Mathematic	al Development Week: 7 Topic: Number Bonds Day: I	С	lass: Kinderga	rten
Learning	Activity Plan/Methodology	Time:40	Assessment	Resources
Outcomes		minutes	of Learning	
	Recap: Write random numbers on board and ask students to make signs >, <, =.	5 mins		Flashcards
Upon the	We Are Learning to: Identify pair of numbers to make number bond.			
completion	What I am looking for: How well you identify pair of numbers to make number bond.		Students	
of this	Gained skill: It helps us to enhance our counting, cognitive and visual skills.		will be	
lesson,	Introduction:		assessed on	
Students	Ask students I am playing a game called Snap with you! Show them your 5-stick. Now, put your linking cube			
will be	stick behind your back. When they say, "Snap!" quickly break your linking stick into two parts. Show them one	5 mins		
able to:	of the parts. Can they guess the other one? If not, show them. Draw a number bond to show what you did		ldentifying	
	with your cubes. Then, it is their turn! If you have time, play it with a 4-stick, a 3-stick, and a 2-stick! Ask		pair of	
ldentify	them this is called number bond. Tell them in simplest terms, number bonds are pairs of numbers that add		numbers to	
pair of	up to make another number. They're usually represented by two smaller circles (the parts) linked to a larger		make	
numbers	one (the whole). Before you bring numbers into the mix, start by simply having kids sort pictures of whole items		number	Number
to make	versus parts of items. This introduces the idea of "part, part, whole," which is key to understanding number		bond	bond
number	bonds. Tell students number bond is also called decomposing numbers. Tell students it helps to understand that			template,
bond	numbers can be made in a variety of ways. https://youtu.be/9PUX_IErhig			counters
	Focused task:			
	Provide the number bond template and counters on each table. Draw a number bond on the board and put a			
	number in the large circle. Ask students count the counters and according to number and put the correct			
	number of counters in the large circle on their number bonds. Then ask them to "decompose" their number.	25 mins		
	They moved their counters to the smaller circles. We then shared all of the different ways we made the			
	number.			
	Ask students to open book pgs. no 35 & 36. Ask them look at the pictures. Tell their names. Tell them numbers			Book pgs.
	bonds are the pairs of numbers which make up the same number like $2+3$, $3+2$, $4+1$ make number 5 . Give			no 35,36
	your students six counters (buttons or sweets) and ask them question like what do you add to 4 to make 6,			
	what do you add to 5 to make 6? Roam around in the class and help students to complete the task.	_		
	Wrap up: Write one whole number on board and ask students to make its pair.	5 mins		
	Reflection:			

Mathematic	al Development Wo					Class: Kindergarten		
Learning		Activity Plan/	/Methodology		Time:40	Assessment	Resources	
Outcomes					minutes	of Learning		
	Recap: Write one whole number on	board and ask stude	ents to make its pair.		5 mins			
Upon the	We Are Learning to: Identify pair of	of numbers to make	number bond.				Flashcards	
completion	What I am looking for: How well yo	ou identify pair of n	umbers to make number bond.			Students		
of this	Gained skill: This will help us to im	prove our cognitive,	social and visual skills.			will be		
lesson,	Introduction:					assessed on		
Students	Tell students number bonds are used	d to understand the	relationship between a whole number	and its parts, it				
will be	is best to begin by exploring this pa	rt-whole relationship	o. Food works great for this! We son	rted <u>food picture</u>	5 mins		Port	
able to: Identify pair of numbers to make number bond	cards into "whole" and "part" grous show how numbers join together, and by circles connected by lines. The 'watercles. Students start out by counting counters to represent the real-world putting five counters into two groups 3 and 2 as illustrated on board. Vinto two groups. https://youtu.be/ylFocused task: Provide each student their own copwhat they noticed about it. Then county them put one number on whole and	ps. Ask students Nuthow they break dow whole' is written in the familiar real-wore objects. From here, s. Students learn the Vith further exploration on the familiary of number bond the hallenged them to puthe put the number	umber bonds are split numbers in us in into component parts. Number bond the first circle, while the 'parts' are they can interact with they progress to grouping counters into e different ways that five can be mation, students work out other ways to split and number flashcards. As oint to the "whole" circle and the "post to split that number. For example posts of the split that number.	eful ways. They is are represented in the adjoining in They then use to two groups. By de. For example, is break numbers them to share art" circles. Ask out number 4 on	25 mins	Identifying pair of numbers to make number bond	Whole Part of the Control of the Con	
	and help students to make number 1 Ask students open book pg. no 37. complete the number bonds. Make n	bond. Ask them tell the n umber bond cards f 4+4, 3+5, 6+2 etc	ke different number bonds. Circle are names of objects. Tell them look at t for any number for example number c. Display them on board. Roam aro tudents to make its pair.	the pictures and '8'. Use "whole"	5 mins		Book pg. no 37	
	Homework: Do the copy work. Make	number bonds with	the given numbers on copy				Copy work	

Mathematic	al Development Week	<i>:</i> 7	Topic: Number Bonds	Day: 3	С	lass: Kindergar	ten
Learning		Activity Plar	n/Methodology		Time:40	Assessment	Resources
Outcomes		_			minutes	of Learning	
	Recap: Write one whole number on b	ooard and ask st	tudents to make its pair.		5 mins		
Upon the	We Are Learning to: Identify pair of	f numbers to ma	ake number bond.				Flashcards
completion	What I am looking for: How well you	u identify pair o	f numbers to make number bond.			Students	
of this	Gained skill: This will help us to imp	orove our fine m	otor, cognitive, social and visual skills.			will be	
lesson,	Introduction:		-			assessed on	
Students	Ask students what is a number bond	d? It's simple, re	ally. Number bonds are the pairs of nun	nbers that are			
will be	added to make another number. Bec	cause of this, the	ey are often referred to as number pairs	s or decompose	5 mins		
able to:			dents quickly solve addition and subtrac				
	3 1	1 3	tc.) and get students to answer number	· ·		ldentifying	
ldentify	,		vith the problem and begin to visualize	•		pair of	
pair of	3	5 5	with understand that numbers can be			numbers to	
numbers	and put together, you can begin to i	use the number	bond to compose and decompose number	ers! Start with		make	
to make	the floor number bond using objects,	such as cars, a	nd told "put together" and "break apart	t". Then label		number	
number	the circles with number cards to connect the concrete to the abstract and recited the corresponding number					bond	
bond	sentences out loud. https://youtu.be/	/NJBBaETaEll		_			
	Focused task:						
	Ask students today we use a hula	. hoop number	bond to act out these operations. Begin	an with			
	decomposing and invited a specific nu	imber of student	s to stand in the "whole" circle. Tell the	m when	25 mins		Hula hoop
	teacher said, "Decompose" or "break	c apart," they r	noved to the part circles. Repeat this	activity			
	several times with all students until a	all students hav	e several chances to be in the number b	ond.			
	Ask students to open book pg. no 38.	Ask them tell th	re names of objects. Tell them look at th	ie pictures and			
			s for any number for example number `8				
	for "8" and parts for its pair like, 4	++4, 3+5, 6+2	etc. Display them on board. Roam arou	nd in the class			Book pg. no
		. Give them a s	set amount of time to complete the task	k and monitor			38
	their progress.						
	Wrap up:				_		
	Write one whole number on board a	ind ask students	to make its pair.		5 mins		
	Reflection:						

Mathematic	al Development	Week: 7	Topic: Number Bond	Day: 4	Class: Kinder	garten
Learning	·	Activit	y Plan/Methodology	Tim	e:40 Assessment	Resources
Outcomes				min	ites of Learning	
	Recap : Write one whole no	umber on board and	ask students to make its pair.	5 m	ins	
Upon the	We Are Learning to: Iden	tify pair of numbers	to make number bond.			Flashcards
completion	What I am looking for: H	low well you identify p	pair of numbers to make number bond.		Students	
of this	Gained skill: This will help	p us to improve our f	fine motor, cognitive, social and visual skills.		will be	
lesson,	Introduction: Start the les	sson with magnetic nu	imbers and make number bond. Ask students	s take a number	assessed on	
Students	from I-10 and model how	to break it into two	parts. Ask them Number bonds also develop	problem-solving		
will be	9	,	s or cubes. Ask them Number bonds are p			
able to:	_		ımber e.g. 4 + 6 = 10. Ask for a student vol		ins	
			iss number bonds are pairs of numbers that	•	ldentifying	
ldentify	9	J 1	y two smaller circles (the parts) linked to a	3	pair of	
pair of			g simply having students sort pictures of wh		numbers to	
numbers	1 *	•	part, part, whole," which is key to underst	tanding number	make	Playdough,
to make	bonds. Show on board how		er bond with 2.		number	number
number	I+I= 2 O+2= 2	2+0= 2			bond	cards,
bond	Focused task:					
		1 3 3	ice the all things on the mat. Ask students p	•		
		3	em if the number is 6 then roll 3 pink balls o	1 3 3		<u> </u>
			idents how many bubbles they saw and wro			3 + 2 = 3
			ree bubbles now, how many more do we nee		nins	reconfrost
	5 5	•	rree more to make six. So, we add three y	pellow playdough		
	balls to the 2nd bubble an					Book pg. no
	·	. 0	tell the names of objects. Tell them look at	•		39 no
			cards for any number for example number			
	·	!	6+2 etc. Display them on board. Roam aro			
	· · · · · · · · · · · · · · · · · · ·	e the task. Cive ther	n a set amount of time to complete the ta	sk and monitor 5 m	ins	
	their progress.		and and sectioned even to be	3 m	иго	
		le number on board o	and ask students to make its pair.			
	Reflection:	oot maratod				Worksheet
	Homework : Do the workship	eei pastea on copy.				7 7 07 1031 1001



Math (KG Part -1)

Week #7

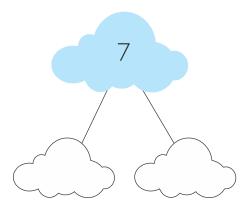
Day # 4

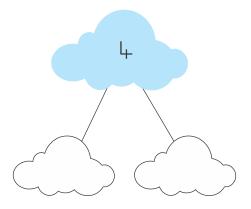


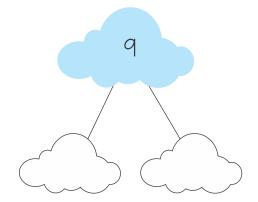


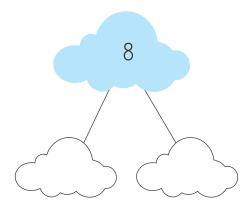
Student Name:	Date:

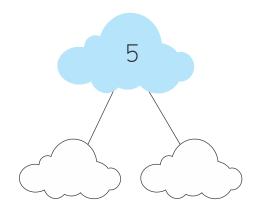
Make the number bonds of given numbers.













Math (KG Part -1)

Week #7

Day # 4

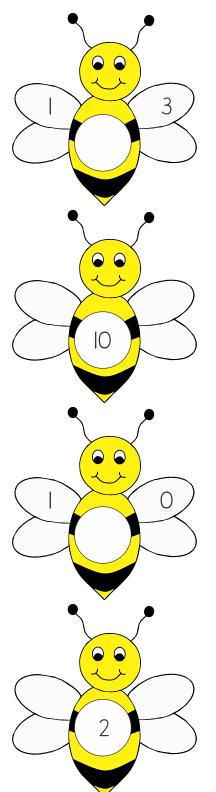
Topic: Number bond

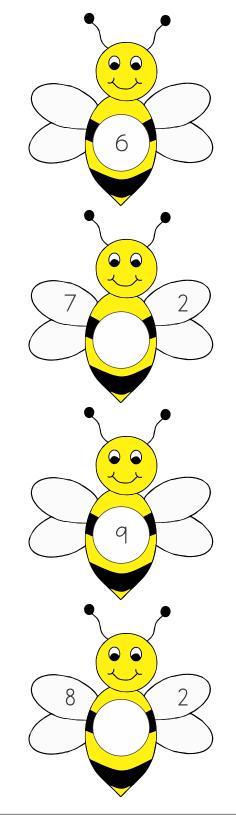


more worksheets

Student Name:______Date:_____

Look at the pictures and complete the number bond.





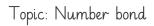
Mathematic	ıl Development	week: 7	Topic: Number Bonds	Day: 5		Class: Kindergo	ırten
Learning		Activit	ty Plan/Methodology		Time:40	Assessment	Resources
Outcomes					minutes	of Learning	
	Recap: Write one wh	ole number on board and	ask students to make its pair.		5 mins		
Upon the	We Are Learning to	: Identify pair of numbers	to make number bond.				Flashcards
completion	What I am looking f	for: How well you identify	pair of numbers to make number bond.			Students will	
of this		ll help us to improve our	fine motor, cognitive, social and visual skil	ls.		be assessed	
lesson,	Introduction:					on	
Students	Show them building	a tower in two different	colours so that each part can be easily i	dentified. students			
will be able to:	students count how r too. Tell them we co	nany cubes are in each po an use two pinks and thr	er. Then, break the tower into the two colourt. Ask students to find another way to note yellows to make five. Or we can use c	nake each number one pink and four	5 mins	Identifying pair of numbers to	
Identify pair of numbers	working with number	~ bonds, students learn th	dents see that numbers can be "broken" in at 2 and 3 make 5, but so do 4 and 1 als	so. In other words,		make number bond	
to make number bond	gradually work towa "Move 2 counters to a Record the combinati	rd larger ones. Ask stude one part and 3 to the other	same number. Start out working with smo nts to move their counters into the two pa ·." Let them explore and come up with their ne board. Keep asking the students to 'show	rts. Avoid saying, own combinations.		borta	
	Focused task: Provide the flashcar Flashcards should be everyone hold the co	ds of honeybees having d laminated that students ard and read the number c class and watch studen	ifferent numbers and white board marke can erase the numbers and write on it ag . Now ask them to split the number into ts how they are making numbers. If they	gain. Ask students possible numbers.	25 mins		7 6 3 4 6 6
	Provide the workshed and complete the nu Wrap up : Write one	ets to the students. Ask th mber bond. Roam around	nem tell the names of picture. Ask them in the class and help students to complete and ask students to make its pair.		5 mins		Worksheet
	Reflection: Homework Do copy w	vork write your own numb	ers bonds.				Copy work



Math (KG Part -1)

Week #7

Day # 5





scan QR code for more worksheets

Student Name:_____Date:_____

Look at the pictures and complete the number bond.



