Ask them "Make a three then a eight. This is way to make		with the	
quantity	thirty eight "38". Ask the students to write your air drawing using whole arm movements, and to repeat		number	
with the	your instructions as they do so. Do this activity with students 3 or 4 times. Continue with other practice			
number	techniques, writing number '38" in the palm of your hand. https://youtu.be/hQSBGyWOjNs Focused task:			Number
		2E .		flashcards,
	Students will be so excited to play with fly swatter. Swat the number is an activity where your students can	25 mins		fly swatter
	use fly swatters to smack the correct number. Set out the numbers flashcards (1–38) on the floor but the			J
	number "38" is more in quantity and ask your students to find the number "38" and swat it with the fly swatter!			
	Provide the salt tray on each table. Place a number "38" flashcard next to the salt tray where all the			Salt tray
	students can see it. Show the students how to write the number "38" in the salt tray.			3
	Ask students to open book pg. no 67. Ask them to move your finger on number "38" and say it aloud. Ask			Book pg. no
	them there are many books in library shelves. Count books. Ask them open your copies and write the number			67
	"38" 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 "38" blocks / pencils / colours.	5 mins		Copy work
	Reflection:	) 11WG		
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Mathemati	cal Development Week: 13 Topic: Number "39" Day: 4		Class: Kind	lergarten
Learning	Activity Plan/Methodology	Time:40	Assessment	Resources
Outcomes		minutes	of Learning	
	<b>Recap</b> : 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 number '39' through different objects.			
completion	What I am looking for: How well you identify and count the number '39' through different objects.		Students	
of this	Clained skill: It helps us to enhance our counting, cognitive and visual skills.		will be	
lesson,	Introduction: Tell students today we are going to learn a new number which is "39". Show students different		assessed on	
Students	sets of objects in turn and ask them to count each set. Show the students three bundles of pencils and nine	5 mins		
will be	pencils. Tell them this is "39". Tell students that 3 tens and 9 ones make number "39". Show "39"			
able to:	crayons, "39" pencils, or "39" popsicles. Show the flashcard and tell them today we will learn number			
	"39". Ask students what number comes after "38". Introduce Number "39" with flashcard, real objects,		ldentifying	
ldentify	counting bars, small blocks, balls, spoons, ice-cream sticks and things from the classroom. Paste flashcard		number	
number	on the board and say number "39". Have students jump up and down "39" times, clap "39" times counting		<b>`39'</b> Relate	
'39'	as they go. Show the number "39" flashcards again and write the number as large as possible on the board.		quantity	
Relate	Ask the students to trace the number in the air. Ask them "Make a three then a nine. This is way to make		with the	
quantity	thirty nine "39". Ask the students to write your air drawing using whole arm movements, and to repeat		number	
with the	your instructions as they do so. Do this activity with students 3 or 4 times. Continue with other practice			Number
number	techniques, writing number '39" in the palm of your hand.			"39"
	Focused task: Provide colourful paperclips or paperclips with pretty designs. Provide the piece of heavy paper	٥٦		flashcards,
	having number "39" on it and encourage students to slide "39" paperclips on it one at a time while counting	25 mins		paper clips
	them. Help them if necessary. Ask students count one by one each paper clip on paper till number "39'. Ask			ραφοί στιρο
	them who will done first with accuracy will be the winner.			
	Provide the salt tray on each table. Place a number "39" flashcard next to the salt tray where all the			Salt tray
	students can see it. Show the students how to write the number "39" in the salt tray.			and a sig
	Ask students to open book pg. no 68. Ask them to move your finger on number "39" and say it aloud. Ask			Book pg. no
	them there are yummy things in bakery shop. Count bakery items. Ask them open your copies and write			68
	the number "39" many times. Give them a set amount of time to complete the task and monitor their			Copy work
	progress.	5 mins		1 0
	Wrap up: Students will be asked to show "39" blocks / pencils / colours.  Reflection:	5 mins		Copy work
				1.5
	Homework: Write the number "38 & 39" on copy.			

Mathematic	cal Development Week: 13 Topic: Number "40" Day: 5		Class: Kind	lergarten
Learning	Activity Plan/Methodology	Time:40	Assessment	Resources
Outcomes		minutes	of Learning	
	<b>Recap</b> : 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 number '40' through different objects.			
completion	What I am looking for: How well you identify and count the number '40' 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	Tell students today we are going to learn a new number which is "40". Show students different sets of	5 mins		
will be	objects in turn and ask them to count each set. Show the students four bundles of pencils and no single			
able to:	pencil. Tell them this is "40". Ask students what number comes after "39". Introduce Number "40" with			
	flashcard, real objects, counting bars, small blocks, balls, spoons, ice-cream sticks and things from the		ldentifying	
ldentify	classroom. Paste flashcard on the board and say number "40". Have students jump up and down "40"		number	
number	times, clap "40" times counting as they go. Show the number "40" flashcards again and write the number		` <del>'</del> +0′	
<b>'</b> 40'	as large as possible on the board. Ask the students to trace the number in the air. Ask them "Make a four		Relate	
Relate	then a zero. This is way to make forty "40". Ask the students to write your air drawing using whole arm		quantity	Shells, salt
quantity	movements, and to repeat your instructions as they do so. Do this activity with students 3 or 4 times.		with the	tray, pearls
with the	Continue with other practice techniques, writing number '40" in the palm of your hand.		number	
number	Focused task:			
	Provide the sand tray and some shells having number 36 to 40 on each table. Ask students work in a	25 mins		<b>3</b> 2
	group. Ask students place shells in a tray of sand. Students will arrange the shells in numerical order at			3 9 5 0
	first. Then they will count out the pearls and place the correct number in each shell.			7800
	Provide the salt tray on each table. Place a number "40" flashcard next to the salt tray where all the			Salt tray
	students can see it. Show the students how to write the number "40" in the salt tray.			
	Ask students to open book pg. no 69. Ask them to move your finger on number "40" and say it aloud. Ask			Book pg. no
	them toy shop is full of toys. Count toys. Ask them open your copies and write the number "40" many			69
	times. Give them a set amount of time to complete the task and monitor their progress.	_		Copy work
	Wrap up: Students will be asked to show "40" blocks / pencils / colours.	5 mins		
	Reflection:			Copy work
	Homework: Write the number "36 to 40" on copy.			