Based on **Single National Curriculum**

# Aquiline Maths Step 1

## PRE-PRIMARY



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# Aquiline

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Sorting
**Period (s) / Time:** 1 / 40 min **Term:** 1st
**Week:** 1 **Day:** 1

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- Sort out the different objects and things.
- identify the things or objects from their shapes.
- sort different things or objects from their colours.

**Equipment & Material Required:**
Audio Visual Aids, Textbook, Objects of Different Sizes of things, Flashcards of bags, eraser, pencils, sharpener etc, Loose Sheets, Cutting of Chart Paper in Different Sizes, Whiteboard, Board Marker, Duster.

**Value Developed:**
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** bag, pencil, sharpener, eraser, red, blue, green, yellow, black, pink etc .

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, take a different colour object in the classroom. Ask some questions about it.<br>➢ What is it?<br>➢ Have you ever seen this color before?<br>➢ What is the name of the colour? | 5 Minutes |
| **<u>Development</u>**<br>**Model Reading & Methodology:**<br>• Tell the students that we are going to start learning about sorting things or objects according to their colour, size and shapes.<br>• Raise your hands if anyone of you knows about any sorting and similarity.<br>• **Opening to lesson:** Wear a boy wearing school bag that are too big. It colour is red. First you ask question about school bag objects or things. Name the things or object which we keep in our school bag.<br>• Encourage the students to participate this activity and tell the name of school bag object. After that tell them we keep pencils, eraser, sharpener, notebook etc, in our school bag.<br>• Place all the items of the school bag on the table and show them one by one to the children and also tell them about its name and colour. | 30 Minutes |

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|---|---|
| • Tell the school bag and its objects name and showing the pictures given on page 2, of the textbook.<br>• Ask them different questions for brainstorming, e.g. "What colours are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).<br>• Appreciate the students' participation and encourage their answers.<br>• After that separate the student into two or three groups and place different colour and kinds of objects in the basket and ask each group to select only one color object and keep it aside.<br>• Place different types of colour and their different objects flashcards on the table and ask student one by one to separate the same colour and its objects.<br>• Ask the students to look at the "page no. 2" on the textbook, and sort out the same colour activity.<br>• Instruct the children to look carefully at the pages of "2" on the textbook. | |
| **Assessment:**<br>To assess the students, ask them some questions, i.e.:<br>• Name any two colours which you study right now?<br>• What is your favourite colour? | 5 Minutes |
| **Homework:**<br>Ask the students to look carefully at the sorting colour and objects given on the textbook, page. no 2.<br>• Identify and match the images sorting according to their colours given on page. no. 2 of the textbook. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Comparison of "Same & Different"

**Period (s) / Time:** 1 / 40 min **Term:** 1st

**Week:** 1 **Day:** 2

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- identify Same and Different objects from their surroundings.
- differentiate between Same and Different objects.
- sort different objects as Same and Different.

**Equipment & Material Required:**

Textbook, Objects of Different Sizes, Flashcards of Same and Different Objects, Picture Cards of different objects, Blank Pages, Whiteboard, Board Marker, Duster.

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** Same, Different, ball, button, car, pencil, apple, erasers, football, star,

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, take a same and a different object in the classroom. Ask some questions about it.<br>➢ What is it?<br>➢ Have you ever seen same object together before?<br>➢ What is the colour of the different object? | 5 Minutes |
| **Development**<br>**Model Reading & Methodology:**<br>• Tell the students that we are going to start learning about comparison (Same & Different). Raise your hands if anyone of you knows any same and different object."<br>• Raise your hands if anyone of you knows any same and different animals."<br>• Practice this with students and encourage their participation.<br>• Draw or paste three picture cards of different objects (varying in different) on the white board.<br>• Ask the students to identify the same object. Write same object name under it.<br>• Tell the students that the other object is "Different" in shape as compare to the previous object and label that object as "Different". | 30 Minutes |

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|---|---|
| • Now, remove the same object and label of Different object. Paste or draw any object which is Different as compare to the object which you labeled as "Different" previously.<br>• Again, ask the students to identify the same object between these two objects.<br>• The object which you label as Different become same as compare to the other object and other object is Different.<br>• Repeat the process with different objects so students can grasp the comparative concept.<br>• After doing much practice, have students gather in a circle and have basket full of different objects having different shapes.<br>• Start by comparing any two objects of different shapes. One object in right hand and other in left hand to identify the Shape difference. Ask the students to identify which one is same and which one is different.<br>• Encourage students to take the objects in their hands one by one to feel the difference in shape.<br>• Explain the concept of different shapes with everyday examples..<br>• Tell any imaginary story of same and Different with proper impressions, showing the pictures given on pages 3, of the textbook.<br>• Now, tell them the story by using TPI (Total Personal Interaction) method.<br>• For telling a story, you must use your body language, have expression in your voice with varying volume and stress.<br>• Paste flashcards of different objects and demonstrate which the same objects are and which are different.<br>• Ask the students to look at the "page no. 3, 4" on the textbook,<br>• In the vocabulary of the object, mark the Same and Different object, then ask the children.<br>• Instruct the children to look carefully at the pages of '3, 4' on the textbook. Then mark your finger on 'Same and Different' object. And then solve the **activity** on the page "3" | |
| **Assessment:**<br>To assess the students, ask them some questions, i.e.:<br>• What is the colour of car?<br>• What is the colour of balls? | 5 Minutes |
| **Homework:**<br>Ask the students to look carefully at the Comparison (Same & Different) and objects given on the textbook, pg. no 3.<br>• Identify the images and solve the **activity** given on pg. no. 4 of the textbook. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Lets Count!

**Period (s) / Time:** 1 / 40 min **Term:** 1st

**Week:** 1 **Day:** 3

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- Counting the different objects and things.
- identify the things or objects from their numbers.
- Count different things or objects from their colours and shapes.

**Equipment & Material Required:**

Audio Visual Aids, Textbook, Objects of Different Sizes of things, Flashcards of cap, fish, dolphin, crayons, ships, etc, Loose Sheets, Cutting of Chart Paper in Different Sizes, Whiteboard, Board Marker, Duster.

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** caps, dolphin, crayons, boat, ship, etc .

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, take a different colour object in the classroom. Ask some questions about it.<br>➢ What is it?<br>➢ Did you colour the object separately?<br>➢ Count form 1 to 10 numbers. | 5 Minutes |
| **Development**<br>**Model Reading & Methodology:**<br>• Tell the students that we are going to start learning about count the things or objects according to their colour, size and shapes.<br>• Raise your hands if anyone of you knows about any counting and similarity.<br>• **Opening to lesson:** Wear different kinds of object picture here, like capes of different colour, dolphins, crayons, and different kind of ships.<br>• First you ask question accordingly these things like where we can see the dolphin, where we can wear cap, what is the use of crayons, and where is the ship float.<br>• Encourage the students to participate this activity and tell the name of these objects and answer these questions correctly. | 30 Minutes |

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| | |
|---|---|
| • Place a different numbers of objects on the table and show them to the children one by one and also count them correctly.<br>• After that separate the student into two or three groups and place different colour and kinds of different numbers of objects in the basket and ask each group to select only one color and count these objects and keep it aside.<br>• Place different types of colour and their different objects flashcards on the table and ask student one by one to separate the same colour and also count its objects.<br>• Ask the students to look at the "page no. 5" on the textbook, and count the different colour objects.<br>• Instruct the children to look carefully at the pages of "5" on the textbook. | |
| **Assessment:**<br>To assess the students, ask them some questions, i.e.:<br>• What is the use of crayons?<br>• Where we can wear cap? | 5 Minutes |
| **Homework:**<br>Ask the students to look carefully at the count of different colour and objects given on the textbook, pg. no 5.<br>• Identify and circle the images of same number of counters given on pg. no. 5 of the textbook. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Introduction of lines
**Period (s) / Time:** 1 / 40 min **Term:** 1st
**Week:** 1 **Day:** 4

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- differentiate between vertical and horizontal lines.
- practice of vertical and horizontal lines.
- introduce the different types of lines like wavy, curved, curly and bumpy line.
- practice different types of lines like wavy, curved, curly and bumpy line.

**Equipment & Material Required:**
Audio Visual Aids, Textbook, Objects of Different types of lines, Flashcards of different types of lines, Loose Sheets, Cutting of Chart Paper in Different Sizes, Whiteboard, Board Marker, Duster.

**Value Developed:**
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** vertical, horizontal, wavy, curved, curly and bumpy, lines, etc.

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, take a different pictures of line in the classroom. Ask some questions about it.<br>➢ What is it?<br>➢ Have you ever seen this line shapes are track picture before? | 5 Minutes |
| **<u>Development</u>**<br>**Model Reading & Methodology:**<br>• Tell the students that we are going to start learning about lines and its different types with name.<br>• Raise your hands if anyone of you knows about any line name.<br>• **Opening to lesson:** Ask the student look at the page carefully. There are two Shapes of line which is vertical and horizontal.<br>• Draw a vertical and horizontal line on the whiteboard and tell them which line is straight down that is vertical line and that is straight forward this is horizontal line.<br>• A gray line which is in vertical shape. Trace it with your pencil straight down. On the next part of the page where a gray line which is in horizontal shape. Trace it with your pencil Straight forward. | 30 Minutes |

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|---|---|
| • Encourage the students to participate this activity on the page no 6.<br>• Tell the student there are different types of lines like wavy line, curved line, curly line, bumpy line, etc.<br>• Paste the picture of the corresponding shape of different lines on the whiteboard and write the name of each line below the picture.<br>• Tell them different animals run, walk, and fly in different line shapes like the snail walk on the wavy shape line, rabbit running in curved line, bee fly in curly line, and dog run in bumpy line shape.<br>• Ask student look page no 7, carefully and practice the dotted line in different shapes of lines.<br>• Place different types of pencil colour on the table and ask student practice the different types of lines on the paper sheet.<br>• Ask the students to look at the "page no. 6, 7" on the textbook, and trace out the same tracing line activity. | |
| **Assessment:**<br>To assess the students, ask them some questions, i.e.:<br>• Name any two line name which you study right now?<br>• What is your favourite line shape? | 5 Minutes |
| **Homework:**<br>Ask the students to look carefully at all the line shapes and objects given on the textbook, pg. no 6, 7.<br>• Identify and trace the images of different lines shape given on pg. no. 7 of the textbook. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Introduction to the Number **"1"**

**Period (s) / Time:** 1 / 40 min **Term:** 1st

**Week:** 2 **Day:** 1

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- answer the questions by listening the story carefully.
- recognize the name, sound and graphical representation of the Number "1".
- pronounce the number word starting with the Number "1" correctly.
- identify the images which are starting with the Number "1".

**Equipment & Material Required:**

Audio Visual Aids (Number "1" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** jungle, hunter, friend, escape, sharp, teeth

**Suggested Teaching Methodologies:**

Lecture ☐ Direct Method ☐ Demonstration ☐

| | Time |
|---|---|
| **Number "1" Story:**<br>**Amazing Ants:** Dear children! Once upon a time there was one lion and one mouse living in a jungle. Both lion and mouse were friends. One day, the lion was caught in a hunter's net. He tried his best to escape but couldn't do so. The mouse helped the lion by cutting the ropes of the net with his sharp teeth. It is true that a friend in need is a friend indeed. | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, take a lion and mouse picture in the classroom. Ask some questions about it.<br>➢ What is it?<br>➢ Have you ever seen these animals before?<br>➢ What is the colour of the lion? | 5 Minutes |
| **Development**<br>**Model Reading & Methodology:**<br>• Tell the students that we are going to start learning about numbers. Raise your hands if anyone of you knows any number."<br>• Raise your hands if anyone of you knows any number."<br>• Explain them that we are going to read the first Number "1".<br>• Show them the flash cards of the Number "1" and introduce its sound "one". | 30 Minutes |

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- Explain them the sound of the number '1' is / one /.
- Show them number "1" flashcard and instruct the children to say the name of the number, i.e. '1' and emphasize the sound / one /.
- Tell the story of number '1' with proper impressions, showing the pictures given on pages 8, of the textbook.
- Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).
- Appreciate the students' participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

| | |
|---|---|
| What is the sound of number **/1/**? | Who was caught in the net? |
| Who was a friend of the lion? | Who helped the lion? |

- Without telling them the moral of the story, ask the students "What did they get from the story?"
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story, you must use your body language, have expression in your voice with varying volume and stress.
- Use your prepared flash cards in story telling process.
- Encourage their participation in natural environment.
- Ask every student to share their views.
- Ask the students to look at the "page no. 9" on the textbook,
- Show the children the name and sound of the Number '1' by using the flash cards.
- In the vocabulary of the story, mark the sound of '1' first, then ask the children.
- Instruct the children to look carefully at the pages of number '1' on the textbook. Then turn your finger on '1' five to seven times.
- Read the story given at the bottom of the page "8" and ask the children the number that come in it, the opening sound is / one /.

**Assessment:** 5 Minutes

To assess the students, ask them some questions, i.e.:

- What is the name and sound of the Number you have read just now?
- How many objects are required for number "1".

**Homework:**

Ask the students to look carefully at the Number and objects given on the textbook, pg. no 8, 9.

- Identify the images given on pg. no. 8 of the textbook.

**Evaluation of Learning:**

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| **Evaluation of Teaching:** | |
|---|---|

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Introduction to the Vocabulary of the Number **"1"**

**Period (s) / Time:** 1 / 40 min **Term:** 1st

**Week:** 1 **Day:** 2

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- learn the poem orally.
- demonstrate the poem with actions.
- enhance their listening, speaking and imagination skills.

**Equipment & Material Required:**

Audio Visual Aids (Number "1" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** lion, net, mouse, caught, met

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from the students, i.e.:<br>➢ What do you know about a lion?<br>➢ Have you ever listened lion voice?<br>➢ Did you ever seen mouse in your house? | 5 Minutes |
| **Development**<br>**Model Reading:**<br>• Paste the flash cards of the poem on the whiteboard.<br>• Tell the students that they are going to learn a poem.<br>**Demonstration:**<br>• Teach the rhyme in three simple steps:<br>➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme),<br>➢ **recognizing rhyme** (the child can identify two words that rhyme),<br>➢ **producing rhyme** (a child can think of a word that rhymes with another).<br>• Encourage their participation.<br>• Play the CD and ask the students to listen this rhyme.<br>• After listening the audio visual aids, read the rhyme with intonation and stress.<br>**Rhyme:** One, one, one;<br>One big lion | 30 Minutes |

Caught in a net;
A mouse helped him;
When the met.

- While reciting the rhyme you must use your body language, have expressions in your voice with varying volume and stress.
- Ask the students to repeat the rhyme after you with intonation.
- Repeat the rhyme at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhyme with intonation and physical expressions.
- Encourage their participation in natural environment.

**Practice Activities:**

- After that ask the students to open the textbook on page no. 9.
- Put your finger to the Number /1/ and then read.
- Help them remember the sound of the Number /1/ by using the picture as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example, say:** student puts his finger on Number /1/ and say *one is for o-o-ne*.

| | |
|---|---|
| Put your finger on the page and tell me where **'1'** is? | Put your finger on the page and tell where the **'lion'** is? |
| Put your finger on the page and tell where the **'mouse'** is? | Put your finger on the page and tell where the **'fish'** is? |

- Write the "1" on the whiteboard and say the Number name and voice.
- Repeat the Number "1" and its voice at least 4-5 times and then tell more vocabulary starting with the Number "1".
  - **For Example:** **/1/** lion, **/1/** mouse, **/1/** fish
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Now, describe the "Moral Values" to the students given at the edge of page no. 8.
- Ask the children to open page no. 10 of the textbook and do the activity 1.

**Assessment:** 5 Minutes

- Place some different objects or pictures of the objects having with "1" number in the class, such as an apple, a lion and a toy, etc.
- Ask the students at a time to find an object or a picture which have number "1".
- Ask them to name the object while stressing on the number name and sound. Or
- Show the pictures of a lion, a bus, toy in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening number sound.

**Homework:**

Ask the students to look carefully at the Number and objects on the textbook, pg. no 8-9.

- Identify the images given on pg. no. 8 of the textbook.

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|---|---|
| • Ask the students to solve the count and tracing activity 1 of the textbook given on page no. 11. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** The Structure and Writing of the Number **"1"**

**Period (s) / Time:** 1 / 40 min **Term:** 1st

**Week:** 1 **Day:** 3

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- read, trace and write the Number "1".
- recognise number "1" sound and its vocabulary words listed in textbook.
- draw straight lines using fine motor skills in preparation of writing Number "1".
- hold or grip a pencil in a correct way to form Number "1".

**Equipment & Material Required:**

Textbook, Alphabet Charts, Whiteboard, Board Marker, Duster, Sand Tray

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:**

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from textbook pg. no. 8, 9.<br>➢ Can you recognize the objects starting with the Number "1"?<br>➢ Which is bigger, lion or mouse<br>➢ How many lions are given in the story? | 5 Minutes |
| **<u>Development</u>**<br>**Model Reading:**<br>• Tell the students that they are going to learn to write the Number "1"<br>• Explain that they are going to learn how to write the Number "1".<br>• Point to "1" on the number wall chart. Ask: What sound does this make? Praise and say: Yes, /One/ … /1/ for lion! Yes, /One/ … /1/ for mouse! Yes, /One/ … /1/ for fish!<br>• Show the students how to write the number '1' on the board. Sound out /1/ one as you write it.<br>• Ask the students to make one standing lines and tell them that this is number "1".<br>• Number "1" stands for single object<br>• Introduce some singular objects to students to enhance their learning. For instance tell the students that we all have one nose or one tongue etc. | 30 Minutes |

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|---|---|
| • Show the students how to draw the shape in the air with a finger, repeating the sound along with you.<br>• Tell them that Numbers can change their forms and their sounds.<br>• Write the Number "1" on the whiteboard or paste flashcards of the Number "1" on the whiteboard.<br>• Repeat the sound of Number "1".<br>• Encourage the students to recognise the sound of Number "1".<br>• Instruct the students how to write the Number "1" by using your finger and write with it on flashcard of Number "1". When writing, say the instructions like; One standing line makes our number one (1).<br>• Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor.<br>**Practice Activities:**<br>• Give the students writing boards and markers or loose sheets and pencils for writing practice.<br>• Give them flash cards and ask them to pick the flash cards having the Number "1".<br>• Ask the students to complete the tracing activity on textbook pg. no. 10.<br>• Help and guide them wherever needed. | |
| **Assessment:**<br>• Assess the students by checking their written work.<br>➢ Are the children able to form the Numbers correctly?<br>➢ Do they recognize the number '1' words? | 5 Minutes |
| **Homework:**<br>Assign the students to solve the colouring activity 2 pg. no. 11 of the textbook as homework. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Different activities of the Number **"1"**

**Period (s) / Time:** 1 / 40 min **Term:** 1st

**Week:** 2 **Day:** 4

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- recognize with Number "1" by using spindle boxes activity.
- Practice and formation of Number "1" by using Sandpaper Number activity.

**Equipment & Material Required:**

Cut out of sandpaper and mounted on separate green boards, Two boxes exactly the same, each with five compartments. At the back of each compartment is painted a symbol in black, starting from 0 and progressing serially up to 9, A container with 45 spindles.

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:**

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from textbook pg. no. 9.<br>➢ Can you recognize the objects starting with the Number "1"?<br>➢ How many rat, lion and fish in the pg. no 9?<br>➢ Name those body parts which are 1 in number? | 5 Minutes |
| **<u>Development</u>**<br>**Model Reading:**<br>• Greet learners by saying Assalam-o-Alaikum. Have the students come together as a group.<br>• To motivate the students, begin by saying, "Today we'll be learning about number. Raise your hands if anyone of you know any number."<br>• Randomly select students to share the numbers they know. This taps into their prior knowledge.<br>• Paste number "1" flashcard on the board and let the student know that today we learning numbers and the number is "1".<br>**<u>Activity: 1</u>**<br>• Firstly divide the students in many pairs or groups and tell them we are going to Spindle box activity. | 30 Minutes |

**Class:** Playgroup **Subject:** Math

- Introduce the students to the materials on the table and ask him to take it to your table.
- Identify the compartments and numbers that the students knows. Point to them all, one at a time, and ask the students to name the number.
- Tell the students that these numbers will tell us how many spindles to put in the box.
- Point to number "1". Ask the students to read it and then say, "We will put 1 spindle in this box."
- Place a spindle in the basket.
- Do this activity own your own
- Ask the children to take turns doing this activity one by one and the teacher goes around the class to review. Help children where needed.
- Have the children place the correct spindles in the compartments according to the numbered "1".
- Then ask the students to take it out of the spindles and put it back in the basket and tell him how many spindles he has kept.

**Activity: 2**

- Firstly divide the students in many pairs or groups and tell them we are going to Sandpaper Numbers activity.
- Introduce the students to carefully carry the box of Sandpaper Numbers to the left side of the table.
- Take the 1-card from the box and put it on the table in front of the Students.
- Slowly trace the number with the 2 primary fingers of you dominant hand and say, "This is one. One."
- Repeat the previous step 2 times.
- Ask the students if they would like to trace the 1-card and name the number 3 times, the slide the card to the left of the main work space.
- Repeat these steps with the 2-card and the 3-card.
- Evaluate the Students recognition of the numbers by asking them to show you, trace, and name a random number from the 3 cards that are out.
- Complete the previous step with each of the 3 cards.
- Begin the recall phase of the lesson by pointing to each of the 3 cards at random and asking the child to trace and name each one.
- Have the child return the material to the shelf.

**Practice Activities:**

- Give the students spare time and required materials of both activities to make practice.
- Give them Spindle box, Sandpaper Numbers box and ask them to do activity of the Number "1".
- Ask the students to complete the tracing activity "1" on textbook pg. no. 11.
- Help and guide them wherever needed.

| **Assessment:** | 5 Minutes |
|---|---|

**Class:** Playgroup **Subject:** Math

| | |
|---|---|
| • Assess the students by checking their written work.<br>➢ Are the student able to form the Numbers correctly?<br>➢ Do they recognize the number '1' words? | |
| **Homework:**<br>Assign the students to solve the colouring activity 2 pg. no. 11 of the textbook as homework. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

# Aquiline

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Different activities of the Number **"1"**

**Period (s) / Time:** 1 / 40 min **Term:** 1st

**Week:** 2 **Day:** 5

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- Write number "1" by using Sand tray activity.
- Practise the number "1" by using printable tracing worksheet.

**Equipment & Material Required:**

Textbook, Flash Pictures, Whiteboard, Board Marker, Duster, sand tray, worksheet print, colour

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:**

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from textbook pg. no. 9.<br>➢ Who caught in the net?<br>➢ Who was a friend of the lion?<br>➢ Who helped the lion? | 5 Minutes |
| **Development**<br>**Model Reading:**<br>• Greet learners by saying Assalam-o-Alaikum. Have the students come together as a group.<br>• To motivate the students, begin by saying, "Today we'll be learning writing practise of number "1". Raise your hands if anyone of you know any number."<br>• Randomly select students to share the numbers they know. This taps into their prior knowledge.<br>• Paste number "1" flashcard on the board and let the student know that today we learning writing practise of number "1".<br>**Activity: 1**<br>• Firstly divide the students in many pairs or groups and tell them we are going to sand tray activity.<br>• Introduce the students to the material like sand tray on the table and ask him to take it to your table. | 30 Minutes |

**Class:** Playgroup **Subject:** Math

| | |
|---|---|
| • Write the Number “1” on the whiteboard or paste flashcards of the Number “1” on the whiteboard.<br>• Tell the students that Number “1” stands for single object.<br>• Show the students how to draw the shape in the air with a finger, repeating the sound along with you.<br>• Instruct the students how to write the Number “1” by using your finger in the sand tray. When writing, say the instructions like; “One standing line makes our number one (1)”.<br>• Ask the students to practise this one by one by writing in the sand tray more than three to five time.<br>**Activity: 2**<br>• After doing Activity 1.<br>• Tell them we are going to practice number “1” by using printable tracing worksheet.<br>• Distribute the tracing worksheet of number “1” all the students.<br>• Instruct the students how to write the tracing Number “1” by using your pencil in the worksheet.<br>• When the tracing activity is complete, ask the student to fill in the colour of your own choice on the picture of number "1" in the worksheet.<br>• Ask the student to fill in the colour of their own choice on the picture in the worksheet as well.<br>**Practice Activities:**<br>• Give the students sand tray for practice.<br>• Ask the Students to take turns doing this activity one by one and the teacher goes around the class to review.<br>• Help and guide them wherever needed. | |
| **Assessment:**<br>• Assess the students by checking their written work.<br>➢ Are the student able to form the Numbers correctly?<br>➢ What does the number "1" stand for? | 5 Minutes |
| **Homework:**<br>Assign the students to practice trace activity of number “1” as homework. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

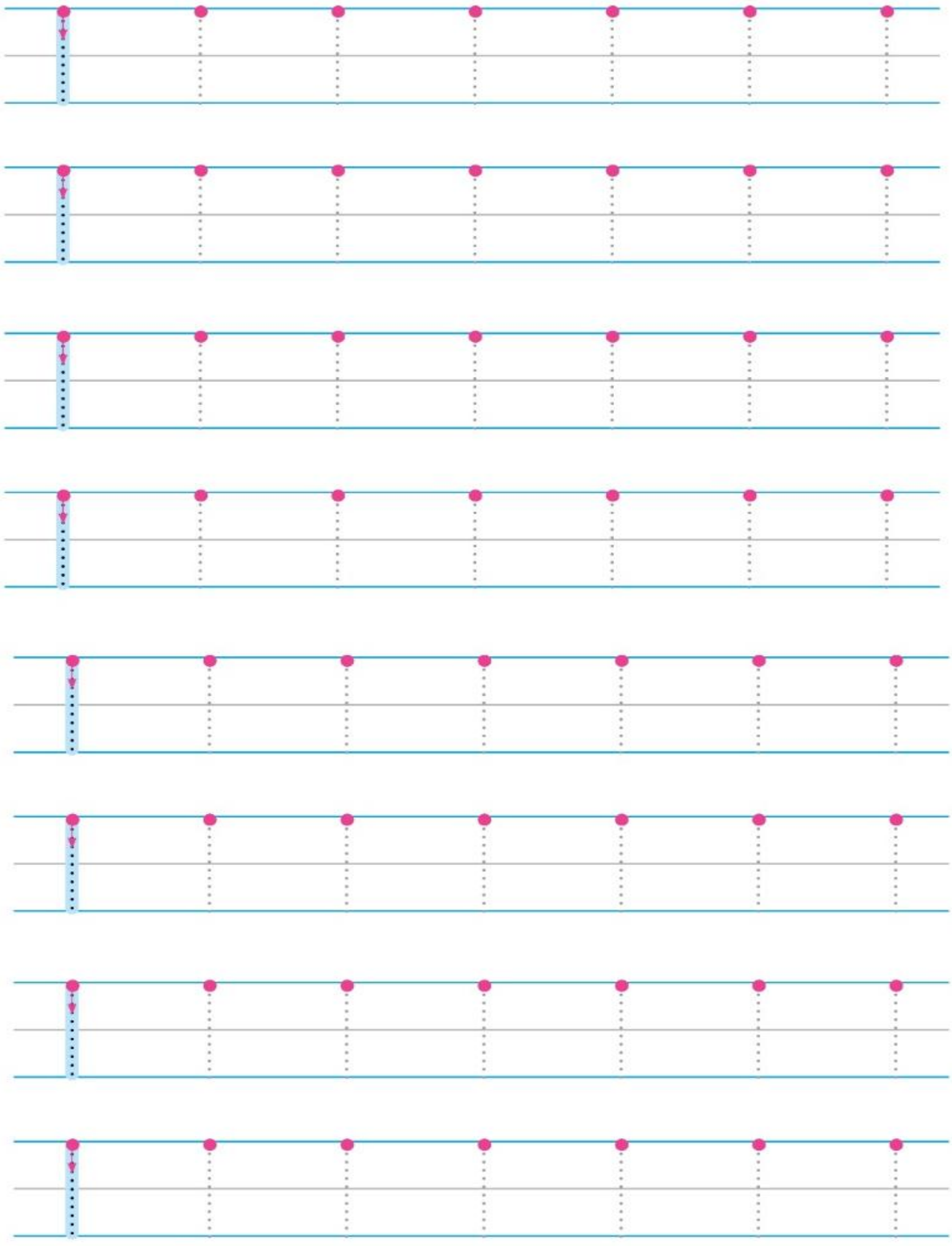
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**Class:** Playgroup **Subject:** Math

## Worksheet of number "1" (For Day 3 & Day 4)

**(Take a print and do practice on it)**



# Aquiline

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Introduction to the Number **"2"**

**Period (s) / Time:** 1 / 40 min **Term:** 1st

**Week: 3** **Day:** 1

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- answer the questions by listening the story carefully.
- recognize the name, sound and graphical representation of the Number "2".
- pronounce the number word starting with the Number "2" correctly.
- identify the images which are starting with the Number "2".

**Equipment & Material Required:**

Audio Visual Aids (Number "2" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** bridge, goat, grumpy, fight, true, sight

**Suggested Teaching Methodologies:**

Lecture ☐ Direct Method ☐ Demonstration ☐

| | Time |
|---|---|
| **Number "2" Story:**<br>**Two Grumpy Goats:** Dear children! Once, two grumpy goats met on a narrow bridge. Both wanted to cross the bridge at the same time. But the bridge was too narrow for them to cross. They started to fight with each other. Brown goat, the wiser one, got an idea. She stopped fighting and sat down on her knees. The other goat walked over to her. So they both crossed the bridge. It is true that when you fight you lose sight of what is right. | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, take a bridge picture in the classroom. Ask some questions about it.<br>➢ What is it?<br>➢ Have you ever see bridge before?<br>➢ Why do we use a bridge? | 5 Minutes |
| **Development**<br>**Model Reading & Methodology:**<br>• Tell the students that we are going to start learning about numbers. Raise your hands if anyone of you knows any number."<br>• Raise your hands if anyone of you knows any number."<br>• Explain them that we are going to read the second Number "2". | 30 Minutes |

**Class:** Playgroup **Subject:** Math

- Show them the flash cards of the Number "2" and introduce its sound "two".
- Explain them the sound of the number '2' is / two /.
- Show them number "2" flashcard and instruct the children to say the name of the number, i.e. '2' and emphasize the sound / two /.
- Tell the story of number '2' with proper impressions, showing the pictures given on pages 12, of the textbook.
- Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).
- Appreciate the students' participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

| | |
|---|---|
| What is the sound of number **/2/**? | Where did the goat meet? |
| How many goats were there on the bridge? | What did the brown goat do? |
| What did they want to do at the same time? | |

- Without telling them the moral of the story, ask the students "What did they get from the story?"
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story, you must use your body language, have expression in your voice with varying volume and stress.
- Use your prepared flash cards in story telling process.
- Encourage their participation in natural environment.
- Ask every student to share their views.
- Ask the students to look at the "page no. 13" on the textbook,
- Show the children the name and sound of the Number '2' by using the flash cards.
- In the vocabulary of the story, mark the sound of '2' first, then ask the children.
- Instruct the children to look carefully at the pages of number '2' on the textbook. Then turn your finger on '2' five to seven times.
- Read the story given at the bottom of the page "12" and ask the children the number that come in it, the opening sound is / two /.

**Assessment:** 5 Minutes

To assess the students, ask them some questions, i.e.:

- What is the name and sound of the Number you have read just now?
- How many objects are required for number "2".

**Homework:**

**Class:** Playgroup **Subject:** Math

| | |
|---|---|
| Ask the students to look carefully at the Number and objects given on the textbook, pg. no 12, 13.<br>• Identify the images given on pg. no. 12 of the textbook. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Introduction to the Vocabulary of the Number **"2"**

**Period (s) / Time:** 1 / 40 min **Term:** 1st

**Week: 3** **Day:** 2

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- learn the poem orally.
- demonstrate the poem with actions.
- enhance their listening, speaking and imagination skills.

**Equipment & Material Required:**

Audio Visual Aids (Number "2" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** Two, grumpy, goats, sat, crossed, bridge

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from the students, i.e.:<br>➢ Have you ever listened any rhyme?<br>➢ What is the colour of goat?<br>➢ Did you ever see goat before? | 5 Minutes |
| **Development**<br>**Model Reading:**<br>• Paste the flash cards of the poem on the whiteboard.<br>• Tell the students that they are going to learn a poem.<br>**Demonstration:**<br>• Teach the rhyme in three simple steps:<br>➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme),<br>➢ **recognizing rhyme** (the child can identify two words that rhyme),<br>➢ **producing rhyme** (a child can think of a word that rhymes with another).<br>• Encourage their participation.<br>• Play the CD and ask the students to listen this rhyme.<br>• After listening the audio visual aids, read the rhyme with intonation and stress.<br>**Rhyme:** Two, two, two;<br>Two grumpy goat; | 30 Minutes |

**Class:** Playgroup **Subject:** Math

Met on a bridge;
One sat down and;
Other crossed the bridge.

- While reciting the rhyme you must use your body language, have expressions in your voice with varying volume and stress.
- Ask the students to repeat the rhyme after you with intonation.
- Repeat the rhyme at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhyme with intonation and physical expressions.
- Encourage their participation in natural environment.

**Practice Activities:**

- After that ask the students to open the textbook on page no. 12.
- Put your finger to the Number /2/ and then read.
- Help them remember the sound of the Number /2/ by using the picture as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example, say:** student puts his finger on Number /2/ and say *two is for t-t-wo*.

| | |
|---|---|
| Put your finger on the page and tell me where **'2'** is? | Put your finger on the page and tell where the **'goat'** is? |
| Put your finger on the page and tell where the **'lion'** is? | Put your finger on the page and tell where the **'turtle'** is? |

- Write the "2" on the whiteboard and say the Number name and voice.
- Repeat the Number "2" and its voice at least 4-5 times and then tell more vocabulary starting with the Number "2".
  - **For Example:** **/2/** lions, **/2/** goats, **/2/** turtle
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Now, describe the "Moral Values" to the students given at the edge of page no. 12.
- Ask the children to open page no. 14 of the textbook and do the activity 1.

**Assessment:** 5 Minutes

- Place some different objects or pictures of the objects having with "2" number in the class, such as an oranges, toy cars and pencils, etc.
- Ask the students at a time to find an object or a picture which have number "2".
- Ask them to name the object while stressing on the number name and sound. Or
- Show the pictures of "2" bananas, "2" balls, 2 Birds in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening number sound.

**Homework:**

Ask the students to look carefully at the Number and objects on the textbook, pg. no 12-13.

- Identify the images given on pg. no. 12 of the textbook.

**Class:** Playgroup **Subject:** Math

| | |
|---|---|
| • Ask the students to solve the count and tracing activity 1 of the textbook given on page no. 15. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** The Structure and Writing of the Number **"2"**

**Period (s) / Time:** 1 / 40 min **Term:** 1st

**Week: 3** **Day:** 3

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- read, trace and write the Number "2".
- recognise number "2" sound and its vocabulary words listed in textbook.
- draw straight lines using fine motor skills in preparation of writing Number "2".
- hold or grip a pencil in a correct way to form Number "2".

**Equipment & Material Required:**

Textbook, Alphabet Charts, Whiteboard, Board Marker, Duster, Sand Tray

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** grumpy, bridge, narrow, fight, sight

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from textbook pg. no. 13.<br>➢ Can you count the objects which represent the Number "2"?<br>➢ What does a goat eat?<br>➢ Have you ever crossed a bridge? | 5 Minutes |
| **<u>Development</u>**<br>**Model Reading:**<br>• Tell the students that they are going to learn to write the Number "2"<br>• Explain that they are going to learn how to write the Number "2".<br>• Point to "2" on the number wall chart. Ask: What sound does this make? Praise and say: Yes, /Two/ … /2/ for lions! Yes, /Two/ … /2/ for goats! Yes, /Two/ … /2/ for turtles!<br>• Show the students how to write the number '2' on the board. Sound out /2/ two as you write it.<br>• Ask the students to make number two a curve and a sleeping line to the bottom makes our number two (2).<br>• Number "2" stands for double objects and it comes after number "1".<br>• Introduce some plurals objects to students to enhance their learning. For instance tell the students that we all have two ears or two eyes etc. | 30 Minutes |

**Class:** Playgroup **Subject:** Math

| | |
|---|---|
| • Show the students how to draw the shape in the air with a finger, repeating the sound along with you.<br>• Tell them that Numbers can change their forms and their sounds.<br>• Write the Number "2" on the whiteboard or paste flashcards of the Number "2" on the whiteboard.<br>• Repeat the sound of Number "2".<br>• Encourage the students to recognise the sound of Number "2".<br>• Instruct the students how to write the Number "2" by using your finger and write with it on flashcard of Number "2". When writing, say the instructions like; a curve and a sleeping line to the bottom makes our number two (2).<br>• Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor.<br>**Practice Activities:**<br>• Give the students writing boards and markers or loose sheets and pencils for writing practice.<br>• Give them flash cards and ask them to pick the flash cards having the Number "2".<br>• Ask the students to complete the tracing activity on textbook pg. no. 14.<br>• Help and guide them wherever needed. | |
| **Assessment:**<br>• Assess the students by checking their written work.<br>➢ Are the children able to form the Numbers correctly?<br>➢ Do they recognize the number '2' words? | 5 Minutes |
| **Homework:**<br>Assign the students to solve the colouring activity 2 pg. no. 15 of the textbook as homework. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Different activities of the Number **"2"**

**Period (s) / Time:** 1 / 40 min **Term:** 1st

**Week: 3** **Day:** 4

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- recognize with Number "2" by using spindle boxes activity.
- Practice and formation of Number "2" by using Sandpaper Number activity.

**Equipment & Material Required:**

Cut out of sandpaper and mounted on separate green boards, Two boxes exactly the same, each with five compartments. At the back of each compartment is painted a symbol in black, starting from 0 and progressing serially up to 13, A container with 45 spindles.

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:**

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from textbook pg. no. 13.<br>➢ Name the vehicles with two wheels.<br>➢ Why do we use the bridge? | 5 Minutes |
| **Development**<br>**Model Reading:**<br>• Greet learners by saying Assalam-o-Alaikum. Have the students come together as a group.<br>• To motivate the students, begin by saying, "Today we'll be learning about number. Raise your hands if anyone of you know any number."<br>• Randomly select students to share the numbers they know. This taps into their prior knowledge.<br>• Paste number "2" flashcard on the board and let the student know that today we learning numbers and the number is "2".<br>**Activity: 1**<br>• Firstly divide the students in many pairs or groups and tell them we are going to Spindle box activity.<br>• Introduce the students to the materials on the table and ask him to take it to your table. | 30 Minutes |

**Class:** Playgroup **Subject:** Math

- Identify the compartments and numbers that the students knows. Point to them all, one at a time, and ask the students to name the number.
- Tell the students that these numbers will tell us how many spindles to put in the box.
- Point to number "2". Ask the students to read it and then say, "We will put "2" spindle in this box."
- Place spindles in the compartment.
- Do this activity own your own
- Ask the children to take turns doing this activity one by one and the teacher goes around the class to review. Help children where needed.
- Have the children place the correct spindles in the compartments according to the number "2".
- Then ask the students to take it out of the spindles and put it back in the basket and tell him how many spindles he has kept.

**Activity: 2**

- Firstly divide the students in many pairs or groups and tell them we are going to Sandpaper Numbers activity.
- Introduce the students to carefully carry the box of Sandpaper Numbers to the left side of the table.
- Take the 1-card from the box and put it on the table in front of the Students.
- Slowly trace the number with the 2 primary fingers of you dominant hand and say, "This is two. Two."
- Repeat the previous step 2 times.
- Ask the students if they would like to trace the 1-card and name the number 3 times, the slide the card to the left of the main work space.
- Repeat these steps with the 2-card and the 3-card.
- Evaluate the Students recognition of the numbers by asking them to show you, trace, and name a random number from the 3 cards that are out.
- Complete the previous step with each of the 3 cards.
- Begin the recall phase of the lesson by pointing to each of the 3 cards at random and asking the child to trace and name each one.
- Have the child return the material to the shelf.

**Practice Activities:**

- Give the students spare time and required materials of both activities to make practice.
- Give them Spindle box, Sandpaper Numbers box and ask them to do activity of the Number "2".
- Ask the students to complete the tracing activity "2" on textbook pg. no. 15.
- Help and guide them wherever needed.

**Assessment:** 5 Minutes

- Assess the students by checking their written work.
  - Are the student able to form the Numbers correctly?

**Class:** Playgroup **Subject:** Math

| | |
|---|---|
| ➢ Do they recognize the number '2' words? | |
| **Homework:**<br>Assign the students to solve the colouring activity 2 pg. no. 15 of the textbook as homework. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Different activities of the Number **"2"**

**Period (s) / Time:** 1 / 40 min **Term:** 1st

**Week: 3** **Day:** 5

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- Write number "2" by using Sand tray activity.
- Practise the number "2" by using printable tracing worksheet.

**Equipment & Material Required:**

Textbook, Flash Pictures, Whiteboard, Board Marker, Duster, sand tray, worksheet print, colour

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:**

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from textbook pg. no. 13.<br>➢ Can you count the objects which represent the Number "2"?<br>➢ What does a goat eat?<br>➢ Have you ever crossed a bridge? | 5 Minutes |
| **<u>Development</u>**<br>**Model Reading:**<br>• Greet learners by saying Assalam-o-Alaikum. Have the students come together as a group.<br>• To motivate the students, begin by saying, "Today we'll be learning writing practise of number "2". Raise your hands if anyone of you know any number."<br>• Randomly select students to share the numbers they know. This taps into their prior knowledge.<br>• Paste number "2" flashcard on the board and let the student know that today we learning writing practise of number "2".<br>**<u>Activity: 1</u>**<br>• Firstly divide the students in many pairs or groups and tell them we are going to sand tray activity.<br>• Introduce the students to the material like sand tray on the table and ask him to take it to your table. | 30 Minutes |

**Class:** Playgroup **Subject:** Math

| | |
|---|---|
| • Write the Number "2" on the whiteboard or paste flashcards of the Number "2" on the whiteboard.<br>• Tell the students that Number "2" stands for single object.<br>• Show the students how to draw the shape in the air with a finger, repeating the sound along with you.<br>• Instruct the students how to write the Number "2" by using your finger in the sand tray. When writing, say the instructions like; a curve and a sleeping line to the bottom makes our number two (2).<br>• Ask the students to practise this one by one by writing in the sand tray more than three to five time.<br>**Activity: 2**<br>• After doing Activity 1.<br>• Tell them we are going to practice number "2" by using printable tracing worksheet.<br>• Distribute the tracing worksheet of number "2" all the students.<br>• Instruct the students how to write the tracing Number "2" by using your pencil in the worksheet.<br>• When the tracing activity is complete, ask the student to fill in the colour of your own choice on the picture of number "2" in the worksheet.<br>• Ask the student to fill in the colour of your own choice on the picture in the worksheet as well.<br>**Practice Activities:**<br>• Give the students sand tray for practice.<br>• Ask the Students to take turns doing this activity one by one and the teacher goes around the class to review.<br>• Help and guide them wherever needed. | |
| **Assessment:**<br>• Assess the students by checking their written work.<br>➢ Are the student able to form the Numbers correctly?<br>➢ What does the number "2" stand for? | 5 Minutes |
| **Homework:**<br>Assign the students to practice trace activity of number "2" as homework. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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**Class:** Playgroup **Subject:** Math

## Worksheet of number "2" (For Day 3 & Day 4)

**(Take a print and do practice on it)**



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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Introduction to the Number **"3"**

**Period (s) / Time:** 1 / 40 min **Term:** 1st

**Week: 4** **Day:** 1

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- answer the questions by listening the story carefully.
- recognize the name, sound and graphical representation of the Number "3".
- pronounce the number word starting with the Number "3" correctly.
- identify the images which are starting with the Number "3".

**Equipment & Material Required:**

Audio Visual Aids (Number "3" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** little, chicks, searching, food, garden, beaks, mouse, worm,

**Suggested Teaching Methodologies:**

Lecture ☐ Direct Method ☐ Demonstration ☐

| | Time |
|---|---|
| **Number "3" Story:**<br>**Three Naughty Chicks:** Dear children! Once, three little chicks were searching for food in the garden. They found a long earthworm, They started to pull it out with their beaks. They pulled out very hard. As they pulled the worm out, it became longer and longer. When it came out, it was an angry mouse with big teeth. Chicks got afraid and ran one after the other. | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, take a chick toy or picture in the classroom. Ask some questions about it.<br>➢ What is it?<br>➢ Have you ever see chick before?<br>➢ Where does the mouse live? | 5 Minutes |
| **Development**<br>**Model Reading & Methodology:**<br>• Tell the students that we are going to start learning about numbers. Raise your hands if anyone of you knows any number."<br>• Raise your hands if anyone of you knows any number."<br>• Explain them that we are going to read the third Number "3".<br>• Show them the flash cards of the Number "3" and introduce its sound "three". | 30 Minutes |

**Class:** Playgroup **Subject:** Math

- Explain them the sound of the number '3' is / three /.
- Show them number "3" flashcard and instruct the children to say the name of the number, i.e. '3' and emphasize the sound / three /.
- Tell the story of number '3' with proper impressions, showing the pictures given on pages 16, of the textbook.
- Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).
- Appreciate the students' participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

| | |
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| What is the sound of number **/3/**? | Was there a long earthworm? |
| Why did the chicks get afraid? | What were the chicks doing in the garden? |

- Without telling them the moral of the story, ask the students "What did they get from the story?"
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story, you must use your body language, have expression in your voice with varying volume and stress.
- Use your prepared flash cards in story telling process.
- Encourage their participation in natural environment.
- Ask every student to share their views.
- Ask the students to look at the "page no. 17" on the textbook,
- Show the children the name and sound of the Number '3' by using the flash cards.
- In the vocabulary of the story, mark the sound of '3' first, then ask the children.
- Instruct the children to look carefully at the pages of number '3' on the textbook. Then turn your finger on '3' five to seven times.
- Read the story given at the bottom of the page "16" and ask the children the number that come in it, the opening sound is / three /.

**Assessment:** 5 Minutes

To assess the students, ask them some questions, i.e.:

- What is the name and sound of the Number you have read just now?
- How many objects are required for number "3".

**Homework:**

Ask the students to look carefully at the Number and objects given on the textbook, pg. no 16, 17.

- Identify the images given on pg. no. 16 of the textbook.

**Class:** Playgroup **Subject:** Math

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| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

# Aquiline

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Introduction to the Vocabulary of the Number **"3"**

**Period (s) / Time:** 1 / 40 min **Term:** 1st

**Week: 4** **Day:** 2

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- learn the poem orally.
- demonstrate the poem with actions.
- enhance their listening, speaking and imagination skills.

**Equipment & Material Required:**

Audio Visual Aids (Number "3" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** three, chicks, pulling, insect, beaks, came, angry, mouse, teeth.

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from the students, i.e.:<br>➢ Have you ever listened any rhyme?<br>➢ What is the colour of mouse?<br>➢ Did you ever see earthworm before? | 5 Minutes |
| **Development**<br>**Model Reading:**<br>• Paste the flash cards of the poem on the whiteboard.<br>• Tell the students that they are going to learn a poem.<br>**Demonstration:**<br>• Teach the rhyme in three simple steps:<br>➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme),<br>➢ **recognizing rhyme** (the child can identify three words that rhyme),<br>➢ **producing rhyme** (a child can think of a word that rhymes with another).<br>• Encourage their participation.<br>• Play the CD and ask the students to listen this rhyme.<br>• After listening the audio visual aids, read the rhyme with intonation and stress.<br>**Rhyme:** Three, three, three;<br>Three yellow chicks, | 30 Minutes |

**Class:** Playgroup **Subject:** Math

Pulling an insect with their breaks;
When it came out;
An Angry mouse with big teeth.

- While reciting the rhyme you must use your body language, have expressions in your voice with varying volume and stress.
- Ask the students to repeat the rhyme after you with intonation.
- Repeat the rhyme at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhyme with intonation and physical expressions.
- Encourage their participation in natural environment.

**Practice Activities:**

- After that ask the students to open the textbook on page no. 16.
- Put your finger to the Number /3/ and then read.
- Help them remember the sound of the Number /3/ by using the picture as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example, say:** student puts his finger on Number /3/ and say *three is for t-th-ree*.

| | |
|---|---|
| Put your finger on the page and tell me where **'3'** is? | Put your finger on the page and tell where the **'chicks** is? |
| Put your finger on the page and tell where the **'birds'** is? | Put your finger on the page and tell where the **'mouse'** is? |

- Write the "3" on the whiteboard and say the Number name and voice.
- Repeat the Number "3" and its voice at least 4-5 times and then tell more vocabulary starting with the Number "3".
  - **For Example:** **/3/** chicks, **/3/** birds
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Now, describe the "Moral Values" to the students given at the edge of page no. 16.
- Ask the children to open page no. 18 of the textbook and do the activity 1.

**Assessment:** 5 Minutes

- Place some different objects or pictures of the objects having with "3" number in the class, such as an eggs, toy chicks and erasers, etc.
- Ask the students at a time to find an object or a picture which have number "3".
- Ask them to name the object while stressing on the number name and sound. Or
- Show the pictures of "1" lion, "1" bus, "1" toy in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening number sound.

**Homework:**

Ask the students to look carefully at the Number and objects on the textbook, pg. no 16-17.

- Identify the images given on pg. no. 16 of the textbook.

**Class:** Playgroup **Subject:** Math

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| • Ask the students to solve the count and tracing activity 1 of the textbook given on page no. 19. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

# Aquiline

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** The Structure and Writing of the Number **"3"**

**Period (s) / Time:** 1 / 40 min **Term:** 1st

**Week: 4** **Day:** 3

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- read, trace and write the Number "3".
- recognise number "3" sound and its vocabulary words listed in textbook.
- draw straight lines using fine motor skills in preparation of writing Number "3".
- hold or grip a pencil in a correct way to form Number "3".

**Equipment & Material Required:**

Textbook, Alphabet Charts, Whiteboard, Board Marker, Duster, Sand Tray

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** little, chicks, searching, food, garden, beaks, mouse, worm.

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from textbook pg. no. 17.<br>➢ Can you count the objects which represent the Number "3"?<br>➢ What do the chicks eat?<br>➢ How many chicks were there? | 5 Minutes |
| **<u>Development</u>**<br>**Model Reading:**<br>• Tell the students that they are going to learn to write the Number "3"<br>• Explain that they are going to learn how to write the Number "3".<br>• Point to "3" on the number wall chart. Ask: What sound does this make? Praise and say: Yes, /Three/ … /3/ for chicks! Yes, /Three/ … /3/ for birds!<br>• Show the students how to write the number '3' on the board. Sound out /3/ three as you write it.<br>• Ask the students to make number three curve to the middle and curve to the bottom makes our number three (3).<br>• Number "3" stands for three objects and it comes after number "2".<br>• Introduce some plurals objects to students to enhance their learning. For instance tell the students that a tricycle have three wheels and Rickshaa have also three wheels etc. | 30 Minutes |

**Class:** Playgroup **Subject:** Math

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|---|---|
| • Show the students how to draw the shape in the air with a finger, repeating the sound along with you.<br>• Tell them that Numbers can change their forms and their sounds.<br>• Write the Number "3" on the whiteboard or paste flashcards of the Number "3" on the whiteboard.<br>• Repeat the sound of Number "3".<br>• Encourage the students to recognise the sound of Number "3".<br>• Instruct the students how to write the Number "3" by using your finger and write with it on flashcard of Number "3". When writing, say the instructions like; a curve to the middle and curve to the bottom makes our number three (3).<br>• Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor.<br>**Practice Activities:**<br>• Give the students writing boards and markers or loose sheets and pencils for writing practice.<br>• Give them flash cards and ask them to pick the flash cards having the Number "3".<br>• Ask the students to complete the tracing activity on textbook pg. no. 18.<br>• Help and guide them wherever needed. | |
| **Assessment:**<br>• Assess the students by checking their written work.<br>➢ Are the children able to form the Numbers correctly?<br>➢ Do they recognize the number '3' words? | 5 Minutes |
| **Homework:**<br>Assign the students to solve the colouring activity 2 pg. no. 19 of the textbook as homework. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Different activities of the Number **"3"**

**Period (s) / Time:** 1 / 40 min **Term:** 1st

**Week: 4** **Day:** 4

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- recognize with Number "3" by using spindle boxes activity.
- Practice and formation of Number "3" by using Sandpaper Number activity.

**Equipment & Material Required:**

Cut out of sandpaper and mounted on separate green boards, Three boxes exactly the same, each with five compartments. At the back of each compartment is painted a symbol in black, starting from 0 and progressing serially up to 17, A container with 45 spindles.

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:**

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from textbook pg. no. 17.<br>➢ Use 3 tooth picks to form a triangle.<br>➢ Name a vehicle with three wheels? | 5 Minutes |
| **Development**<br>**Model Reading:**<br>• Greet learners by saying Assalam-o-Alaikum. Have the students come together as a group.<br>• To motivate the students, begin by saying, "Today we'll be learning about number. Raise your hands if anyone of you know any number."<br>• Randomly select students to share the numbers they know. This taps into their prior knowledge.<br>• Paste number "3" flashcard on the board and let the student know that today we learning numbers and the number is "3".<br>**Activity: 1**<br>• Firstly divide the students in many pairs or groups and tell them we are going to Spindle box activity.<br>• Introduce the students to the materials on the table and ask him to take it to your table. | 30 Minutes |

- Identify the compartments and numbers that the students knows. Point to them all, one at a time, and ask the students to name the number.
- Tell the students that these numbers will tell us how many spindles to put in the box.
- Point to number "3". Ask the students to read it and then say, "We will put "3" spindle in this box."
- Place spindles in the compartment.
- Do this activity own your own.
- Ask the children to take turns doing this activity one by one and the teacher goes around the class to review. Help children where needed.
- Have the children place the correct spindles in the compartments according to the number "3".
- Then ask the students to take it out of the spindles and put it back in the basket and tell him how many spindles he has kept.

**Activity: 2**

- Firstly divide the students in many pairs or groups and tell them we are going to Sandpaper Numbers activity.
- Introduce the students to carefully carry the box of Sandpaper Numbers to the left side of the table.
- Take the 1-card from the box and put it on the table in front of the Students.
- Slowly trace the number with the 2 primary fingers of you dominant hand and say, "This is three. Three."
- Repeat the previous step 2 times.
- Ask the students if they would like to trace the 1-card and name the number 3 times, the slide the card to the left of the main work space.
- Repeat these steps with the 2-card and the 3-card.
- Evaluate the Students recognition of the numbers by asking them to show you, trace, and name a random number from the 3 cards that are out.
- Complete the previous step with each of the 3 cards.
- Begin the recall phase of the lesson by pointing to each of the 3 cards at random and asking the child to trace and name each one.
- Have the child return the material to the shelf.

**Practice Activities:**

- Give the students spare time and required materials of both activities to make practice.
- Give them Spindle box, Sandpaper Numbers box and ask them to do activity of the Number "3".
- Ask the students to complete the tracing activity "3" on textbook pg. no. 19.
- Help and guide them wherever needed.

**Assessment:** 5 Minutes

- Assess the students by checking their written work.
  - Are the student able to form the Numbers correctly?

**Class:** Playgroup **Subject:** Math

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| ➢ Do they recognize the number '3' words? | |
| **Homework:**<br>Assign the students to solve the colouring activity 2 pg. no. 19 of the textbook as homework. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Different activities of the Number **"3"**

**Period (s) / Time:** 1 / 40 min **Term:** 1st

**Week: 4** **Day:** 5

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- Write number "3" by using Sand tray activity.
- Practise the number "3" by using printable tracing worksheet.

**Equipment & Material Required:**

Textbook, Flash Pictures, Whiteboard, Board Marker, Duster, sand tray, worksheet print, colour

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:**

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from textbook pg. no. 17.<br>➢ Can you count the objects which represent the Number "3"?<br>➢ Was there a long earthworm?<br>➢ Why did the chick get afraid? | 5 Minutes |
| **<u>Development</u>**<br>**Model Reading:**<br>• Greet learners by saying Assalam-o-Alaikum. Have the students come together as a group.<br>• To motivate the students, begin by saying, "Today we'll be learning writing practise of number "3". Raise your hands if anyone of you know any number."<br>• Randomly select students to share the numbers they know. This taps into their prior knowledge.<br>• Paste number "3" flashcard on the board and let the student know that today we learning writing practise of number "3".<br>**<u>Activity: 1</u>**<br>• Firstly divide the students in many pairs or groups and tell them we are going to sand tray activity.<br>• Introduce the students to the material like sand tray on the table and ask him to take it to your table. | 30 Minutes |

**Class:** Playgroup **Subject:** Math

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| • Write the Number "3" on the whiteboard or paste flashcards of the Number "3" on the whiteboard.<br>• Tell the students that Number "3" stands for single object.<br>• Show the students how to draw the shape in the air with a finger, repeating the sound along with you.<br>• Instruct the students how to write the Number "3" by using your finger in the sand tray. When writing, say the instructions like; curve to the middle and curve to the bottom makes our number three (3).<br>• Ask the students to practise this one by one by writing in the sand tray more than three to five time.<br>**Activity: 2**<br>• After doing Activity 1.<br>• Tell them we are going to practice number "3" by using printable tracing worksheet.<br>• Distribute the tracing worksheet of number "3" all the students.<br>• Instruct the students how to write the tracing Number "3" by using your pencil in the worksheet.<br>• When the tracing activity is complete, ask the student to fill in the colour of your own choice on the picture of number "3" in the worksheet.<br>• Ask the student to fill in the colour of your own choice on the picture in the worksheet as well.<br>**Practice Activities:**<br>• Give the students sand tray for practice.<br>• Ask the Students to take turns doing this activity one by one and the teacher goes around the class to review.<br>• Help and guide them wherever needed. | |
| **Assessment:**<br>• Assess the students by checking their written work.<br>➢ Are the student able to form the Numbers correctly?<br>➢ What does the number "3" stand for? | 5 Minutes |
| **Homework:**<br>Assign the students to practice trace activity of number "3" as homework. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

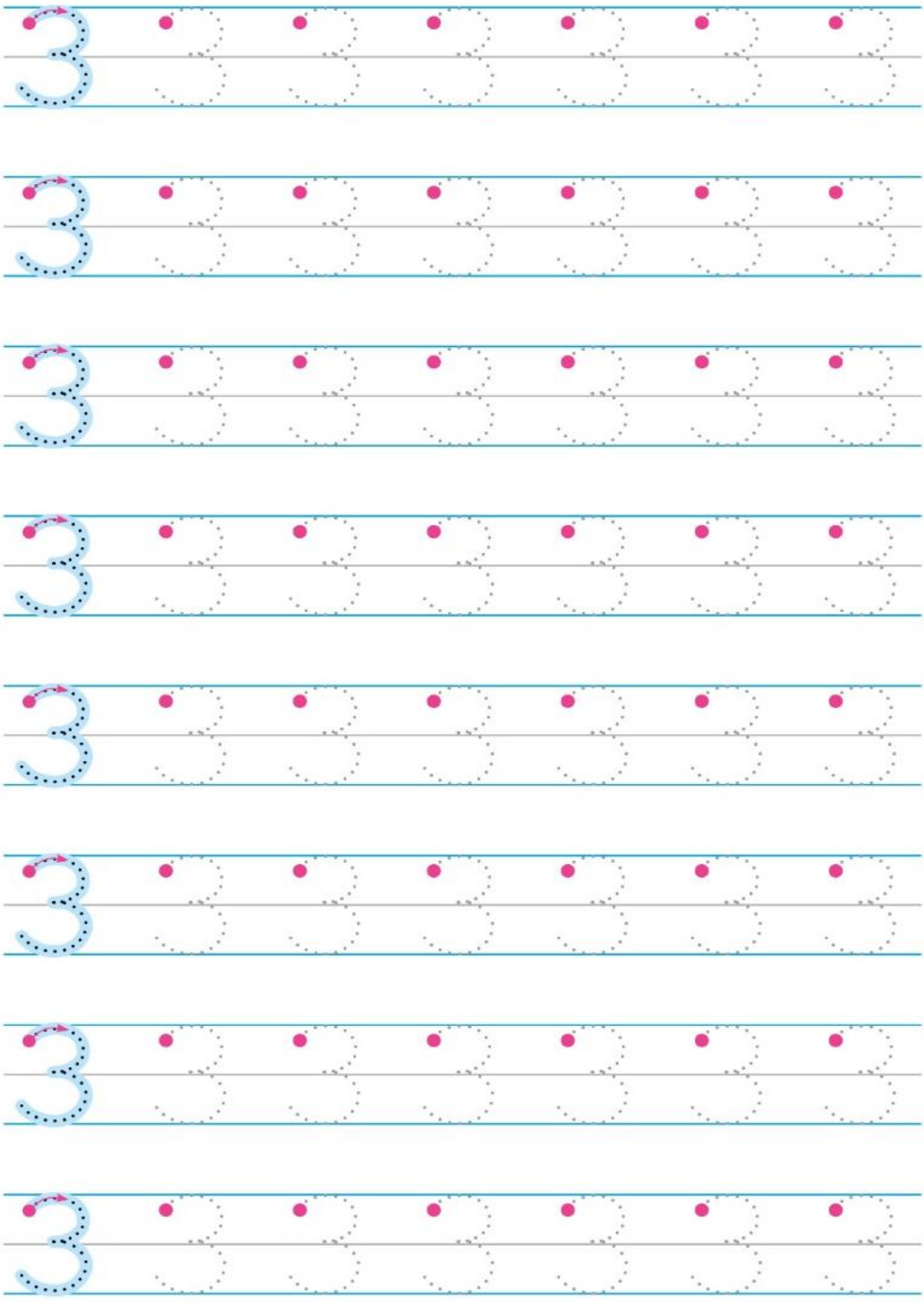
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**Class:** Playgroup **Subject:** Math

## Worksheet of number "3" (For Day 3 & Day 4)

**(Take a print and do practice on it)**



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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Revision the Numbers **"1,2,3"**

**Period (s) / Time:** 1 / 40 min **Term:** 1st

**Week:** 5 **Day:** 1

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- revise the poems with proper actions.
- revise their listening, speaking and imagination skills.
- revise the reading, tracing and writing of "1,2,3".
- revise "1,2,3" sound and their vocabulary words listed in textbook.

**Equipment & Material Required:**

Audio Visual Aids (Numbers "1,2,3"), Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** lion, mouse, jungle, grumpy, bridge, narrow, fight, garden, beak, worm, afraid

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from the students, i.e.:<br>➢ Which animal is bigger one, a mouse or a lion?<br>➢ Why do we use a bridge?<br>➢ What do the chicks eat? | 5 Minutes |
| **Development**<br>**Practice Activities:**<br>• Paste the flash cards of the poems on the whiteboard.<br>• Tell the students that they are going to revise the previous lessons.<br>• Revise the rhymes in three simple steps:<br>➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme),<br>➢ **recognizing rhyme** (the child can identify two words that rhyme),<br>➢ **producing rhyme** (a child can think of a word that rhymes with another).<br>• Encourage their participation.<br>• Ask the children which of the poems they have read so far, has they liked the most?<br>• Play their favourite poem CD. After each poem, ask which Numbers is this poem?<br>• While reciting the rhymes you must use your body language, have expressions in your voice with varying volume and stress. | 30 Minutes |

**Class:** Playgroup **Subject:** Math

- Ask the students to repeat the rhymes after you with intonation.
- Repeat the rhymes at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhymes with intonation and physical expressions.
- Ask for the name and sound of the Numbers. Also ask for the names of the things that start with the Numbers 1, 2, 3.
- Then open the Math textbook, pg. no. 8 to 19 and read each number turn by turn.
- Encourage their participation in natural environment.
- Put your finger to the Numbers 1, 2, 3 and then read.
- Help them remember the sound of the Numbers by using the pictures as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example, say:** student puts his finger on number /1/ and say *one is for o-o-ne*.

| | |
|---|---|
| Put your finger on the pages and tell me where **'1,2,3'** is? | Put your finger on the page and tell where the **'lion & mouse'** is? |
| Put your finger on the page and tell where the **'goat'** is? | Put your finger on the page and tell where the **'turtle'** is? |
| Put your finger on the page and tell where the **'chicks'** is? | Put your finger on the page and tell where the **'birds'** is? |

- Repeat the Numbers "1,2, 3" and their voices at least 4-5 times and then tell more vocabulary starting with the Numbers "1,2,3".
- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Show the students how to write the Numbers '1,2, 3' on the board.
- Help the students to solve the given Reinforcement activities pg. no. 11, 15, 19 of the textbook.

**Assessment:** 5 Minutes

- Place some objects or pictures of the objects having with "1, 2, 3" numbers in the class.
- Ask the students at a time to find an object or a picture which have with "1, 2, 3" numbers.
- Show the pictures of a lion, goat, chicks in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening number sound.

**Homework:**

Ask the students to look carefully at the Numbers and objects on the textbook pg. no. 8-19.

- Identify the images given on pg. no. 8-19 of the textbook.
- Practise all the activities given on pg. no. 10, 11, 14, 15, 18, 19 of the textbook.
- Practise the Numbers "1, 2, 3" as written activity.

**Evaluation of Learning:**

**Class:** Playgroup **Subject:** Math

| **Evaluation of Teaching:** | |
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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Comparison of "Big & Small"
**Period (s) / Time:** 1 / 40 min **Term:** 1st
**Week:** 5 **Day:** 2

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- answer the questions by listening the story carefully.
- differentiate between big and small objects.
- identify big and small objects from their surroundings.
- sort different objects as big and small.

**Equipment & Material Required:**
Audio Visual Aids (Elephant and ant Story) Textbook, Objects of Different Sizes, Flashcards of Big and Small Objects, Loose Sheets, Cutting of Chart Paper in Different Sizes, Whiteboard, Board Marker, Duster.

**Value Developed:**
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** big, small, elephant, ant, jungle, trunk, animal.

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| **Suggested Teaching Methodologies:**<br>Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
| **Comparison of "Big & Small" Story:**<br>**A Big Elephant and A small Ant :** Once, there lived a big elephant in a jungle. He was very proud and arrogant. One day, a small ant was walking in front of the elephant. He said, "Go away from here or I will crush you". The small ant kept quiet and decided to teach the proud elephant a lesson.<br>The next day when the elephant was sleeping, the small ant slowly crept into the elephant's trunk and started biting him. The elephant woke up and tried everything to get the ant out of his trunk but could not. The big elephant started to cry and begged sorry to small ant. The ant took pity on the elephant and came out of his trunk. From that day onward, the elephant never troubled any animal. | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, take a big and a small object in the classroom. Ask some questions about it.<br>➢ What is it?<br>➢ Have you ever seen before?<br>➢ What is the colour of the small object? | 5 Minutes |
| **<u>Development</u>**<br>**Model Reading & Methodology:** | 30 Minutes |

- Tell the students that we are going to start learning about comparison (Big & Small). Raise your hands if anyone of you knows any big and small object."
- Raise your hands if anyone of you knows any big and small animal."
- **Opening to lesson:** Wear a pair of shoes that are too big for you then gather the children to form a circle close to you. Tell the children that you are having problem with your shoes because they keep coming off.
- Ask them what the problem might be. When a student respond with something like "that is because they are too big", ask that student to lend you his/her shoes. Then ask the children again about why the shoes are not right for your feet. When they say that it's because it is too small or little, respond them delightfully "you are right!"
- Tell the story of Big and small with proper impressions, showing the pictures given on pages 20, of the textbook.
- Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).
- Appreciate the students' participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

| | |
|---|---|
| What is the story about? | Name the character of animals? |
| Who will crush the ant? | What did ant decided? |

- Without telling them the moral of the story, ask the students "What did they get from the story?"
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story, you must use your body language, have expression in your voice with varying volume and stress.
- Paste flashcards of different objects and demonstrate which are the big objects and which are small.
- You can take a step further and show them real objects that highlight difference in size. As children love playing with balls and blocks, a fun activity to teach your children the concept of big and small is to mix different sized balls or blocks, and ask them to sort out the big and small objects.
- Try and use the terms "big" and "small" in daily life as much as you can, even in normal conversations with children. Show them examples from their surroundings and in their daily routine. You can compare yourself with a child and demonstrate them that you are big and he/she is small. You can use Montessori materials like blocks of different sizes, boxes of different sizes and ask them to sort them as big and small.

**Class:** Playgroup **Subject:** Math

| | |
|---|---|
| • Ask the students to look at the "page no. 20, 21" on the textbook,<br>• In the vocabulary of the story, mark the big and small object, then ask the children.<br>• Instruct the children to look carefully at the pages of '20, 21' on the textbook. Then mark your finger on 'big and small' object. And then solve the **activity 1** on the page "21" | |
| **Assessment:**<br>To assess the students, ask them some questions, i.e.:<br>• What is the name of the story you have read just now?<br>• How many objects are there in Big and small story? | 5 Minutes |
| **Homework:**<br>Ask the students to look carefully at the Comparison (big & small) and objects given on the textbook, pg. no 21.<br>• Identify the images and solve the **activity 2** given on pg. no. 21 of the textbook. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

# Aquiline

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Introduction to the Number **"4"**

**Period (s) / Time:** 1 / 40 min **Term:** 1st

**Week:** 5 **Day:** 3

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- answer the questions by listening the story carefully.
- recognize the name, sound and graphical representation of the Number "4".
- pronounce the number word starting with the Number "4" correctly.
- identify the images which are starting with the Number "4".

**Equipment & Material Required:**

Audio Visual Aids (Number "4" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** monkeys, shady tree, cap, climbed, seller, woke, wear, intelligent, threw, imitated, action, ground, easily, solve problem,

**Suggested Teaching Methodologies:**

Lecture ☐ Direct Method ☐ Demonstration ☐

| | Time |
|---|---|
| **Number "4" Story:**<br>**Four Monkeys and the Cap Seller:** Dear children! Once, there were four monkeys living on a big shady tree. One day, they saw a cap seller sleeping under the tree. They came down from the tree and took four caps from the cap seller's bag and climbed the tree again, After some time, when the cap seller woke up. He was shocked to see the monkeys wearing his four caps. The cap seller was very intelligent. He threw his cap on the ground. The four monkeys imitated his action. They also threw the caps on the ground. The intelligent cap seller picked up his four caps and went away. Indeed, clever thinking can easily solve a problem . | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, take four caps or picture in the classroom. Ask some questions about it.<br>➢ What is it?<br>➢ Have you ever wear cap before?<br>➢ Which colour of cap do you like most? | 5 Minutes |
| **<u>Development</u>**<br>**Model Reading & Methodology:**<br>• Tell the students that we are going to start learning about numbers. Raise your hands if anyone of you knows any number." | 30 Minutes |

**Class:** Playgroup **Subject:** Math

- Raise your hands if anyone of you knows any number."
- Explain them that we are going to read the fourth Number "4".
- Show them the flash cards of the Number "4" and introduce its sound "Four".
- Explain them the sound of the number '4' is / four /.
- Show them number "4" flashcard and instruct the children to say the name of the number, i.e. '4' and emphasize the sound / four /.
- Tell the story of number '4' with proper impressions, showing the pictures given on pages 22, of the textbook.
- Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).
- Appreciate the students' participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

| | |
|---|---|
| What is the sound of number **/4/**? | How many monkeys were living on the tree? |
| Where was the cap seller laying? | What did the monkeys do? |

- Without telling them the moral of the story, ask the students "What did they get from the story?"
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story, you must use your body language, have expression in your voice with varying volume and stress.
- Use your prepared flash cards in story telling process.
- Encourage their participation in natural environment.
- Ask every student to share their views.
- Ask the students to look at the "page no. 23" on the textbook,
- Show the children the name and sound of the Number '4' by using the flash cards.
- In the vocabulary of the story, mark the sound of '4' first, then ask the children.
- Instruct the children to look carefully at the pages of number '4' on the textbook. Then turn your finger on '4' five to seven times.
- Read the story given at the bottom of the page "22" and ask the children the number that come in it, the opening sound is / four /.

**Assessment:** 5 Minutes

To assess the students, ask them some questions, i.e.:

- What is the name and sound of the Number you have read just now?
- How many objects are required for number "4".

**Class:** Playgroup **Subject:** Math

| | |
|---|---|
| **Homework:**<br>Ask the students to look carefully at the Number and objects given on the textbook, pg. no 22, 23.<br>• Identify the images given on pg. no. 22 of the textbook. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

# Aquiline

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Introduction to the Vocabulary of the Number **"4"**

**Period (s) / Time:** 1 / 40 min **Term:** 1st

**Week:** 5 **Day:** 4

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- learn the poem orally.
- demonstrate the poem with actions.
- enhance their listening, speaking and imagination skills.

**Equipment & Material Required:**

Audio Visual Aids (Number "4" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** four, naughty, monkey, took cap, seller, free, threw, ground.

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from the students, i.e.:<br>➢ Have you ever listened any rhyme?<br>➢ What is the colour of caps?<br>➢ Did you ever see monkey before? | 5 Minutes |
| **Development**<br>**Model Reading:**<br>• Paste the flash cards of the poem on the whiteboard.<br>• Tell the students that they are going to learn a poem.<br>**Demonstration:**<br>• Teach the rhyme in Four simple steps:<br>➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme),<br>➢ **recognizing rhyme** (the child can identify Four words that rhyme),<br>➢ **producing rhyme** (a child can think of a word that rhymes with another).<br>• Encourage their participation.<br>• Play the CD and ask the students to listen this rhyme.<br>• After listening the audio visual aids, read the rhyme with intonation and stress.<br>**Rhyme:** Four, Four, Four;<br>Four naughty monkeys on a tree: | 30 Minutes |

They took cap seller's caps for free;
He threw his cap on the ground;
So did the monkeys be.

- While reciting the rhyme you must use your body language, have expressions in your voice with varying volume and stress.
- Ask the students to repeat the rhyme after you with intonation.
- Repeat the rhyme at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhyme with intonation and physical expressions.
- Encourage their participation in natural environment.

**Practice Activities:**

- After that ask the students to open the textbook on page no. 22.
- Put your finger to the Number /4/ and then read.
- Help them remember the sound of the Number /4/ by using the picture as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example, say:** student puts his finger on Number /4/ and say *Four is for f-fo-ur*.

| | |
|---|---|
| Put your finger on the page and tell me where **'4'** is? | Put your finger on the page and tell where the **'monkeys** is? |
| Put your finger on the page and tell where the **'cap seller'** is? | Put your finger on the page and tell where the **'cap'** is? |

- Write the "4" on the whiteboard and say the Number name and voice.
- Repeat the Number "4" and its voice at least 4-5 times and then tell more vocabulary starting with the Number "4".
  - **For Example:** **/4/** monkeys, **/4/** caps
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Now, describe the "Moral Values" to the students given at the edge of page no. 22.
- Ask the children to open page no. 24 of the textbook and do the activity 1.

**Assessment:** 5 Minutes

- Place some different objects or pictures of the objects having with "4" number in the class, such as an eggs, toy chicks and erasers, etc.
- Ask the students at a time to find an object or a picture which have number "4".
- Ask them to name the object while stressing on the number name and sound. Or
- Show the pictures of "4" caps, "4" carrots, "4" pencils in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening number sound.

**Homework:**

Ask the students to look carefully at the Number and objects on the textbook, pg. no 22-23.

- Identify the images given on pg. no. 22 of the textbook.

**Class:** Playgroup **Subject:** Math

| | |
|---|---|
| • Ask the students to solve the count and tracing activity 1 of the textbook given on page no. 25. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** The Structure and Writing of the Number **"4"**

**Period (s) / Time:** 1 / 40 min **Term:** 1st

**Week:** 5 **Day:** 5

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- read, trace and write the Number "4".
- recognise number "4" sound and its vocabulary words listed in textbook.
- draw straight lines using fine motor skills in preparation of writing Number "4".
- hold or grip a pencil in a correct way to form Number "4".

**Equipment & Material Required:**

Textbook, Alphabet Charts, Whiteboard, Board Marker, Duster, Sand Tray

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** shady, climb, shocked, intelligent.

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from textbook pg. no. 23.<br>➢ Can you count the objects which represent the Number "4"?<br>➢ What do the monkeys eat?<br>➢ How many capss were there? | 5 Minutes |
| **<u>Development</u>**<br>**Model Reading:**<br>• Tell the students that they are going to learn to write the Number "4"<br>• Explain that they are going to learn how to write the Number "4".<br>• Point to "4" on the number wall chart. Ask: What sound does this make? Praise and say: Yes, /Four/ … /4/ for monkeys ! Yes, /Four/ … /4/ for caps!<br>• Show the students how to write the number '4' on the board. Sound out /4/ four as you write it.<br>• Ask the students to make number Four a slanting line sleeping line and a standing line makes our number four(4).<br>• Number "4" stands for four objects and it comes after number "3".<br>• Introduce some plurals objects to students to enhance their learning. For instance tell the students that a car have four wheels and van have also four wheels etc. | 30 Minutes |

**Class:** Playgroup **Subject:** Math

| | |
|---|---|
| • Show the students how to draw the shape in the air with a finger, repeating the sound along with you.<br>• Tell them that Numbers can change their forms and their sounds.<br>• Write the Number "4" on the whiteboard or paste flashcards of the Number "4" on the whiteboard.<br>• Repeat the sound of Number "4".<br>• Encourage the students to recognise the sound of Number "4".<br>• Instruct the students how to write the Number "4" by using your finger and write with it on flashcard of Number "4". When writing, say the instructions like; a slanting line sleeping line and a standing line makes our number four(4).<br>• Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor.<br>**Practice Activities:**<br>• Give the students writing boards and markers or loose sheets and pencils for writing practice.<br>• Give them flash cards and ask them to pick the flash cards having the Number "4".<br>• Ask the students to complete the tracing activity on textbook pg. no. 24.<br>• Help and guide them wherever needed. | |
| **Assessment:**<br>• Assess the students by checking their written work.<br>➢ Are the children able to form the Numbers correctly?<br>➢ Do they recognize the number '4' words? | 5 Minutes |
| **Homework:**<br>Assign the students to solve the colouring activity 2 pg. no. 25 of the textbook as homework. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

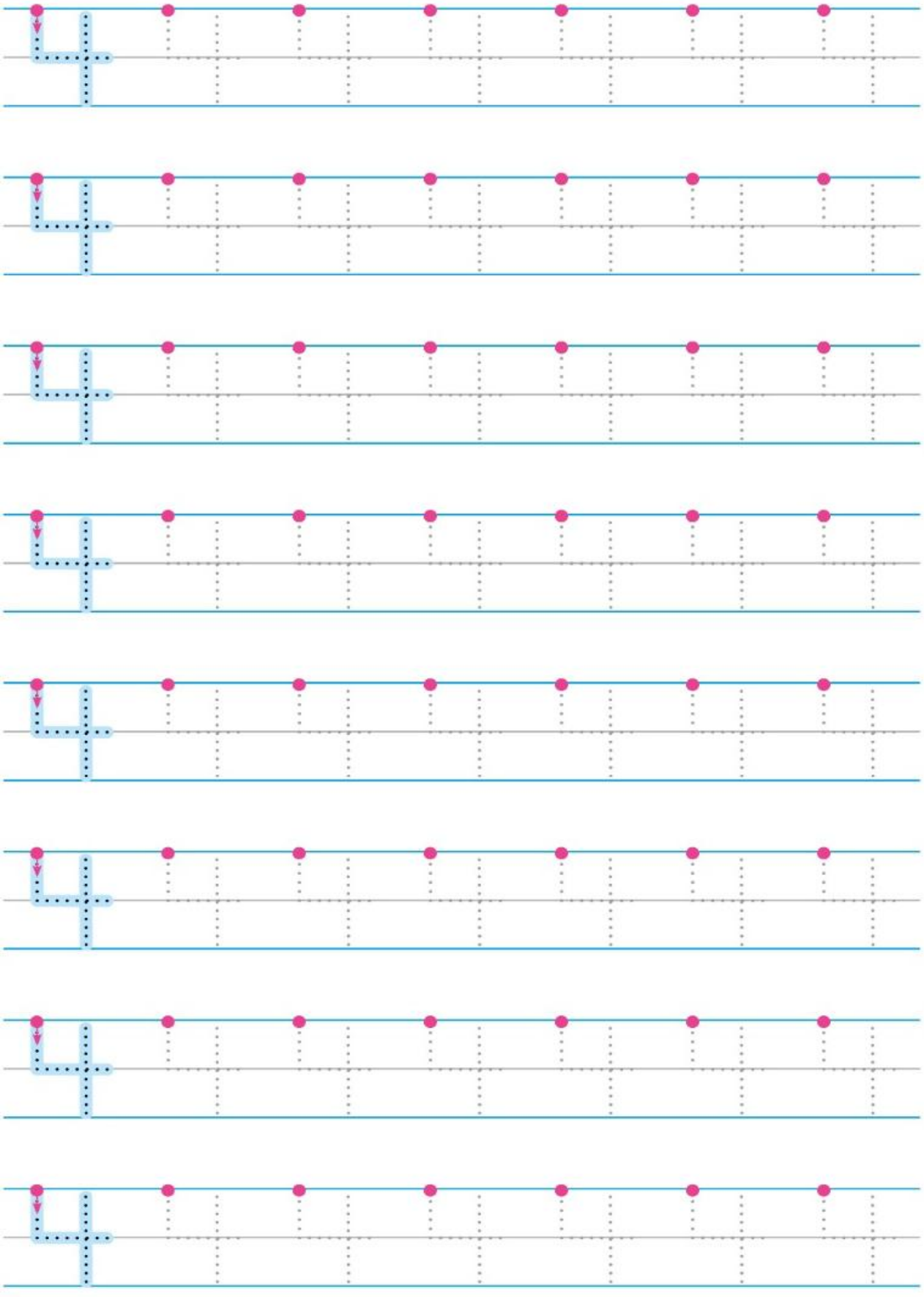
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**Class:** Playgroup **Subject:** Math

## Worksheet of number “4” (For Day 3)

**(Take a print and do practice on it)**



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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Different activities of the Number **"4"**

**Period (s) / Time:** 1 / 40 min **Term:** 1st

**Week:** 6 **Day:** 1

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- recognize with Number "4" by using spindle boxes activity.
- Practice and formation of Number "4" by using Sandpaper Number activity.

**Equipment & Material Required:**

Cut out of sandpaper and mounted on separate green boards, Four boxes exactly the same, each with five compartments. At the back of each compartment is painted a symbol in black, starting from 0 and progressing serially up to 23, A container with 45 spindles.

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:**

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from textbook pg. no. 23.<br>➢ Use 4 ice cream sticks to make a square.<br>➢ Name a vehicle with four wheels? | 5 Minutes |
| **Development**<br>**Model Reading:**<br>• Greet learners by saying Assalam-o-Alaikum. Have the students come together as a group.<br>• To motivate the students, begin by saying, "Today we'll be learning about number. Raise your hands if anyone of you know any number."<br>• Randomly select students to share the numbers they know. This taps into their prior knowledge.<br>• Paste number "4" flashcard on the board and let the student know that today we learning numbers and the number is "4".<br>**Activity: 1**<br>• Firstly divide the students in many pairs or groups and tell them we are going to Spindle box activity.<br>• Introduce the students to the materials on the table and ask him to take it to your table. | 30 Minutes |

**Class:** Playgroup **Subject:** Math

- Identify the compartments and numbers that the students knows. Point to them all, one at a time, and ask the students to name the number.
- Tell the students that these numbers will tell us how many spindles to put in the box.
- Point to number "4". Ask the students to read it and then say, "We will put "4" spindle in this box."
- Place spindles in the compartment.
- Do this activity own your own.
- Ask the children to take turns doing this activity one by one and the teacher goes around the class to review. Help children where needed.
- Have the children place the correct spindles in the compartments according to the number "4".
- Then ask the students to take it out of the spindles and put it back in the basket and tell him how many spindles he has kept.

**Activity: 2**

- Firstly divide the students in many pairs or groups and tell them we are going to Sandpaper Numbers activity.
- Introduce the students to carefully carry the box of Sandpaper Numbers to the left side of the table.
- Take the 1-card from the box and put it on the table in front of the Students.
- Slowly trace the number with the 2 primary fingers of you dominant hand and say, "This is Four. Four."
- Repeat the previous step 2 times.
- Ask the students if they would like to trace the 1-card and name the number 3 times, the slide the card to the left of the main work space.
- Repeat these steps with the 2-card and the 3-card.
- Evaluate the Students recognition of the numbers by asking them to show you, trace, and name a random number from the 3 cards that are out.
- Complete the previous step with each of the 3 cards.
- Begin the recall phase of the lesson by pointing to each of the 3 cards at random and asking the child to trace and name each one.
- Have the child return the material to the shelf.

**Practice Activities:**

- Give the students spare time and required materials of both activities to make practice.
- Give them Spindle box, Sandpaper Numbers box and ask them to do activity of the Number "4".
- Ask the students to complete the tracing activity "4" on textbook pg. no. 25.
- Help and guide them wherever needed.

**Assessment:** 5 Minutes

- Assess the students by checking their written work.
  - Are the student able to form the Numbers correctly?

**Class:** Playgroup **Subject:** Math

| | |
|---|---|
| ➢ Do they recognize the number '4' words? | |
| **Homework:**<br>Assign the students to solve the count and match activity 2 pg. no. 25 of the textbook as homework. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Different activities of the Number **"4"**

**Period (s) / Time:** 1 / 40 min **Term:** 1st

**Week:** 6 **Day:** 2

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- Write number "4" by using Sand tray activity.
- Practise the number "4" by using printable tracing worksheet.

**Equipment & Material Required:**

Textbook, Flash Pictures, Whiteboard, Board Marker, Duster, sand tray, worksheet print, colour

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:**

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from textbook pg. no. 23.<br>➢ Can you count the objects which represent the Number "4"?<br>➢ How many caps were stolen?<br>➢ Where was the cap seller laying? | 5 Minutes |
| **Development**<br>**Model Reading:**<br>• Greet learners by saying Assalam-o-Alaikum. Have the students come together as a group.<br>• To motivate the students, begin by saying, "Today we'll be learning writing practise of number "4". Raise your hands if anyone of you know any number."<br>• Randomly select students to share the numbers they know. This taps into their prior knowledge.<br>• Paste number "4" flashcard on the board and let the student know that today we learning writing practise of number "4".<br>**Activity: 1**<br>• Firstly divide the students in many pairs or groups and tell them we are going to sand tray activity.<br>• Introduce the students to the material like sand tray on the table and ask him to take it to your table. | 30 Minutes |

**Class:** Playgroup **Subject:** Math

| | |
|---|---|
| • Write the Number "4" on the whiteboard or paste flashcards of the Number "4" on the whiteboard.<br>• Tell the students that Number "4" stands for single object.<br>• Show the students how to draw the shape in the air with a finger, repeating the sound along with you.<br>• Instruct the students how to write the Number "4" by using your finger in the sand tray. When writing, say the instructions like; a slanting line sleeping line and a standing line makes our number four(4).<br>• Ask the students to practise this one by one by writing in the sand tray more than Four to five time.<br>**Activity: 2**<br>• After doing Activity 1.<br>• Tell them we are going to practice number "4" by using printable tracing worksheet.<br>• Distribute the tracing worksheet of number "4" all the students.<br>• Instruct the students how to write the tracing Number "4" by using your pencil in the worksheet.<br>• When the tracing activity is complete, ask the student to fill in the colour of your own choice on the picture of number "4" in the worksheet.<br>• Ask the student to fill in the colour of your own choice on the picture in the worksheet as well.<br>**Practice Activities:**<br>• Give the students sand tray for practice.<br>• Ask the Students to take turns doing this activity one by one and the teacher goes around the class to review.<br>• Help and guide them wherever needed. | |
| **Assessment:**<br>• Assess the students by checking their written work.<br>➢ Are the student able to form the Numbers correctly?<br>➢ What does the number "4" stand for? | 5 Minutes |
| **Homework:**<br>Assign the students to practice trace activity of number "4" as homework. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Introduction to the Number **"5"**

**Period (s) / Time:** 1 / 40 min **Term:** 1st

**Week:** 6 **Day:** 3

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- answer the questions by listening the story carefully.
- recognize the name, sound and graphical representation of the Number "5".
- pronounce the number word starting with the Number "5" correctly.
- identify the images which are starting with the Number "5".

**Equipment & Material Required:**

Audio Visual Aids (Number "5" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** naughty, house, play, glass, jar, tried, jar, stood tail, climbed, grabbed, strength, unity.

**Suggested Teaching Methodologies:**

Lecture ☐ Direct Method ☐ Demonstration ☐

| | Time |
|---|---|
| **Number "5" Story:**<br>**Five Naughty Mice:** Dear children! Once, there were five naughty mice living in a house. They used to play all day long. One day, one of them fell into a glass jar. He tried his best to come out of the jar, but he couldn't do so. The other four mice planned to take him out from the jar. They stood on each other and last one put his tail in the jar. The fifth mouse grabbed the tail and climbed out of the jar. It is true that unity is strength. | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, take five jars or jar picture in the classroom. Ask some questions about it.<br>➢ What is it?<br>➢ Have you ever see jar before?<br>➢ Which material is use to make jar? | 5 Minutes |
| **Development**<br>**Model Reading & Methodology:**<br>• Tell the students that we are going to start learning about numbers. Raise your hands if anyone of you knows any number."<br>• Raise your hands if anyone of you knows any number."<br>• Explain them that we are going to read the fifth Number "5". | 30 Minutes |

**Class:** Playgroup **Subject:** Math

- Show them the flash cards of the Number "5" and introduce its sound "Five".
- Explain them the sound of the number '5' is / five /.
- Show them number "5" flashcard and instruct the children to say the name of the number, i.e. '5' and emphasize the sound / five /.
- Tell the story of number '5' with proper impressions, showing the pictures given on pages 26, of the textbook.
- Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).
- Appreciate the students' participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

| | |
|---|---|
| What is the sound of number **/5/**? | How many mice were there? |
| Where did one of the mice fall down? | What was the jar made of? |

- Without telling them the moral of the story, ask the students "What did they get from the story?"
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story, you must use your body language, have expression in your voice with varying volume and stress.
- Use your prepared flash cards in story telling process.
- Encourage their participation in natural environment.
- Ask every student to share their views.
- Ask the students to look at the "page no. 27" on the textbook,
- Show the children the name and sound of the Number '5' by using the flash cards.
- In the vocabulary of the story, mark the sound of '5' first, then ask the children.
- Instruct the children to look carefully at the pages of number '5' on the textbook. Then turn your finger on '5' five to seven times.
- Read the story given at the bottom of the page "26" and ask the children the number that come in it, the opening sound is / five /.

**Assessment:** 5 Minutes

To assess the students, ask them some questions, i.e.:

- What is the name and sound of the Number you have read just now?
- How many objects are required for number "5".

**Homework:**

**Class:** Playgroup **Subject:** Math

| | |
|---|---|
| Ask the students to look carefully at the Number and objects given on the textbook, pg. no 26, 27.<br>• Identify the images given on pg. no. 26 of the textbook. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Introduction to the Vocabulary of the Number **"5"**

**Period (s) / Time:** 1 / 40 min **Term:** 1st

**Week:** 6 **Day:** 4

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- learn the poem orally.
- demonstrate the poem with actions.
- enhance their listening, speaking and imagination skills.

**Equipment & Material Required:**

Audio Visual Aids (Number "5" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** five, mice, house, living, fell, jar, helped.

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from the students, i.e.:<br>➢ Have you ever listened any rhyme?<br>➢ What is the colour of mouse?<br>➢ Did you ever see mouse before? | 5 Minutes |
| **<u>Development</u>**<br>**Model Reading:**<br>• Paste the flash cards of the poem on the whiteboard.<br>• Tell the students that they are going to learn a poem.<br>**Demonstration:**<br>• Teach the rhyme in Five simple steps:<br>➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme),<br>➢ **recognizing rhyme** (the child can identify Five words that rhyme),<br>➢ **producing rhyme** (a child can think of a word that rhymes with another).<br>• Encourage their participation.<br>• Play the CD and ask the students to listen this rhyme.<br>• After listening the audio visual aids, read the rhyme with intonation and stress.<br>**Rhyme:** Five, Five, Five;<br>Five little mice; | 30 Minutes |

Living in a house;
One fell into a jar;
Other helped him out.

- While reciting the rhyme you must use your body language, have expressions in your voice with varying volume and stress.
- Ask the students to repeat the rhyme after you with intonation.
- Repeat the rhyme at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhyme with intonation and physical expressions.
- Encourage their participation in natural environment.

**Practice Activities:**

- After that ask the students to open the textbook on page no. 26.
- Put your finger to the Number /5/ and then read.
- Help them remember the sound of the Number /5/ by using the picture as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example, say:** student puts his finger on Number /5/ and say *Five is for f-fi-ve*.

| | |
|---|---|
| Put your finger on the page and tell me where **'5'** is? | Put your finger on the page and tell where the **'mouse** is? |
| Put your finger on the page and tell where the **'table'** is? | Put your finger on the page and tell where the **'jar'** is? |

- Write the "5" on the whiteboard and say the Number name and voice.
- Repeat the Number "5" and its voice at least 4-5 times and then tell more vocabulary starting with the Number "5".
  - **For Example:** **/5/** mice, **/5/** jar
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Now, describe the "Moral Values" to the students given at the edge of page no. 26.
- Ask the children to open page no. 28 of the textbook and do the activity 1.

**Assessment:** 5 Minutes

- Place some different objects or pictures of the objects having with "5" number in the class, such as an eggs, toy chicks and erasers, etc.
- Ask the students at a time to find an object or a picture which have number "5".
- Ask them to name the object while stressing on the number name and sound. Or
- Show the pictures of "5" rulers, "5" pears, "5" pens in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening number sound.

**Homework:**

Ask the students to look carefully at the Number and objects on the textbook, pg. no 26-27.

- Identify the images given on pg. no. 26 of the textbook.

**Class:** Playgroup **Subject:** Math

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|---|---|
| • Ask the students to solve the count and tracing activity 1 of the textbook given on page no. 29. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

# Aquiline

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** The Structure and Writing of the Number **"5"**

**Period (s) / Time:** 1 / 40 min **Term:** 1st

**Week:** 6 **Day:** 5

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- read, trace and write the Number "5".
- recognise number "5" sound and its vocabulary words listed in textbook.
- draw straight lines using fine motor skills in preparation of writing Number "5".
- hold or grip a pencil in a correct way to form Number "5".

**Equipment & Material Required:**

Textbook, Alphabet Charts, Whiteboard, Board Marker, Duster, Sand Tray

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** naughty, stood, other, grab.

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from textbook pg. no. 27.<br>➢ Can you count the objects which represent the Number "5"?<br>➢ What do the mice eat?<br>➢ How many mice were there? | 5 Minutes |
| **<u>Development</u>**<br>**Model Reading:**<br>• Tell the students that they are going to learn to write the Number "5"<br>• Explain that they are going to learn how to write the Number "5".<br>• Point to "5" on the number wall chart. Ask: What sound does this make? Praise and say: Yes, /Five/ … /5/ for jars ! Yes, /Five/ … /5/ for mice!<br>• Show the students how to write the number '5' on the board. Sound out /5/ five as you write it.<br>• Ask the students to make number Five a sleeping line a standing line and a curve to the bottom makes our number five (5).<br>• Number "5" stands for five objects and it comes after number "4".<br>• Introduce some plurals objects to students to enhance their learning. For instance tell the students that a star have five corner and we have also five fingers in our hand, etc. | 30 Minutes |

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| | |
|---|---|
| • Show the students how to draw the shape in the air with a finger, repeating the sound along with you.<br>• Tell them that Numbers can change their forms and their sounds.<br>• Write the Number "5" on the whiteboard or paste flashcards of the Number "5" on the whiteboard.<br>• Repeat the sound of Number "5".<br>• Encourage the students to recognise the sound of Number "5".<br>• Instruct the students how to write the Number "5" by using your finger and write with it on flashcard of Number "5". When writing, say the instructions like; a sleeping line a standing line and a curve to the bottom makes our number five (5).<br>• Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor.<br>**Practice Activities:**<br>• Give the students writing boards and markers or loose sheets and pencils for writing practice.<br>• Give them flash cards and ask them to pick the flash cards having the Number "5".<br>• Ask the students to complete the tracing activity on textbook pg. no. 28.<br>• Help and guide them wherever needed. | |
| **Assessment:**<br>• Assess the students by checking their written work.<br>➢ Are the children able to form the Numbers correctly?<br>➢ Do they recognize the number '5' words? | 5 Minutes |
| **Homework:**<br>Assign the students to solve the count and trace activity 2 pg. no. 29 of the textbook as homework. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

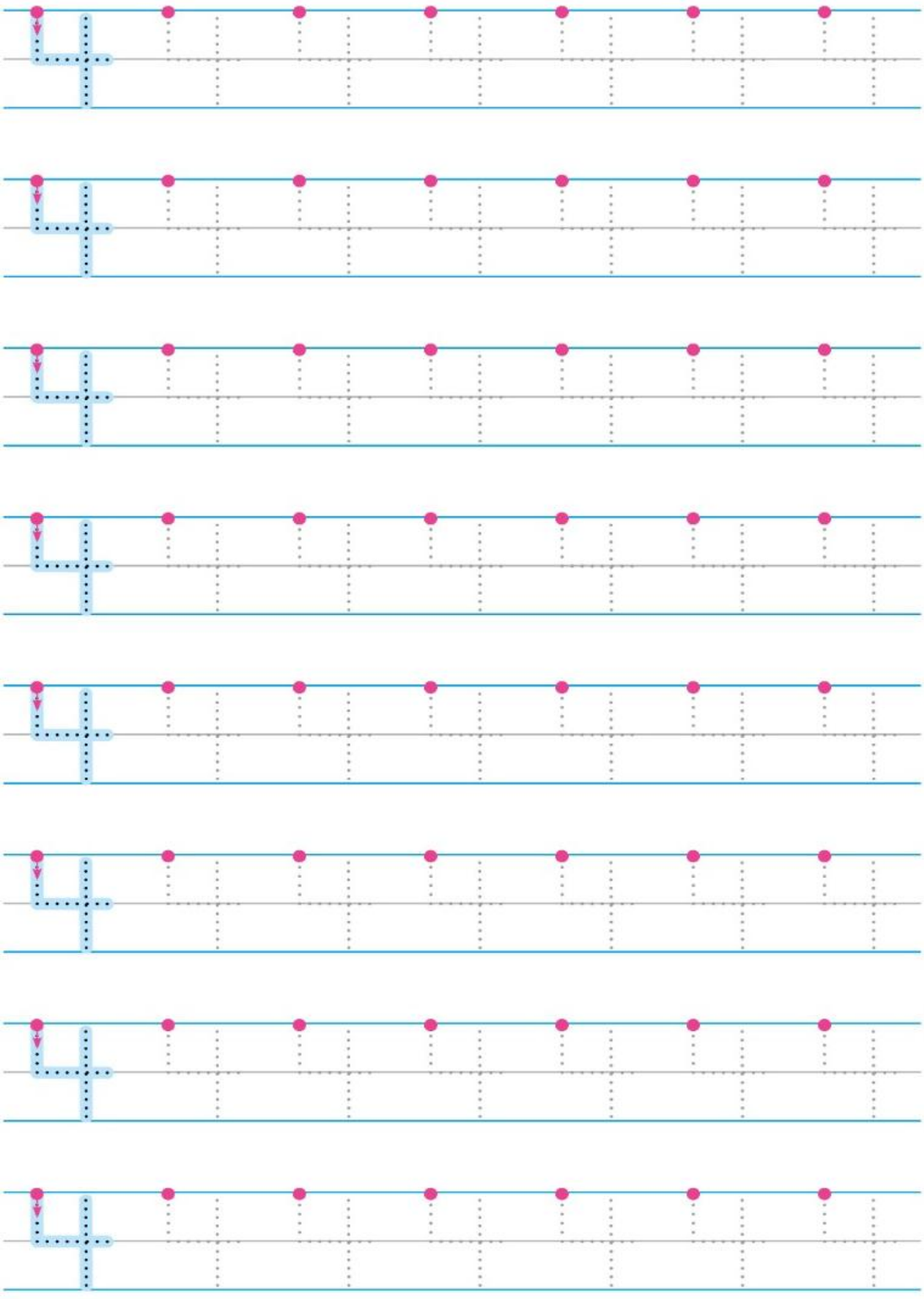
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**Class:** Playgroup **Subject:** Math

## Worksheet of number "4" (For Day 1)

(Take a print and do practice on it)



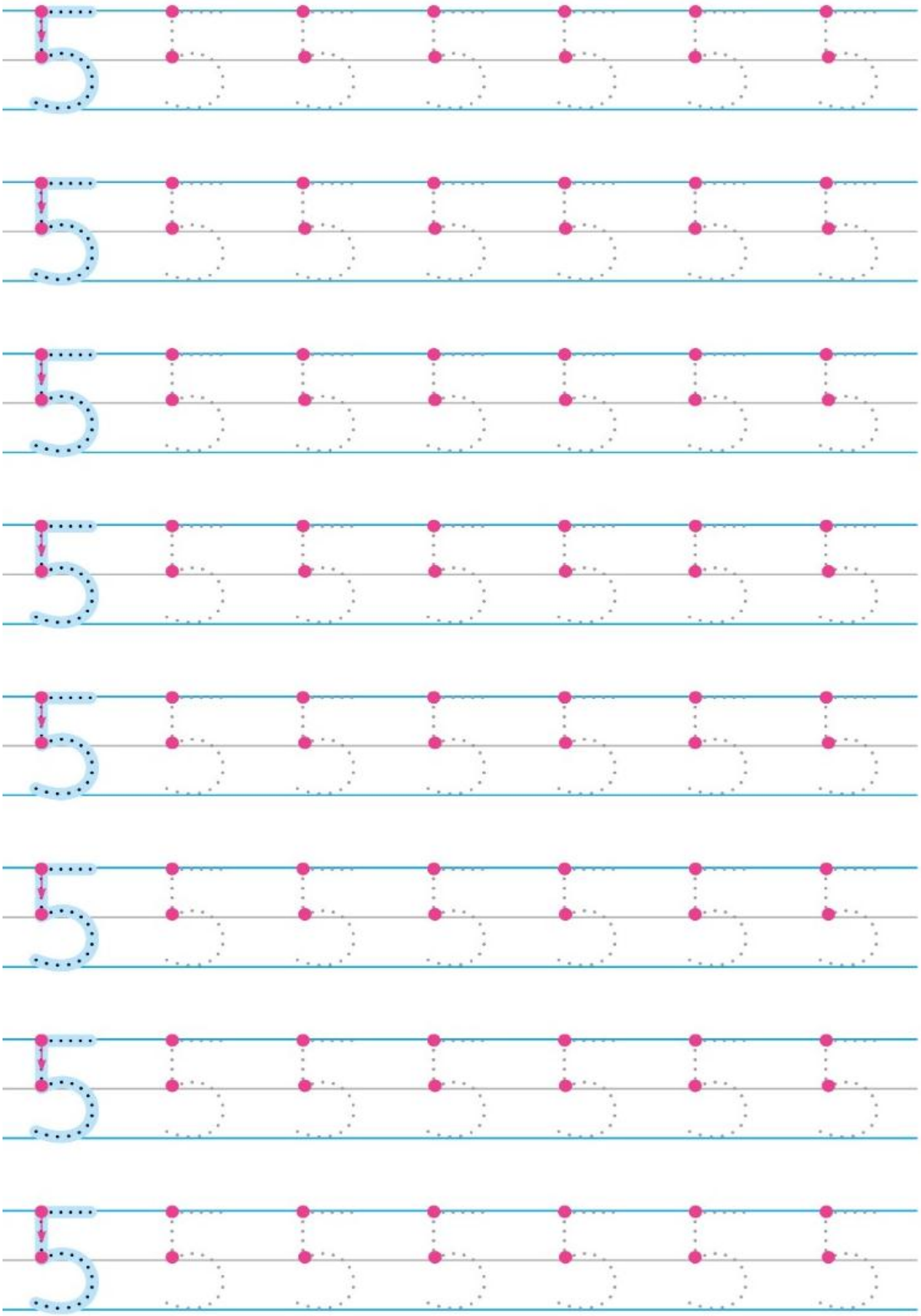
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**Class:** Playgroup **Subject:** Math

## Worksheet of number "5" (For Day 3 & Day 4)

**(Take a print and do practice on it)**



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**Class:** Playgroup **Subject:** Math

# First Term Assessment

# Aquiline

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Different activities of the Number **"5"**

**Period (s) / Time:** 1 / 40 min **Term:** 2nd

**Week:** 8 **Day:** 1

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- recognize with Number "5" by using spindle boxes activity.
- Practice and formation of Number "5" by using Sandpaper Number activity.

**Equipment & Material Required:**

Cut out of sandpaper and mounted on separate green boards, Five boxes exactly the same, each with five compartments. At the back of each compartment is painted a symbol in black, starting from 0 and progressing serially up to 27, A container with 45 spindles.

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:**

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from textbook pg. no. 27.<br>➢ How many fingers do you have in a hand?<br>➢ How can you get out of a deep place? | 5 Minutes |
| **<u>Development</u>**<br>**Model Reading:**<br>• Greet learners by saying Assalam-o-Alaikum. Have the students come together as a group.<br>• To motivate the students, begin by saying, "Today we'll be learning about number. Raise your hands if anyone of you know any number."<br>• Randomly select students to share the numbers they know. This taps into their prior knowledge.<br>• Paste number "5" flashcard on the board and let the student know that today we learning numbers and the number is "5".<br>**<u>Activity: 1</u>**<br>• Firstly divide the students in many pairs or groups and tell them we are going to Spindle box activity.<br>• Introduce the students to the materials on the table and ask him to take it to your table. | 30 Minutes |

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- Identify the compartments and numbers that the students knows. Point to them all, one at a time, and ask the students to name the number.
- Tell the students that these numbers will tell us how many spindles to put in the box.
- Point to number "5". Ask the students to read it and then say, "We will put "5" spindle in this box."
- Place spindles in the compartment.
- Do this activity own your own.
- Ask the children to take turns doing this activity one by one and the teacher goes around the class to review. Help children where needed.
- Have the children place the correct spindles in the compartments according to the number "5".
- Then ask the students to take it out of the spindles and put it back in the basket and tell him how many spindles he has kept.

**Activity: 2**

- Firstly divide the students in many pairs or groups and tell them we are going to Sandpaper Numbers activity.
- Introduce the students to carefully carry the box of Sandpaper Numbers to the left side of the table.
- Take the 1-card from the box and put it on the table in front of the Students.
- Slowly trace the number with the 2 primary fingers of you dominant hand and say, "This is Five. Five."
- Repeat the previous step 2 times.
- Ask the students if they would like to trace the 1-card and name the number 3 times, the slide the card to the left of the main work space.
- Repeat these steps with the 2-card and the 3-card.
- Evaluate the Students recognition of the numbers by asking them to show you, trace, and name a random number from the 3 cards that are out.
- Complete the previous step with each of the 3 cards.
- Begin the recall phase of the lesson by pointing to each of the 3 cards at random and asking the child to trace and name each one.
- Have the child return the material to the shelf.

**Practice Activities:**

- Give the students spare time and required materials of both activities to make practice.
- Give them Spindle box, Sandpaper Numbers box and ask them to do activity of the Number "5".
- Ask the students to complete the tracing activity "5" on textbook pg. no. 29, 31.
- Help and guide them wherever needed.

**Assessment:** 5 Minutes

- Assess the students by checking their written work.
  - Are the student able to form the Numbers correctly?

**Class:** Playgroup **Subject:** Math

| | |
|---|---|
| ➢ Do they recognize the number '5' words? | |
| **Homework:**<br>Assign the students to solve the count and match activity 2 pg. no. 29, 30 of the textbook as homework. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

# Aquiline

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Different activities of the Number **"5"**

**Period (s) / Time:** 1 / 40 min **Term:** 2nd

**Week:** 8 **Day:** 2

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- Write number "5" by using Sand tray activity.
- Practise the number "5" by using printable tracing worksheet.

**Equipment & Material Required:**

Textbook, Flash Pictures, Whiteboard, Board Marker, Duster, sand tray, worksheet print, colour

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:**

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from textbook pg. no. 27.<br>➢ Can you count the objects which represent the Number "5"?<br>➢ Where did one of the mice fall down?<br>➢ What was the jar made of? | 5 Minutes |
| **<u>Development</u>**<br>**Model Reading:**<br>• Greet learners by saying Assalam-o-Alaikum. Have the students come together as a group.<br>• To motivate the students, begin by saying, "Today we'll be learning writing practise of number "5". Raise your hands if anyone of you know any number."<br>• Randomly select students to share the numbers they know. This taps into their prior knowledge.<br>• Paste number "5" flashcard on the board and let the student know that today we learning writing practise of number "5".<br>**<u>Activity: 1</u>**<br>• Firstly divide the students in many pairs or groups and tell them we are going to sand tray activity.<br>• Introduce the students to the material like sand tray on the table and ask him to take it to your table. | 30 Minutes |

**Class:** Playgroup **Subject:** Math

| | |
|---|---|
| • Write the Number "5" on the whiteboard or paste flashcards of the Number "5" on the whiteboard.<br>• Tell the students that Number "5" stands for single object.<br>• Show the students how to draw the shape in the air with a finger, repeating the sound along with you.<br>• Instruct the students how to write the Number "5" by using your finger in the sand tray. When writing, say the instructions like; a sleeping line a standing line and a curve to the bottom makes our number five (5).<br>• Ask the students to practise this one by one by writing in the sand tray more than Five to five time.<br>**Activity: 2**<br>• After doing Activity 1.<br>• Tell them we are going to practice number "5" by using printable tracing worksheet.<br>• Distribute the tracing worksheet of number "5" all the students.<br>• Instruct the students how to write the tracing Number "5" by using your pencil in the worksheet.<br>• When the tracing activity is complete, ask the student to fill in the colour of your own choice on the picture of number "5" in the worksheet.<br>• Ask the student to fill in the colour of your own choice on the picture in the worksheet as well.<br>**Practice Activities:**<br>• Give the students sand tray for practice.<br>• Ask the Students to take turns doing this activity one by one and the teacher goes around the class to review.<br>• Help and guide them wherever needed. | |
| **Assessment:**<br>• Assess the students by checking their written work.<br>➢ Are the student able to form the Numbers correctly?<br>➢ What does the number "5" stand for? | 5 Minutes |
| **Homework:**<br>Assign the students to solve the missing number activity 2 pg. no. 31 of the textbook as homework. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

# Aquiline

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Comparison of "Long & Short"
**Period (s) / Time:** 1 / 40 min **Term:** 2nd
**Week:** 8 **Day:** 3

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- answer the questions by listening the story carefully.
- differentiate between Long and Short objects.
- identify Long and Short objects from their surroundings.
- sort different objects as Long and Short.

**Equipment & Material Required:**
Audio Visual Aids (Snake and Caterpillar Story) Textbook, Objects of Different Sizes, Flashcards of Long and Short Objects, Loose Sheets, Cutting of Chart Paper in Different Sizes, Whiteboard, Board Marker, Duster.

**Value Developed:**
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** Long, Short, snake, caterpillar, jungle, helping, stream.

| | |
|---|---|
| **Suggested Teaching Methodologies:**<br>Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
| **Comparison of "Long & Short" Story:**<br>**A Long Snake and a Short Caterpillar:** Once, there lived a Long snake and a short caterpillar in a jungle. They were good friends. One day, the caterpillar wanted to cross the stream. But there was no bridge. Caterpillar was very worried. The long snake came to her and asked: "What happened!". The short caterpillar told the problem. The long snake laughed and said, "don't worry", "I will help you to cross the stream". He laid on the steam and made a bridge for the caterpillar. The caterpillar crept on the snake and crossed the stream easily. Helping others is a great virtue. | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, take a Long and a Short object in the classroom. Ask some questions about it.<br>➢ What is it?<br>➢ Have you ever seen before?<br>➢ What is the colour of the Short object? | 5 Minutes |
| **Development**<br>**Model Reading & Methodology:**<br>• Tell the students that we are going to start learning about comparison (Long & Short). Raise your hands if anyone of you knows any Long and Short object." | 30 Minutes |

- Raise your hands if anyone of you knows any Long and Short animal."
- Practice this with students and encourage their participation.
- Give the definition of short and long. For example, short is when something measures a small distance from end to end and long is when something has a greater distance horizontally.
- **Demonstration:** Place two items side by side, where one is long and other is short. For example a ruler and a pencil or eraser.
- Explain them that the ruler is long compared to the pencil because it has a greater distance horizontally.
- Explain that the pencil is short compared to the ruler because it has a short distance from end to end.
- Tell the story of Long and Short with proper impressions, showing the pictures given on pages 32, of the textbook.
- Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).
- Appreciate the students' participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

| | |
|---|---|
| What is the story about? | Name the character of animals? |
| What did caterpillar want to do? | How did the snake build a bridge for the caterpillar in the stream? |

- Without telling them the moral of the story, ask the students "What did they get from the story?"
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story, you must use your body language, have expression in your voice with varying volume and stress.
- Paste flashcards of different objects and demonstrate which the Long objects are and which are short.
- Place students in pairs. Give students two number rods per pair. Instruct them to compare these two rods and identify which one is long and which is short.
- Having working in pairs, give them different cuttings of chart paper, plain sheets of paper and glue sticks, instruct them to paste any two comparative long strips on paper.
- Give them different objects to compare as long and short.
- Ask the students to look at the "page no. 32, 33" on the textbook,
- In the vocabulary of the story, mark the Long and Short object, then ask the children.

**Class:** Playgroup **Subject:** Math

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|---|---|
| • Instruct the children to look carefully at the pages of ’32, 33’ on the textbook. Then mark your finger on ‘Long and Short’ object. And then solve the **activity 1** on the page “33” | |
| **Assessment:**<br>To assess the students, ask them some questions, i.e.:<br>• What is the name of the story you have read just now?<br>• How many objects are there in Long and Short story? | 5 Minutes |
| **Homework:**<br>Ask the students to look carefully at the Comparison (Long & Short) and objects given on the textbook, pg. no 33.<br>• Identify the images and solve the **activity 2** given on pg. no. 33 of the textbook. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

# Aquiline

*Publishers, Printers & Booksellers*

**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Introduction to the Number **"6"**

**Period (s) / Time:** 1 / 40 min **Term:** 1st

**Week:** 8 **Day:** 4

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- answer the questions by listening the story carefully.
- recognize the name, sound and graphical representation of the Number "6".
- pronounce the number word starting with the Number "6" correctly.
- identify the images which are starting with the Number "6".

**Equipment & Material Required:**

Audio Visual Aids (Number "6" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** good, girl, day, hungry, bird, bread, lunch box, thanked flew.

**Suggested Teaching Methodologies:**

Lecture ☐ Direct Method ☐ Demonstration ☐

| | Time |
|---|---|
| **Number "6" Story:**<br>**Six Hungry Bird:** Dear children! Amina is a good girl. One day, she saw six hungry birds in her garden, She had a bread in her lunch box. She made six pieces of the bread and threw them towards the birds. The six birds ate them. They thanked Amina and flew away. | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, take six leaves or leaves picture in the classroom. Ask some questions about it.<br>➢ What is it?<br>➢ Have you ever see leaves before?<br>➢ What is the colour of leaf? | 5 Minutes |
| **<u>Development</u>**<br>**Model Reading & Methodology:**<br>• Tell the students that we are going to start learning about numbers. Raise your hands if anyone of you knows any number."<br>• Raise your hands if anyone of you knows any number."<br>• Explain them that we are going to read the fifth Number "6".<br>• Show them the flash cards of the Number "6" and introduce its sound "Six".<br>• Explain them the sound of the number '6' is / six /. | 30 Minutes |

**Class:** Playgroup **Subject:** Math

- Show them number "6" flashcard and instruct the children to say the name of the number, i.e. '6' and emphasize the sound / six /.
- Tell the story of number '6' with proper impressions, showing the pictures given on pages 34, of the textbook.
- Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).
- Appreciate the students' participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

| | |
|---|---|
| What is the sound of number **/6/**? | Where did Amina see the birds? |
| Were the birds hungry? | How many pieces of bread did Amina make? |

- Without telling them the moral of the story, ask the students "What did they get from the story?"
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story, you must use your body language, have expression in your voice with varying volume and stress.
- Use your prepared flash cards in story telling process.
- Encourage their participation in natural environment.
- Ask every student to share their views.
- Ask the students to look at the "page no. 35" on the textbook,
- Show the children the name and sound of the Number '6' by using the flash cards.
- In the vocabulary of the story, mark the sound of '6' first, then ask the children.
- Instruct the children to look carefully at the pages of number '6' on the textbook. Then turn your finger on '6' six to seven times.
- Read the story given at the bottom of the page "34" and ask the children the number that come in it, the opening sound is / six /.

**Assessment:** 5 Minutes

To assess the students, ask them some questions, i.e.:

- What is the name and sound of the Number you have read just now?
- How many objects are required for number "6".

**Homework:**

Ask the students to look carefully at the Number and objects given on the textbook, pg. no 34, 35.

- Identify the images given on pg. no. 34 of the textbook.

**Evaluation of Learning:**

**Class:** Playgroup **Subject:** Math

| **Evaluation of Teaching:** | |
|---|---|

# Aquiline

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Introduction to the Vocabulary of the Number **"6"**

**Period (s) / Time:** 1 / 40 min **Term:** 1st

**Week:** 8 **Day:** 5

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- learn the poem orally.
- demonstrate the poem with actions.
- enhance their listening, speaking and imagination skills.

**Equipment & Material Required:**

Audio Visual Aids (Number "6" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** hungry, bread, throw, towards.

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from the students, i.e.:<br>➢ Have you ever listened any rhyme?<br>➢ What is the colour of birds?<br>➢ Where do we see birds? | 5 Minutes |
| **Development**<br>**Model Reading:**<br>• Paste the flash cards of the poem on the whiteboard.<br>• Tell the students that they are going to learn a poem.<br>**Demonstration:**<br>• Teach the rhyme in Six simple steps:<br>➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme),<br>➢ **recognizing rhyme** (the child can identify Six words that rhyme),<br>➢ **producing rhyme** (a child can think of a word that rhymes with another).<br>• Encourage their participation.<br>• Play the CD and ask the students to listen this rhyme.<br>• After listening the audio visual aids, read the rhyme with intonation and stress.<br>**Rhyme:** Chi-chi, chi-chi, chi-chi;<br>Six little birds; | 30 Minutes |

**Class:** Playgroup **Subject:** Math

Living on a tree;
Amna shares her lunch;
When she is free.

- While reciting the rhyme you must use your body language, have expressions in your voice with varying volume and stress.
- Ask the students to repeat the rhyme after you with intonation.
- Repeat the rhyme at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhyme with intonation and physical expressions.
- Encourage their participation in natural environment.

**Practice Activities:**

- After that ask the students to open the textbook on page no. 34.
- Put your finger to the Number /6/ and then read.
- Help them remember the sound of the Number /6/ by using the picture as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example, say:** student puts his finger on Number /6/ and say *Six is for s-si-x.*

| | |
|---|---|
| Put your finger on the page and tell me where **'6'** is? | Put your finger on the page and tell where the **'bird'** is? |
| Put your finger on the page and tell where the **'lunch box'** is? | Put your finger on the page and tell where the **'girl'** is? |

- Write the "6" on the whiteboard and say the Number name and voice.
- Repeat the Number "6" and its voice at least 4-5 times and then tell more vocabulary starting with the Number "6".
  - **For Example:** **/6/** birds, **/6/** lunch boxes
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Now, describe the "Moral Values" to the students given at the edge of page no. 34.
- Ask the children to open page no. 36 of the textbook and do the activity 1.

**Assessment:** 5 Minutes

- Place some different objects or pictures of the objects having with "6" number in the class, such as flowers, colour pencil and sharpener, etc.
- Ask the students at a time to find an object or a picture which have number "6".
- Ask them to name the object while stressing on the number name and sound. Or
- Show the pictures of "6" pencils, "6" apple, "6" carrots in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening number sound.

**Homework:**

Ask the students to look carefully at the Number and objects on the textbook, pg. no 34-35.

- Identify the images given on pg. no. 34 of the textbook.

**Class:** Playgroup **Subject:** Math

| | |
|---|---|
| • Ask the students to solve the count and tracing activity 1 of the textbook given on page no. 37. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

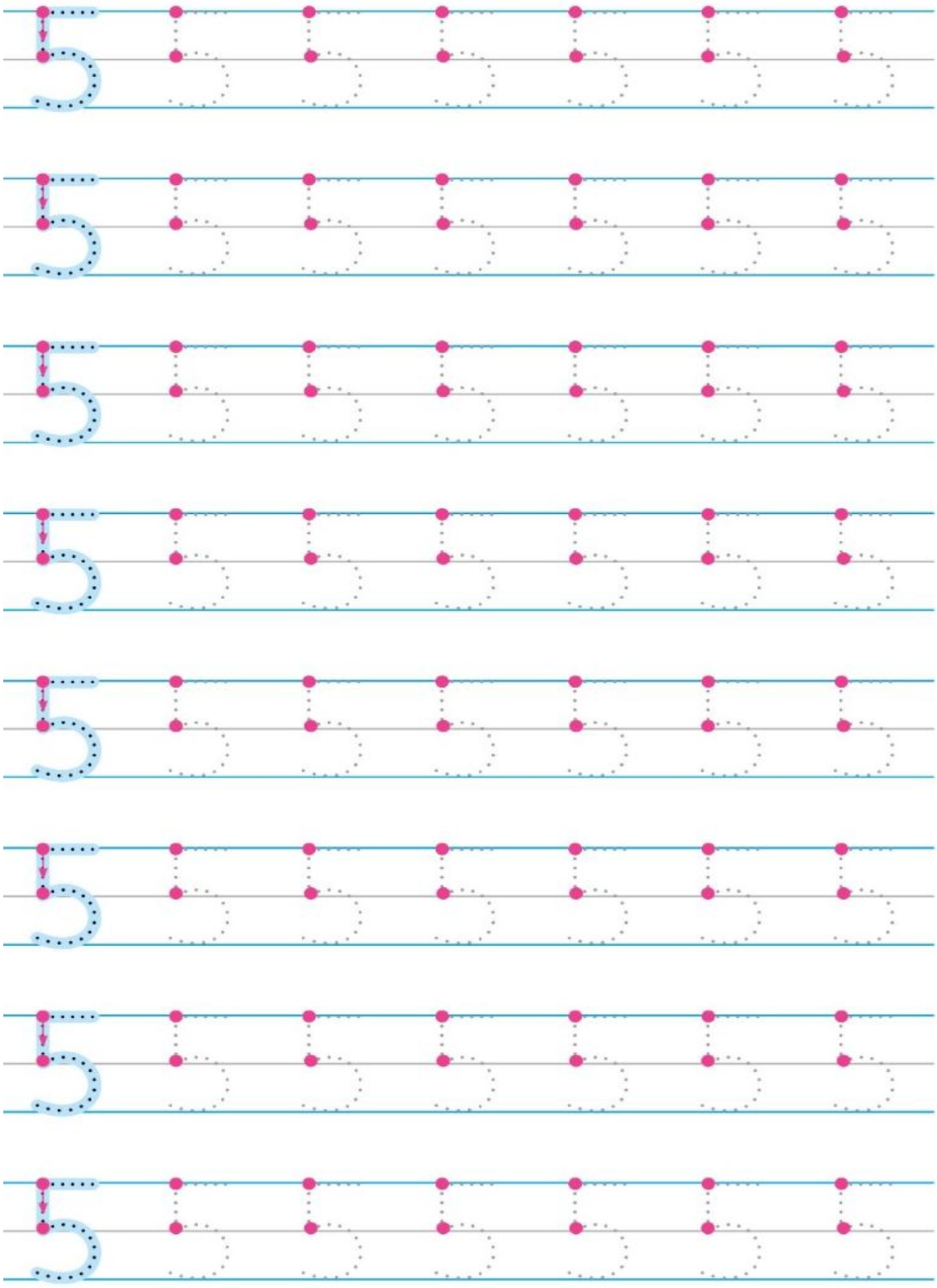
# Aquiline

*Publishers, Printers & Booksellers*

**Class:** Playgroup **Subject:** Math

## Worksheet of number "5" (For Day 1)

**(Take a print and do practice on it)**



# Aquiline

*Publishers, Printers & Booksellers*

**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** The Structure and Writing of the Number **"6"**
**Period (s) / Time:** 1 / 40 min **Term:** 2nd
**Week: 9** **Day:** 1

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- read, trace and write the Number "6".
- recognise number "6" sound and its vocabulary words listed in textbook.
- draw straight lines using fine motor skills in preparation of writing Number "6".
- hold or grip a pencil in a correct way to form Number "6".

**Equipment & Material Required:**
Textbook, Alphabet Charts, Whiteboard, Board Marker, Duster, Sand Tray

**Value Developed:**
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** good, girl, day, hungry, bird, bread, lunch box, thanked flew.

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from textbook pg. no. 35.<br>➢ Can you count the objects which represent the Number "6"?<br>➢ What do the bird eat?<br>➢ How many birds were there? | 5 Minutes |
| **<u>Development</u>**<br>**Model Reading:**<br>• Tell the students that they are going to learn to write the Number "6"<br>• Explain that they are going to learn how to write the Number "6".<br>• Point to "6" on the number wall chart. Ask: What sound does this make? Praise and say: Yes, /Six/ … /6/ for birds! Yes, /Six/ … /6/ for lunch boxes!<br>• Show the students how to write the number '6' on the board. Sound out /6/ six as you write it.<br>• Ask the students to make number six a curve and a circle makes my number six (6).<br>• Number "6" stands for six objects and it comes after number "5".<br>• Introduce some plurals objects to students to enhance their learning. For instance tell the students that an insect have six legs and big van or truck have also six wheel, etc. | 30 Minutes |

**Class:** Playgroup **Subject:** Math

| | |
|---|---|
| • Show the students how to draw the shape in the air with a finger, repeating the sound along with you.<br>• Tell them that Numbers can change their forms and their sounds.<br>• Write the Number "6" on the whiteboard or paste flashcards of the Number "6" on the whiteboard.<br>• Repeat the sound of Number "6".<br>• Encourage the students to recognise the sound of Number "6".<br>• Instruct the students how to write the Number "6" by using your finger and write with it on flashcard of Number "6". When writing, say the instructions like; a curve and a circle makes my number six (6).<br>• Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor.<br>**Practice Activities:**<br>• Give the students writing boards and markers or loose sheets and pencils for writing practice.<br>• Give them flash cards and ask them to pick the flash cards having the Number "6".<br>• Ask the students to complete the tracing activity on textbook pg. no. 36.<br>• Help and guide them wherever needed. | |
| **Assessment:**<br>• Assess the students by checking their written work.<br>➢ Are the children able to form the Numbers correctly?<br>➢ Do they recognize the number '6' words? | 5 Minutes |
| **Homework:**<br>Assign the students to solve the count and trace activity 2 pg. no. 37 of the textbook as homework. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

# Aquiline

*Publishers, Printers & Booksellers*

**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Different activities of the Number **"6"**

**Period (s) / Time:** 1 / 40 min **Term:** 2nd

**Week: 9** **Day:** 2

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- recognize with Number "6" by using spindle boxes activity.
- Practice and formation of Number "6" by using Sandpaper Number activity.

**Equipment & Material Required:**

Cut out of sandpaper and mounted on separate green boards, Six boxes exactly the same, each with six compartments. At the back of each compartment is painted a symbol in black, starting from 0 and progressing serially up to 35, A container with 45 spindles.

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:**

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from textbook pg. no. 35.<br>➢ Name the insect with 6 legs?<br>➢ What do the bird eat? | 5 Minutes |
| **Development**<br>**Model Reading:**<br>• Greet learners by saying Assalam-o-Alaikum. Have the students come together as a group.<br>• To motivate the students, begin by saying, "Today we'll be learning about number. Raise your hands if anyone of you know any number."<br>• Randomly select students to share the numbers they know. This taps into their prior knowledge.<br>• Paste number "6" flashcard on the board and let the student know that today we learning numbers and the number is "6".<br>**Activity: 1**<br>• Firstly divide the students in many pairs or groups and tell them we are going to Spindle box activity.<br>• Introduce the students to the materials on the table and ask him to take it to your table. | 30 Minutes |

**Class:** Playgroup **Subject:** Math

- Identify the compartments and numbers that the students knows. Point to them all, one at a time, and ask the students to name the number.
- Tell the students that these numbers will tell us how many spindles to put in the box.
- Point to number "6". Ask the students to read it and then say, "We will put "6" spindle in this box."
- Place spindles in the compartment.
- Do this activity own your own.
- Ask the children to take turns doing this activity one by one and the teacher goes around the class to review. Help children where needed.
- Have the children place the correct spindles in the compartments according to the number "6".
- Then ask the students to take it out of the spindles and put it back in the basket and tell him how many spindles he has kept.

**Activity: 2**

- Firstly divide the students in many pairs or groups and tell them we are going to Sandpaper Numbers activity.
- Introduce the students to carefully carry the box of Sandpaper Numbers to the left side of the table.
- Take the 1-card from the box and put it on the table in front of the Students.
- Slowly trace the number with the 2 primary fingers of you dominant hand and say, "This is Six. Six."
- Repeat the previous step 2 times.
- Ask the students if they would like to trace the 1-card and name the number 3 times, the slide the card to the left of the main work space.
- Repeat these steps with the 2-card and the 3-card.
- Evaluate the Students recognition of the numbers by asking them to show you, trace, and name a random number from the 3 cards that are out.
- Complete the previous step with each of the 3 cards.
- Begin the recall phase of the lesson by pointing to each of the 3 cards at random and asking the child to trace and name each one.
- Have the child return the material to the shelf.

**Practice Activities:**

- Give the students spare time and required materials of both activities to make practice.
- Give them Spindle box, Sandpaper Numbers box and ask them to do activity of the Number "6".
- Ask the students to complete the tracing activity "6" on textbook pg. no. 37.
- Help and guide them wherever needed.

**Assessment:** 5 Minutes

- Assess the students by checking their written work.
  - Are the student able to form the Numbers correctly?

**Class:** Playgroup **Subject:** Math

| | |
|---|---|
| ➢ Do they recognize the number '6' words? | |
| **Homework:**<br>Assign the students to solve the count and trace activity 2 pg. no. 37 of the textbook as homework. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

# Aquiline

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Different activities of the Number **"6"**

**Period (s) / Time:** 1 / 40 min **Term:** 2nd

**Week: 9** **Day:** 3

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- Write number "6" by using Sand tray activity.
- Practise the number "6" by using printable tracing worksheet.

**Equipment & Material Required:**

Textbook, Flash Pictures, Whiteboard, Board Marker, Duster, sand tray, worksheet print, colour

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:**

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from textbook pg. no. 35.<br>➢ Can you count the objects which represent the Number "6"?<br>➢ Where the bird hungry?<br>➢ How many pieces of bread did Amina make? | 5 Minutes |
| **<u>Development</u>**<br>**Model Reading:**<br>• Greet learners by saying Assalam-o-Alaikum. Have the students come together as a group.<br>• To motivate the students, begin by saying, "Today we'll be learning writing practise of number "6". Raise your hands if anyone of you know any number."<br>• Randomly select students to share the numbers they know. This taps into their prior knowledge.<br>• Paste number "6" flashcard on the board and let the student know that today we learning writing practise of number "6".<br>**<u>Activity: 1</u>**<br>• Firstly divide the students in many pairs or groups and tell them we are going to sand tray activity.<br>• Introduce the students to the material like sand tray on the table and ask him to take it to your table. | 30 Minutes |

**Class:** Playgroup **Subject:** Math

| | |
|---|---|
| • Write the Number "6" on the whiteboard or paste flashcards of the Number "6" on the whiteboard.<br>• Tell the students that Number "6" stands for single object.<br>• Show the students how to draw the shape in the air with a finger, repeating the sound along with you.<br>• Instruct the students how to write the Number "6" by using your finger in the sand tray. When writing, say the instructions like; a curve and a circle makes my number six (6).<br>• Ask the students to practise this one by one by writing in the sand tray more than Six to six time.<br>**Activity: 2**<br>• After doing Activity 1.<br>• Tell them we are going to practice number "6" by using printable tracing worksheet.<br>• Distribute the tracing worksheet of number "6" all the students.<br>• Instruct the students how to write the tracing Number "6" by using your pencil in the worksheet.<br>• When the tracing activity is complete, ask the student to fill in the colour of your own choice on the picture of number "6" in the worksheet.<br>• Ask the student to fill in the colour of your own choice on the picture in the worksheet as well.<br>**Practice Activities:**<br>• Give the students sand tray for practice.<br>• Ask the Students to take turns doing this activity one by one and the teacher goes around the class to review.<br>• Help and guide them wherever needed. | |
| **Assessment:**<br>• Assess the students by checking their written work.<br>➢ Are the student able to form the Numbers correctly?<br>➢ What does the number "6" stand for? | 5 Minutes |
| **Homework:**<br>Assign the students to practice trace activity of number "6" as homework. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

# Aquiline

*Publishers, Printers & Booksellers*

**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Revision the Numbers **"4,5,6"**
**Period (s) / Time:** 1 / 40 min **Term:** 2nd
**Week:** 9 **Day:** 4

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- revise the poems with proper actions.
- revise their listening, speaking and imagination skills.
- revise the reading, tracing and writing of "4,5,6".
- revise "4,5,6" sound and their vocabulary words listed in textbook.

**Equipment & Material Required:**
Audio Visual Aids (Numbers "4,5,6"), Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

**Value Developed:**
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** Shady, monkey, cap, tree, intelligent, naughty, stood, grab, hungry, throw, bread,

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from the students, i.e.:<br>➢ Where do the monkeys live?<br>➢ How can you get out of a deep place?<br>➢ How many birds were there? | 5 Minutes |
| **Development**<br>**Practice Activities:**<br>• Paste the flash cards of the poems on the whiteboard.<br>• Tell the students that they are going to revise the previous lessons.<br>• Revise the rhymes in three simple steps:<br>➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme),<br>➢ **recognizing rhyme** (the child can identify two words that rhyme),<br>➢ **producing rhyme** (a child can think of a word that rhymes with another).<br>• Encourage their participation.<br>• Ask the children which of the poems they have read so far, has they liked the most?<br>• Play their favourite poem CD. After each poem, ask which Numbers is this poem?<br>• While reciting the rhymes you must use your body language, have expressions in your voice with varying volume and stress. | 30 Minutes |

**Class:** Playgroup **Subject:** Math

- Ask the students to repeat the rhymes after you with intonation.
- Repeat the rhymes at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhymes with intonation and physical expressions.
- Ask for the name and sound of the Numbers. Also ask for the names of the things that start with the Numbers 4, 5, 6.
- Then open the Math textbook, pg. no. 8 to 19 and read each number turn by turn.
- Encourage their participation in natural environment.
- Put your finger to the Numbers 4, 5, 6 and then read.
- Help them remember the sound of the Numbers by using the pictures as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example, say:** student puts his finger on number /4/ and say *four is for f-o-ur*.

| | |
|---|---|
| Put your finger on the pages and tell me where **'4, 5, 6'** is? | Put your finger on the page and tell where the **'monkeys and caps'** is? |
| Put your finger on the page and tell where the **'jar'** is? | Put your finger on the page and tell where the **'mouse'** is? |
| Put your finger on the page and tell where the **'birds'** is? | Put your finger on the page and tell where the **'girl'** is? |

- Repeat the Numbers "4, 5, 6" and their voices at least 4-5 times and then tell more vocabulary starting with the Numbers "4,5,6".
- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Show the students how to write the Numbers '4, 5, 6' on the board.
- Help the students to solve the given Reinforcement activities pg. no. 25, 29, 37 of the textbook.

**Assessment:** 5 Minutes

- Place some objects or pictures of the objects having with "4, 5, 6" numbers in the class.
- Ask the students at a time to find an object or a picture which have with "4, 5, 6" numbers.
- Show the pictures of a monkeys, caps, jar, mouse, birds, and lunchbox in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening number sound.

**Homework:**

Ask the students to look carefully at the Numbers and objects on the textbook pg. no. 22-31, 34-37.

- Identify the images given on pg. no. 22-31, 34-37 of the textbook.
- Practise all the activities given on pg. no. 24, 25, 28, 29, 36, 37 of the textbook.

**Class:** Playgroup **Subject:** Math

| | |
|---|---|
| • Practise the Numbers “4,5,6” as written activity. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

# Aquiline

*Publishers, Printers & Booksellers*

**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Introduction to the Number **"7"**

**Period (s) / Time:** 1 / 40 min **Term:** 2nd

**Week: 9** **Day:** 5

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- answer the questions by listening the story carefully.
- recognize the name, sound and graphical representation of the Number "7".
- pronounce the number word starting with the Number "7" correctly.
- identify the images which are starting with the Number "7".

**Equipment & Material Required:**

Audio Visual Aids (Number "7" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** seven, hardworking, ant, anthill, collecting, winter, singing, sleeping, hunger, shine, grasshopper

**Suggested Teaching Methodologies:**

Lecture ☐ Direct Method ☐ Demonstration ☐

| | Time |
|---|---|
| **Number "7" Story:**<br>**Seven Ants and a Lazy Grasshopper:** Dear children! Once there were seven hardworking ants living in an anthill. They remained busy in collecting and sorting food for cold winter. They always worked in a queue. In their neighborhood a lazy grasshopper lived. He did nit worked. He used to spend all his day in singing and sleeping. Then the cold winter arrived with heavy snowfall. Seven ants survived as they had enough supply for the cold winter. The grasshopper has nothing to eat and died of hunger. It is true that make hay while the sun shines. | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, take seven grapes or grapes picture in the classroom. Ask some questions about it.<br>➢ What is it?<br>➢ Have you ever eat before?<br>➢ What is the colour of grapes? | 5 Minutes |
| **Development**<br>**Model Reading & Methodology:**<br>• Tell the students that we are going to start learning about numbers. Raise your hands if anyone of you knows any number."<br>• Raise your hands if anyone of you knows any number."<br>• Explain them that we are going to read the fifth Number "7". | 30 Minutes |

**Class:** Playgroup **Subject:** Math

- Show them the flash cards of the Number "7" and introduce its sound "Seven".
- Explain them the sound of the number '7' is / seven /.
- Show them number "7" flashcard and instruct the children to say the name of the number, i.e. '7' and emphasize the sound / seven /.
- Tell the story of number '7' with proper impressions, showing the pictures given on pages 38, of the textbook.
- Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).
- Appreciate the students' participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

| | |
|---|---|
| What is the sound of number **/7/**? | Why were ant sorting food? |
| How many ants were there? | What did the grasshopper do all the day? |

- Without telling them the moral of the story, ask the students "What did they get from the story?"
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story, you must use your body language, have expression in your voice with varying volume and stress.
- Use your prepared flash cards in story telling process.
- Encourage their participation in natural environment.
- Ask every student to share their views.
- Ask the students to look at the "page no. 39" on the textbook,
- Show the children the name and sound of the Number '7' by using the flash cards.
- In the vocabulary of the story, mark the sound of '7' first, then ask the children.
- Instruct the children to look carefully at the pages of number '7' on the textbook. Then turn your finger on '7' seven to seven times.
- Read the story given at the bottom of the page "38" and ask the children the number that come in it, the opening sound is / seven /.

**Assessment:** 5 Minutes

To assess the students, ask them some questions, i.e.:

- What is the name and sound of the Number you have read just now?
- How many objects are required for number "7".

**Homework:**

Ask the students to look carefully at the Number and objects given on the textbook, pg. no 38, 39.

**Class:** Playgroup **Subject:** Math

| | |
|---|---|
| • Identify the images given on pg. no. 38 of the textbook. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

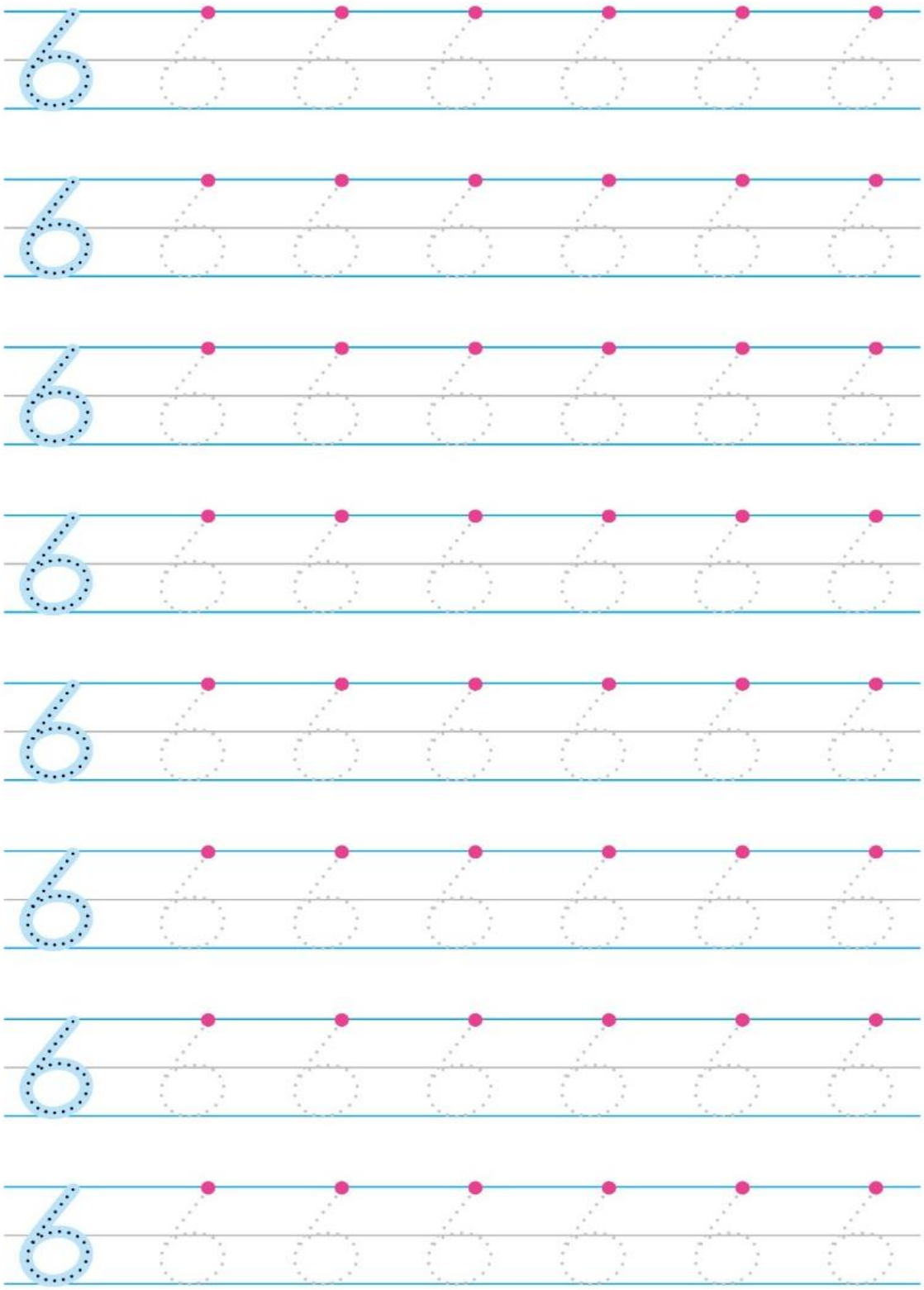
# Aquiline

*Publishers, Printers & Booksellers*

**Class:** Playgroup **Subject:** Math

## Worksheet of number "6" (For Day 1 & Day 2)

**(Take a print and do practice on it)**



# Aquiline

*Publishers, Printers & Booksellers*

**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Introduction to the Vocabulary of the Number **"7"**

**Period (s) / Time:** 1 / 40 min **Term:** 2nd

**Week:** 10 **Day:** 1

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- learn the poem orally.
- demonstrate the poem with actions.
- enhance their listening, speaking and imagination skills.

**Equipment & Material Required:**

Audio Visual Aids (Number "7" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** seven, tiny, ant, summer, winter, grasshopper, dies.

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from the students, i.e.:<br>➢ Have you ever listened any rhyme?<br>➢ What is the colour of grasshopper?<br>➢ Where do we see grasshopper? | 5 Minutes |
| **Development**<br>**Model Reading:**<br>• Paste the flash cards of the poem on the whiteboard.<br>• Tell the students that they are going to learn a poem.<br>**Demonstration:**<br>• Teach the rhyme in Seven simple steps:<br>➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme),<br>➢ **recognizing rhyme** (the child can identify Seven words that rhyme),<br>➢ **producing rhyme** (a child can think of a word that rhymes with another).<br>• Encourage their participation.<br>• Play the CD and ask the students to listen this rhyme.<br>• After listening the audio visual aids, read the rhyme with intonation and stress.<br>**Rhyme:** Seven tiny ants;<br>Working all summer long; | 30 Minutes |

**Class:** Playgroup **Subject:** Math

When cold winter arrives;
The lazy grasshopper dies.

- While reciting the rhyme you must use your body language, have expressions in your voice with varying volume and stress.
- Ask the students to repeat the rhyme after you with intonation.
- Repeat the rhyme at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhyme with intonation and physical expressions.
- Encourage their participation in natural environment.

**Practice Activities:**

- After that ask the students to open the textbook on page no. 38.
- Put your finger to the Number /7/ and then read.
- Help them remember the sound of the Number /7/ by using the picture as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example, say:** student puts his finger on Number /7/ and say *Seven is for s-se-ven*.

| | |
|---|---|
| Put your finger on the page and tell me where **'7'** is? | Put your finger on the page and tell where the **'ants'** is? |
| Put your finger on the page and tell where the **'grassjopper'** is? | Put your finger on the page and tell where the **'anthill'** is? |

- Write the "7" on the whiteboard and say the Number name and voice.
- Repeat the Number "7" and its voice at least 4-5 times and then tell more vocabulary starting with the Number "7".
  - **For Example:** **/7/** ants, **/7/** apples
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Now, describe the "Moral Values" to the students given at the edge of page no. 38.
- Ask the children to open page no. 40 of the textbook and do the activity 1.

**Assessment:** 5 Minutes

- Place some different objects or pictures of the objects having with "7" number in the class, such as flowers, colour pencil and sharpener, etc.
- Ask the students at a time to find an object or a picture which have number "7".
- Ask them to name the object while stressing on the number name and sound. Or
- Show the pictures of "7" bananas, "7" apple, "7" pear in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening number sound.

**Homework:**

Ask the students to look carefully at the Number and objects on the textbook, pg. no 38-39.

- Identify the images given on pg. no. 38 of the textbook.
- Ask the students to solve the count and tracing activity 1 of the textbook given on page no. 41.

**Class:** Playgroup **Subject:** Math

| | |
|---|---|
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

# Aquiline

*Publishers, Printers & Booksellers*

**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** The Structure and Writing of the Number **"7"**
**Period (s) / Time:** 1 / 40 min **Term:** 2nd
**Week:** 10 **Day:** 2

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- read, trace and write the Number "7".
- recognise number "7" sound and its vocabulary words listed in textbook.
- draw straight lines using fine motor skills in preparation of writing Number "7".
- hold or grip a pencil in a correct way to form Number "7".

**Equipment & Material Required:**
Textbook, Alphabet Charts, Whiteboard, Board Marker, Duster, Sand Tray

**Value Developed:**
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** hardworking, lazy, spend, sleeping, queue.

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from textbook pg. no. 39.<br>➢ Can you count the objects which represent the Number "7"?<br>➢ How did the lazy grasshopper die?<br>➢ Where do the ants live? | 5 Minutes |
| **<u>Development</u>**<br>**Model Reading:**<br>• Tell the students that they are going to learn to write the Number "7"<br>• Explain that they are going to learn how to write the Number "7".<br>• Point to "7" on the number wall chart. Ask: What sound does this make? Praise and say: Yes, /Seven/ … /7/ for ants! Yes, /Seven/ … /7/ for apples!<br>• Show the students how to write the number '7' on the board. Sound out /7/ seven as you write it.<br>• Ask the students to make number seven a sleeping line and the slanting line makes my number seven (7).<br>• Number "7" stands for seven objects and it comes after number "6".<br>• Introduce some plurals objects to students to enhance their learning. For instance tell the students that an insect have seven days of a week. | 30 Minutes |

**Class:** Playgroup **Subject:** Math

| | |
|---|---|
| • Show the students how to draw the shape in the air with a finger, repeating the sound along with you.<br>• Tell them that Numbers can change their forms and their sounds.<br>• Write the Number "7" on the whiteboard or paste flashcards of the Number "7" on the whiteboard.<br>• Repeat the sound of Number "7".<br>• Encourage the students to recognise the sound of Number "7".<br>• Instruct the students how to write the Number "7" by using your finger and write with it on flashcard of Number "7". When writing, say the instructions like; a sleeping line and the slanting line makes my number seven (7).<br>• Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor.<br>**Practice Activities:**<br>• Give the students writing boards and markers or loose sheets and pencils for writing practice.<br>• Give them flash cards and ask them to pick the flash cards having the Number "7".<br>• Ask the students to complete the tracing activity on textbook pg. no. 40.<br>• Help and guide them wherever needed. | |
| **Assessment:**<br>• Assess the students by checking their written work.<br>➢ Are the children able to form the Numbers correctly?<br>➢ Do they recognize the number '7' words? | 5 Minutes |
| **Homework:**<br>Assign the students to solve the read and match the number activity 2 pg. no. 41 of the textbook as homework. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

# Aquiline

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Different activities of the Number **"7"**

**Period (s) / Time:** 1 / 40 min **Term:** 2nd

**Week:** 10 **Day:** 3

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- recognize with Number "7" by using spindle boxes activity.
- Practice and formation of Number "7" by using Sandpaper Number activity.

**Equipment & Material Required:**

Cut out of sandpaper and mounted on separate green boards, Seven boxes exactly the same, each with seven compartments. At the back of each compartment is painted a symbol in black, starting from 0 and progressing serially up to 39, A container with 45 spindles.

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:**

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from textbook pg. no. 38.<br>➢ What is the colour of ant?<br>➢ What do the grasshopper eat? | 5 Minutes |
| **<u>Development</u>**<br>**Model Reading:**<br>• Greet learners by saying Assalam-o-Alaikum. Have the students come together as a group.<br>• To motivate the students, begin by saying, "Today we'll be learning about number. Raise your hands if anyone of you know any number."<br>• Randomly select students to share the numbers they know. This taps into their prior knowledge.<br>• Paste number "7" flashcard on the board and let the student know that today we learning numbers and the number is "7".<br>**<u>Activity: 1</u>**<br>• Firstly divide the students in many pairs or groups and tell them we are going to Spindle box activity.<br>• Introduce the students to the materials on the table and ask him to take it to your table. | 30 Minutes |

**Class:** Playgroup **Subject:** Math

- Identify the compartments and numbers that the students knows. Point to them all, one at a time, and ask the students to name the number.
- Tell the students that these numbers will tell us how many spindles to put in the box.
- Point to number "7". Ask the students to read it and then say, "We will put "7" spindle in this box."
- Place spindles in the compartment.
- Do this activity own your own.
- Ask the children to take turns doing this activity one by one and the teacher goes around the class to review. Help children where needed.
- Have the children place the correct spindles in the compartments according to the number "7".
- Then ask the students to take it out of the spindles and put it back in the basket and tell him how many spindles he has kept.

**Activity: 2**

- Firstly divide the students in many pairs or groups and tell them we are going to Sandpaper Numbers activity.
- Introduce the students to carefully carry the box of Sandpaper Numbers to the left side of the table.
- Take the 1-card from the box and put it on the table in front of the Students.
- Slowly trace the number with the 2 primary fingers of you dominant hand and say, "This is Seven. Seven."
- Repeat the previous step 2 times.
- Ask the students if they would like to trace the 1-card and name the number 3 times, the slide the card to the left of the main work space.
- Repeat these steps with the 2-card and the 3-card.
- Evaluate the Students recognition of the numbers by asking them to show you, trace, and name a random number from the 3 cards that are out.
- Complete the previous step with each of the 3 cards.
- Begin the recall phase of the lesson by pointing to each of the 3 cards at random and asking the child to trace and name each one.
- Have the child return the material to the shelf.

**Practice Activities:**

- Give the students spare time and required materials of both activities to make practice.
- Give them Spindle box, Sandpaper Numbers box and ask them to do activity of the Number "7".
- Ask the students to complete the colouring activity of number "7" on textbook pg. no.40.
- Help and guide them wherever needed.

**Assessment:** 5 Minutes

- Assess the students by checking their written work.
  - Are the student able to form the Numbers correctly?

**Class:** Playgroup **Subject:** Math

| | |
|---|---|
| ➢ Do they recognize the number '7' words? | |
| **Homework:**<br>Assign the students to solve the read and match number activity 2 pg. no. 41 of the textbook as homework. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

# Aquiline

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Different activities of the Number **"7"**

**Period (s) / Time:** 1 / 40 min **Term:** 2nd

**Week:** 10 **Day:** 4

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- Write number "7" by using Sand tray activity.
- Practise the number "7" by using printable tracing worksheet.

**Equipment & Material Required:**

Textbook, Flash Pictures, Whiteboard, Board Marker, Duster, sand tray, worksheet print, colour

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:**

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from textbook pg. no. 39.<br>➢ Can you count the objects which represent the Number "7"?<br>➢ Where do the ants live?<br>➢ What kind od animals are ants? | 5 Minutes |
| **<u>Development</u>**<br>**Model Reading:**<br>• Greet learners by saying Assalam-o-Alaikum. Have the students come together as a group.<br>• To motivate the students, begin by saying, "Today we'll be learning writing practise of number "7". Raise your hands if anyone of you know any number."<br>• Randomly select students to share the numbers they know. This taps into their prior knowledge.<br>• Paste number "7" flashcard on the board and let the student know that today we learning writing practise of number "7".<br>**<u>Activity: 1</u>**<br>• Firstly divide the students in many pairs or groups and tell them we are going to sand tray activity.<br>• Introduce the students to the material like sand tray on the table and ask him to take it to your table. | 30 Minutes |

**Class:** Playgroup **Subject:** Math

| | |
|---|---|
| • Write the Number "7" on the whiteboard or paste flashcards of the Number "7" on the whiteboard.<br>• Tell the students that Number "7" stands for single object.<br>• Show the students how to draw the shape in the air with a finger, repeating the sound along with you.<br>• Instruct the students how to write the Number "7" by using your finger in the sand tray. When writing, say the instructions like; a sleeping line and the slanting line makes my number seven (7).<br>• Ask the students to practise this one by one by writing in the sand tray more than Seven to seven time.<br>**Activity: 2**<br>• After doing Activity 1.<br>• Tell them we are going to practice number "7" by using printable tracing worksheet.<br>• Distribute the tracing worksheet of number "7" all the students.<br>• Instruct the students how to write the tracing Number "7" by using your pencil in the worksheet.<br>• When the tracing activity is complete, ask the student to fill in the colour of your own choice on the picture of number "7" in the worksheet.<br>• Ask the student to fill in the colour of your own choice on the picture in the worksheet as well.<br>**Practice Activities:**<br>• Give the students sand tray for practice.<br>• Ask the Students to take turns doing this activity one by one and the teacher goes around the class to review.<br>• Help and guide them wherever needed. | |
| **Assessment:**<br>• Assess the students by checking their written work.<br>➢ Are the student able to form the Numbers correctly?<br>➢ What does the number "7" stand for? | 5 Minutes |
| **Homework:**<br>Assign the students to practice trace activity of number "7" as homework. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

# Aquiline

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Comparison of "Heavy & Light"
**Period (s) / Time:** 1 / 40 min **Term:** 2nd
**Week:** 10 **Day:** 5

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- answer the questions by listening the story carefully.
- differentiate between heavy and light objects.
- identify heavy and light objects from their surroundings.
- sort different objects as heavy and light.

**Equipment & Material Required:**
Audio Visual Aids (Bear and Mouse Story) Textbook, Objects of Different Sizes, Flashcards of Heavy and Light Objects, Weights, Picture Cards (different objects having different weights so the students can easily distinguish their weights by just looking at them), Blank Pages,, Whiteboard, Board Marker, Duster.

**Value Developed:**
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** Heavy, Light, bear, mouse brown, jungle, jumping, balloon.

| | Time |
|---|---|
| **Suggested Teaching Methodologies:**<br>Lecture ☐ Direct Method ☐ Demonstration ☐ | |
| **Comparison of "Heavy & Light" Story:**<br>**A Heavy Snake and a Light Caterpillar:** Once, there lived a heavy brown bear in a jungle. One day, he was sleeping. A little light mouse came there. The mouse started playing and jumping on the bear. The bear woke up with anger. He tried to catch the mouse but the little mouse took a balloon and flew away in the air. The bear thought to go after him but he failed because he was too heavy to fly with a balloon. The mouse laughed and said: " Catch me if you can". | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, take a heavy and a light object in the classroom. Ask some questions about it.<br>➢ What is it?<br>➢ Have you ever seen mouse before?<br>➢ What is the colour of the heavy object? | 5 Minutes |
| **Development**<br>**Model Reading & Methodology:**<br>• Tell the students that we are going to start learning about comparison (Heavy & Light). Raise your hands if anyone of you knows any heavy and light object."<br>• Raise your hands if anyone of you knows any heavy and light animal." | 30 Minutes |

- Practice this with students and encourage their participation.
- Draw or paste two picture cards of different objects (varying in weight) on the white board.
- Ask the students to identify the heavy object. Write heavy name under it.
- Tell the students that the other object is "light" in weight as compare to the previous object and label that object as "light".
- Now, remove the heavy object and label of light object. Paste or draw any object which is light as compare to the object which you labeled as "light" previously.
- Again, ask the students to identify the heavy object between these two objects.
- The object which you label as light become heavy as compare to the other object and other object is light.
- Repeat the process with different objects so students can grasp the comparative concept.
- After doing much practice, have students gather in a circle and have basket full of different objects having different weights.
- Start by comparing any two objects of different weights. One object in right hand and other in left hand to identify the weight difference. Ask the students to identify which one is heavy and which one is light.
- Encourage students to take the objects in their hands one by one to feel the difference in weight.
- Explain the concept of different weights with everyday examples..
- Tell the story of Heavy and Light with proper impressions, showing the pictures given on pages 42, of the textbook.
- Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).
- Appreciate the students' participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

| | |
|---|---|
| What is the story about? | Who was sleeping? |
| Who was jumping on the bear? | What is the colour of bear and mouse? |

- Without telling them the moral of the story, ask the students "What did they get from the story?"
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story, you must use your body language, have expression in your voice with varying volume and stress.
- Paste flashcards of different objects and demonstrate which the heavy objects are and which are light.

**Class:** Playgroup **Subject:** Math

| | |
|---|---|
| • Ask the students to look at the "page no. 42, 43" on the textbook,<br>• In the vocabulary of the story, mark the heavy and light object, then ask the children.<br>• Instruct the children to look carefully at the pages of '42, 43' on the textbook. Then mark your finger on 'Heavy and Light' object. And then solve the **activity 1** on the page "43" | |
| **Assessment:**<br>To assess the students, ask them some questions, i.e.:<br>• What is the name of the story you have read just now?<br>• How did little mouse flew away in the air? | 5 Minutes |
| **Homework:**<br>Ask the students to look carefully at the Comparison (Heavy & Light) and objects given on the textbook, pg. no 43.<br>• Identify the images and solve the **activity 2** given on pg. no. 43 of the textbook. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

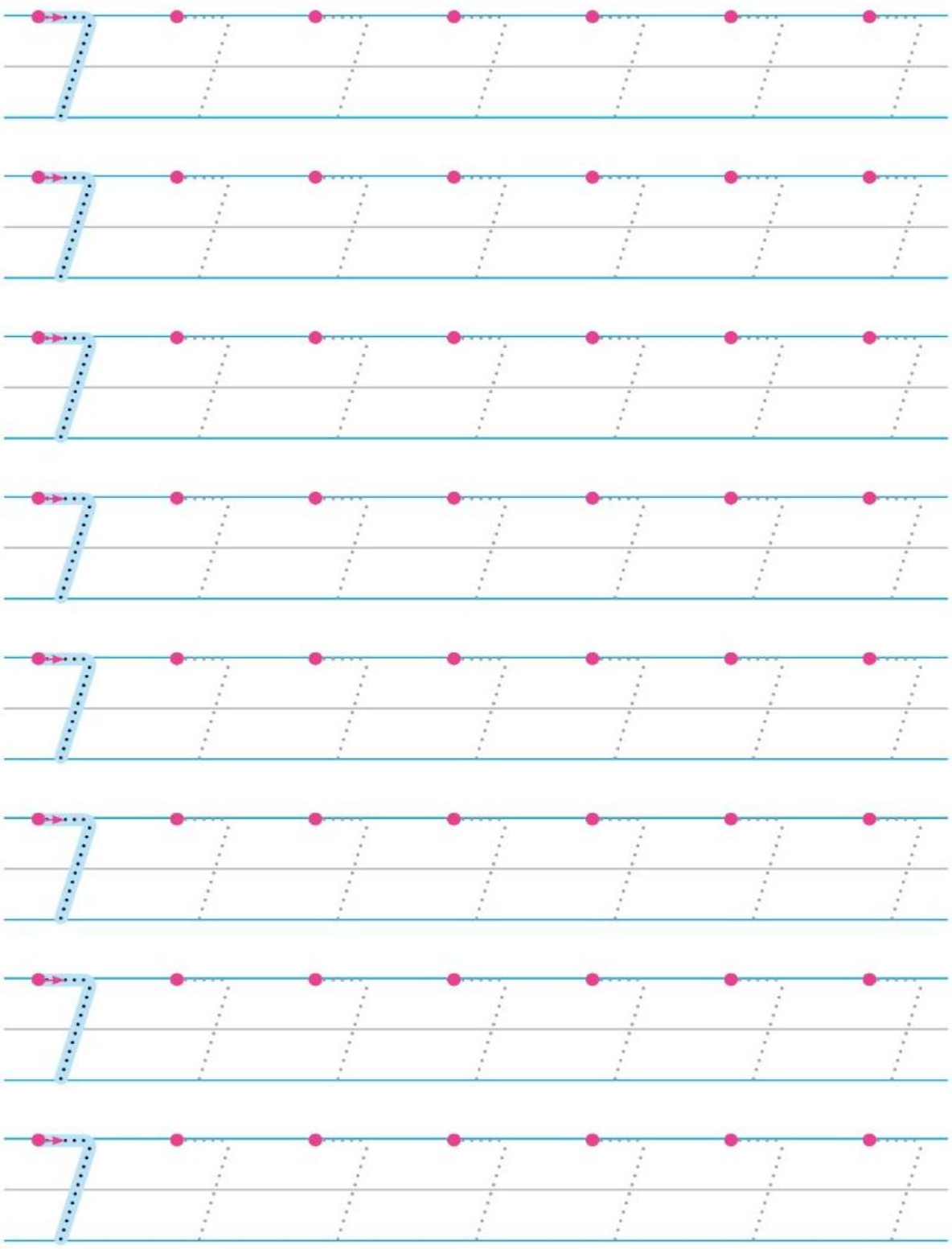
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**Class:** Playgroup **Subject:** Math

## Worksheet of number "7" (For Day 2 & Day 3)

**(Take a print and do practice on it)**



# Aquiline

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Introduction to the Number **"8"**

**Period (s) / Time:** 1 / 46 min **Term:** 2nd

**Week: 11** **Day:** 1

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- answer the questions by listening the story carefully.
- recognize the name, sound and graphical representation of the Number "8".
- pronounce the number word starting with the Number "8" correctly.
- identify the images which are starting with the Number "8".

**Equipment & Material Required:**

Audio Visual Aids (Number "8" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** pigeon, flying, search, food, saw, grain, ground, trapped, net, upward, hunter, catch pigeons, unity strength

**Suggested Teaching Methodologies:**

Lecture ☐ Direct Method ☐ Demonstration ☐

| | Time |
|---|---|
| **Number "8" Story:**<br>**Eight Pigeons and a Hunter:** Dear children! Once, eight pigeons were flying in search of food. They saw some grains on a field. They landed on the ground and started eating grains. Suddenly, a hunter appeared and he pulled a rope. All eight pigeons trapped in a net. The bird pushed the net together and started to pull it upward. The hunter tried to catch the pigeons but couldn't catch them. It is true that unity is strength. | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, take eight pigeon feathers or feather picture in the classroom. Ask some questions about it.<br>➢ What is it?<br>➢ Have you ever see feather before?<br>➢ What is the colour of pigeon feather? | 5 Minutes |
| **Development**<br>**Model Reading & Methodology:**<br>• Tell the students that we are going to start learning about numbers. Raise your hands if anyone of you knows any number."<br>• Raise your hands if anyone of you knows any number."<br>• Explain them that we are going to read the fifth Number "8". | 30 Minutes |

**Class:** Playgroup **Subject:** Math

- Show them the flash cards of the Number "8" and introduce its sound "Eight".
- Explain them the sound of the number '8' is / eight /.
- Show them number "8" flashcard and instruct the children to say the name of the number, i.e. '8' and emphasize the sound / eight /.
- Tell the story of number '8' with proper impressions, showing the pictures given on pages 44, of the textbook.
- Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).
- Appreciate the students' participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

| | |
|---|---|
| What is the sound of number **/8/**? | Why were pigeons flying? |
| Who trapped the pigeons? | How did the pigeons escape? |

- Without telling them the moral of the story, ask the students "What did they get from the story?"
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story, you must use your body language, have expression in your voice with varying volume and stress.
- Use your prepared flash cards in story telling process.
- Encourage their participation in natural environment.
- Ask every student to share their views.
- Ask the students to look at the "page no. 45" on the textbook,
- Show the children the name and sound of the Number '8' by using the flash cards.
- In the vocabulary of the story, mark the sound of '8' first, then ask the children.
- Instruct the children to look carefully at the pages of number '8' on the textbook. Then turn your finger on '8' eight to eight times.
- Read the story given at the bottom of the page "44" and ask the children the number that come in it, the opening sound is / eight /.

**Assessment:** 5 Minutes

To assess the students, ask them some questions, i.e.:

- What is the name and sound of the Number you have read just now?
- How many objects are required for number "8".

**Homework:**

Ask the students to look carefully at the Number and objects given on the textbook, pg. no 44, 45.

**Class:** Playgroup **Subject:** Math

| | |
|---|---|
| • Identify the images given on pg. no. 44 of the textbook. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

# Aquiline

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Introduction to the Vocabulary of the Number **"8"**

**Period (s) / Time:** 1 / 46 min **Term:** 2nd

**Week: 11** **Day:** 2

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- learn the poem orally.
- demonstrate the poem with actions.
- enhance their listening, speaking and imagination skills.

**Equipment & Material Required:**

Audio Visual Aids (Number "8" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** Eight, pigeons, fly, hunter, net, sky, together, saying, goodbye.

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from the students, i.e.:<br>➢ Have you ever listened any rhyme?<br>➢ Who trapped the pigeons?<br>➢ Who pushed the net together? | 5 Minutes |
| **<u>Development</u>**<br>**Model Reading:**<br>• Paste the flash cards of the poem on the whiteboard.<br>• Tell the students that they are going to learn a poem.<br>**Demonstration:**<br>• Teach the rhyme in Eight simple steps:<br>➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme),<br>➢ **recognizing rhyme** (the child can identify Eight words that rhyme),<br>➢ **producing rhyme** (a child can think of a word that rhymes with another).<br>• Encourage their participation.<br>• Play the CD and ask the students to listen this rhyme.<br>• After listening the audio visual aids, read the rhyme with intonation and stress.<br>**Rhyme:** Eight, eight, eight;<br>Eight pigeons fly; | 30 Minutes |

With hunter's net in the sky;
Working together, they fly;
Saying the hunter bye bye goodbye.

- While reciting the rhyme you must use your body language, have expressions in your voice with varying volume and stress.
- Ask the students to repeat the rhyme after you with intonation.
- Repeat the rhyme at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhyme with intonation and physical expressions.
- Encourage their participation in natural environment.

**Practice Activities:**

- After that ask the students to open the textbook on page no. 44.
- Put your finger to the Number /8/ and then read.
- Help them remember the sound of the Number /8/ by using the picture as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example, say:** student puts his finger on Number /8/ and say *Eight is for e-ei-ght*.

| | |
|---|---|
| Put your finger on the page and tell me where **'8'** is? | Put your finger on the page and tell where the **'pigeons'** is? |
| Put your finger on the page and tell where the **'hat'** is? | Put your finger on the page and tell where the **'hunter'** is? |

- Write the "8" on the whiteboard and say the Number name and voice.
- Repeat the Number "8" and its voice at least 4-5 times and then tell more vocabulary starting with the Number "8".
  - **For Example:** **/8/** pigeons, **/8/** hats
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Now, describe the "Moral Values" to the students given at the edge of page no. 44.
- Ask the children to open page no. 46 of the textbook and do the activity 1.

**Assessment:** 5 Minutes

- Place some different objects or pictures of the objects having with "8" number in the class, such as parrot, balloons and books, etc.
- Ask the students at a time to find an object or a picture which have number "8".
- Ask them to name the object while stressing on the number name and sound. Or
- Show the pictures of "8" spoons, "8" cotton bud, "8" flowers in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening number sound.

**Homework:**

Ask the students to look carefully at the Number and objects on the textbook, pg. no 44-45.

- Identify the images given on pg. no. 44 of the textbook.

**Class:** Playgroup **Subject:** Math

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|---|---|
| • Ask the students to solve the count and tracing activity 1 of the textbook given on page no. 47. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

# Aquiline

*Publishers, Printers & Booksellers*

**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** The Structure and Writing of the Number **"8"**

**Period (s) / Time:** 1 / 46 min **Term:** 2nd

**Week: 11** **Day:** 3

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- read, trace and write the Number "8".
- recognise number "8" sound and its vocabulary words listed in textbook.
- draw straight lines using fine motor skills in preparation of writing Number "8".
- hold or grip a pencil in a correct way to form Number "8".

**Equipment & Material Required:**

Textbook, Alphabet Charts, Whiteboard, Board Marker, Duster, Sand Tray

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** pigeon, flying, search, food, saw, grain, ground, trapped, net.

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from textbook pg. no. 45.<br>➢ Can you count the objects which represent the Number "8"?<br>➢ What do the pigeons eat?<br>➢ How many pigeons were flying in search of food? | 5 Minutes |
| **Development**<br>**Model Reading:**<br>• Tell the students that they are going to learn to write the Number "8"<br>• Explain that they are going to learn how to write the Number "8".<br>• Point to "8" on the number wall chart. Ask: What sound does this make? Praise and say: Yes, /Eight/ … /8/ for pigeons! Yes, /Eight/ … /8/ for hats!<br>• Show the students how to write the number '8' on the board. Sound out /8/ eight as you write it.<br>• Ask the students to make an 's' and shut the gate makes my number eight (8).<br>• Number "8" stands for eight objects and it comes after number "7".<br>• Introduce some plurals objects to students to enhance their learning. For instance tell the students that an insect have eight legs and big van or truck have also eight wheel, etc. | 30 Minutes |

**Class:** Playgroup **Subject:** Math

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|---|---|
| • Show the students how to draw the shape in the air with a finger, repeating the sound along with you.<br>• Tell them that Numbers can change their forms and their sounds.<br>• Write the Number "8" on the whiteboard or paste flashcards of the Number "8" on the whiteboard.<br>• Repeat the sound of Number "8".<br>• Encourage the students to recognise the sound of Number "8".<br>• Instruct the students how to write the Number "8" by using your finger and write with it on flashcard of Number "8". When writing, say the instructions like; make an 's' and shut the gate makes my number eight (8).<br>• Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor.<br>**Practice Activities:**<br>• Give the students writing boards and markers or loose sheets and pencils for writing practice.<br>• Give them flash cards and ask them to pick the flash cards having the Number "8".<br>• Ask the students to complete the tracing activity on textbook pg. no. 46.<br>• Help and guide them wherever needed. | |
| **Assessment:**<br>• Assess the students by checking their written work.<br>➢ Are the children able to form the Numbers correctly?<br>➢ Do they recognize the number '8' words? | 5 Minutes |
| **Homework:**<br>Assign the students to solve to trace and write activity 2 pg. no. 47 of the test book as homework. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

# Aquiline

*Publishers, Printers & Booksellers*

**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Different activities of the Number **"8"**

**Period (s) / Time:** 1 / 46 min **Term:** 2nd

**Week: 11** **Day:** 4

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- recognize with Number "8" by using spindle boxes activity.
- Practice and formation of Number "8" by using Sandpaper Number activity.

**Equipment & Material Required:**

Cut out of sandpaper and mounted on separate green boards, Eight boxes exactly the same, each with eight compartments. At the back of each compartment is painted a symbol in black, starting from 0 and progressing serially up to 45, A container with 45 spindles.

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:**

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from textbook pg. no. 45.<br>➢ Why pigeon were fly?<br>➢ Who trapped the pigeon? | 5 Minutes |
| **<u>Development</u>**<br>**Model Reading:**<br>• Greet learners by saying Assalam-o-Alaikum. Have the students come together as a group.<br>• To motivate the students, begin by saying, "Today we'll be learning about number. Raise your hands if anyone of you know any number."<br>• Randomly select students to share the numbers they know. This taps into their prior knowledge.<br>• Paste number "8" flashcard on the board and let the student know that today we learning numbers and the number is "8".<br>**<u>Activity: 1</u>**<br>• Firstly divide the students in many pairs or groups and tell them we are going to Spindle box activity.<br>• Introduce the students to the materials on the table and ask him to take it to your table. | 30 Minutes |

**Class:** Playgroup **Subject:** Math

- Identify the compartments and numbers that the students knows. Point to them all, one at a time, and ask the students to name the number.
- Tell the students that these numbers will tell us how many spindles to put in the box.
- Point to number "8". Ask the students to read it and then say, "We will put "8" spindle in this box."
- Place spindles in the compartment.
- Do this activity own your own.
- Ask the children to take turns doing this activity one by one and the teacher goes around the class to review. Help children where needed.
- Have the children place the correct spindles in the compartments according to the number "8".
- Then ask the students to take it out of the spindles and put it back in the basket and tell him how many spindles he has kept.

**Activity: 2**

- Firstly divide the students in many pairs or groups and tell them we are going to Sandpaper Numbers activity.
- Introduce the students to carefully carry the box of Sandpaper Numbers to the left side of the table.
- Take the 1-card from the box and put it on the table in front of the Students.
- Slowly trace the number with the 2 primary fingers of you dominant hand and say, "This is Eight. Eight."
- Repeat the previous step 2 times.
- Ask the students if they would like to trace the 1-card and name the number 3 times, the slide the card to the left of the main work space.
- Repeat these steps with the 2-card and the 3-card.
- Evaluate the Students recognition of the numbers by asking them to show you, trace, and name a random number from the 3 cards that are out.
- Complete the previous step with each of the 3 cards.
- Begin the recall phase of the lesson by pointing to each of the 3 cards at random and asking the child to trace and name each one.
- Have the child return the material to the shelf.

**Practice Activities:**

- Give the students spare time and required materials of both activities to make practice.
- Give them Spindle box, Sandpaper Numbers box and ask them to do activity of the Number "8".
- Ask the students to complete the tracing activity "8" on textbook pg. no. 47.
- Help and guide them wherever needed.

**Assessment:** 5 Minutes

- Assess the students by checking their written work.
  - Are the student able to form the Numbers correctly?

**Class:** Playgroup **Subject:** Math

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| ➢ Do they recognize the number '8' words? | |
| **Homework:**<br>Assign the students to practice trace activity of number "8" as homework. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

# Aquiline

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Different activities of the Number **"8"**

**Period (s) / Time:** 1 / 46 min **Term:** 2nd

**Week: 11** **Day:** 5

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- Write number "8" by using Sand tray activity.
- Practise the number "8" by using printable tracing worksheet.

**Equipment & Material Required:**

Textbook, Flash Pictures, Whiteboard, Board Marker, Duster, sand tray, worksheet print, colour

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:**

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from textbook pg. no. 44.<br>➢ Can you count the objects which represent the Number "8"?<br>➢ What is the moral of the story?<br>➢ Who pulled the rope? | 5 Minutes |
| **<u>Development</u>**<br>**Model Reading:**<br>• Greet learners by saying Assalam-o-Alaikum. Have the students come together as a group.<br>• To motivate the students, begin by saying, "Today we'll be learning writing practise of number "8". Raise your hands if anyone of you know any number."<br>• Randomly select students to share the numbers they know. This taps into their prior knowledge.<br>• Paste number "8" flashcard on the board and let the student know that today we learning writing practise of number "8".<br>**<u>Activity: 1</u>**<br>• Firstly divide the students in many pairs or groups and tell them we are going to sand tray activity.<br>• Introduce the students to the material like sand tray on the table and ask him to take it to your table. | 30 Minutes |

**Class:** Playgroup **Subject:** Math

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| • Write the Number "8" on the whiteboard or paste flashcards of the Number "8" on the whiteboard.<br>• Tell the students that Number "8" stands for single object.<br>• Show the students how to draw the shape in the air with a finger, repeating the sound along with you.<br>• Instruct the students how to write the Number "8" by using your finger in the sand tray. When writing, say the instructions like; make an 's' and shut the gate makes my number eight (8).<br>• Ask the students to practise this one by one by writing in the sand tray more than Eight to eight time.<br>**Activity: 2**<br>• After doing Activity 1.<br>• Tell them we are going to practice number "8" by using printable tracing worksheet.<br>• Distribute the tracing worksheet of number "8" all the students.<br>• Instruct the students how to write the tracing Number "8" by using your pencil in the worksheet.<br>• When the tracing activity is complete, ask the student to fill in the colour of your own choice on the picture of number "8" in the worksheet.<br>• Ask the student to fill in the colour of your own choice on the picture in the worksheet as well.<br>**Practice Activities:**<br>• Give the students sand tray for practice.<br>• Ask the Students to take turns doing this activity one by one and the teacher goes around the class to review.<br>• Help and guide them wherever needed. | |
| **Assessment:**<br>• Assess the students by checking their written work.<br>➢ Are the student able to form the Numbers correctly?<br>➢ What does the number "8" stand for? | 5 Minutes |
| **Homework:**<br>Assign the students to practice trace activity of number "8" as homework. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

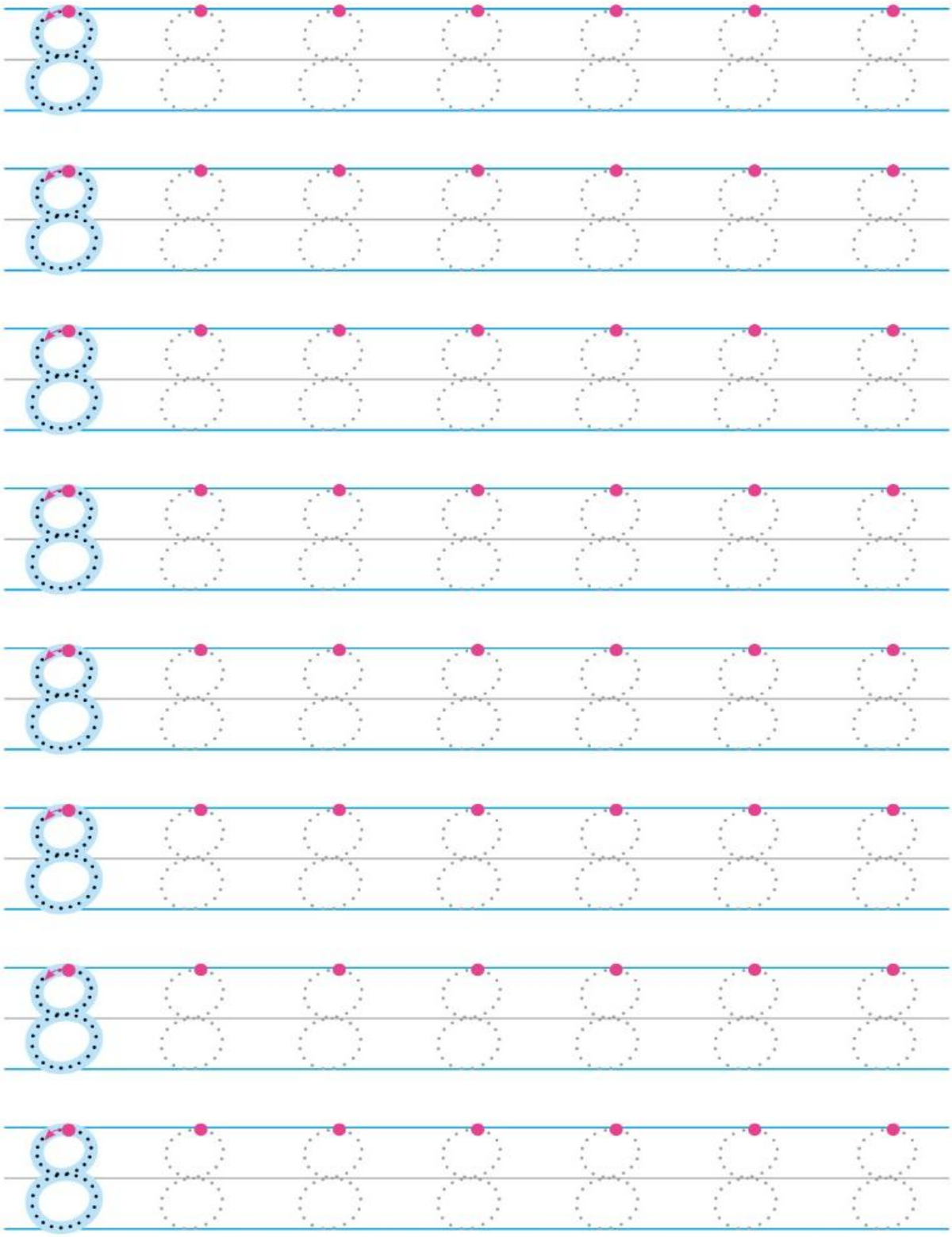
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**Class:** Playgroup **Subject:** Math

## Worksheet of number "8" (For Day 3 & Day 4)

**(Take a print and do practice on it)**



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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Comparison of "More & Less"
**Period (s) / Time:** 1 / 40 min **Term:** 2nd
**Week:** 12 **Day:** 1

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- identify More and Less objects from their surroundings.
- differentiate between More and Less objects.
- sort Less objects as More and Less.

**Equipment & Material Required:**
Textbook, Objects of Less Sizes, Flashcards of More and Less Objects, Picture Cards of Less objects, Blank Pages, Whiteboard, Board Marker, Duster.

**Value Developed:**
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** More, Less, books, crayon, block, cookies, jar, candies,

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, take a more and a less object in the classroom. Ask some questions about it.<br>➢ What is it?<br>➢ Have you ever seen more object together before?<br>➢ What is the colour of the less object? | 5 Minutes |
| **Development**<br>**Model Reading & Methodology:**<br>• Tell the students that we are going to start learning about comparison (More & Less). Raise your hands if anyone of you knows any More and Less object."<br>• Raise your hands if anyone of you knows any More and Less animals."<br>• Practice this with students and encourage their participation.<br>• Draw or paste three picture cards of Less objects (varying in Less) on the white board.<br>• Ask the students to identify the More object. Write More object name under it.<br>• Tell the students that the other object is "Less" in shape as compare to the previous object and label that object as "Less".<br>• Now, remove the More object and label of Less object. Paste or draw any object which is Less as compare to the object which you labeled as "Less" previously. | 30 Minutes |

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| • Again, ask the students to identify the More object between these two objects.<br>• The object which you label as Less become More as compare to the other object and other object is Less.<br>• Repeat the process with Less objects so students can grasp the comparative concept.<br>• After doing much practice, have students gather in a circle and have basket full of Less objects having Less shapes.<br>• Start by comparing any two objects of Less shapes. One object in right hand and other in left hand to identify the Shape difference. Ask the students to identify which one is More and which one is Less.<br>• Encourage students to take the objects in their hands one by one to feel the difference in shape.<br>• Explain the concept of Less shapes with everyday examples..<br>• Tell any imaginary story of More and Less with proper impressions, showing the pictures given on pages 48, of the textbook.<br>• Now, tell them the story by using TPI (Total Personal Interaction) method.<br>• For telling a story, you must use your body language, have expression in your voice with varying volume and stress.<br>• Paste flashcards of Less objects and demonstrate which the More objects are and which are Less.<br>• Ask the students to look at the "page no. 48, 49" on the textbook,<br>• In the vocabulary of the object, mark the More and Less object, then ask the children.<br>• Instruct the children to look carefully at the pages of '48, 49' on the textbook. Then mark your finger on 'More and Less' object. And then solve the **activity** on the page "48" | |
| **Assessment:**<br>To assess the students, ask them some questions, i.e.:<br>• What is the colour of blocks?<br>• What is the colour of candies? | 5 Minutes |
| **Homework:**<br>Ask the students to look carefully at the Comparison (More & Less) and objects given on the textbook, pg. no 48.<br>• Identify the images and solve the **activity** given on pg. no. 49 of the textbook. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

# Aquiline

*Publishers, Printers & Booksellers*

**Class:** Playgroup **Subject:** Math

## ` Daily Lesson Plan

**Topic(s):** Basic Shapes "Circle"
**Period (s) / Time:** 1 / 40 min **Term:** 2nd
**Week:** 12 **Day:** 2

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- Identify the basic Shapes like "Circle".
- differentiate between basic shapes.
- identify circle shape objects from their surroundings.
- sort different objects as in circle shape.

**Equipment & Material Required:**
Audio Visual Aids Textbook, Different Sizes in circle shape, Flashcards of Circle Objects, Picture Cards (circle shapes objects having different size so the students can easily distinguish their basic shape by just looking at them), Blank Pages,, Whiteboard, Board Marker, Duster.

**Value Developed:**
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** circle, shape, button, plate, biscuit.

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, take a circle shape object in the classroom. Ask some questions about it.<br>➢ What is it?<br>➢ Have you ever seen circle shape before?<br>➢ Which colour do you like to fill in circle shape? | 5 Minutes |
| **<u>Development</u>**<br>**Model Reading & Methodology:**<br>• Tell the students that we are going to start learning about Basic shapes (Circle). Raise your hands if anyone of you knows any basic shape.<br>• Raise your hands if anyone of you knows any circle shape object."<br>• Practice this with students and encourage their participation.<br>**Opening to lesson:**<br>• Gather students and ask them to join their hands and make circle and sing the poem "the wheels on the bus go round and round". Show the students an image of a school bus. Tell | 30 Minutes |

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| them that round wheels are of circle shape. Reinforce the definition of circle by making a circle with your hand. Ask the students to make a circle with their hands.<br>• Show them other pictures having "circle" shape. Tell them that everything around us is of different shape. Ask them to observe their surrounding and identify circle shaped objects.<br>**Demonstration:**<br>• Draw a circle on the board, and hand out copies for students to trace. Trace the circle on the board while singing the chant:<br>"Start at the top<br>Loop to the floor<br>Swing back around…<br>Let's make some more!"<br>• While you continue to trace the circle on the board, encourage them to trace the circle on their papers. Then encourage them to try making circles on their own while singing the chant.<br>• Give each student a bottle cap, a jar lid or any other circular object. Show students how to trace around the object to create a circle. Then help them to cut out the circles and stack them in a pile. Show them how to glue their circles in a row on another piece of paper to create a caterpillar. Provide students with art supplies to draw a face on their caterpillars and decorate it.<br>• Have students identify objects in the classroom that are circles. Alternatively, take a nature walk with students and encourage them to point out any circles that they find.<br>• Ask the students to look at the "page no. 50" on the textbook, | |
| **Assessment:**<br>To assess the students, ask them some questions, i.e.:<br>• What is the name of the poem you have read just now?<br>• How did circle shape draw? | 5 Minutes |
| **Homework:**<br>Ask the students to look carefully at the Basic shape (circle) and objects given on the textbook, pg. no 50.<br>• Identify the images and solve the trace circle **activity** given on pg. no. 50 of the textbook. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

# Aquiline

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Basic Shapes "Square"
**Period (s) / Time:** 1 / 40 min **Term:** 2nd
**Week:** 12 **Day:** 3

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- Identify the basic Shapes like "Square".
- differentiate between basic shapes.
- identify Square shape objects from their surroundings.
- sort different objects as in Square shape.

**Equipment & Material Required:**
Audio Visual Aids Textbook, Different Sizes in Square shape, Flashcards of Square Objects, Picture Cards (Square shapes objects having different size so the students can easily distinguish their basic shape by just looking at them), Blank Pages,, Whiteboard, Board Marker, Duster.

**Value Developed:**
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** Square, shape, clock, cerium, .

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, take a Square shape object in the classroom. Ask some questions about it.<br>➢ What is it?<br>➢ Have you ever seen Square shape before?<br>➢ Which colour do you like to fill in Square shape? | 5 Minutes |
| **<u>Development</u>**<br>**Model Reading & Methodology:**<br>• Tell the students that we are going to start learning about Basic shapes (Square). Raise your hands if anyone of you knows any basic shape.<br>• Raise your hands if anyone of you knows any Square shape object."<br>• Practice this with students and encourage their participation.<br>**Opening to Lesson:**<br>• Prompt students to notice that Square shape has exactly four **sides** and four **corners**, the place where two lines meet. For that purpose paste a square flashcard or chart paper cutout on the white board. | 30 Minutes |

**Class:** Playgroup **Subject:** Math

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| • Have them raise thumb and first finger of both hand and make the square shape. Have them count the sides and corners of this shape. Show them an example of a shape that is not a square because it does not have four sides and four corners.<br>• Acknowledge that square have straight sides. Have them hold their arm in the air and repeat, "**Straight**". Have them draw a wavy line with their hand and repeat, "**Curved**".<br>• Write "straight" and "curved" on the board with a visual for reference. Show them an example of a shape with four sides that is not a square because not all sides are straight.<br>• Another characteristic that square shape is that it is a closed shape. This means that there are no openings in the sides or corners. Have them join their thumbs, but not their pointer fingers to create an open shape with their fingers as they repeat, "Open". Have them join their pointer fingers and repeat, "Closed".<br>• Another characteristic of rectangle shape is that all the four sides of square shape are equal in length. Have them to observe the length of both thumbs. Now, have them observe the shape pasted shape on whiteboard.<br>• Tell students that square can come in many different sizes and colors, but all squares have four straight sides, and are closed. Explain that these are the defining attributes, or characteristics, that all square shapes have in common.<br>**Demonstration:**<br>• Tell students that they will work with their group to build different examples of square using straws and pipe cleaners.<br>• Model the activity by choosing three straws of different lengths. Model bending the pipe cleaner to create corners to join the sides of the square. If pipe cleaners are not available, students can build square with straws or sticks on paper, draw a dot at each corner, and then connect the dots using a ruler to build different square shapes.<br>• Think aloud about the shape you created. Ask students if it has the defining attributes of square. Say, "Is it closed? Does it have four straight sides? Does all four sides are equal?".<br>• Display the sentence frames, "A square is ____.", "A square has ____sides.", "A square has ____ corners.", "A square has ___ sides equal." Use the sentence frames to describe the square.<br>• Flip the square upside down, and ask students if the shape is still a square.<br>• Challenge students to work together with their groups to create square with sides of any length. Prompt students to describe the square using the sentence frames.<br>• Instruct students to break the square down and remove the pipe cleaners<br>• Ask the students to look at the "page no. 51" on the textbook, | |
| **Assessment:**<br>To assess the students, ask them some questions, i.e.:<br>• What is the name of the poem you have read just now?<br>• How many sides and corners a square has? | 5 Minutes |
| **Homework:** | |

**Class:** Playgroup **Subject:** Math

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| Ask the students to look carefully at the Basic shape (Square) and objects given on the textbook, pg. no 51.<br>• Identify the images and solve the trace Square **activity** given on pg. no. 51 of the textbook. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Basic Shapes "Triangle"
**Period (s) / Time:** 1 / 40 min **Term:** 2nd
**Week:** 12 **Day:** 4

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- Identify the basic Shapes like "Triangle".
- differentiate between basic shapes.
- identify Triangle shape objects from their surroundings.
- sort different objects as in Triangle shape.

**Equipment & Material Required:**
Audio Visual Aids Textbook, Different Sizes in Triangle shape, Flashcards of Triangle Objects, Picture Cards (Triangle shapes objects having different size so the students can easily distinguish their basic shape by just looking at them), Blank Pages,, Whiteboard, Board Marker, Duster.

**Value Developed:**
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** Triangle, shape, clock, cerium, .

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, take a Triangle shape object in the classroom. Ask some questions about it.<br>➢ What is it?<br>➢ Have you ever seen Triangle shape before?<br>➢ Which colour do you like to fill in Triangle shape? | 5 Minutes |
| **<u>Development</u>**<br>**Model Reading & Methodology:**<br>• Tell the students that we are going to start learning about Basic shapes (Triangle). Raise your hands if anyone of you knows any basic shape.<br>• Raise your hands if anyone of you knows any Triangle shape object."<br>• Practice this with students and encourage their participation.<br>**Opening to Lesson:**<br>• Prompt students to notice that triangles have exactly three **sides** and three **corners**, the place where two lines meet. For that purpose paste a triangle flashcard or chart paper cutout on the white board. | 30 Minutes |

**Class:** Playgroup **Subject:** Math

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| • Have them raise three fingers, and count the sides on one of the triangle examples. Show them an example of a shape that is not a triangle because it does not have three sides and three corners.<br>• Acknowledge that triangles have straight sides. Have them hold their arm in the air and repeat, "**Straight**". Have them draw a wavy line with their hand and repeat, "**Curved**".<br>• Write "straight" and "curved" on the board with a visual for reference. Show them an example of a shape with three sides that is not a triangle because not all sides are straight.<br>• Another characteristic that triangles share is that they are closed shapes. This means that there are no openings in the sides or corners. Have them join their thumbs, but not their pointer fingers to create an open shape with their fingers as they repeat, "Open". Have them join their pointer fingers and repeat, "Closed".<br>• Tell students that triangles can come in many different sizes and colors, but all triangles have three straight sides, and are closed. Explain that these are the defining attributes, or characteristics, that all triangles have in common.<br>**Demonstration:**<br>• Tell students that they will work with their group to build different examples of triangles using straws and pipe cleaners.<br>• Model the activity by choosing three straws of different lengths. Model bending the pipe cleaner to create corners to join the sides of the triangle. If pipe cleaners are not available, students can build triangles with straws or sticks on paper, draw a dot at each corner, and then connect the dots using a ruler to build different triangles.<br>• Think aloud about the shape you created. Ask students if it has the defining attributes of a triangle. Say, "Is it closed? Does it have three straight sides?"<br>• Display the sentence frames, "A triangle is ____." and "A triangle has ____." Use the sentence frames to describe the triangle.<br>• Flip the triangle upside down, and ask students if the shape is still a triangle.<br>• Challenge students to work together with their groups to create triangles with sides of any length. Prompt students to describe the triangles using the sentence frames.<br>• Instruct students to break the triangles down and remove the pipe cleaners<br>• Ask the students to look at the "page no. 52" on the textbook,<br>• Ask the student to solve the matching activity "page no. 53" on the textbook. | |
| **Assessment:**<br>To assess the students, ask them some questions, i.e.:<br>• What is the name of the poem you have read just now?<br>• How many sides and corners a triangle has? | 5 Minutes |
| **Homework:**<br>• Identify the images and solve the trace Triangle **activity** given on pg. no. 52 of the textbook.<br>• Ask the students to solve the colouring activity of the basic shapes "page no. 53". | |
| **Evaluation of Learning:** | |

**Class:** Playgroup **Subject:** Math

| **Evaluation of Teaching:** | |
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# Aquiline

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Introduction to the Number **"9"**

**Period (s) / Time:** 1 / 40 min **Term:** 2nd

**Week:** 12 **Day:** 5

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- answer the questions by listening the story carefully.
- recognize the name, sound and graphical representation of the Number "9".
- pronounce the number word starting with the Number "9" correctly.
- identify the images which are starting with the Number "9".

**Equipment & Material Required:**

Audio Visual Aids (Number "9" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** bought, balloons, happy. friend, reached, bridge, blow, air, fly, caught, flying, indeed.

**Suggested Teaching Methodologies:**

Lecture ☐ Direct Method ☐ Demonstration ☐

| | Time |
|---|---|
| **Number "9" Story:**<br>**Nine Balloons in the Air:** Dear children! Ahmed bought nine balloons. He was happy and started to play with his friends. They reached on a bridge. Suddenly, a blow of air came and the balloons started to fly away along with Ahmed. His friends ran and caught him. They saved Ahmed from flying away. A friend from flying away. A friend in need is a friend indeed. | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, take nine balloons or balloons picture in the classroom. Ask some questions about it.<br>➢ What is it?<br>➢ Do you like to play with balloon?<br>➢ Which colour of balloon you like most? | 5 Minutes |
| **Development**<br>**Model Reading & Methodology:**<br>• Tell the students that we are going to start learning about numbers. Raise your hands if anyone of you knows any number."<br>• Raise your hands if anyone of you knows any number."<br>• Explain them that we are going to read the fifth Number "9".<br>• Show them the flash cards of the Number "9" and introduce its sound "Nine". | 30 Minutes |

- Explain them the sound of the number '9' is / nine /.
- Show them number "9" flashcard and instruct the children to say the name of the number, i.e. '9' and emphasize the sound / nine /.
- Tell the story of number '9' with proper impressions, showing the pictures given on pages 54, of the textbook.
- Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).
- Appreciate the students' participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

| | |
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| What is the sound of number **/9/**? | What happened to Ahmed when the air blew? |
| How did Ahmed's friends save him? | Who caught the Ahmed? |

- Without telling them the moral of the story, ask the students "What did they get from the story?"
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story, you must use your body language, have expression in your voice with varying volume and stress.
- Use your prepared flash cards in story telling process.
- Encourage their participation in natural environment.
- Ask every student to share their views.
- Ask the students to look at the "page no. 55" on the textbook,
- Show the children the name and sound of the Number '9' by using the flash cards.
- In the vocabulary of the story, mark the sound of '9' first, then ask the children.
- Instruct the children to look carefully at the pages of number '9' on the textbook. Then turn your finger on '9' nine to seven times.
- Read the story given at the bottom of the page "54" and ask the children the number that come in it, the opening sound is / nine /.

**Assessment:** 5 Minutes

To assess the students, ask them some questions, i.e.:

- What is the name and sound of the Number you have read just now?
- How many objects are required for number "9".

**Homework:**

Ask the students to look carefully at the Number and objects given on the textbook, pg. no 54, 55.

- Identify the images given on pg. no. 54 of the textbook.

**Class:** Playgroup **Subject:** Math

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| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

# Aquiline

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Introduction to the Vocabulary of the Number **"9"**
**Period (s) / Time:** 1 / 40 min **Term:** 2nd
**Week:** 13 **Day:** 1

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- learn the poem orally.
- demonstrate the poem with actions.
- enhance their listening, speaking and imagination skills.

**Equipment & Material Required:**
Audio Visual Aids (Number "9" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

**Value Developed:**
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** nine, balloons, fine, fly, mine.

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from the students, i.e.:<br>➢ Have you ever listened any rhyme?<br>➢ What is the colour of Ahmed dress?<br>➢ Where did Ahmad and his friend arrive?? | 5 Minutes |
| **<u>Development</u>**<br>**Model Reading:**<br>• Paste the flash cards of the poem on the whiteboard.<br>• Tell the students that they are going to learn a poem.<br>**Demonstration:**<br>• Teach the rhyme in Nine simple steps:<br>➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme),<br>➢ **recognizing rhyme** (the child can identify Nine words that rhyme),<br>➢ **producing rhyme** (a child can think of a word that rhymes with another).<br>• Encourage their participation.<br>• Play the CD and ask the students to listen this rhyme.<br>• After listening the audio visual aids, read the rhyme with intonation and stress.<br>**Rhyme:** Nine, nine, nine;<br>Nine balloons, fine; | 30 Minutes |

Don't let them fly;
They are mine;

- While reciting the rhyme you must use your body language, have expressions in your voice with varying volume and stress.
- Ask the students to repeat the rhyme after you with intonation.
- Repeat the rhyme at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhyme with intonation and physical expressions.
- Encourage their participation in natural environment.

**Practice Activities:**

- After that ask the students to open the textbook on page no. 54.
- Put your finger to the Number /9/ and then read.
- Help them remember the sound of the Number /9/ by using the picture as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example, say:** student puts his finger on Number /9/ and say *Nine is for n-ni-ne*.

| | |
|---|---|
| Put your finger on the page and tell me where **'9'** is? | Put your finger on the page and tell where the **'balloons'** is? |
| Put your finger on the page and tell where the **'bridge** is? | Put your finger on the page and tell where the **'Ahmed'** is? |

- Write the "9" on the whiteboard and say the Number name and voice.
- Repeat the Number "9" and its voice at least 4-5 times and then tell more vocabulary starting with the Number "9".
  - **For Example:** **/9/** balloons, **/9/** chicks
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Now, describe the "Moral Values" to the students given at the edge of page no. 54.
- Ask the children to open page no. 56 of the textbook and do the activity 1.

**Assessment:** 5 Minutes

- Place some different objects or pictures of the objects having with "9" number in the class, such as beats, leaves and erasers, etc.
- Ask the students at a time to find an object or a picture which have number "9".
- Ask them to name the object while stressing on the number name and sound. Or
- Show the pictures of "9" pen, "9" cherries, "9" carrots in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening number sound.

**Homework:**

Ask the students to look carefully at the Number and objects on the textbook, pg. no 54-55.

- Identify the images given on pg. no. 54 of the textbook.
- Ask the students to solve the count and tracing activity 1 of the textbook given on page no. 56.

**Class:** Playgroup **Subject:** Math

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| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

# Aquiline

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** The Structure and Writing of the Number **"9"**
**Period (s) / Time:** 1 / 40 min **Term:** 2nd
**Week:** 13 **Day:** 2

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- read, trace and write the Number "9".
- recognise number "9" sound and its vocabulary words listed in textbook.
- draw straight lines using fine motor skills in preparation of writing Number "9".
- hold or grip a pencil in a correct way to form Number "9".

**Equipment & Material Required:**
Textbook, Alphabet Charts, Whiteboard, Board Marker, Duster, Sand Tray

**Value Developed:**
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** balloons, friends, blow, fly, bridge.

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from textbook pg. no. 55.<br>➢ Can you count the objects which represent the Number "9"?<br>➢ What do the chicks eat?<br>➢ How many chichs were there? | 5 Minutes |
| **<u>Development</u>**<br>**Model Reading:**<br>• Tell the students that they are going to learn to write the Number "9"<br>• Explain that they are going to learn how to write the Number "9".<br>• Point to "9" on the number wall chart. Ask: What sound does this make? Praise and say: Yes, /Nine/ … /9/ for balloons! Yes, /Nine/ … /9/ for chicks!<br>• Show the students how to write the number '9' on the board. Sound out /9/ nine as you write it.<br>• Ask the students to make number nine a circle and a standing line makes my number nine (9).<br>• Number "9" stands for nine objects and it comes after number "8".<br>• Introduce some plurals objects to students to enhance their learning. | 30 Minutes |

**Class:** Playgroup **Subject:** Math

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|---|---|
| • Show the students how to draw the shape in the air with a finger, repeating the sound along with you.<br>• Tell them that Numbers can change their forms and their sounds.<br>• Write the Number "9" on the whiteboard or paste flashcards of the Number "9" on the whiteboard.<br>• Repeat the sound of Number "9".<br>• Encourage the students to recognise the sound of Number "9".<br>• Instruct the students how to write the Number "9" by using your finger and write with it on flashcard of Number "9". When writing, say the instructions like; a circle and a standing line makes my number nine (9).<br>• Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor.<br>**Practice Activities:**<br>• Give the students writing boards and markers or loose sheets and pencils for writing practice.<br>• Give them flash cards and ask them to pick the flash cards having the Number "9".<br>• Ask the students to complete the tracing activity on textbook pg. no. 56.<br>• Help and guide them wherever needed. | |
| **Assessment:**<br>• Assess the students by checking their written work.<br>➢ Are the children able to form the Numbers correctly?<br>➢ Do they recognize the number '9' words? | 5 Minutes |
| **Homework:**<br>Assign the students to solve the colouring number "9" activity pg. no. 56 of the textbook as homework. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

# Aquiline

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Different activities of the Number **"9"**

**Period (s) / Time:** 1 / 40 min **Term:** 2nd

**Week:** 13 **Day:** 3

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- recognize with Number "9" by using spindle boxes activity.
- Practice and formation of Number "9" by using Sandpaper Number activity.

**Equipment & Material Required:**

Cut out of sandpaper and mounted on separate green boards, Nine boxes exactly the same, each with nine compartments. At the back of each compartment is painted a symbol in black, starting from 0 and progressing serially up to 55, A container with 45 spindles.

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:**

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from textbook pg. no. 55.<br>➢ Name the different colour of balloons?<br>➢ Name the mother of chick? | 5 Minutes |
| **<u>Development</u>**<br>**Model Reading:**<br>• Greet learners by saying Assalam-o-Alaikum. Have the students come together as a group.<br>• To motivate the students, begin by saying, "Today we'll be learning about number. Raise your hands if anyone of you know any number."<br>• Randomly select students to share the numbers they know. This taps into their prior knowledge.<br>• Paste number "9" flashcard on the board and let the student know that today we learning numbers and the number is "9".<br>**<u>Activity: 1</u>**<br>• Firstly divide the students in many pairs or groups and tell them we are going to Spindle box activity.<br>• Introduce the students to the materials on the table and ask him to take it to your table. | 30 Minutes |

**Class:** Playgroup **Subject:** Math

- Identify the compartments and numbers that the students knows. Point to them all, one at a time, and ask the students to name the number.
- Tell the students that these numbers will tell us how many spindles to put in the box.
- Point to number "9". Ask the students to read it and then say, "We will put "9" spindle in this box."
- Place spindles in the compartment.
- Do this activity own your own.
- Ask the children to take turns doing this activity one by one and the teacher goes around the class to review. Help children where needed.
- Have the children place the correct spindles in the compartments according to the number "9".
- Then ask the students to take it out of the spindles and put it back in the basket and tell him how many spindles he has kept.

**Activity: 2**

- Firstly divide the students in many pairs or groups and tell them we are going to Sandpaper Numbers activity.
- Introduce the students to carefully carry the box of Sandpaper Numbers to the left side of the table.
- Take the 1-card from the box and put it on the table in front of the Students.
- Slowly trace the number with the 2 primary fingers of you dominant hand and say, "This is Nine. Nine."
- Repeat the previous step 2 times.
- Ask the students if they would like to trace the 1-card and name the number 3 times, the slide the card to the left of the main work space.
- Repeat these steps with the 2-card and the 3-card.
- Evaluate the Students recognition of the numbers by asking them to show you, trace, and name a random number from the 3 cards that are out.
- Complete the previous step with each of the 3 cards.
- Begin the recall phase of the lesson by pointing to each of the 3 cards at random and asking the child to trace and name each one.
- Have the child return the material to the shelf.

**Practice Activities:**

- Give the students spare time and required materials of both activities to make practice.
- Give them Spindle box, Sandpaper Numbers box and ask them to do activity of the Number "9".
- Ask the students to complete the tracing activity "9" on textbook pg. no. 56.
- Help and guide them wherever needed.

**Assessment:** 5 Minutes

- Assess the students by checking their written work.
  - Are the student able to form the Numbers correctly?

**Class:** Playgroup **Subject:** Math

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| ➢ Do they recognize the number '9' words? | |
| **Homework:**<br>Assign the students to solve trace the dots activity pg. no. 56 of the textbook as homework. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Different activities of the Number **"9"**

**Period (s) / Time:** 1 / 40 min **Term:** 2nd

**Week:** 13 **Day:** 4

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- Write number "9" by using Sand tray activity.
- Practise the number "9" by using printable tracing worksheet.

**Equipment & Material Required:**

Textbook, Flash Pictures, Whiteboard, Board Marker, Duster, sand tray, worksheet print, colour

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:**

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from textbook pg. no. 54.<br>➢ Can you count the objects which represent the Number "9"?<br>➢ Where did the balloons fly into the air??<br>➢ How many friend help Ahmed? | 5 Minutes |
| **<u>Development</u>**<br>**Model Reading:**<br>• Greet learners by saying Assalam-o-Alaikum. Have the students come together as a group.<br>• To motivate the students, begin by saying, "Today we'll be learning writing practise of number "9". Raise your hands if anyone of you know any number."<br>• Randomly select students to share the numbers they know. This taps into their prior knowledge.<br>• Paste number "9" flashcard on the board and let the student know that today we learning writing practise of number "9".<br>**<u>Activity: 1</u>**<br>• Firstly divide the students in many pairs or groups and tell them we are going to sand tray activity.<br>• Introduce the students to the material like sand tray on the table and ask him to take it to your table. | 30 Minutes |

**Class:** Playgroup **Subject:** Math

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| • Write the Number "9" on the whiteboard or paste flashcards of the Number "9" on the whiteboard.<br>• Tell the students that Number "9" stands for single object.<br>• Show the students how to draw the shape in the air with a finger, repeating the sound along with you.<br>• Instruct the students how to write the Number "9" by using your finger in the sand tray. When writing, say the instructions like; a circle and a standing line makes my number nine (9).<br>• Ask the students to practise this one by one by writing in the sand tray more than Nine to nine time.<br>**Activity: 2**<br>• After doing Activity 1.<br>• Tell them we are going to practice number "9" by using printable tracing worksheet.<br>• Distribute the tracing worksheet of number "9" all the students.<br>• Instruct the students how to write the tracing Number "9" by using your pencil in the worksheet.<br>• When the tracing activity is complete, ask the student to fill in the colour of your own choice on the picture of number "9" in the worksheet.<br>• Ask the student to fill in the colour of your own choice on the picture in the worksheet as well.<br>**Practice Activities:**<br>• Give the students sand tray for practice.<br>• Ask the Students to take turns doing this activity one by one and the teacher goes around the class to review.<br>• Help and guide them wherever needed. | |
| **Assessment:**<br>• Assess the students by checking their written work.<br>➢ Are the student able to form the Numbers correctly?<br>➢ What does the number "9" stand for? | 5 Minutes |
| **Homework:**<br>Assign the students to practice trace activity of number "9" as homework. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

# Aquiline

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Revision the Numbers **"7, 8, 9"**
**Period (s) / Time:** 1 / 40 min **Term:** 2nd
**Week:** 13 **Day:** 5

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- revise the poems with proper actions.
- revise their listening, speaking and imagination skills.
- revise the reading, tracing and writing of "7, 8, 9".
- revise "7, 8, 9" sound and their vocabulary words listed in textbook.

**Equipment & Material Required:**
Audio Visual Aids (Numbers "7, 8, 9"), Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

**Value Developed:**
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** ant, grasshopper, hardworking, lazy. Pigeon, net, hunter, caught, balloon, flew, bridge,

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from the students, i.e.:<br>➢ How many balloon did Ahmed?<br>➢ What do the pigeon eat?<br>➢ Where do the ant live? | 5 Minutes |
| **Development**<br>**Practice Activities:**<br>• Paste the flash cards of the poems on the whiteboard.<br>• Tell the students that they are going to revise the previous lessons.<br>• Revise the rhymes in three simple steps:<br>➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme),<br>➢ **recognizing rhyme** (the child can identify two words that rhyme),<br>➢ **producing rhyme** (a child can think of a word that rhymes with another).<br>• Encourage their participation.<br>• Ask the children which of the poems they have read so far, has they liked the most?<br>• Play their favourite poem CD. After each poem, ask which Numbers is this poem?<br>• While reciting the rhymes you must use your body language, have expressions in your voice with varying volume and stress. | 30 Minutes |

**Class:** Playgroup **Subject:** Math

- Ask the students to repeat the rhymes after you with intonation.
- Repeat the rhymes at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhymes with intonation and physical expressions.
- Ask for the name and sound of the Numbers. Also ask for the names of the things that start with the Numbers 7, 8, 9.
- Then open the Math textbook, pg. no. 8 to 19 and read each number turn by turn.
- Encourage their participation in natural environment.
- Put your finger to the Numbers 7, 8, 9 and then read.
- Help them remember the sound of the Numbers by using the pictures as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example, say:** student puts his finger on number /7/ and say *seven is for s-ev-en*.

| | |
|---|---|
| Put your finger on the pages and tell me where **'7, 8, 9'** is? | Put your finger on the page and tell where the **'ant and grasshopper'** is? |
| Put your finger on the page and tell where the **'pigeon'** is? | Put your finger on the page and tell where the **'net'** is? |
| Put your finger on the page and tell where the **'balloons'** is? | Put your finger on the page and tell where the **'Ahmed'** is? |

- Repeat the Numbers "7, 8, 9" and their voices at least 4-5 times and then tell more vocabulary starting with the Numbers "7, 8, 9".
- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Show the students how to write the Numbers '7, 8, 9' on the board.
- Help the students to solve the given Reinforcement activities pg. no. 41, 47, 56 of the textbook.

**Assessment:** 5 Minutes

- Place some objects or pictures of the objects having with "7, 8, 9" numbers in the class.
- Ask the students at a time to find an object or a picture which have with "7, 8, 9" numbers.
- Show the pictures of a ant, grasshopper, pigeon, net, hunter, balloons, bridge in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening number sound.

**Homework:**

Ask the students to look carefully at the Numbers and objects on the textbook pg. no. 38-41, 44-47, 54-56.

- Identify the images given on pg. no. 38-41, 44-47, 54-56 of the textbook.
- Practise all the activities given on pg. no. 40, 41, 46, 47, 56 of the textbook.

**Class:** Playgroup **Subject:** Math

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| • Practise the Numbers “7, 8, 9” as written activity. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

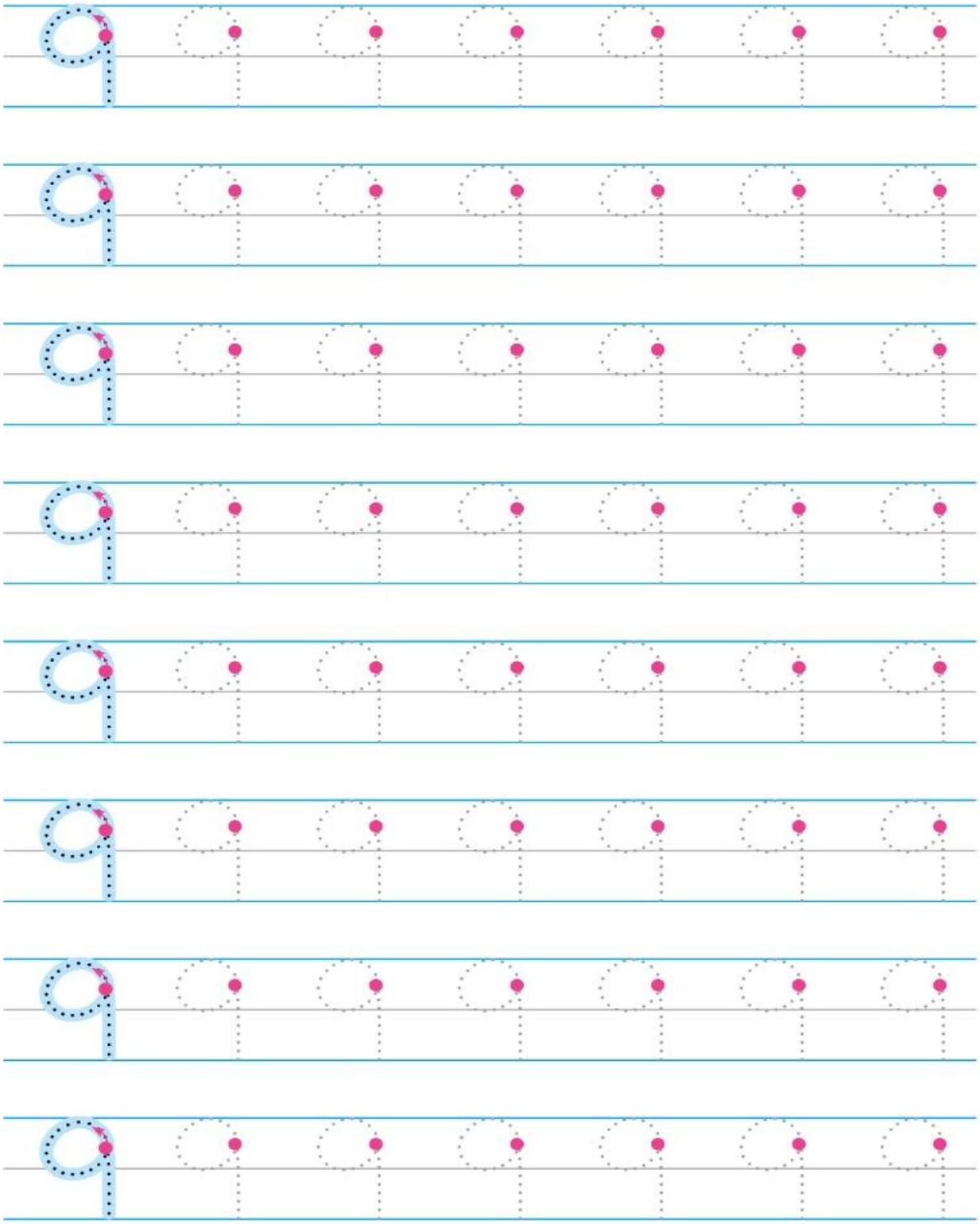
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**Class:** Playgroup **Subject:** Math

## Worksheet of number "9" (For Day 2 & Day 3)

**(Take a print and do practice on it)**



# Aquiline

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**Class:** Playgroup **Subject:** Math

## Second Term Assessment

# Aquiline

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Introduction to the Number **"0"**

**Period (s) / Time:** 1 / 40 min **Term:** 2nd

**Week: 15** **Day:** 1

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- recognize the name, sound and graphical representation of the Number "0".
- pronounce the number word starting with the Number "0" correctly.
- identify the images which are starting with the Number "0".

**Equipment & Material Required:**

Audio Visual Aids (Number "0" Concept images) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** zero, fish jar, basket, fruit.

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, take empty fish jar or basket picture in the classroom. Ask some questions about it.<br>➢ What is it?<br>➢ Do you like fish?<br>➢ What is the colour of basket? | 5 Minutes |
| **Development**<br>**Model Reading & Methodology:**<br>• Tell the students that we are going to start learning about numbers. Raise your hands if anyone of you knows any number."<br>• Raise your hands if anyone of you knows any number."<br>• Explain them that we are going to read the zero Number "0".<br>• Explain them the concept of Zero "0" mean nothing. When the anything is empty that mean its zero.<br>• Show them the flash cards of the Number "0" and introduce its sound "zero".<br>• Explain them the sound of the number '0' is / zero /.<br>• Show them number "0" flashcard and instruct the children to say the name of the number, i.e. '0' and emphasize the sound / zero /. | 30 Minutes |

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| | |
|---|---|
| • Tell the concept of number '0' with proper impressions, showing the pictures given on pages 57, of the textbook.<br>• Ask them different questions for brainstorming, e.g. "What things are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (Imagination).<br>• Appreciate the students' participation and encourage their answers.<br>• Now, tell them the concept by using TPI (Total Personal Interaction) method.<br>• For telling the concept of zero, you must use your body language, have expression in your voice with varying volume and stress.<br>• Explain them when fish in the fish jar its mean there are one or more them fish in the jar. When we get all fish out of the jar its mean the fish jar is empty. Its mean there is no fish in the jar.<br>• Explain them when vegetables in the basket its mean there are vegetables in the basket. When we get all vegetables out of the basket its mean the basket is empty. Its mean there is no vegetable in the basket.<br>• Use your prepared flash cards in story telling process.<br>• Encourage their participation in natural environment.<br>• Ask every student to share their views.<br>• Ask the students to look at the "page no. 57" on the textbook,<br>• Show the children the name and sound of the Number '0' by using the flash cards.<br>• In the vocabulary of the concept, mark the sound of '0' first, then ask the children.<br>• Instruct the children to look carefully at the page of number '0' on the textbook. Then turn your finger on '0' ten to seven times. | |
| **Assessment:**<br>To assess the students, ask them some questions, i.e.:<br>• What is the name and sound of the Number you have read just now?<br>• How many objects are required for number "0". | 5 Minutes |
| **Homework:**<br>Ask the students to look carefully at the Number and objects given on the textbook, pg. no 57.<br>• Assign the students to practice trace activity of number "57" as homework. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Introduction to the Number **"10"**

**Period (s) / Time:** 1 / 40 min **Term:** 2nd

**Week: 15** **Day:** 2

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- answer the questions by listening the story carefully.
- recognize the name, sound and graphical representation of the Number "10".
- pronounce the number word starting with the Number "10" correctly.
- identify the images which are starting with the Number "10".

**Equipment & Material Required:**

Audio Visual Aids (Number "10" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** dream, person, eggs, build, castles, chickens, goats, selling, broke.

**Suggested Teaching Methodologies:**

Lecture ☐ Direct Method ☐ Demonstration ☐

| | Time |
|---|---|
| **Number "10" Story:**<br>**Sheikh Chilli and Ten Eggs:** Dear children! Sheikh Chilli was a very dreamy person. Once, he bought ten eggs. On the way back, he started to build castles in the air. He started to dream to be rich by hatching the eggs into chickens. Lots of chickens will be sold to buy ten goats. Ten goats will be birth to more goats. After selling goats, ten cows will be purchased which will give birth to more cows. A castle will be built by selling milk and yogurt of the cows. Suddenly, his foot slipped and all the eggs broke away. It is true that don't build castles in the air. | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, take ten eggs or eggs picture in the classroom. Ask some questions about it.<br>➢ What is it?<br>➢ Do you like to eat egg?<br>➢ What is the colour of egg? | 5 Minutes |
| **<u>Development</u>**<br>**Model Reading & Methodology:**<br>• Tell the students that we are going to start learning about numbers. Raise your hands if anyone of you knows any number."<br>• Raise your hands if anyone of you knows any number."<br>• Explain them that we are going to read the tenth Number "10". | 30 Minutes |

**Class:** Playgroup **Subject:** Math

- Show them the flash cards of the Number "10" and introduce its sound "Ten".
- Explain them the sound of the number '10' is / ten /.
- Show them number "10" flashcard and instruct the children to say the name of the number, i.e. '10' and emphasize the sound / ten /.
- Tell the story of number '10' with proper impressions, showing the pictures given on pages 58, of the textbook.
- Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).
- Appreciate the students' participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

| | |
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| What is the sound of number **/10/**? | What kind of man was Sheikh Chilli? |
| What does he start making in the air? | What did he want to sell and become rich? |

- Without telling them the moral of the story, ask the students "What did they get from the story?"
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story, you must use your body language, have expression in your voice with varying volume and stress.
- Use your prepared flash cards in story telling process.
- Encourage their participation in natural environment.
- Ask every student to share their views.
- Ask the students to look at the "page no. 58" on the textbook,
- Show the children the name and sound of the Number '10' by using the flash cards.
- In the vocabulary of the story, mark the sound of '10' first, then ask the children.
- Instruct the children to look carefully at the pages of number '10' on the textbook. Then turn your finger on '10' ten to seven times.
- Read the story given at the bottom of the page "58" and ask the children the number that come in it, the opening sound is / ten /.

**Assessment:** 5 Minutes

To assess the students, ask them some questions, i.e.:

- What is the name and sound of the Number you have read just now?
- How many objects are required for number "10".

**Homework:**

Ask the students to look carefully at the Number and objects given on the textbook, pg. no 58.

- Identify the images given on pg. no. 58 of the textbook.

**Class:** Playgroup **Subject:** Math

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| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Introduction to the Vocabulary of the Number **"10"**

**Period (s) / Time:** 1 / 40 min **Term:** 2nd

**Week: 15** **Day:** 3

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- learn the poem orally.
- demonstrate the poem with actions.
- enhance their listening, speaking and imagination skills.

**Equipment & Material Required:**

Audio Visual Aids (Number "10" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** Ten, white, egg, Sheikh Chillies, dream, rich, days

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from the students, i.e.:<br>➢ Have you ever listened any rhyme?<br>➢ What is the colour of hen?<br>➢ Where do we see goat? | 5 Minutes |
| **<u>Development</u>**<br>**Model Reading:**<br>• Paste the flash cards of the poem on the whiteboard.<br>• Tell the students that they are going to learn a poem.<br>**Demonstration:**<br>• Teach the rhyme in Ten simple steps:<br>➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme),<br>➢ **recognizing rhyme** (the child can identify Ten words that rhyme),<br>➢ **producing rhyme** (a child can think of a word that rhymes with another).<br>• Encourage their participation.<br>• Play the CD and ask the students to listen this rhyme.<br>• After listening the audio visual aids, read the rhyme with intonation and stress.<br>**Rhyme:** Ten, ten, ten;<br>Ten white eggs; | 30 Minutes |

On Sheiks Chillies head;
Dreaming to be rich;
In the days ahead.

- While reciting the rhyme you must use your body language, have expressions in your voice with varying volume and stress.
- Ask the students to repeat the rhyme after you with intonation.
- Repeat the rhyme at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhyme with intonation and physical expressions.
- Encourage their participation in natural environment.

**Practice Activities:**

- After that ask the students to open the textbook on page no. 58.
- Put your finger to the Number /10/ and then read.
- Help them remember the sound of the Number /10/ by using the picture as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example, say:** student puts his finger on Number /10/ and say *Ten is for t-te-n*.

| | |
|---|---|
| Put your finger on the page and tell me where **'10'** is? | Put your finger on the page and tell where the **'eggs'** is? |
| Put your finger on the page and tell where the **'castle'** is? | Put your finger on the page and tell where the **'cow'** is? |

- Write the "10" on the whiteboard and say the Number name and voice.
- Repeat the Number "10" and its voice at least 4-5 times and then tell more vocabulary starting with the Number "10".
  - **For Example:** **/10/** eggs, **/10/** hens
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Now, describe the "Moral Values" to the students given at the edge of page no. 58.
- Ask the children to open page no. 59 of the textbook and do the activity 1.

**Assessment:** 5 Minutes

- Place some different objects or pictures of the objects having with "10" number in the class, such as eggs, colour pencil and apples, etc.
- Ask the students at a time to find an object or a picture which have number "10".
- Ask them to name the object while stressing on the number name and sound. Or
- Show the pictures of "10" pencils, "10" grapes, "10" leaves in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening number sound.

**Homework:**

Ask the students to look carefully at the Number and objects on the textbook, pg. no 58.

- Identify the images given on pg. no. 58 of the textbook.

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| • Ask the students to solve the trace and colour of number "10" activity 1 of the textbook given on page no. 59. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** The Structure and Writing of the Number **"10"**

**Period (s) / Time:** 1 / 40 min **Term:** 2nd2nd

**Week: 15** **Day:** 4

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- read, trace and write the Number "10".
- recognise number "10" sound and its vocabulary words listed in textbook.
- draw straight lines using fine motor skills in preparation of writing Number "10".
- hold or grip a pencil in a correct way to form Number "10".

**Equipment & Material Required:**

Textbook, Alphabet Charts, Whiteboard, Board Marker, Duster, Sand Tray

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** good, girl, day, hungry, bird, bread, lunch box, thanked flew.

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from textbook pg. no. 58.<br>➢ Can you count the objects which represent the Number "10"?<br>➢ What items will be sold to build a castle?<br>➢ What happened to the eggs in the story? | 5 Minutes |
| **<u>Development</u>**<br>**Model Reading:**<br>• Tell the students that they are going to learn to write the Number "10"<br>• Explain that they are going to learn how to write the Number "10".<br>• Point to "10" on the number wall chart. Ask: What sound does this make? Praise and say: Yes, /Ten/ … /10/ for eggs!<br>• Show the students how to write the number '10' on the board. Sound out /10/ ten as you write it.<br>• Ask the students to make number ten first a line then a zero makes my number ten (10).<br>• Number "10" stands for ten objects and it comes after number "9".<br>• Introduce some plurals objects to students to enhance their learning. For instance tell the students that we have ten finger in our hands and we have also ten fingers in our foot etc. | 30 Minutes |

**Class:** Playgroup **Subject:** Math

| | |
|---|---|
| • Show the students how to draw the shape in the air with a finger, repeating the sound along with you.<br>• Tell them that Numbers can change their forms and their sounds.<br>• Write the Number "10" on the whiteboard or paste flashcards of the Number "10" on the whiteboard.<br>• Repeat the sound of Number "10".<br>• Encourage the students to recognise the sound of Number "10".<br>• Instruct the students how to write the Number "10" by using your finger and write with it on flashcard of Number "10". When writing, say the instructions like; first a line then a zero makes my number ten (10).<br>• Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor.<br>**Practice Activities:**<br>• Give the students writing boards and markers or loose sheets and pencils for writing practice.<br>• Give them flash cards and ask them to pick the flash cards having the Number "10".<br>• Ask the students to complete the tracing activity on textbook pg. no. 59.<br>• Help and guide them wherever needed. | |
| **Assessment:**<br>• Assess the students by checking their written work.<br>➢ Are the children able to form the Numbers correctly?<br>➢ Do they recognize the number '10' words? | 5 Minutes |
| **Homework:**<br>Assign the students to practice trace activity of number "10" as homework. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Different activities of the Number **"10"**

**Period (s) / Time:** 1 / 40 min **Term:** 2nd

**Week: 15** **Day:** 5

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- recognize with Number "10" by using spindle boxes activity.
- Practice and formation of Number "10" by using Sandpaper Number activity.

**Equipment & Material Required:**

Cut out of sandpaper and mounted on separate green boards, Ten boxes exactly the same, each with ten compartments. At the back of each compartment is painted a symbol in black, starting from 0 and progressing serially up to 58, A container with 45 spindles.

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:**

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from textbook pg. no. 58.<br>➢ How many finger in our hands?<br>➢ What happened to the eggs? | 5 Minutes |
| **<u>Development</u>**<br>**Model Reading:**<br>• Greet learners by saying Assalam-o-Alaikum. Have the students come together as a group.<br>• To motivate the students, begin by saying, "Today we'll be learning about number. Raise your hands if anyone of you know any number."<br>• Randomly select students to share the numbers they know. This taps into their prior knowledge.<br>• Paste number "10" flashcard on the board and let the student know that today we learning numbers and the number is "10".<br>**<u>Activity: 1</u>**<br>• Firstly divide the students in many pairs or groups and tell them we are going to Spindle box activity.<br>• Introduce the students to the materials on the table and ask him to take it to your table. | 30 Minutes |

**Class:** Playgroup **Subject:** Math

- Identify the compartments and numbers that the students knows. Point to them all, one at a time, and ask the students to name the number.
- Tell the students that these numbers will tell us how many spindles to put in the box.
- Point to number "10". Ask the students to read it and then say, "We will put "10" spindle in this box."
- Place spindles in the compartment.
- Do this activity own your own.
- Ask the children to take turns doing this activity one by one and the teacher goes around the class to review. Help children where needed.
- Have the children place the correct spindles in the compartments according to the number "10".
- Then ask the students to take it out of the spindles and put it back in the basket and tell him how many spindles he has kept.

**Activity: 2**

- Firstly divide the students in many pairs or groups and tell them we are going to Sandpaper Numbers activity.
- Introduce the students to carefully carry the box of Sandpaper Numbers to the left side of the table.
- Take the 1-card from the box and put it on the table in front of the Students.
- Slowly trace the number with the 2 primary fingers of you dominant hand and say, "This is Ten. Ten."
- Repeat the previous step 2 times.
- Ask the students if they would like to trace the 1-card and name the number 3 times, the slide the card to the left of the main work space.
- Repeat these steps with the 2-card and the 3-card.
- Evaluate the Students recognition of the numbers by asking them to show you, trace, and name a random number from the 3 cards that are out.
- Complete the previous step with each of the 3 cards.
- Begin the recall phase of the lesson by pointing to each of the 3 cards at random and asking the child to trace and name each one.
- Have the child return the material to the shelf.

**Practice Activities:**

- Give the students spare time and required materials of both activities to make practice.
- Give them Spindle box, Sandpaper Numbers box and ask them to do activity of the Number "10".
- Ask the students to complete the tracing activity "10" on textbook pg. no. 59.
- Help and guide them wherever needed.

**Assessment:** 5 Minutes

- Assess the students by checking their written work.
  - Are the student able to form the Numbers correctly?

**Class:** Playgroup **Subject:** Math

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|---|---|
| ➢ Do they recognize the number '10' words? | |
| **Homework:**<br>Assign the students to practice trace activity of number "10" as homework. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

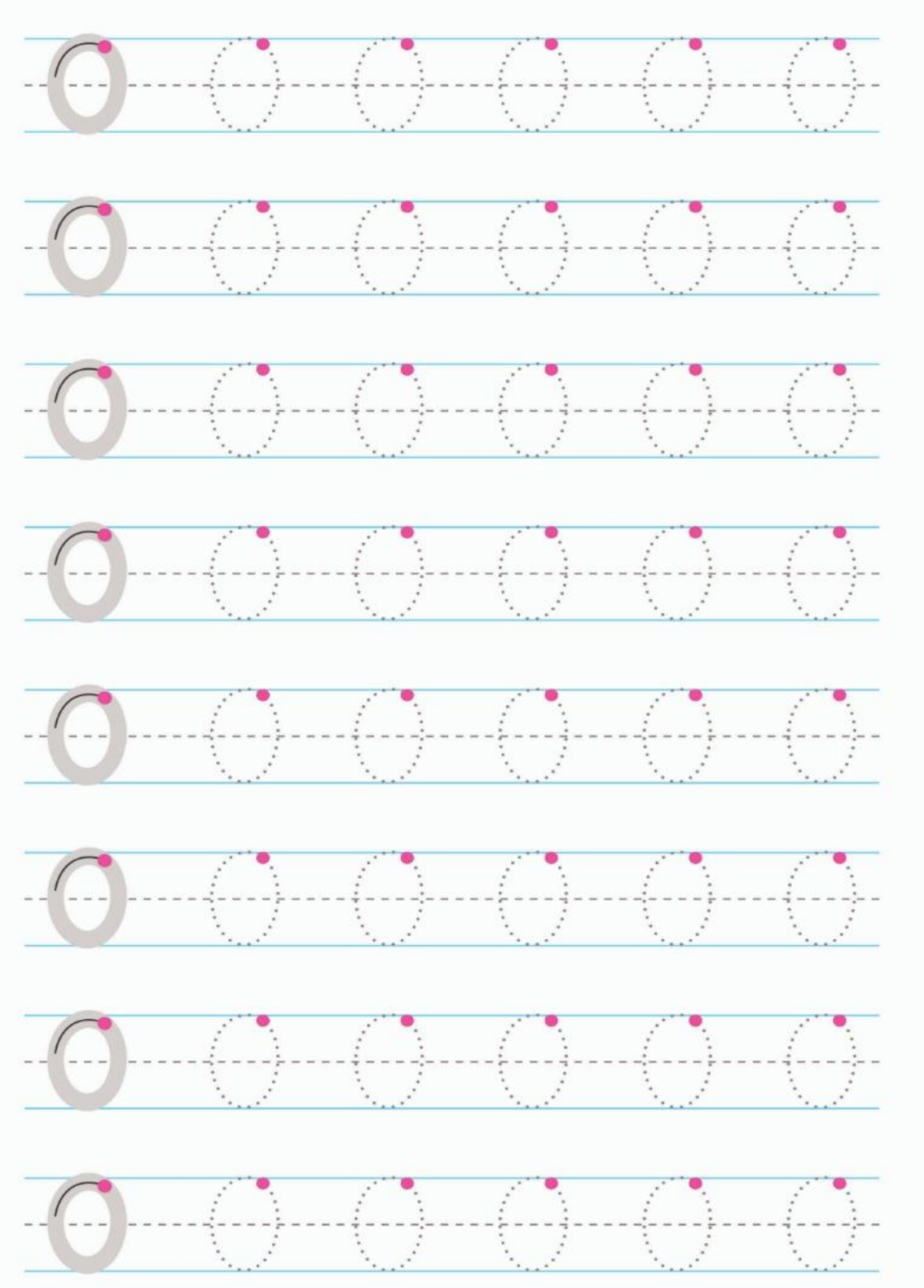
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**Class:** Playgroup **Subject:** Math

## Worksheet of number "0" (For Day 1)

**(Take a print and do practice on it)**



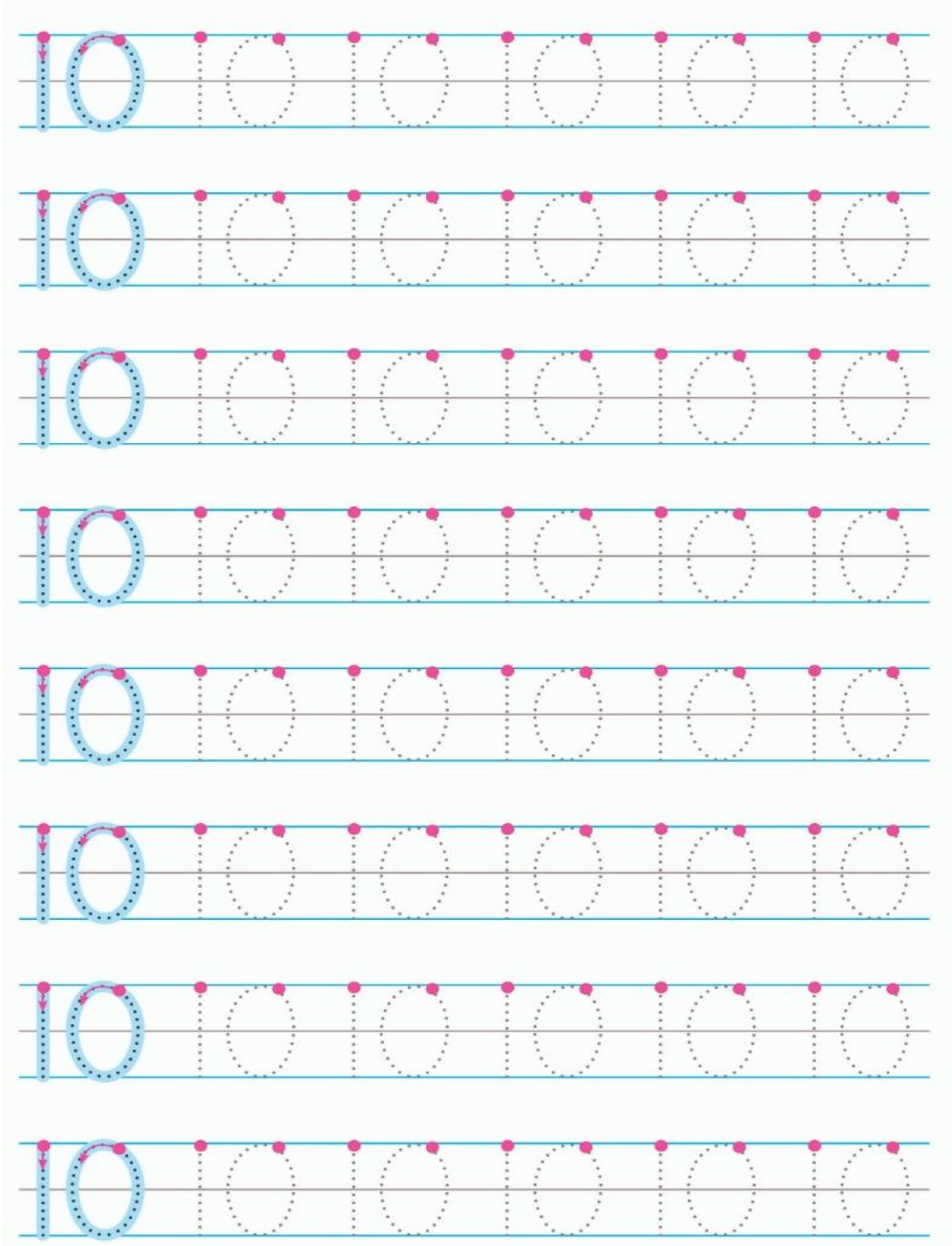
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**Class:** Playgroup **Subject:** Math

## Worksheet of number "10" (For Day 3 & Day 4)

**(Take a print and do practice on it)**



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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Different activities of the Number **"10"**

**Period (s) / Time:** 1 / 40 min **Term:** 2nd

**Week: 16** **Day:** 1

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- Write number "10" by using Sand tray activity.
- Practise the number "10" by using printable tracing worksheet.

**Equipment & Material Required:**

Textbook, Flash Pictures, Whiteboard, Board Marker, Duster, sand tray, worksheet print, colour

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:**

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from textbook pg. no. 58.<br>➢ Can you count the objects which represent the Number "10"?<br>➢ What did Sheikh Chilli but?<br>➢ What did Sheikh Chilli want to be? | 5 Minutes |
| **<u>Development</u>**<br>**Model Reading:**<br>• Greet learners by saying Assalam-o-Alaikum. Have the students come together as a group.<br>• To motivate the students, begin by saying, "Today we'll be learning writing practise of number "10". Raise your hands if anyone of you know any number."<br>• Randomly select students to share the numbers they know. This taps into their prior knowledge.<br>• Paste number "10" flashcard on the board and let the student know that today we learning writing practise of number "10".<br>**<u>Activity: 1</u>**<br>• Firstly divide the students in many pairs or groups and tell them we are going to sand tray activity.<br>• Introduce the students to the material like sand tray on the table and ask him to take it to your table. | 30 Minutes |

**Class:** Playgroup **Subject:** Math

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|---|---|
| • Write the Number "10" on the whiteboard or paste flashcards of the Number "10" on the whiteboard.<br>• Tell the students that Number "10" stands for single object.<br>• Show the students how to draw the shape in the air with a finger, repeating the sound along with you.<br>• Instruct the students how to write the Number "10" by using your finger in the sand tray. When writing, say the instructions like; first a line then a zero makes my number ten (10).<br>• Ask the students to practise this one by one by writing in the sand tray more than Ten to ten time.<br>**Activity: 2**<br>• After doing Activity 1.<br>• Tell them we are going to practice number "10" by using printable tracing worksheet.<br>• Distribute the tracing worksheet of number "10" all the students.<br>• Instruct the students how to write the tracing Number "10" by using your pencil in the worksheet.<br>• When the tracing activity is complete, ask the student to fill in the colour of your own choice on the picture of number "10" in the worksheet.<br>• Ask the student to fill in the colour of your own choice on the picture in the worksheet as well.<br>**Practice Activities:**<br>• Give the students sand tray for practice.<br>• Ask the Students to take turns doing this activity one by one and the teacher goes around the class to review.<br>• Help and guide them wherever needed. | |
| **Assessment:**<br>• Assess the students by checking their written work.<br>➢ Are the student able to form the Numbers correctly?<br>➢ What does the number "10" stand for? | 5 Minutes |
| **Homework:**<br>Assign the students to practice trace activity of number "10" as homework. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Introduction to the Number **"11"**

**Period (s) / Time:** 1 / 40 min **Term:** 2nd

**Week: 16** **Day:** 2

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- recognize the name, sound and graphical representation of the Number "11".
- pronounce the number word starting with the Number "11" correctly.
- identify the images which are starting with the Number "11".

**Equipment & Material Required:**

Audio Visual Aids (Number "11") Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** honey Bee, eleven

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, take "11" numbers flash card in the classroom. Ask some questions about it.<br>➢ What is it?<br>➢ How many object in number "11"?<br>➢ Can you pronounce the number word of number "11"? | 5 Minutes |
| **Development**<br>**Model Reading & Methodology:**<br>• Tell the students that we are going to start learning about Auxiliary numbers. Raise your hands if anyone of you knows any auxiliary number."<br>• Raise your hands if anyone of you knows any auxiliary number."<br>• Explain them that we are going to read the eleventh Number "11".<br>• Show them the flash cards of the Number "11" and introduce its sound "eleven".<br>• Explain them the sound of the number '11' is / eleven /.<br>• Show them number "11" flashcard and instruct the children to say the name of the number, i.e. '11' and emphasize the sound / eleven /.<br>• Create an imagination story about number "11".<br>• Tell the story of number '11' with proper impressions, showing the relevant pictures. | 30 Minutes |

**Class:** Playgroup **Subject:** Math

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|---|---|
| • Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).<br>• Appreciate the students' participation and encourage their answers.<br>**Demonstration:**<br>• Ask the students to make two standing lines and tell them that this is number "11".<br>• Number "11" stands for eleven objects and it comes after number "10".<br>• Introduce some eleven objects to students to enhance their learning. For instance, paste eleven parrots card on the board and let the students count them and then paste number card of "11".<br>• Now ask them to come and do the "Sand Paper" activity. Always demonstrate the activity first and then let the students do that. Use first two fingers for this activity. While dragging the fingers, say the instructions; starting from the top, make a standing line and stop. Again starting from the top and make another standing line and stop. This is number "11".<br>• Do the "Number board and wired beads" activity with students. Place the number board and wired beads on mat and fix the number "11" on number board. Then, take one golden string of ten beads and place next to the number board. Now, take one bead of red color and place next to the golden beads string of ten.<br>• Tell the students that we need one ten and one to make the number "11". | |
| **Assessment:**<br>To assess the students, ask them some questions, i.e.:<br>• What is the name and sound of the Number you have read just now?<br>• How many objects are required for number "11". | 5 Minutes |
| **Homework:**<br>Ask the students to look carefully at the Number and objects given on the textbook, pg. no 62.<br>• Identify the images given on pg. no. 62 of the textbook. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

# Aquiline

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** The Structure and Writing of the Number **"11"**

**Period (s) / Time:** 1 / 40 min **Term:** 2nd

**Week: 16** **Day:** 3

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- read, count, trace and write the Number "11".
- recognise number "11" sound.
- hold or grip a pencil in a correct way to form Number "11".
- Write number "11" by using Sand tray activity.
- Practise the number "11" by using printable tracing worksheet.

**Equipment & Material Required:**

Textbook, Flash Pictures, Whiteboard, Board Marker, Duster, sand tray, worksheet print, colour.

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:**

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from textbook pg. no. 62.<br>➢ Can you count the objects which represent the Number "11"?<br>➢ What is the colour of honey bee?<br>➢ Where we found honey bee? | 5 Minutes |
| **<u>Development</u>**<br>**Model Reading:**<br>• Tell the students that they are going to learn to write the Number "11"<br>• Explain that they are going to learn how to write the Number "11".<br>• Point to "11" on the number wall chart. Ask: What sound does this make? Praise and say: Yes, /Eleven/ … /11/ for Bees! Yes, /Eleven/ … /11/ for flowers!<br>• Show the students how to write the number '11' on the board. Sound out /11/ eleven as you write it.<br>• Ask the students to make two standing lines and tell them that this is number "11".<br>• Number "11" stands for eleven objects.<br>• Introduce some Plural objects to students to enhance their learning. For instance tell the students that we all have one nose or one tongue etc. | 30 Minutes |

- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Tell them that Numbers can change their forms and their sounds.
- Write the Number "11" on the whiteboard or paste flashcards of the Number "11" on the whiteboard.
- Repeat the sound of Number "11".
- Encourage the students to recognise the sound of Number "11".
- Instruct the students how to write the Number "11" by using your finger and write with it on flashcard of Number "11". When writing, say the instructions like; make two standing lines and tell them that this is number "11".
- Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor.

**Activity: 1**

- Firstly divide the students in many pairs or groups and tell them we are going to sand tray activity.
- Introduce the students to the material like sand tray on the table and ask him to take it to your table.
- Write the Number "11" on the whiteboard or paste flashcards of the Number "11" on the whiteboard.
- Tell the students that Number "11" stands for single object.
- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Instruct the students how to write the Number "11" by using your finger in the sand tray. When writing, say the instructions like; make two standing lines and tell them that this is number "11".
- Ask the students to practise this one by one by writing in the sand tray more than three to five time.

**Activity: 2**

- After doing Activity 1.
- Tell them we are going to practice number "11" by using printable tracing worksheet.
- Distribute the tracing worksheet of number "11" all the students.
- Instruct the students how to write the tracing Number "11" by using your pencil in the worksheet.
- When the tracing activity is complete, ask the student to fill in the colour of their choice on the picture number "11" in the worksheet.
- Ask the student to fill in the colour of their own choice on the picture in the worksheet as well.

**Practice Activities:**

- Give the students sand tray for practice.

**Class:** Playgroup **Subject:** Math

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|---|---|
| • Give the students writing boards and markers or loose sheets and pencils for writing practice.<br>• Give them flash cards and ask them to pick the flash cards having the Number "11".<br>• Ask the Students to take turns doing this activity one by one and the teacher goes around the class to review.<br>• Help and guide them wherever needed. | |
| **Assessment:**<br>• Assess the students by checking their written work.<br>➢ Are the children able to form the Numbers correctly?<br>➢ Do they recognize the number '11' words? | 5 Minutes |
| **Homework:**<br>As Assign the students to practice trace activity of number "11" as homework. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

# Aquiline

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Introduction to the Number **"12"**

**Period (s) / Time:** 1 / 40 min **Term:** 2nd

**Week: 16** **Day:** 4

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- recognize the name, sound and graphical representation of the Number "12".
- pronounce the number word starting with the Number "12" correctly.
- identify the images which are starting with the Number "12".

**Equipment & Material Required:**

Audio Visual Aids (Number "12") Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** lady bird, twelve

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, take "12" numbers flash card in the classroom. Ask some questions about it.<br>➢ What is it?<br>➢ How many object in number "12"?<br>➢ Can you pronounce the number word of number "12"? | 5 Minutes |
| **Development**<br>**Model Reading & Methodology:**<br>• Tell the students that we are going to start learning about Auxiliary numbers. Raise your hands if anyone of you knows any auxiliary number."<br>• Raise your hands if anyone of you knows any auxiliary number."<br>• Explain them that we are going to read the twelfth Number "12".<br>• Show them the flash cards of the Number "12" and introduce its sound "twelve".<br>• Explain them the sound of the number '12' is / twelve /.<br>• Show them number "12" flashcard and instruct the children to say the name of the number, i.e. '12' and emphasize the sound / twelve /.<br>• Create an imagination story about number "12".<br>• Tell the story of number '12' with proper impressions, showing the relevant pictures. | 30 Minutes |

**Class:** Playgroup **Subject:** Math

| | |
|---|---|
| • Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).<br>• Appreciate the students' participation and encourage their answers.<br>**Demonstration:**<br>• Ask the students to make number 12 starting from the top, make a standing line and stop. Again starting from the top, go round, come down and make a sleeping line. This is number "12" or you could simply tell them that you need to write one and two to make the number "12"<br>• Number "12" stands for twelve objects and it comes after number "11".<br>• Introduce some twelve objects to students to enhance their learning. For instance, paste twelve parrots card on the board and let the students count them and then paste number card of "12".<br>• Now ask them to come and do the "Sand Paper" activity. Always demonstrate the activity first and then let the students do that. Use first two fingers for this activity. While dragging the fingers, say the instructions; starting from the top, make a standing line and stop. Again starting from the top and make another standing line and stop. This is number "12".<br>• Do the "Number board and wired beads" activity with students. Place the number board and wired beads on mat and fix the number "12" on number board. Then, take one golden string of ten beads and place next to the number board. Now, take two beads of red colour and place next to the golden beads string of ten.<br>• Tell the students that we need one ten and two to make the number "12". | |
| **Assessment:**<br>To assess the students, ask them some questions, i.e.:<br>• What is the name and sound of the Number you have read just now?<br>• How many objects are required for number "12". | 5 Minutes |
| **Homework:**<br>Ask the students to look carefully at the Number and objects given on the textbook, pg. no 62.<br>• Identify the images given on pg. no. 62 of the textbook. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

# Aquiline

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** The Structure and Writing of the Number **"12"**

**Period (s) / Time:** 1 / 40 min **Term:** 2nd

**Week: 16** **Day:** 5

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- read, count, trace and write the Number "12".
- recognise number "12" sound.
- hold or grip a pencil in a correct way to form Number "12".
- Write number "12" by using Sand tray activity.
- Practise the number "12" by using printable tracing worksheet.

**Equipment & Material Required:**

Textbook, Flash Pictures, Whiteboard, Board Marker, Duster, sand tray, worksheet print, colour.

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:**

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from textbook pg. no. 62.<br>➢ Can you count the objects which represent the Number "12"?<br>➢ What is the colour of ladybird?<br>➢ Where we found ladybird? | 5 Minutes |
| **<u>Development</u>**<br>**Model Reading:**<br>• Tell the students that they are going to learn to write the Number "12"<br>• Explain that they are going to learn how to write the Number "12".<br>• Point to "12" on the number wall chart. Ask: What sound does this make? Praise and say: Yes, /Twelve/ … /12/ for ladybird! Yes, /Twelve/ … /12/ for leaves!<br>• Show the students how to write the number '12' on the board. Sound out /12/ twelve as you write it.<br>• Ask the students to make number 12 starting from the top, make a standing line and stop. Again starting from the top, go round, come down and make a sleeping line. This is number "12" or you could simply tell them that you need to write one and two to make the number "12" | 30 Minutes |

- Number "12" stands for twelve objects.
- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Tell them that Numbers can change their forms and their sounds.
- Write the Number "12" on the whiteboard or paste flashcards of the Number "12" on the whiteboard.
- Repeat the sound of Number "12".
- Encourage the students to recognise the sound of Number "12".
- Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor.

**Activity: 1**

- Firstly divide the students in many pairs or groups and tell them we are going to sand tray activity.
- Introduce the students to the material like sand tray on the table and ask him to take it to your table.
- Write the Number "12" on the whiteboard or paste flashcards of the Number "12" on the whiteboard.
- Tell the students that Number "12" stands for single object.
- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Instruct the students how to write the Number "12" by using your finger in the sand tray. When writing, say the instructions like; you could simply tell them that you need to write one and two to make the number "12"
- Ask the students to practise this one by one by writing in the sand tray more than three to five time.

**Activity: 2**

- After doing Activity 1.
- Tell them we are going to practice number "12" by using printable tracing worksheet.
- Distribute the tracing worksheet of number "12" all the students.
- Instruct the students how to write the tracing Number "12" by using your pencil in the worksheet.
- When the tracing activity is complete, ask the student to fill in the colour of their choice on the picture number "12" in the worksheet.
- Ask the student to fill in the colour of their own choice on the picture in the worksheet as well.

**Practice Activities:**

- Give the students sand tray for practice.
- Give the students writing boards and markers or loose sheets and pencils for writing practice.
- Give them flash cards and ask them to pick the flash cards having the Number "12".

**Class:** Playgroup **Subject:** Math

| | |
|---|---|
| • Ask the Students to take turns doing this activity one by one and the teacher goes around the class to review.<br>• Help and guide them wherever needed. | |
| **Assessment:**<br>• Assess the students by checking their written work.<br>➢ Are the children able to form the Numbers correctly?<br>➢ Do they recognize the number '12' words? | 5 Minutes |
| **Homework:**<br>As Assign the students to practice trace activity of number "12" as homework. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

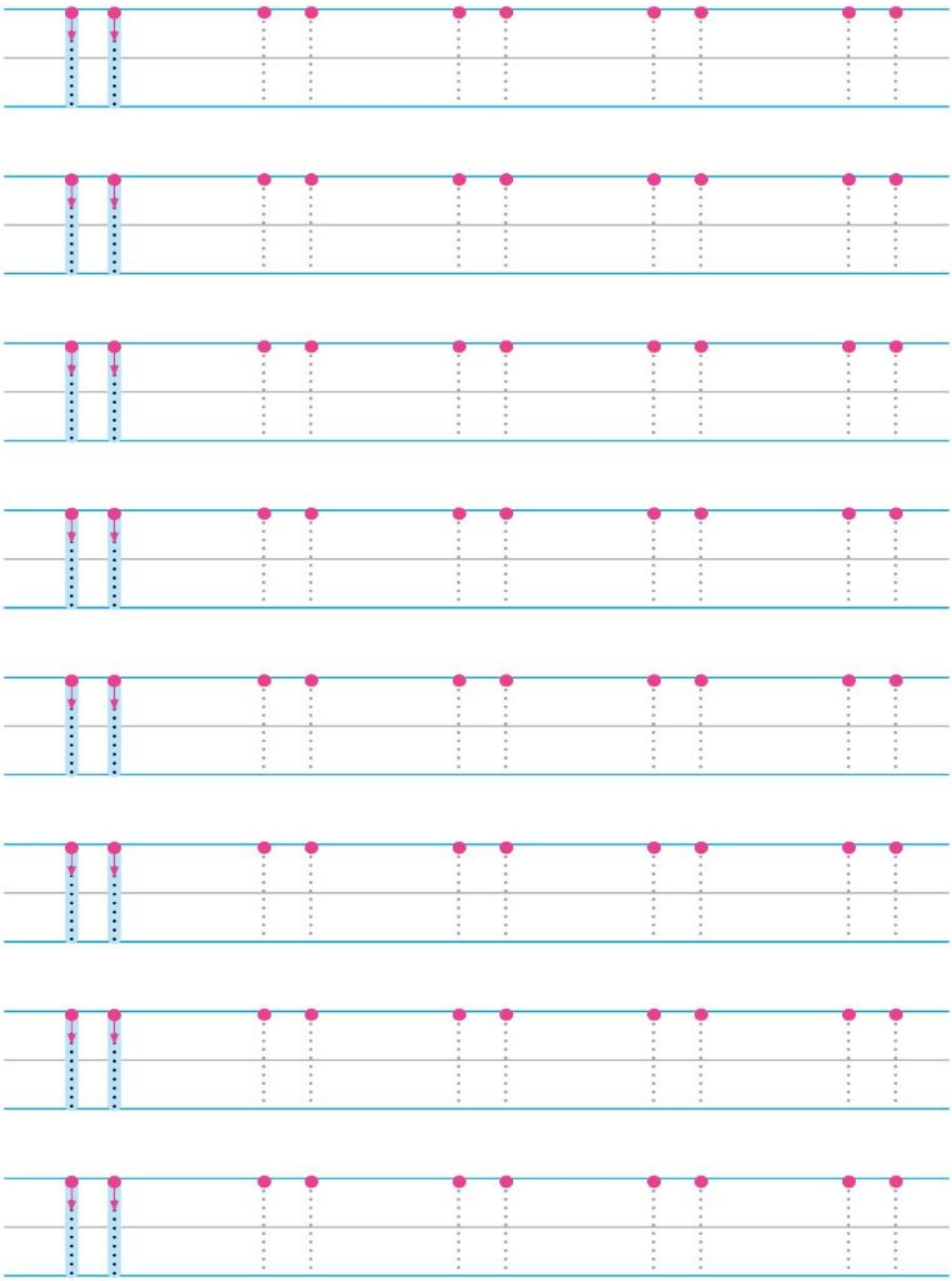
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**Class:** Playgroup **Subject:** Math

## Worksheet of number "11" (For Day 2)

**(Take a print and do practice on it)**



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**Class:** Playgroup **Subject:** Math

## Worksheet of number "12" (For Day 5)

**(Take a print and do practice on it)**



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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Revision the Numbers **"10, 11, 12"**
**Period (s) / Time:** 1 / 40 min **Term:** 2nd
**Week: 17** **Day:** 1

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- revise the poems with proper actions.
- revise their listening, speaking and imagination skills.
- revise the reading, tracing and writing of "10, 11, 12".
- revise "10, 11, 12" sound and their vocabulary words listed in textbook.

**Equipment & Material Required:**
Audio Visual Aids (Numbers "10, 11, 12"), Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

**Value Developed:**
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** hen, eggs, ten, white, cow,

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from the students, i.e.:<br>➢ How many eggs did Sheikh Chilli?<br>➢ What is the colour of egg? | 5 Minutes |
| **Development**<br>**Practice Activities:**<br>• Paste the flash cards of the poems on the whiteboard.<br>• Tell the students that they are going to revise the previous lessons.<br>• Revise the rhymes in three simple steps:<br>➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme),<br>➢ **recognizing rhyme** (the child can identify two words that rhyme),<br>➢ **producing rhyme** (a child can think of a word that rhymes with another).<br>• Encourage their participation.<br>• Ask the children which of the poems they have read so far, has they liked the most?<br>• Play their favourite poem CD. After each poem, ask which Numbers is this poem?<br>• While reciting the rhymes you must use your body language, have expressions in your voice with varying volume and stress.<br>• Ask the students to repeat the rhymes after you with intonation. | 30 Minutes |

**Class:** Playgroup **Subject:** Math

- Repeat the rhymes at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhymes with intonation and physical expressions.
- Ask for the name and sound of the Numbers. Also ask for the names of the things that start with the Numbers 10, 11, 12.
- Then open the Math textbook, pg. no. 8 to 19 and read each number turn by turn.
- Encourage their participation in natural environment.
- Put your finger to the Numbers 10, 11, 12 and then read.
- Help them remember the sound of the Numbers by using the pictures as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example, say:** student puts his finger on number /10/ and say *ten is for t*-e-e*n*.

| | |
|---|---|
| Put your finger on the pages and tell me where **'10, 11, 12'** is? | Put your finger on the page and tell where the **'egg'** is? |
| Put your finger on the page and tell where the **'bee'** is? | Put your finger on the page and tell where the **'ladybird'** is? |

- Repeat the Numbers "10, 11, 12" and their voices at least 4-5 times and then tell more vocabulary starting with the Numbers "10, 11, 12".
- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Show the students how to write the Numbers '10, 11, 12' on the board.
- Help the students to solve the given Reinforcement activities pg. no. 60-61 of the textbook.

**Assessment:** 5 Minutes

- Place some objects or pictures of the objects having with "10, 11, 12" numbers in the class.
- Ask the students at a time to find an object or a picture which have with "10, 11, 12" numbers.
- Show the pictures of an egg, basket, bee, ladybird in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening number sound.

**Homework:**

Ask the students to look carefully at the Numbers and objects on the textbook pg. no. 58-62.

- Identify the images given on pg. no. 58-62 of the textbook.
- Practise all the activities given on pg. no. 60-61 of the textbook.
- Practise the Numbers "10, 11, 12" as written activity.

**Evaluation of Learning:**

**Evaluation of Teaching:**

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Introduction to the Number **"13"**

**Period (s) / Time:** 1 / 40 min **Term:** 2nd

**Week: 17** **Day:** 2

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- recognize the name, sound and graphical representation of the Number "13".
- pronounce the number word starting with the Number "13" correctly.
- identify the images which are starting with the Number "13".

**Equipment & Material Required:**

Audio Visual Aids (Number "13") Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** ship, thirteen

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, take "13" numbers flash card in the classroom. Ask some questions about it.<br>➢ What is it?<br>➢ How many object in number "13"?<br>➢ Can you pronounce the number word of number "13"? | 5 Minutes |
| **<u>Development</u>**<br>**Model Reading & Methodology:**<br>• Tell the students that we are going to start learning about Auxiliary numbers. Raise your hands if anyone of you knows any auxiliary number."<br>• Raise your hands if anyone of you knows any auxiliary number."<br>• Explain them that we are going to read the thirteenth Number "13".<br>• Show them the flash cards of the Number "13" and introduce its sound "thirteen".<br>• Explain them the sound of the number '13' is / thirteen /.<br>• Show them number "13" flashcard and instruct the children to say the name of the number, i.e. '13' and emphasize the sound / thirteen /.<br>• Create an imagination story about number "13".<br>• Tell the story of number '13' with proper impressions, showing the relevant pictures. | 30 Minutes |

**Class:** Playgroup **Subject:** Math

| | |
|---|---|
| • Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).<br>• Appreciate the students' participation and encourage their answers.<br>**Demonstration:**<br>• Ask the students to make number 13 starting from the top, make a standing line and stop. Again starting from the top, go round make half circle and then make another half circle and stop. This is number "13" or you could simply tell them that you need to write one and three to make the number "13".<br>• Number "13" stands for thirteen objects and it comes after number "12".<br>• Introduce some thirteen objects to students to enhance their learning. For instance, paste thirteen bananas card on the board and let the students count them and then paste number card of "13".<br>• Now ask them to come and do the "Sand Paper" activity. Always demonstrate the activity first and then let the students do that. Use first two fingers for this activity. While dragging the fingers, say the instructions; you could simply tell them that you need to write one and three to make the number "13".<br>• Do the "Number board and wired beads" activity with students. Place the number board and wired beads on mat and fix the number "13" on number board. Then, take one golden string of ten beads and place next to the number board. Now, take three beads of red colour and place next to the golden beads string of ten.<br>• Tell the students that we need one ten and three to make the number "13". | |
| **Assessment:**<br>To assess the students, ask them some questions, i.e.:<br>• What is the name and sound of the Number you have read just now?<br>• How many objects are required for number "13". | 5 Minutes |
| **Homework:**<br>Ask the students to look carefully at the Number and objects given on the textbook, pg. no 62.<br>• Identify the images given on pg. no. 62 of the textbook. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

# Aquiline

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** The Structure and Writing of the Number **"13"**

**Period (s) / Time:** 1 / 40 min **Term:** 2nd

**Week: 17** **Day:** 3

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- read, count, trace and write the Number "13".
- recognise number "13" sound.
- hold or grip a pencil in a correct way to form Number "13".
- Write number "13" by using Sand tray activity.
- Practise the number "13" by using printable tracing worksheet.

**Equipment & Material Required:**

Textbook, Flash Pictures, Whiteboard, Board Marker, Duster, sand tray, worksheet print, colour.

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:**

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from textbook pg. no. 62.<br>➢ Can you count the objects which represent the Number "13"?<br>➢ What is the used for ship?<br>➢ Where we found ship? | 5 Minutes |
| **<u>Development</u>**<br>**Model Reading:**<br>• Tell the students that they are going to learn to write the Number "13"<br>• Explain that they are going to learn how to write the Number "13".<br>• Point to "13" on the number wall chart. Ask: What sound does this make? Praise and say: Yes, /Thirteen/ … /13/ for Ship! Yes, /Thirteen/ … /13/ for balls!<br>• Show the students how to write the number '13' on the board. Sound out /13/ thirteen as you write it.<br>• Ask the students to make number 13 starting from the top, make a standing line and stop. Again starting from the top, go round make half circle and then make another half circle and stop. This is number "13" or you could simply tell them that you need to write one and three to make the number "13". | 30 Minutes |

- Number "13" stands for thirteen objects.
- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Tell them that Numbers can change their forms and their sounds.
- Write the Number "13" on the whiteboard or paste flashcards of the Number "13" on the whiteboard.
- Repeat the sound of Number "13".
- Encourage the students to recognise the sound of Number "13".
- Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor.

**Activity: 1**

- Firstly divide the students in many pairs or groups and tell them we are going to sand tray activity.
- Introduce the students to the material like sand tray on the table and ask him to take it to your table.
- Write the Number "13" on the whiteboard or paste flashcards of the Number "13" on the whiteboard.
- Tell the students that Number "13" stands for single object.
- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Instruct the students how to write the Number "13" by using your finger in the sand tray. When writing, say the instructions like; you could simply tell them that you need to write one and three to make the number "13".
- Ask the students to practise this one by one by writing in the sand tray more than three to five time.

**Activity: 2**

- After doing Activity 1.
- Tell them we are going to practice number "13" by using printable tracing worksheet.
- Distribute the tracing worksheet of number "13" all the students.
- Instruct the students how to write the tracing Number "13" by using your pencil in the worksheet.
- When the tracing activity is complete, ask the student to fill in the colour of their choice on the picture number "13" in the worksheet.
- Ask the student to fill in the colour of their own choice on the picture in the worksheet as well.

**Practice Activities:**

- Give the students sand tray for practice.
- Give the students writing boards and markers or loose sheets and pencils for writing practice.
- Give them flash cards and ask them to pick the flash cards having the Number "13".

**Class:** Playgroup **Subject:** Math

| | |
|---|---|
| • Ask the Students to take turns doing this activity one by one and the teacher goes around the class to review.<br>• Help and guide them wherever needed. | |
| **Assessment:**<br>• Assess the students by checking their written work.<br>➢ Are the children able to form the Numbers correctly?<br>➢ Do they recognize the number '13' words? | 5 Minutes |
| **Homework:**<br>As Assign the students to practice trace activity of number "13" as homework. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

# Aquiline

*Publishers, Printers & Booksellers*

**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Introduction to the Number **"14"**

**Period (s) / Time:** 1 / 40 min **Term:** 2nd

**Week: 17** **Day:** 4

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- recognize the name, sound and graphical representation of the Number "14".
- pronounce the number word starting with the Number "14" correctly.
- identify the images which are starting with the Number "14".

**Equipment & Material Required:**

Audio Visual Aids (Number "14") Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** fish, fourteen

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, take "14" numbers flash card in the classroom. Ask some questions about it.<br>➢ What is it?<br>➢ How many object in number "14"?<br>➢ Can you pronounce the number word of number "14"? | 5 Minutes |
| **Development**<br>**Model Reading & Methodology:**<br>• Tell the students that we are going to start learning about Auxiliary numbers. Raise your hands if anyone of you knows any auxiliary number."<br>• Raise your hands if anyone of you knows any auxiliary number."<br>• Explain them that we are going to read the fourteenth Number "14".<br>• Show them the flash cards of the Number "14" and introduce its sound "fourteen".<br>• Explain them the sound of the number '14' is / fourteen /.<br>• Show them number "14" flashcard and instruct the children to say the name of the number, i.e. '14' and emphasize the sound / fourteen /.<br>• Create an imagination story about number "14".<br>• Tell the story of number '14' with proper impressions, showing the relevant pictures. | 30 Minutes |

**Class:** Playgroup **Subject:** Math

| | |
|---|---|
| • Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).<br>• Appreciate the students' participation and encourage their answers.<br>**Demonstration:**<br>• Ask the students to make one standing line and stop. Then, make a small diagonal line and drag it to make horizontal line and stop. Starting from the middle and make a standing line in such way that it touches the horizontal line. Tell them that this is number "14". Or you can use simple instructions like, write one and four to make number "14".<br>• Number "14" stands for fourteen objects and it comes after number "13".<br>• Introduce some fourteen objects to students to enhance their learning. For instance, paste fourteen pencils card on the board and let the students count them and then paste number card of "14".<br>• Now ask them to come and do the "Sand Paper" activity. Always demonstrate the activity first and then let the students do that. Use first two fingers for this activity. While dragging the fingers, say the instructions; you can use simple instructions like, write one and four to make number "14".<br>• Do the "Number board and wired beads" activity with students. Place the number board and wired beads on mat and fix the number "14" on number board. Then, take one golden string of ten beads and place next to the number board. Now, take four beads of red colour and place next to the golden beads string of ten.<br>• Tell the students that we need one ten and four to make the number "14". | |
| **Assessment:**<br>To assess the students, ask them some questions, i.e.:<br>• What is the name and sound of the Number you have read just now?<br>• How many objects are required for number "14". | 5 Minutes |
| **Homework:**<br>Ask the students to look carefully at the Number and objects given on the textbook, pg. no 63.<br>• Identify the images given on pg. no. 63 of the textbook. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

# Aquiline

*Publishers, Printers & Booksellers*

**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** The Structure and Writing of the Number **"14"**
**Period (s) / Time:** 1 / 40 min **Term:** 2nd
**Week: 17** **Day:** 5

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- read, count, trace and write the Number "14".
- recognise number "14" sound.
- hold or grip a pencil in a correct way to form Number "14".
- Write number "14" by using Sand tray activity.
- Practise the number "14" by using printable tracing worksheet.

**Equipment & Material Required:**
Textbook, Flash Pictures, Whiteboard, Board Marker, Duster, sand tray, worksheet print, colour.

**Value Developed:**
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:**

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from textbook pg. no. 63.<br>➢ Can you count the objects which represent the Number "14"?<br>➢ What is the colour of fish?<br>➢ Where we found fish? | 5 Minutes |
| **<u>Development</u>**<br>**Model Reading:**<br>• Tell the students that they are going to learn to write the Number "14"<br>• Explain that they are going to learn how to write the Number "14".<br>• Point to "14" on the number wall chart. Ask: What sound does this make? Praise and say: Yes, /Fourteen/ … /14/ for fish! Yes, /Fourteen/ … /14/ for erasers!<br>• Show the students how to write the number '14' on the board. Sound out /14/ fourteen as you write it.<br>• Ask the students to make number 14 one standing line and stop. Then, make a small diagonal line and drag it to make horizontal line and stop. Starting from the middle and make a standing line in such way that it touches the horizontal line. Tell them that this is | 30 Minutes |

**Class:** Playgroup **Subject:** Math

number "14". Or you can use simple instructions like, write one and four to make number "14".

- Number "14" stands for fourteen objects.
- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Tell them that Numbers can change their forms and their sounds.
- Write the Number "14" on the whiteboard or paste flashcards of the Number "14" on the whiteboard.
- Repeat the sound of Number "14".
- Encourage the students to recognize the sound of Number "14".
- Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor.

**Activity: 1**

- Firstly divide the students in many pairs or groups and tell them we are going to sand tray activity.
- Introduce the students to the material like sand tray on the table and ask him to take it to your table.
- Write the Number "14" on the whiteboard or paste flashcards of the Number "14" on the whiteboard.
- Tell the students that Number "14" stands for single object.
- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Instruct the students how to write the Number "14" by using your finger in the sand tray. When writing, say the instructions like; you can use simple instructions like, write one and four to make number "14".
- Ask the students to practise this one by one by writing in the sand tray more than three to five time.

**Activity: 2**

- After doing Activity 1.
- Tell them we are going to practice number "14" by using printable tracing worksheet.
- Distribute the tracing worksheet of number "14" all the students.
- Instruct the students how to write the tracing Number "14" by using your pencil in the worksheet.
- When the tracing activity is complete, ask the student to fill in the colour of their choice on the picture number "14" in the worksheet.
- Ask the student to fill in the colour of their own choice on the picture in the worksheet as well.

**Practice Activities:**

- Give the students sand tray for practice.

**Class:** Playgroup **Subject:** Math

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|---|---|
| • Give the students writing boards and markers or loose sheets and pencils for writing practice.<br>• Give them flash cards and ask them to pick the flash cards having the Number "14".<br>• Ask the Students to take turns doing this activity one by one and the teacher goes around the class to review.<br>• Help and guide them wherever needed. | |
| **Assessment:**<br>• Assess the students by checking their written work.<br>➢ Are the children able to form the Numbers correctly?<br>➢ Do they recognize the number '14' words? | 5 Minutes |
| **Homework:**<br>As Assign the students to practice trace activity of number "14" as homework. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

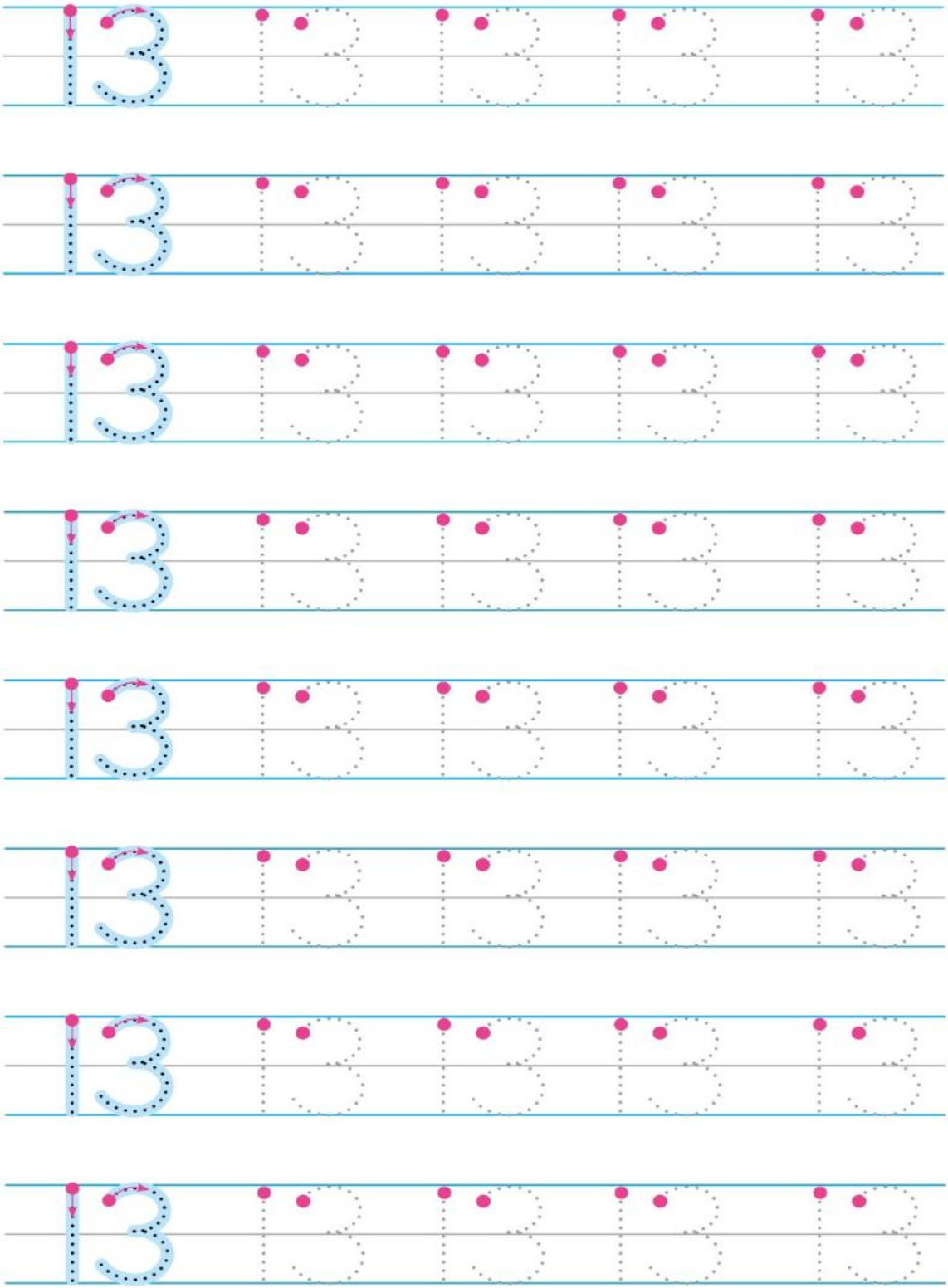
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**Class:** Playgroup **Subject:** Math

## Worksheet of number "13" (For Day 3)

**(Take a print and do practice on it)**



# Aquiline

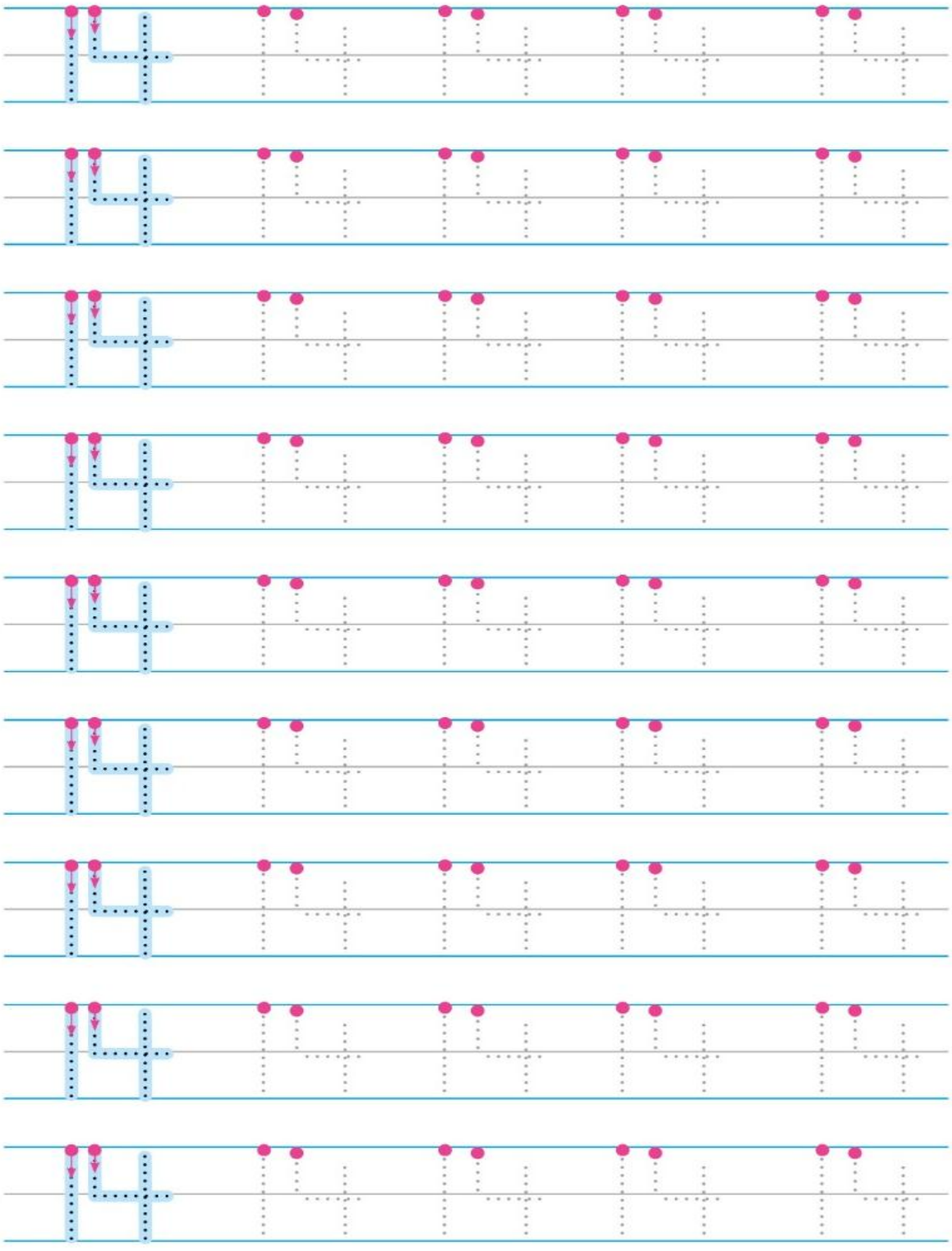
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**Class:** Playgroup

**Subject:** Math

## Worksheet of number "14" (For Day 5)

**(Take a print and do practice on it)**



# Aquiline

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Introduction to the Number **"15"**

**Period (s) / Time:** 1 / 40 min **Term:** 2nd

**Week: 18** **Day:** 1

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- recognize the name, sound and graphical representation of the Number "15".
- pronounce the number word starting with the Number "15" correctly.
- identify the images which are starting with the Number "15".

**Equipment & Material Required:**

Audio Visual Aids (Number "15") Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** aeroplane, fifteen

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, take "15" numbers flash card in the classroom. Ask some questions about it.<br>➢ What is it?<br>➢ How many object in number "15"?<br>➢ Can you pronounce the number word of number "15"? | 5 Minutes |
| **Development**<br>**Model Reading & Methodology:**<br>• Tell the students that we are going to start learning about Auxiliary numbers. Raise your hands if anyone of you knows any auxiliary number."<br>• Raise your hands if anyone of you knows any auxiliary number."<br>• Explain them that we are going to read the fifteenth Number "15".<br>• Show them the flash cards of the Number "15" and introduce its sound "fifteen".<br>• Explain them the sound of the number '15' is / fifteen /.<br>• Show them number "15" flashcard and instruct the children to say the name of the number, i.e. '15' and emphasize the sound / fifteen /.<br>• Create an imagination story about number "15".<br>• Tell the story of number '15' with proper impressions, showing the relevant pictures. | 30 Minutes |

**Class:** Playgroup **Subject:** Math

| | |
|---|---|
| • Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).<br>• Appreciate the students' participation and encourage their answers.<br>**Demonstration:**<br>• Ask the students to make one standing line and stop. Then, make a small sleeping line, go down by making small standing line and go round and make half circle. Tell them that this is number "15". Or you can use simple instructions like, write one and five to make number "15".<br>• Number "15" stands for fifteen objects and it comes after number "14".<br>• Introduce some fifteen objects to students to enhance their learning. For instance, paste fifteen bananas card on the board and let the students count them and then paste number card of "15".<br>• Now ask them to come and do the "Sand Paper" activity. Always demonstrate the activity first and then let the students do that. Use first two fingers for this activity. While dragging the fingers, say the instructions; you can use simple instructions like, write one and five to make number "15".<br>• Do the "Number board and wired beads" activity with students. Place the number board and wired beads on mat and fix the number "15" on number board. Then, take one golden string of ten beads and place next to the number board. Now, take five beads of red colour and place next to the golden beads string of ten.<br>• Tell the students that we need one ten and four to make the number "15". | |
| **Assessment:**<br>To assess the students, ask them some questions, i.e.:<br>• What is the name and sound of the Number you have read just now?<br>• How many objects are required for number "15". | 5 Minutes |
| **Homework:**<br>Ask the students to look carefully at the Number and objects given on the textbook, pg. no 63.<br>• Identify the images given on pg. no. 63 of the textbook. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

# Aquiline

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** The Structure and Writing of the Number **"15"**

**Period (s) / Time:** 1 / 40 min **Term:** 2nd

**Week: 18** **Day:** 2

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- read, count, trace and write the Number "15".
- recognise number "15" sound.
- hold or grip a pencil in a correct way to form Number "15".
- Write number "15" by using Sand tray activity.
- Practise the number "15" by using printable tracing worksheet.

**Equipment & Material Required:**

Textbook, Flash Pictures, Whiteboard, Board Marker, Duster, sand tray, worksheet print, colour.

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:**

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from textbook pg. no. 63.<br>➢ Can you count the objects which represent the Number "15"?<br>➢ What is the use of aeroplane?<br>➢ Where we find aeroplane? | 5 Minutes |
| **<u>Development</u>**<br>**Model Reading:**<br>• Tell the students that they are going to learn to write the Number "15"<br>• Explain that they are going to learn how to write the Number "15".<br>• Point to "15" on the number wall chart. Ask: What sound does this make? Praise and say: Yes, /Fifteen/ … /15/ for aeroplane! Yes, /Fifteen/ … /15/ for birds!<br>• Show the students how to write the number '15' on the board. Sound out /15/ fifteen as you write it.<br>• Ask the students to make one standing line and stop. Then, make a small sleeping line, go down by making small standing line and go round and make half circle. Tell them that this is number "15". Or you can use simple instructions like, write one and five to make number "15". | 30 Minutes |

- Number "15" stands for fifteen objects.
- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Tell them that Numbers can change their forms and their sounds.
- Write the Number "15" on the whiteboard or paste flashcards of the Number "15" on the whiteboard.
- Repeat the sound of Number "15".
- Encourage the students to recognise the sound of Number "15".
- Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor.

**Activity: 1**

- Firstly divide the students in many pairs or groups and tell them we are going to sand tray activity.
- Introduce the students to the material like sand tray on the table and ask him to take it to your table.
- Write the Number "15" on the whiteboard or paste flashcards of the Number "15" on the whiteboard.
- Tell the students that Number "15" stands for fifteen objects.
- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Instruct the students how to write the Number "15" by using your finger in the sand tray. When writing, say the instructions like; you can use simple instructions like, write one and four to make number "15".
- Ask the students to practise this one by one by writing in the sand tray more than three to five time.

**Activity: 2**

- After doing Activity 1.
- Tell them we are going to practice number "15" by using printable tracing worksheet.
- Distribute the tracing worksheet of number "15" all the students.
- Instruct the students how to write the tracing Number "15" by using your pencil in the worksheet.
- When the tracing activity is complete, ask the student to fill in the colour of their choice on the picture number "15" in the worksheet.
- Ask the student to fill in the colour of their own choice on the picture in the worksheet as well.

**Practice Activities:**

- Give the students sand tray for practice.
- Give the students writing boards and markers or loose sheets and pencils for writing practice.
- Give them flash cards and ask them to pick the flash cards having the Number "15".

**Class:** Playgroup **Subject:** Math

| | |
|---|---|
| • Ask the Students to take turns doing this activity one by one and the teacher goes around the class to review.<br>• Help and guide them wherever needed. | |
| **Assessment:**<br>• Assess the students by checking their written work.<br>➢ Are the children able to form the Numbers correctly?<br>➢ Do they recognize the number '15' words? | 5 Minutes |
| **Homework:**<br>As Assign the students to practice trace activity of number "15" as homework. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

# Aquiline

*Publishers, Printers & Booksellers*

**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Revision the Numbers **"13, 14, 15"**
**Period (s) / Time:** 1 / 40 min **Term:** 2nd
**Week: 18** **Day:** 3

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- revise the poems with proper actions.
- revise their listening, speaking and imagination skills.
- revise the reading, tracing and writing of "13, 14, 15".
- revise "13, 14, 15" sound and their vocabulary words listed in textbook.

**Equipment & Material Required:**
Audio Visual Aids (Numbers "13, 14, 15"), Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

**Value Developed:**
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** ship, fish, aeroplane,

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from the students, i.e.:<br>➢ Where do see the ship?<br>➢ What is the use of aeroplane? | 5 Minutes |
| **Development**<br>**Practice Activities:**<br>• Paste the flash cards of the imaginary poems on the whiteboard.<br>• Tell the students that they are going to revise the previous lessons.<br>• Revise the rhymes in three simple steps:<br>➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme),<br>➢ **recognizing rhyme** (the child can identify two words that rhyme),<br>➢ **producing rhyme** (a child can think of a word that rhymes with another).<br>• Encourage their participation.<br>• Ask the children which of the poems they have read so far, has they liked the most?<br>• Play their favourite poem CD. After each poem, ask which Numbers is this poem?<br>• While reciting the rhymes you must use your body language, have expressions in your voice with varying volume and stress.<br>• Ask the students to repeat the rhymes after you with intonation. | 30 Minutes |

**Class:** Playgroup **Subject:** Math

- Repeat the rhymes at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhymes with intonation and physical expressions.
- Ask for the name and sound of the Numbers. Also ask for the names of the things that start with the Numbers 13, 14, 15.
- Then open the Math textbook, pg. no. 8 to 19 and read each number turn by turn.
- Encourage their participation in natural environment.
- Put your finger to the Numbers 13, 14, 15 and then read.
- Help them remember the sound of the Numbers by using the pictures as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example, say:** student puts his finger on number /13/ and say *thirteen is for th*-ir-teen.

| | |
|---|---|
| Put your finger on the pages and tell me where **'13, 14, 15'** is? | Put your finger on the page and tell where the **'ship'** is? |
| Put your finger on the page and tell where the **'fish'** is? | Put your finger on the page and tell where the **'aeroplane'** is? |

- Repeat the Numbers "13, 14, 15" and their voices at least 4-5 times and then tell more vocabulary starting with the Numbers "13, 14, 15".
- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Show the students how to write the Numbers '13, 14, 15' on the board.
- Help the students to solve the given Reinforcement activities pg. no. 62-63 of the textbook.

**Assessment:** 5 Minutes

- Place some objects or pictures of the objects having with "13, 14, 15" numbers in the class.
- Ask the students at a time to find an object or a picture which have with "13, 14, 15" numbers.
- Show the pictures of an egg, basket, bee, ladybird in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening number sound.

**Homework:**

Ask the students to look carefully at the Numbers and objects on the textbook pg. no. 62-63.

- Identify the images given on pg. no. 62-63 of the textbook.
- Practise all the activities given on pg. no. 60-61 of the textbook.
- Practise the Numbers "13, 14, 15" as written activity.

**Evaluation of Learning:**

**Evaluation of Teaching:**

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Introduction to the Number **"16"**

**Period (s) / Time:** 1 / 40 min **Term:** 2nd

**Week: 18** **Day:** 4

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- recognize the name, sound and graphical representation of the Number "16".
- pronounce the number word starting with the Number "16" correctly.
- identify the images which are starting with the Number "16".

**Equipment & Material Required:**

Audio Visual Aids (Number "16") Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** insect, Sixteen

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, take "16" numbers flash card in the classroom. Ask some questions about it.<br>➢ What is it?<br>➢ How many object in number "16"?<br>➢ Can you pronounce the number word of number "16"? | 5 Minutes |
| **<u>Development</u>**<br>**Model Reading & Methodology:**<br>• Tell the students that we are going to start learning about Auxiliary numbers. Raise your hands if anyone of you knows any auxiliary number."<br>• Raise your hands if anyone of you knows any auxiliary number."<br>• Explain them that we are going to read the Sixteenth Number "16".<br>• Show them the flash cards of the Number "16" and introduce its sound "Sixteen".<br>• Explain them the sound of the number '16' is / Sixteen /.<br>• Show them number "16" flashcard and instruct the children to say the name of the number, i.e. '16' and emphasize the sound / Sixteen /.<br>• Create an imagination story about number "16".<br>• Tell the story of number '16' with proper impressions, showing the relevant pictures. | 30 Minutes |

**Class:** Playgroup **Subject:** Math

| | |
|---|---|
| • Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).<br>• Appreciate the students' participation and encourage their answers.<br>**Demonstration:**<br>• Ask the students to make one standing line and stop. Then, make a curve and a circle makes my number six (6). Or you can use simple instructions like, write one and six to make number "16".<br>• Number "16" stands for Sixteen objects and it comes after number "15".<br>• Introduce some Sixteen objects to students to enhance their learning. For instance, paste Sixteen tennis balls card on the board and let the students count them and then paste number card of "16".<br>• Now ask them to come and do the "Sand Paper" activity. Always demonstrate the activity first and then let the students do that. Use first two fingers for this activity. While dragging the fingers, say the instructions; you can use simple instructions like, write one and six to make number "16".<br>• Do the "Number board and wired beads" activity with students. Place the number board and wired beads on mat and fix the number "16" on number board. Then, take one golden string of ten beads and place next to the number board. Now, take six beads of red colour and place next to the golden beads string of ten.<br>• Tell the students that we need one ten and four to make the number "16". | |
| **Assessment:**<br>To assess the students, ask them some questions, i.e.:<br>• What is the name and sound of the Number you have read just now?<br>• How many objects are required for number "16". | 5 Minutes |
| **Homework:**<br>Ask the students to look carefully at the Number and objects given on the textbook, pg. no 63.<br>• Identify the images given on pg. no. 63 of the textbook. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** The Structure and Writing of the Number **"16"**

**Period (s) / Time:** 1 / 40 min **Term:** 2nd

**Week: 18** **Day:** 5

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- read, count, trace and write the Number "16".
- recognise number "16" sound.
- hold or grip a pencil in a correct way to form Number "16".
- Write number "16" by using Sand tray activity.
- Practise the number "16" by using printable tracing worksheet.

**Equipment & Material Required:**

Textbook, Flash Pictures, Whiteboard, Board Marker, Duster, sand tray, worksheet print, colour.

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:**

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from textbook pg. no. 63.<br>➢ Can you count the objects which represent the Number "16"?<br>➢ How many legs an insect has?<br>➢ Where we found an insect? | 5 Minutes |
| **<u>Development</u>**<br>**Model Reading:**<br>• Tell the students that they are going to learn to write the Number "16"<br>• Explain that they are going to learn how to write the Number "16".<br>• Point to "16" on the number wall chart. Ask: What sound does this make? Praise and say: Yes, /Sixteen/ … /16/ for insect! Yes, /Sixteen/ … /16/ for peach!<br>• Show the students how to write the number '16' on the board. Sound out /16/ sixteen as you write it.<br>• Ask the students to make one standing line and stop. Then, make a curve and tell them that this is number "16". Or you can use simple instructions like, write one and six to make number "16".<br>• Number "16" stands for sixteen objects. | 30 Minutes |

- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Tell them that Numbers can change their forms and their sounds.
- Write the Number "16" on the whiteboard or paste flashcards of the Number "16" on the whiteboard.
- Repeat the sound of Number "16".
- Encourage the students to recognise the sound of Number "16".
- Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor.

**Activity: 1**

- Firstly divide the students in many pairs or groups and tell them we are going to sand tray activity.
- Introduce the students to the material like sand tray on the table and ask him to take it to your table.
- Write the Number "16" on the whiteboard or paste flashcards of the Number "16" on the whiteboard.
- Tell the students that Number "16" stands for sixteen objects.
- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Instruct the students how to write the Number "16" by using your finger in the sand tray. When writing, say the instructions like; you can use simple instructions like, write one and six to make number "16".
- Ask the students to practise this one by one by writing in the sand tray more than three to five time.

**Activity: 2**

- After doing Activity 1.
- Tell them we are going to practice number "16" by using printable tracing worksheet.
- Distribute the tracing worksheet of number "16" all the students.
- Instruct the students how to write the tracing Number "16" by using your pencil in the worksheet.
- When the tracing activity is complete, ask the student to fill in the colour of their choice on the picture number "16" in the worksheet.
- Ask the student to fill in the colour of their own choice on the picture in the worksheet as well.

**Practice Activities:**

- Give the students sand tray for practice.
- Give the students writing boards and markers or loose sheets and pencils for writing practice.
- Give them flash cards and ask them to pick the flash cards having the Number "16".

**Class:** Playgroup **Subject:** Math

| | |
|---|---|
| • Ask the Students to take turns doing this activity one by one and the teacher goes around the class to review.<br>• Help and guide them wherever needed. | |
| **Assessment:**<br>• Assess the students by checking their written work.<br>➢ Are the children able to form the Numbers correctly?<br>➢ Do they recognize the number '16' words? | 5 Minutes |
| **Homework:**<br>As Assign the students to practice trace activity of number "16" as homework. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

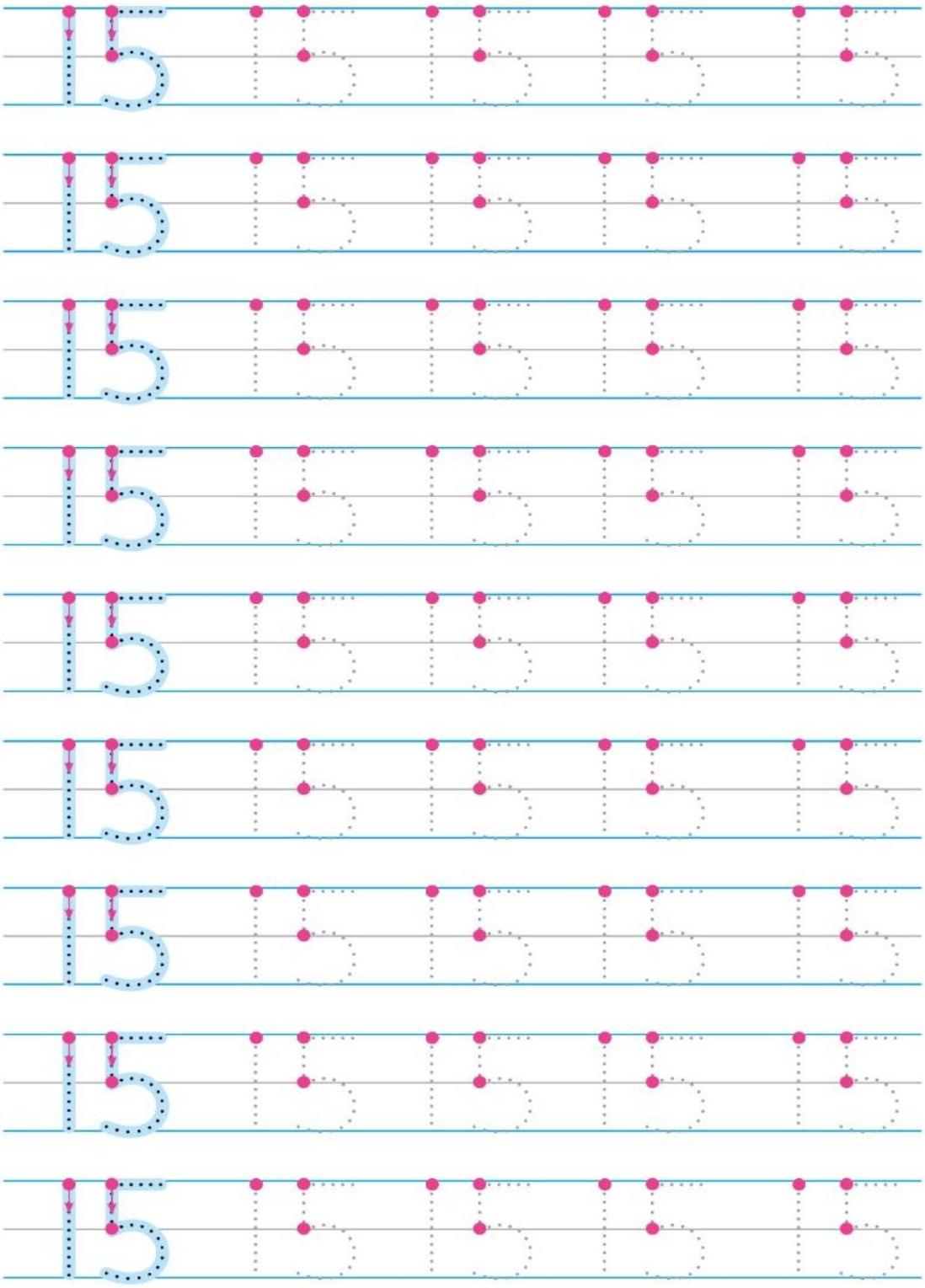
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**Class:** Playgroup **Subject:** Math

## Worksheet of number "15" (For Day 2)

**(Take a print and do practice on it)**



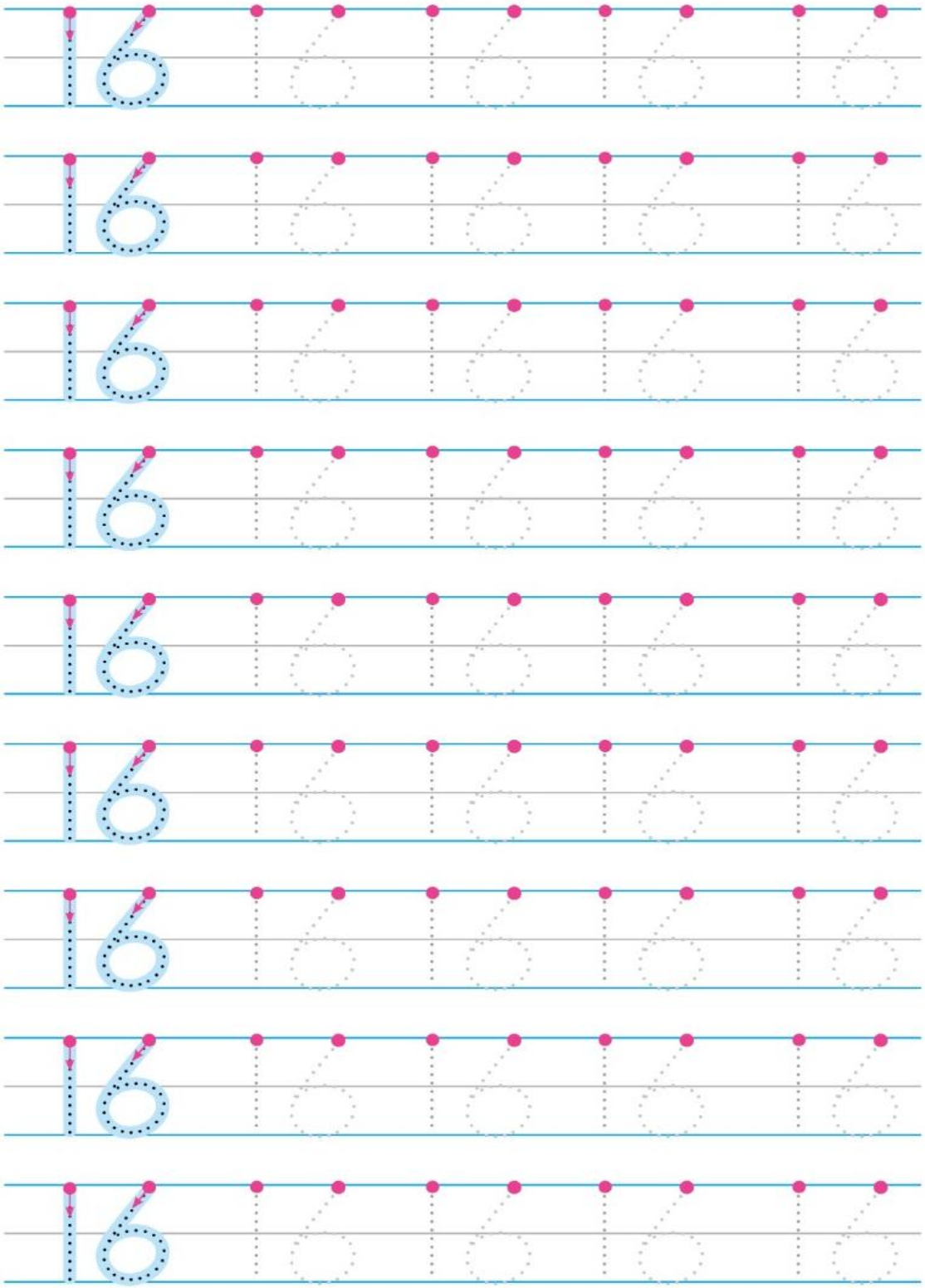
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**Class:** Playgroup **Subject:** Math

## Worksheet of number "16" (For Day 5)

**(Take a print and do practice on it)**



# Aquiline

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Introduction to the Number **"17"**

**Period (s) / Time:** 1 / 40 min **Term:** 2nd

**Week: 19** **Day:** 1

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- recognize the name, sound and graphical representation of the Number "17".
- pronounce the number word starting with the Number "17" correctly.
- identify the images which are starting with the Number "17".

**Equipment & Material Required:**

Audio Visual Aids (Number "17") Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** Strawberries, Seventeen

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, take "17" numbers flash card in the classroom. Ask some questions about it.<br>➢ What is it?<br>➢ How many object in number "17"?<br>➢ Can you pronounce the number word of number "17"? | 5 Minutes |
| **Development**<br>**Model Reading & Methodology:**<br>• Tell the students that we are going to start learning about Auxiliary numbers. Raise your hands if anyone of you knows any auxiliary number."<br>• Raise your hands if anyone of you knows any auxiliary number."<br>• Explain them that we are going to read the seventeenth Number "17".<br>• Show them the flash cards of the Number "17" and introduce its sound "Seventeen".<br>• Explain them the sound of the number '17' is / Seventeen /.<br>• Show them number "17" flashcard and instruct the children to say the name of the number, i.e. '17' and emphasize the sound / Seventeen /.<br>• Create an imagination story about number "17".<br>• Tell the story of number '17' with proper impressions, showing the relevant pictures. | 30 Minutes |

**Class:** Playgroup **Subject:** Math

| | |
|---|---|
| • Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).<br>• Appreciate the students' participation and encourage their answers.<br>**Demonstration:**<br>• Ask the students to make one standing line and stop. Then, make a sleeping line and the slanting line, tell them that this is number "17".Or you can use simple instructions like, write one and seven to make number "17".<br>• Number "17" stands for Seventeen objects and it comes after number "17".<br>• Introduce some Seventeen objects to students to enhance their learning. For instance, paste Seventeen spoons card on the board and let the students count them and then paste number card of "17".<br>• Now ask them to come and do the "Sand Paper" activity. Always demonstrate the activity first and then let the students do that. Use first two fingers for this activity. While dragging the fingers, say the instructions; you can use simple instructions like, write one and seven to make number "17".<br>• Do the "Number board and wired beads" activity with students. Place the number board and wired beads on mat and fix the number "17" on number board. Then, take one golden string of ten beads and place next to the number board. Now, take seven beads of red colour and place next to the golden beads string of ten.<br>• Tell the students that we need one ten and four to make the number "17". | |
| **Assessment:**<br>To assess the students, ask them some questions, i.e.:<br>• What is the name and sound of the Number you have read just now?<br>• How many objects are required for number "17". | 5 Minutes |
| **Homework:**<br>Ask the students to look carefully at the Number and objects given on the textbook, pg. no 64.<br>• Identify the images given on pg. no. 64 of the textbook. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** The Structure and Writing of the Number **"17"**

**Period (s) / Time:** 1 / 40 min **Term:** 2nd

**Week: 19** **Day:** 2

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- read, count, trace and write the Number "17".
- recognise number "17" sound.
- hold or grip a pencil in a correct way to form Number "17".
- Write number "17" by using Sand tray activity.
- Practise the number "17" by using printable tracing worksheet.

**Equipment & Material Required:**

Textbook, Flash Pictures, Whiteboard, Board Marker, Duster, sand tray, worksheet print, colour.

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:**

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from textbook pg. no. 64.<br>➢ Can you count the objects which represent the Number "17"?<br>➢ What is the colour of strawberry?<br>➢ Do you ever drink milk shake of strawberry? | 5 Minutes |
| **<u>Development</u>**<br>**Model Reading:**<br>• Tell the students that they are going to learn to write the Number "17"<br>• Explain that they are going to learn how to write the Number "17".<br>• Point to "17" on the number wall chart. Ask: What sound does this make? Praise and say: Yes, /Seventeen/ … /17/ for strawberry! Yes, /Seventeen/ … /17/ for peach!<br>• Show the students how to write the number '17' on the board. Sound out /17/ Seventeen as you write it.<br>• Ask the students to make one standing line and stop. Then, make a sleeping line and the slanting line, tell them that this is number "17".Or you can use simple instructions like, write one and seven to make number "17".<br>• Number "17" stands for Seventeen objects. | 30 Minutes |

- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Tell them that Numbers can change their forms and their sounds.
- Write the Number "17" on the whiteboard or paste flashcards of the Number "17" on the whiteboard.
- Repeat the sound of Number "17".
- Encourage the students to recognise the sound of Number "17".
- Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor.

**Activity: 1**

- Firstly divide the students in many pairs or groups and tell them we are going to sand tray activity.
- Introduce the students to the material like sand tray on the table and ask him to take it to your table.
- Write the Number "17" on the whiteboard or paste flashcards of the Number "17" on the whiteboard.
- Tell the students that Number "17" stands for Seventeen objects.
- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Instruct the students how to write the Number "17" by using your finger in the sand tray. When writing, say the instructions like; you can use simple instructions like, write one and seven to make number "17".
- Ask the students to practise this one by one by writing in the sand tray more than three to five time.

**Activity: 2**

- After doing Activity 1.
- Tell them we are going to practice number "17" by using printable tracing worksheet.
- Distribute the tracing worksheet of number "17" all the students.
- Instruct the students how to write the tracing Number "17" by using your pencil in the worksheet.
- When the tracing activity is complete, ask the student to fill in the colour of their choice on the picture number "17" in the worksheet.
- Ask the student to fill in the colour of their own choice on the picture in the worksheet as well.

**Practice Activities:**

- Give the students sand tray for practice.
- Give the students writing boards and markers or loose sheets and pencils for writing practice.
- Give them flash cards and ask them to pick the flash cards having the Number "17".

**Class:** Playgroup **Subject:** Math

| | |
|---|---|
| • Ask the Students to take turns doing this activity one by one and the teacher goes around the class to review.<br>• Help and guide them wherever needed. | |
| **Assessment:**<br>• Assess the students by checking their written work.<br>➢ Are the children able to form the Numbers correctly?<br>➢ Do they recognize the number '17' words? | 5 Minutes |
| **Homework:**<br>As Assign the students to practice trace activity of number "17" as homework. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

# Aquiline

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Introduction to the Number **"18"**

**Period (s) / Time:** 1 / 40 min **Term:** 2nd

**Week: 19** **Day:** 3

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- recognize the name, sound and graphical representation of the Number "18".
- pronounce the number word starting with the Number "18" correctly.
- identify the images which are starting with the Number "18".

**Equipment & Material Required:**

Audio Visual Aids (Number "18") Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** Oranges, Eighteen

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, take "18" numbers flash card in the classroom. Ask some questions about it.<br>➢ What is it?<br>➢ How many object in number "18"?<br>➢ Can you pronounce the number word of number "18"? | 5 Minutes |
| **<u>Development</u>**<br>**Model Reading & Methodology:**<br>• Tell the students that we are going to start learning about Auxiliary numbers. Raise your hands if anyone of you knows any auxiliary number."<br>• Raise your hands if anyone of you knows any auxiliary number."<br>• Explain them that we are going to read the Eighteenth Number "18".<br>• Show them the flash cards of the Number "18" and introduce its sound "Eighteen".<br>• Explain them the sound of the number '18' is / Eighteen /.<br>• Show them number "18" flashcard and instruct the children to say the name of the number, i.e. '18' and emphasize the sound / Eighteen /.<br>• Create an imagination story about number "18".<br>• Tell the story of number '18' with proper impressions, showing the relevant pictures. | 30 Minutes |

**Class:** Playgroup **Subject:** Math

| | |
|---|---|
| • Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).<br>• Appreciate the students' participation and encourage their answers.<br>**Demonstration:**<br>• Ask the students to make one standing line and stop. Then, make a make's' and shut the gate, tell them that this is number "18". Or you can use simple instructions like, write one and eight to make number "18".<br>• Number "18" stands for eighteen objects and it comes after number "18".<br>• Introduce some eighteen objects to students to enhance their learning. For instance, paste eighteen erasers card on the board and let the students count them and then paste number card of "18".<br>• Now ask them to come and do the "Sand Paper" activity. Always demonstrate the activity first and then let the students do that. Use first two fingers for this activity. While dragging the fingers, say the instructions; you can use simple instructions like, write one and eight to make number "18".<br>• Do the "Number board and wired beads" activity with students. Place the number board and wired beads on mat and fix the number "18" on number board. Then, take one golden string of ten beads and place next to the number board. Now, take eight beads of red colour and place next to the golden beads string of ten.<br>• Tell the students that we need one ten and four to make the number "18". | |
| **Assessment:**<br>To assess the students, ask them some questions, i.e.:<br>• What is the name and sound of the Number you have read just now?<br>• How many objects are required for number "18". | 5 Minutes |
| **Homework:**<br>Ask the students to look carefully at the Number and objects given on the textbook, pg. no 64.<br>• Identify the images given on pg. no. 64 of the textbook. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** The Structure and Writing of the Number **"18"**

**Period (s) / Time:** 1 / 40 min **Term:** 2nd

**Week: 19** **Day:** 4

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- read, count, trace and write the Number "18".
- recognise number "18" sound.
- hold or grip a pencil in a correct way to form Number "18".
- Write number "18" by using Sand tray activity.
- Practise the number "18" by using printable tracing worksheet.

**Equipment & Material Required:**

Textbook, Flash Pictures, Whiteboard, Board Marker, Duster, sand tray, worksheet print, colour.

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:**

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from textbook pg. no. 64.<br>➢ Can you count the objects which represent the Number "18"?<br>➢ What is the colour of oranges?<br>➢ Do you ever drink juice of orange? | 5 Minutes |
| **<u>Development</u>**<br>**Model Reading:**<br>• Tell the students that they are going to learn to write the Number "18"<br>• Explain that they are going to learn how to write the Number "18".<br>• Point to "18" on the number wall chart. Ask: What sound does this make? Praise and say: Yes, /Eighteen/ … /18/ for oranges! Yes, /Eighteen/ … /18/ for pen!<br>• Show the students how to write the number '18' on the board. Sound out /18/ eighteen as you write it.<br>• Ask the students to make one standing line and stop. Then, make a make's' and shut the gate, tell them that this is number "18". Or you can use simple instructions like, write one and eight to make number "18".<br>• Number "18" stands for eighteen objects. | 30 Minutes |

- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Tell them that Numbers can change their forms and their sounds.
- Write the Number "18" on the whiteboard or paste flashcards of the Number "18" on the whiteboard.
- Repeat the sound of Number "18".
- Encourage the students to recognise the sound of Number "18".
- Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor.

**Activity: 1**

- Firstly divide the students in many pairs or groups and tell them we are going to sand tray activity.
- Introduce the students to the material like sand tray on the table and ask him to take it to your table.
- Write the Number "18" on the whiteboard or paste flashcards of the Number "18" on the whiteboard.
- Tell the students that Number "18" stands for eighteen objects.
- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Instruct the students how to write the Number "18" by using your finger in the sand tray. When writing, say the instructions like; you can use simple instructions like, write one and eight to make number "18".
- Ask the students to practise this one by one by writing in the sand tray more than three to five time.

**Activity: 2**

- After doing Activity 1.
- Tell them we are going to practice number "18" by using printable tracing worksheet.
- Distribute the tracing worksheet of number "18" all the students.
- Instruct the students how to write the tracing Number "18" by using your pencil in the worksheet.
- When the tracing activity is complete, ask the student to fill in the colour of their choice on the picture number "18" in the worksheet.
- Ask the student to fill in the colour of their own choice on the picture in the worksheet as well.

**Practice Activities:**

- Give the students sand tray for practice.
- Give the students writing boards and markers or loose sheets and pencils for writing practice.
- Give them flash cards and ask them to pick the flash cards having the Number "18".

**Class:** Playgroup **Subject:** Math

| | |
|---|---|
| • Ask the Students to take turns doing this activity one by one and the teacher goes around the class to review.<br>• Help and guide them wherever needed. | |
| **Assessment:**<br>• Assess the students by checking their written work.<br>➢ Are the children able to form the Numbers correctly?<br>➢ Do they recognize the number '18' words? | 5 Minutes |
| **Homework:**<br>As Assign the students to practice trace activity of number "18" as homework. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Revision the Numbers **"16, 17, 18"**

**Period (s) / Time:** 1 / 40 min **Term:** 2nd

**Week: 19** **Day:** 5

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- revise the poems with proper actions.
- revise their listening, speaking and imagination skills.
- revise the reading, tracing and writing of "16, 17, 18".
- revise "16, 17, 18" sound and their vocabulary words listed in textbook.

**Equipment & Material Required:**

Audio Visual Aids (Numbers "16, 17, 18"), Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** insect, strawberry, orange,

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from the students, i.e.:<br>➢ Do you ever drink orange juice?<br>➢ Where do we see the insect? | 5 Minutes |
| **Development**<br>**Practice Activities:**<br>• Paste the flash cards of the imaginary poems on the whiteboard.<br>• Tell the students that they are going to revise the previous lessons.<br>• Revise the rhymes in three simple steps:<br>➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme),<br>➢ **recognizing rhyme** (the child can identify two words that rhyme),<br>➢ **producing rhyme** (a child can think of a word that rhymes with another).<br>• Encourage their participation.<br>• Ask the children which of the poems they have read so far, has they liked the most?<br>• Play their favourite poem CD. After each poem, ask which Numbers is this poem?<br>• While reciting the rhymes you must use your body language, have expressions in your voice with varying volume and stress.<br>• Ask the students to repeat the rhymes after you with intonation. | 30 Minutes |

**Class:** Playgroup **Subject:** Math

- Repeat the rhymes at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhymes with intonation and physical expressions.
- Ask for the name and sound of the Numbers. Also ask for the names of the things that start with the Numbers 16, 17, 18.
- Then open the Math textbook, pg. no. 8 to 19 and read each number turn by turn.
- Encourage their participation in natural environment.
- Put your finger to the Numbers 16, 17, 18 and then read.
- Help them remember the sound of the Numbers by using the pictures as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example, say:** student puts his finger on number /16/ and say *sixteen is for si*-x-teen.

| | |
|---|---|
| Put your finger on the pages and tell me where **'16, 17, 18'** is? | Put your finger on the page and tell where the **'insect'** is? |
| Put your finger on the page and tell where the **'strawberry'** is? | Put your finger on the page and tell where the **'orange'** is? |

- Repeat the Numbers "16, 17, 18" and their voices at least 4-5 times and then tell more vocabulary starting with the Numbers "16, 17, 18".
- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Show the students how to write the Numbers '16, 17, 18' on the board.

**Assessment:** 5 Minutes

- Place some objects or pictures of the objects having with "16, 17, 18" numbers in the class.
- Ask the students at a time to find an object or a picture which have with "16, 17, 18" numbers.
- Show the pictures of orange, strawberry, insect in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening number sound.

**Homework:**

Ask the students to look carefully at the Numbers and objects on the textbook pg. no. 63-64.

- Identify the images given on pg. no. 62-63 of the textbook.
- Practise all the activities given on pg. no. 63-64 of the textbook.
- Practise the Numbers "16, 17, 18" as written activity.

**Evaluation of Learning:**

**Evaluation of Teaching:**

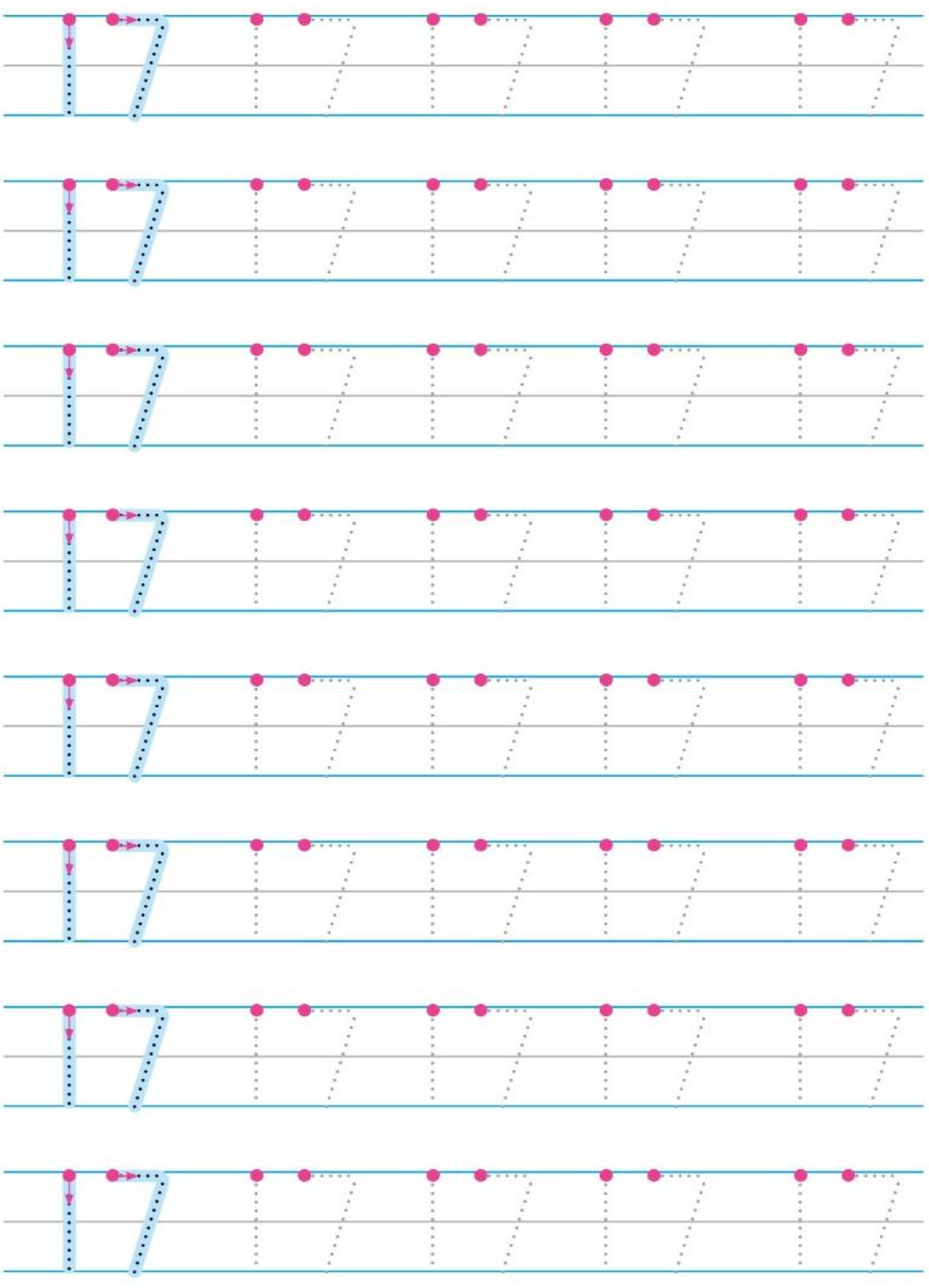
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**Class:** Playgroup **Subject:** Math

## Worksheet of number "17" (For Day 2)

**(Take a print and do practice on it)**



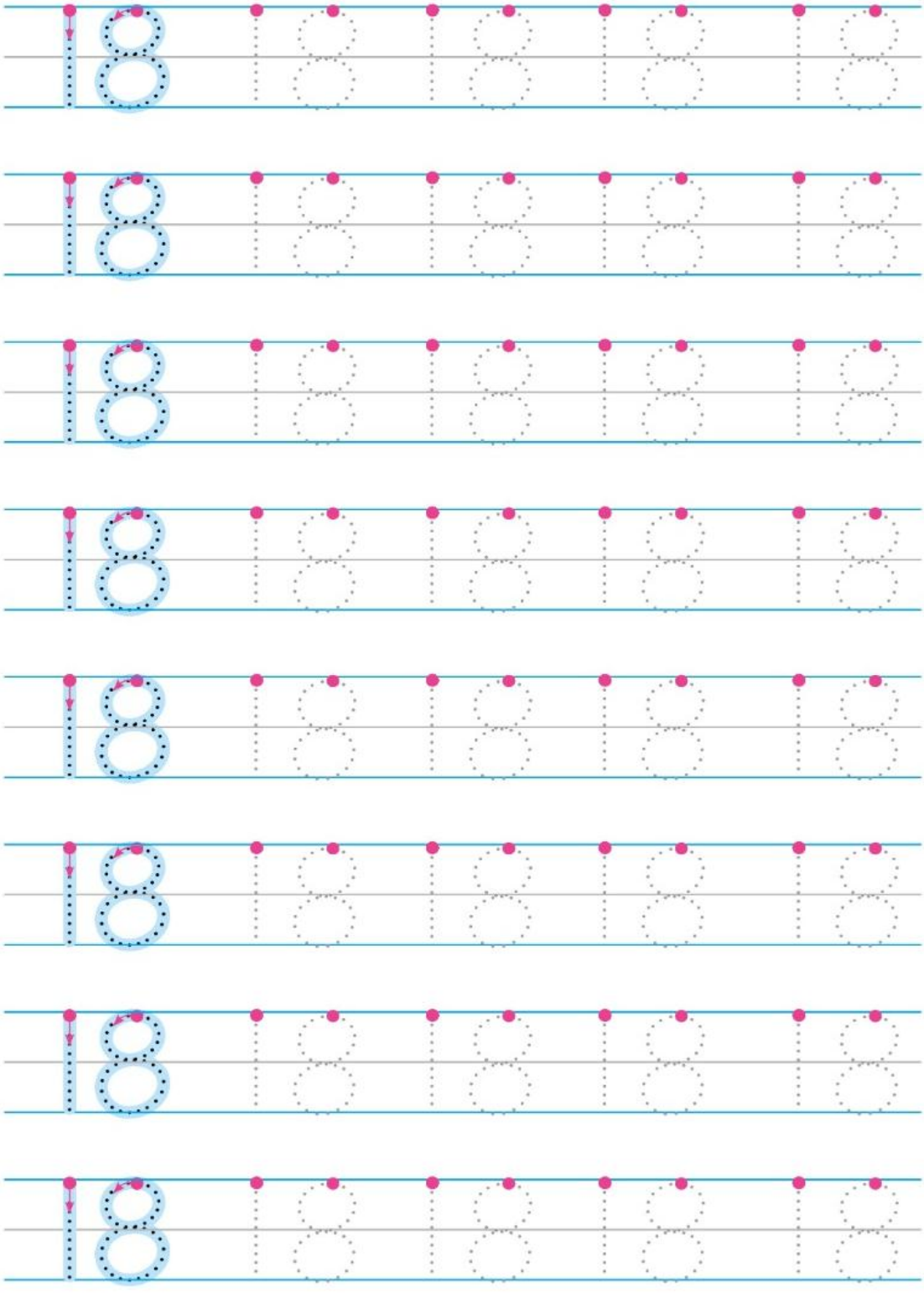
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**Class:** Playgroup **Subject:** Math

## Worksheet of number "18" (For Day 4)

**(Take a print and do practice on it)**



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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Introduction to the Number **"19"**

**Period (s) / Time:** 1 / 40 min **Term:** 2nd

**Week: 20** **Day:** 1

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- recognize the name, sound and graphical representation of the Number "19".
- pronounce the number word starting with the Number "19" correctly.
- identify the images which are starting with the Number "19".

**Equipment & Material Required:**

Audio Visual Aids (Number "19") Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** pears, Nineteen

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, take "19" numbers flash card in the classroom. Ask some questions about it.<br>➢ What is it?<br>➢ How many object in number "19"?<br>➢ Can you pronounce the number word of number "19"? | 5 Minutes |
| **<u>Development</u>**<br>**Model Reading & Methodology:**<br>• Tell the students that we are going to start learning about Auxiliary numbers. Raise your hands if anyone of you knows any auxiliary number."<br>• Raise your hands if anyone of you knows any auxiliary number."<br>• Explain them that we are going to read the Nineteenth Number "19".<br>• Show them the flash cards of the Number "19" and introduce its sound "Nineteen".<br>• Explain them the sound of the number '19' is / Nineteen /.<br>• Show them number "19" flashcard and instruct the children to say the name of the number, i.e. '19' and emphasize the sound / Nineteen /.<br>• Create an imagination story about number "19".<br>• Tell the story of number '19' with proper impressions, showing the relevant pictures. | 30 Minutes |

**Class:** Playgroup **Subject:** Math

| | |
|---|---|
| • Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).<br>• Appreciate the students' participation and encourage their answers.<br>**Demonstration:**<br>• Ask the students to make one standing line and stop. Then, make a circle and a standing line tell them that this is number "19". Or you can use simple instructions like, write one and nine to make number "19".<br>• Number "19" stands for nineteen objects and it comes after number "19".<br>• Introduce some nineteen objects to students to enhance their learning. For instance, paste nineteen sharpener card on the board and let the students count them and then paste number card of "19".<br>• Now ask them to come and do the "Sand Paper" activity. Always demonstrate the activity first and then let the students do that. Use first two fingers for this activity. While dragging the fingers, say the instructions; you can use simple instructions like, write one and nine to make number "19".<br>• Do the "Number board and wired beads" activity with students. Place the number board and wired beads on mat and fix the number "19" on number board. Then, take one golden string of ten beads and place next to the number board. Now, take nine beads of red colour and place next to the golden beads string of ten.<br>• Tell the students that we need one ten and four to make the number "19". | |
| **Assessment:**<br>To assess the students, ask them some questions, i.e.:<br>• What is the name and sound of the Number you have read just now?<br>• How many objects are required for number "19". | 5 Minutes |
| **Homework:**<br>Ask the students to look carefully at the Number and objects given on the textbook, pg. no 64.<br>• Identify the images given on pg. no. 64 of the textbook. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

# Aquiline

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** The Structure and Writing of the Number **"19"**

**Period (s) / Time:** 1 / 40 min **Term:** 2nd

**Week: 20** **Day:** 2

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- read, count, trace and write the Number "19".
- recognise number "19" sound.
- hold or grip a pencil in a correct way to form Number "19".
- Write number "19" by using Sand tray activity.
- Practise the number "19" by using printable tracing worksheet.

**Equipment & Material Required:**

Textbook, Flash Pictures, Whiteboard, Board Marker, Duster, sand tray, worksheet print, colour.

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:**

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from textbook pg. no. 64.<br>➢ Can you count the objects which represent the Number "19"?<br>➢ What is the colour of pear?<br>➢ Do you ever eat pear before? | 5 Minutes |
| **<u>Development</u>**<br>**Model Reading:**<br>• Tell the students that they are going to learn to write the Number "19"<br>• Explain that they are going to learn how to write the Number "19".<br>• Point to "19" on the number wall chart. Ask: What sound does this make? Praise and say: Yes, /Nineteen/ … /19/ for pears! Yes, /Nineteen/ … /19/ for apples!<br>• Show the students how to write the number '19' on the board. Sound out /19/ nineteen as you write it.<br>• Ask the students to make one standing line and stop. Then, make a circle and a standing line tell them that this is number "19". Or you can use simple instructions like, write one and nine to make number "19".<br>• Number "19" stands for nineteen objects. | 30 Minutes |

- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Tell them that Numbers can change their forms and their sounds.
- Write the Number "19" on the whiteboard or paste flashcards of the Number "19" on the whiteboard.
- Repeat the sound of Number "19".
- Encourage the students to recognise the sound of Number "19".
- Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor.

**Activity: 1**

- Firstly divide the students in many pairs or groups and tell them we are going to sand tray activity.
- Introduce the students to the material like sand tray on the table and ask him to take it to your table.
- Write the Number "19" on the whiteboard or paste flashcards of the Number "19" on the whiteboard.
- Tell the students that Number "19" stands for nineteen objects.
- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Instruct the students how to write the Number "19" by using your finger in the sand tray. When writing, say the instructions like; you can use simple instructions like, write one and nine to make number "19".
- Ask the students to practise this one by one by writing in the sand tray more than three to five time.

**Activity: 2**

- After doing Activity 1.
- Tell them we are going to practice number "19" by using printable tracing worksheet.
- Distribute the tracing worksheet of number "19" all the students.
- Instruct the students how to write the tracing Number "19" by using your pencil in the worksheet.
- When the tracing activity is complete, ask the student to fill in the colour of their choice on the picture number "19" in the worksheet.
- Ask the student to fill in the colour of their own choice on the picture in the worksheet as well.

**Practice Activities:**

- Give the students sand tray for practice.
- Give the students writing boards and markers or loose sheets and pencils for writing practice.
- Give them flash cards and ask them to pick the flash cards having the Number "19".

**Class:** Playgroup **Subject:** Math

| | |
|---|---|
| • Ask the Students to take turns doing this activity one by one and the teacher goes around the class to review.<br>• Help and guide them wherever needed. | |
| **Assessment:**<br>• Assess the students by checking their written work.<br>➢ Are the children able to form the Numbers correctly?<br>➢ Do they recognize the number '19' words? | 5 Minutes |
| **Homework:**<br>Assign the students to practice trace activity of number "19" as homework. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

# Aquiline

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Introduction to the Number **"20"**

**Period (s) / Time:** 1 / 40 min **Term:** 2nd

**Week: 20** **Day:** 3

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- recognize the name, sound and graphical representation of the Number "20".
- pronounce the number word starting with the Number "20" correctly.
- identify the images which are starting with the Number "20".

**Equipment & Material Required:**

Audio Visual Aids (Number "20") Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** apples, twenty

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, take "20" numbers flash card in the classroom. Ask some questions about it.<br>➢ What is it?<br>➢ How many object in number "20"?<br>➢ Can you pronounce the number word of number "20"? | 5 Minutes |
| **Development**<br>**Model Reading & Methodology:**<br>• Tell the students that we are going to start learning about Auxiliary numbers. Raise your hands if anyone of you knows any auxiliary number."<br>• Raise your hands if anyone of you knows any auxiliary number."<br>• Explain them that we are going to read the Twentieth Number "20".<br>• Show them the flash cards of the Number "20" and introduce its sound "Twenty".<br>• Explain them the sound of the number '20' is / Twenty /.<br>• Show them number "20" flashcard and instruct the children to say the name of the number, i.e. '20' and emphasize the sound / Twenty /.<br>• Create an imagination story about number "20".<br>• Tell the story of number '20' with proper impressions, showing the relevant pictures. | 30 Minutes |

**Class:** Playgroup **Subject:** Math

| | |
|---|---|
| • Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).<br>• Appreciate the students' participation and encourage their answers.<br>**Demonstration:**<br>• Ask the students to make a curve and a sleeping line to the bottom, then make a zero tell them that this is number "20". Or you can use simple instructions like, write two and zero to make number "20".<br>• Number "20" stands for twenty objects and it comes after number "20".<br>• Introduce some twenty objects to students to enhance their learning. For instance, paste Twenty colour pencils card on the board and let the students count them and then paste number card of "20".<br>• Now ask them to come and do the "Sand Paper" activity. Always demonstrate the activity first and then let the students do that. Use first two fingers for this activity. While dragging the fingers, say the instructions; you can use simple instructions like, write two and zero to make number "20".<br>• Do the "Number board and wired beads" activity with students. Place the number board and wired beads on mat and fix the number "20" on number board. Then, take one golden string of ten beads and place next to the number board. Now, take ten beads of red colour and place next to the golden beads string of ten.<br>• Tell the students that we need one ten and four to make the number "20". | |
| **Assessment:**<br>To assess the students, ask them some questions, i.e.:<br>• What is the name and sound of the Number you have read just now?<br>• How many objects are required for number "20". | 5 Minutes |
| **Homework:**<br>Ask the students to look carefully at the Number and objects given on the textbook, pg. no 64.<br>• Identify the images given on pg. no. 64 of the textbook. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

# Aquiline

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** The Structure and Writing of the Number **"20"**

**Period (s) / Time:** 1 / 40 min **Term:** 2nd

**Week: 20** **Day:** 4

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- read, count, trace and write the Number "20".
- recognise number "20" sound.
- hold or grip a pencil in a correct way to form Number "20".
- Write number "20" by using Sand tray activity.
- Practise the number "20" by using printable tracing worksheet.

**Equipment & Material Required:**

Textbook, Flash Pictures, Whiteboard, Board Marker, Duster, sand tray, worksheet print, colour.

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:**

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from textbook pg. no. 64.<br>➢ Can you count the objects which represent the Number "20"?<br>➢ What is the colour of apple?<br>➢ Do you ever eat apple before? | 5 Minutes |
| **<u>Development</u>**<br>**Model Reading:**<br>• Tell the students that they are going to learn to write the Number "20"<br>• Explain that they are going to learn how to write the Number "20".<br>• Point to "20" on the number wall chart. Ask: What sound does this make? Praise and say: Yes, /Twenty/ … /20/ for apples! Yes, /Twenty/ … /20/ for colour pencils!<br>• Show the students how to write the number '20' on the board. Sound out /19/ twenty as you write it.<br>• Ask the students to make a curve and a sleeping line to the bottom, then make a zero tell them that this is number "20". Or you can use simple instructions like, write two and zero to make number "20".<br>• Number "20" stands for twenty objects. | 30 Minutes |

- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Tell them that Numbers can change their forms and their sounds.
- Write the Number "20" on the whiteboard or paste flashcards of the Number "20" on the whiteboard.
- Repeat the sound of Number "20".
- Encourage the students to recognise the sound of Number "20".
- Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor.

**Activity: 1**

- Firstly divide the students in many pairs or groups and tell them we are going to sand tray activity.
- Introduce the students to the material like sand tray on the table and ask him to take it to your table.
- Write the Number "20" on the whiteboard or paste flashcards of the Number "20" on the whiteboard.
- Tell the students that Number "20" stands for twenty objects.
- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Instruct the students how to write the Number "20" by using your finger in the sand tray. When writing, say the instructions like; you can use simple instructions like, write two and zero to make number "20".
- Ask the students to practise this one by one by writing in the sand tray more than three to five time.

**Activity: 2**

- After doing Activity 1.
- Tell them we are going to practice number "20" by using printable tracing worksheet.
- Distribute the tracing worksheet of number "20" all the students.
- Instruct the students how to write the tracing Number "20" by using your pencil in the worksheet.
- When the tracing activity is complete, ask the student to fill in the colour of their choice on the picture number "20" in the worksheet.
- Ask the student to fill in the colour of their own choice on the picture in the worksheet as well.

**Practice Activities:**

- Give the students sand tray for practice.
- Give the students writing boards and markers or loose sheets and pencils for writing practice.
- Give them flash cards and ask them to pick the flash cards having the Number "20".

**Class:** Playgroup **Subject:** Math

| | |
|---|---|
| • Ask the Students to take turns doing this activity one by one and the teacher goes around the class to review.<br>• Help and guide them wherever needed. | |
| **Assessment:**<br>• Assess the students by checking their written work.<br>➢ Are the children able to form the Numbers correctly?<br>➢ Do they recognize the number '20' words? | 5 Minutes |
| **Homework:**<br>As Assign the students to practice trace activity of number "20" as homework. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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**Class:** Playgroup **Subject:** Math

## Daily Lesson Plan

**Topic(s):** Revision the Numbers **"19, 20"**

**Period (s) / Time:** 1 / 40 min **Term:** 2nd

**Week: 20** **Day:** 5

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- revise the poems with proper actions.
- revise their listening, speaking and imagination skills.
- revise the reading, tracing and writing of "19, 20".
- revise "19, 20" sound and their vocabulary words listed in textbook.

**Equipment & Material Required:**

Audio Visual Aids (Numbers "19, 20"), Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

**Value Developed:**

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

**Skills Developed:**

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

**Vocabulary:** pear, apple,

| **Suggested Teaching Methodologies:** Lecture ☐ Direct Method ☐ Demonstration ☐ | **Time** |
|---|---|
| **Pre-Reading Activities:**<br>After warm greetings:<br>• To brainstorm the students, ask some questions from the students, i.e.:<br>➢ Do you ever drink apple juice?<br>➢ What is the colour of pear? | 5 Minutes |
| **Development**<br>**Practice Activities:**<br>• Paste the flash cards of the imaginary poems on the whiteboard.<br>• Tell the students that they are going to revise the previous lessons.<br>• Revise the rhymes in three simple steps:<br>➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme),<br>➢ **recognizing rhyme** (the child can identify two words that rhyme),<br>➢ **producing rhyme** (a child can think of a word that rhymes with another).<br>• Encourage their participation.<br>• Ask the children which of the poems they have read so far, has they liked the most?<br>• Play their favourite poem CD. After each poem, ask which Numbers is this poem?<br>• While reciting the rhymes you must use your body language, have expressions in your voice with varying volume and stress.<br>• Ask the students to repeat the rhymes after you with intonation. | 30 Minutes |

**Class:** Playgroup **Subject:** Math

- Repeat the rhymes at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhymes with intonation and physical expressions.
- Ask for the name and sound of the Numbers. Also ask for the names of the things that start with the Numbers 19, 20.
- Then open the Math textbook, pg. no. 8 to 19 and read each number turn by turn.
- Encourage their participation in natural environment.
- Put your finger to the Numbers 19, 20 and then read.
- Help them remember the sound of the Numbers by using the pictures as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example, say:** student puts his finger on number /19/ and say *nineteen is for ni*-ne-teen.

| | |
|---|---|
| Put your finger on the pages and tell me where **'19, 20'** is? | Put your finger on the page and tell where the **'pear and apple'** is? |

- Repeat the Numbers "19, 20" and their voices at least 4-5 times and then tell more vocabulary starting with the Numbers "19, 20".
- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Show the students how to write the Numbers '19, 20' on the board.

**Assessment:** 5 Minutes

- Place some objects or pictures of the objects having with "19, 20" numbers in the class.
- Ask the students at a time to find an object or a picture which have with "19, 20" numbers.
- Show the pictures of pear, apple in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening number sound.

**Homework:**

Ask the students to look carefully at the Numbers and objects on the textbook pg. no. 64.

- Identify the images given on pg. no. 62-63 of the textbook.
- Practise all the activities given on pg. no. 64 of the textbook.
- Practise the Numbers "19, 20" as written activity.

**Evaluation of Learning:**

**Evaluation of Teaching:**

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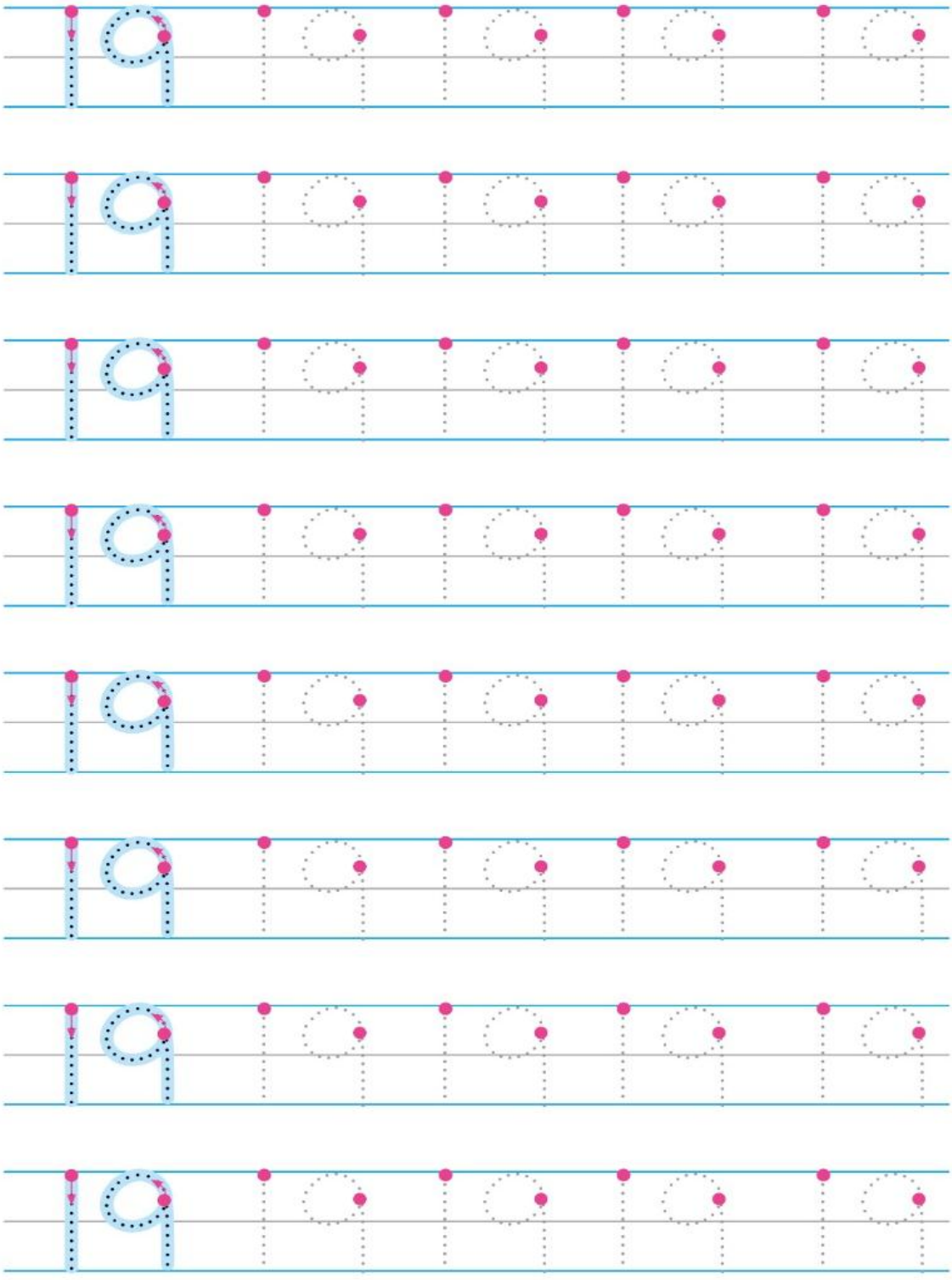
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**Class:** Playgroup

**Subject:** Math

## Worksheet of number "19" (For Day 2)

(Take a print and do practice on it)



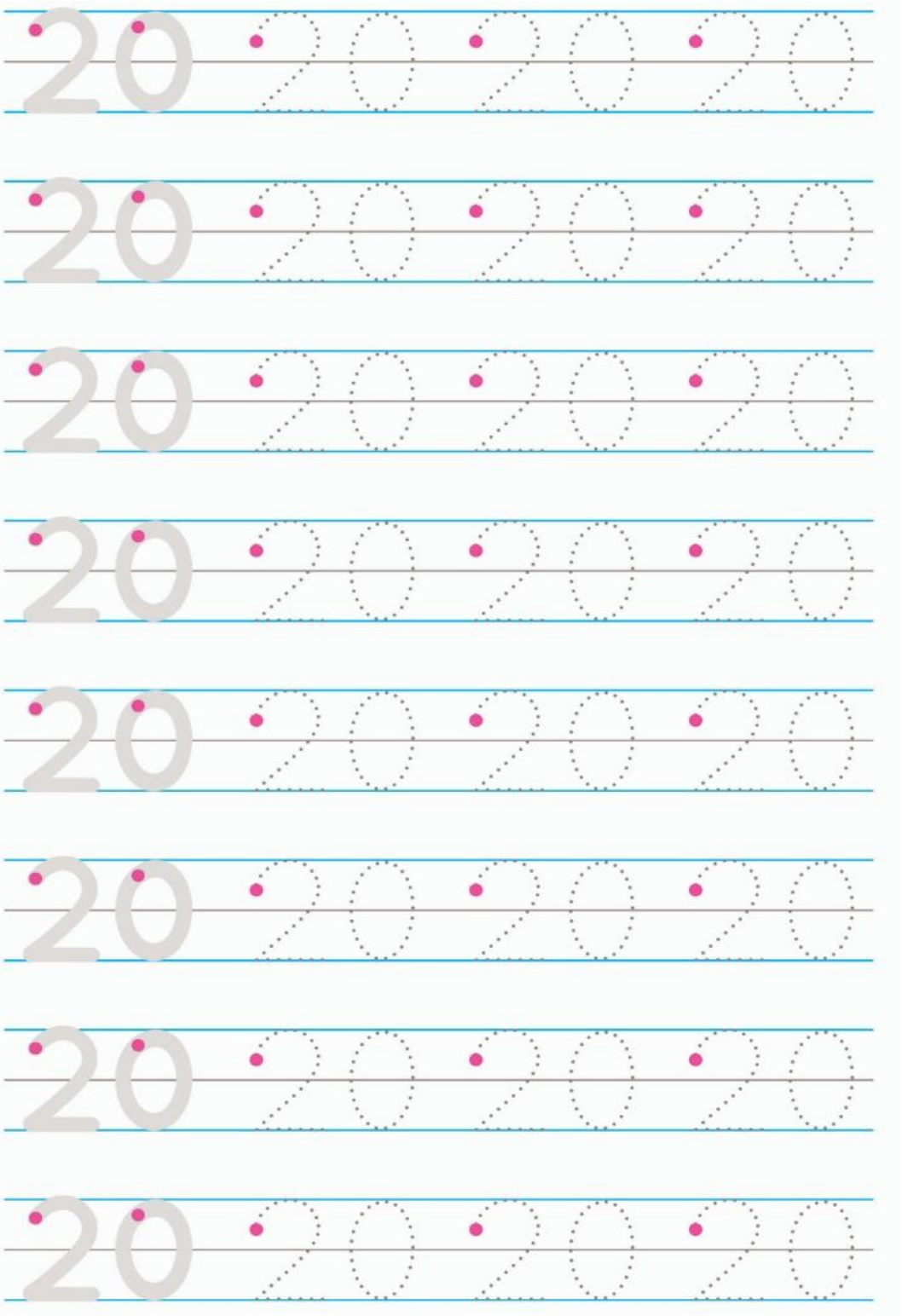
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**Class:** Playgroup **Subject:** Math

## Worksheet of number "20" (For Day 4)

**(Take a print and do practice on it)**



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**Class:** Playgroup **Subject:** Math

# Final Year Examination