

RESOURCE PACK

OF

MATHEMATICS

FOR NURSERY

ALBAKIO INTERNATIONAL

Topic: Concept of tall and short**Periods Required: 2****Learning Outcomes:**

The students shall be able to:

Compare different objects on the basis of their sizes

Materials required:

Different objects of different sizes, board, marker and duster

Introduction:

- The teacher will greet students. She will show two balls of different sizes to them by saying this is a big ball and this is a small ball.
- She will tell students that big things occupy more space than small thing / objects.
- The teacher will put a big book, a small book, a big chair and a small chair in front of students and play a game with them.
 - Touch the big book.
 - Sit on the small chair etc.
- She will now place two big objects in front of them and introduce the concept of big and bigger.
- She will use different objects to clarify the concept.
- She will then put two smaller objects on the table and tell the students about the concept of small and smaller.
- She will use a variety of real life objects to clarify the topic.

- **Book Work**
- The teacher will introduce the page no. 5 to 8 of the book and guide students to complete these neatly.
- **Wrap up**
- Divide the students in groups and let them sort out different objects in two groups. One group consisting of small objects and the other group consisting of big objects.

Orange colour

Periods Required: 1**Learning Outcomes:**

The students shall be able to:

Recognize the orange colour

Recognize the objects in orange colour

Materials required:

Objects in orange colour

Poster board

Poster paints

Basket

Introduction:

- *Greet the students.*
- *Show different objects of orange colour to the students and focus on the name of the colour i.e. an orange orange , an orange crayon, an orange pencil, an orange cup etc. Encourage them to repeat the word 'orange' after you.*
- *If your classroom has lots of colourful posters on the walls, this is a great activity to do. Demonstrate by shouting out an orange colour. Run to a poster and touch anywhere that has a orange colour. Now have the students do the activity – shout out an orange colour and have them all run around the classroom touching the orange colour on posters.*
- *Put different objects in the basket and encourage the students to pick out the orange coloured object out of the basket.*

Book Work:

- ✧ Invite the students for book work and introduce page no. 9 of the book.
- ✧ Help them to complete page no. 10 of the book neatly.

- **Wrap – Up:**

Get a poster board and a bucket of red paint. Have the students come up one at a time and put their hands in the paint. After that, ask your students to put their hands on the poster board for five seconds. Ask each student to wash their hands with soap and water after putting their hand prints on the board. Ask your students to wipe their hands using paper towel.

Purple colour

Periods Required: 1**Learning Outcomes:**

The students shall be able to:

Recognize the purple colour

Recognize the objects in purple colour

Materials required:

Objects in purple colour

Poster board

Poster paints

Basket

Introduction:

- *Greet the students.*
- *Show different objects of purple colour to the students and focus on the name of the colour i.e. a purple lemon, a purple crayon, a purple pencil, a purple cap etc. Encourage them to repeat the word 'purple' after you.*
- *Put different coloured crayons in a basket. Ask all the students one by one to pick out a purple coloured crayon out of the basket.*
- *If your classroom has lots of colourful posters on the walls, this is a great activity to do. Demonstrate by shouting out a purple colour. Run to a poster and touch anywhere that has a purple colour. Now have the students do the activity – shout out a purple colour and have them all run around the classroom touching the purple colour on posters.*
- *Put different objects in the basket and encourage the students to pick out the purple coloured object out of the basket.*
- *Encourage the students to name some objects of purple colour.*

- **Book Work:**

- ☒ *Invite the students for book work and introduce page no. 11 of the book.*
- ☒ *Help them to complete page no. 12 of the book neatly.*

- **Wrap – Up:**

Get a poster board and a bucket of purple paint. Have the students come up one at a time and put their hands in the paint. After that, ask your students to put their hands on the poster board for five seconds. Ask each student to wash their hands with soap and water after putting their hand prints on the board. Ask your students to wipe their hands using paper towel.

Green colour

Periods Required: 1**Learning Outcomes:**

The students shall be able to:

Recognize the green colour

Recognize the objects in green colour

Materials required:

Objects in green colour

Poster board

Poster paints

Basket

Introduction:

- *Greet the students.*
- *Show different objects of green colour to the students and focus on the name of the colour i.e. a green crayon, a green pencil, a green cap etc. Encourage them to repeat the word 'green' after you.*
- *Put different coloured pencils in a basket and ask the students one by one to pick out a green coloured pencil out of the basket.*
- *Put different objects in the basket and encourage the students to pick out the green coloured object out of the basket.*
- *If your classroom has lots of colourful posters on the walls, this is a great activity to do. Demonstrate by shouting out a green colour. Run to a poster and touch anywhere that has a green colour. Now have the students do the activity – shout out a green colour and have them all run around the classroom touching the green colour on posters.*

- **Book Work:**

- ✧ Invite the students for book work and introduce page no. 15 of the book.
- ✧ Help them to complete page no. 16 of the book neatly.

- **Wrap – Up:**

Get a poster board and a bucket of green paint. Have the students come up one at a time and put their hands in the paint. After that, ask your students to put their hands on the poster board for five seconds. Ask each student to wash their hands with soap and water after putting their hand prints on the board. Ask your students to wipe their hands using paper towel.

Topic: Introduction of Number 0**Period required 2**

Learning Outcomes
<ul style="list-style-type: none"> To enable students to recognize number 0 To enable students to count things up to 0 To enable students to trace number 0
Teaching Aids
Different objects, board, marker, duster
Introduction
<p>The teacher will greet students .</p> <p>She will show them a basket with two balls.</p> <p>She will show them the same one with no ball in it and ask them to count the balls.</p> <p>She will tell them that the basket has zero ball.</p> <p>She will tell them that zero means nothing.</p> <p>She will introduce page no.15 of the book.</p>
Methodology
<ul style="list-style-type: none"> The teacher will introduce number 0 on the board and read it for students. This is number 0. She will introduce the book work and ask students to trace number zero neatly.
Evaluation
From written work
Homework
Trace number 0 in notebooks
Wrap – up
The teacher will ask students to trace 0 in the air.

NUMBER 1

Month:	Week:	Time duration:
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Periods Required: 2

Learning Outcomes
<ul style="list-style-type: none"> The students will be able to count objects up to 1 They will be able to recognize number 1 The students will be able to write number 1 in numeral
Teaching Aids
Different objects, board, marker, duster, book, flash cards and sand tray
Approach
<ul style="list-style-type: none"> The teacher will greet the students and touch his head by saying I have 1 head. She will introduce his nose, mouth and tummy in this way and make students repeat the sentences.. She will show them one pencil by saying "This is 1 pencil". She will introduce different objects e.g. pencil, table, chair etc. in this way. She will encourage the students to repeat after her.
Methodology
<ul style="list-style-type: none"> The teacher will introduce number 1 on the board and read it for the students. This is number 1. She will draw one ball, one orange and one apple on the board and tell the students this is 1ball, this is 1 orange and this is 1 apple. She will encourage the students to repeat sentences after her. Now she will draw different number of objects on the board and ask the students to name object which is one in number.

ONE LANGUAGE

WHEN I WAS ONE

She will read the following rhyme to children. Help them think of all the special words they know now.

When I was one, I was so small,
I could not speak one word at all.
But now I'm big and the words I know
Every day just grow and grow.

Book Work:

- The teacher will ask the students to open their books and introduce number 1 with the help of the QR code. She will make them read number 1 from page no. 16 of the book.
- She will help them to write number 1 on of the book.

Evaluation

- She will get everyone to stand up and name classroom objects for the kids to touch (e.g. T: Everyone touch 1 table.) a good idea is to prepare some pictures of items and stick them on the walls before class. Then the students can run and touch these as well.

Homework

Wrap – up

The teacher will ask the students to sing the song of number 1.

Month:	Week:	Time duration:
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NUMBER 2

Month:	Week:	Time duration:
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Periods Required: 2

Learning Outcomes

- The students will be able to count things up to 2
- The students will be able to recognize number 2
- The students will be able to write number 2 in numeral

Teaching Aids

Different objects, board, marker, duster and book.

Approach

- The teacher will greet the students. She will ask them to sing the song of number 2 with her.

TWO MUSIC AND RHYMES

TWO LITTLE BLACKBIRDS

Way up high in a big old tree,
Two little black birds smiled at me.

The first one said, “Let’s fly away.”
 The second one said, “I think I will stay”
 So the first flew off, way up high
 To look for rainbows in the sky.
 The second bird stayed and built a nest.
 She loved the tree.
 She thought it best.
 Each was happy in its own way.
 One chose to go, one chose to stay.

- She will show them 1 pencil and ask them what if we add 1 more pencil in it.
- She will use the QR code to introduce number 2.

Methodology

- The teacher will introduce number 2 on the board and read it for the students. This is number 2.
- She will draw two bananas, two apples and two oranges on the board and tell the students these are two trees, these are two apples and these are two balls. She will encourage the students to repeat sentences.
- Now she will draw two flowers, two trees, one apple and two balls on the board. She will ask the students to name object which are two in number.

BINOCULARS

- She will let children decorate two paper towel or toilet tissue tubes with marking pens.
- Then, using masking tape, tape the two tubes together, resembling binoculars.

Book Work:

- The teacher will introduce page no. 16 of the book and let the students write number 2 there..

Evaluation

From written work

Homework

Wrap – up

The teacher will ask the students to name objects in the class which are 2 in number.

NUMBER 3

Month:	Week:	Time duration:
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Periods Required: 2

Learning Outcomes
<ul style="list-style-type: none"> • The students will be able to recognize number 3 • The students will be able to count things up to 3 • The students will be able to write number 3
Teaching Aids
Different objects, board, marker, duster, book, flash cards and sand tray.
Approach
<ul style="list-style-type: none"> • The teacher will greet the students and show them a tricycle. She will ask how is it like a bike? How is it different? (A tricycle has three wheels) Bikes with three wheels are easier to ride. The extra wheel helps to balance the bike. • The teacher will show them three pencils by saying “These are 3 pencils”. She will introduce different objects e.g. pencils, tables, chairs etc. in this way. She will encourage the students to repeat after her.
Methodology
<ul style="list-style-type: none"> • The teacher will introduce number 3 on the board and read it for the students. This is number 3. • She will draw 3 cups and 3 plates on the board and tell the students these are three cups and three plates. She will encourage the students to repeat sentences. • Now she will draw three pencils, two trees, one banana and two balls on the board. She will ask the students to name objects which are three in number.
<p>Toothpick Triangles</p> <ul style="list-style-type: none"> • The teacher will set out plain toothpicks, some paper and glue. She will show the students how to make a triangle by gluing three toothpicks together on a piece of paper.
<p>Book Work:</p> <ul style="list-style-type: none"> • The teacher will invite the students for reading number 3 from their books. She will ask them to go through page # 18 and 19 of the book and write number 3 there.
Evaluation
From group activities
Homework

Wrap – up	
•	The teacher will have her children tell her what three things they would wish for.

NUMBER 4

Month:	Week:	Time duration:
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Periods Required: 2

Learning Outcomes	
•	The students will be able to recognize number 4
•	The students will be able to count things up to 4
•	The students will be able to write number 4 in numeral
Teaching Aids	
Different objects, board, marker, duster, book, sand tray and flash cards.	
Approach	
•	Four Little Flowers
The teacher will let her children act out the following counting rhyme. She will choose four children to be flowers growing in the garden.	
No little flowers	
Growing in the sun.	
Up popped one –	
(One child holds up a flower.)	
Now there is one.	
One little flower	
Bright and new.	
Up popped another –	
Now there are two	
(Two children hold up flowers.)	
Two little flowers	

Growing by a tree.
Up popped another –
(Three children hold up flowers.)
Now there are three.
Three little flowers
growing more and more
Up popped another –
(Four children hold up flowers.)
Now there are four.

She can make flower masks for the four children by cutting the centers out of four paper plates, then decorating the edges with tissue paper petals or marking pen colors. To complete each mask, she has to tape or glue a large craft stick to the back for a handle.

- The teacher will show them four erasers by saying “These are four erasers”.
- She will introduce different objects e.g. pencil, table, chair etc. in this way.
- She will encourage the students to repeat sentences after her.

Methodology

- The teacher will introduce number 4 on the board and read it for the students. This is number 4.
- She will draw four leaves and four stars on the board and tell the students these are four leaves and these are four stars. She will encourage the students to repeat sentences.
- Now she will draw one pencil, two trees, four apples and four bags on the board. She will ask the students to name object which is four in number.
- She will write 4 in dotted form on the board and ask the students to trace it on the board.
- She will divide the students into groups and they will perform different activities in different learning areas e.g.
Group 1 Will search flash cards of number 4 from flash card bank.
Group 2 Will trace number 4 on sand numbers or on sand tray.
Group 3 Will find objects have the shape of number 4 in them.
Group 4 Will find number 4 in different books.

Book Work:

- The teacher will invite the students for reading number 4 from books. She will invite them to go through page # 18 and 19 of the book and write number 4 there.

Evaluation

From group work

Homework

Wrap – up

The teacher will ask the students to trace number 4 in the air.

Month:

Week:

Time duration:

Periods Required: 2

Learning Outcomes

- The students will be able to recognize number 5
- The students will be able to count things up to 5
- The students will be able to write number 5 in numeral

Teaching Aids

Different objects, board, marker, duster, book

Approach

The teacher will greet the students.

Sorting By Five

- The teacher will set out a large pile of some type of small safe object. Example: a pile of cotton balls, a pile of crayons, a pile of leaves.
- Let children take turns sorting the objects into piles of 5.
- She will show them 5 crayons by saying “These are 5crayons”.
- She will introduce different objects e.g. pencils, tables, chairs etc. in this way.
- She will encourage the students to repeat sentences after her.

Methodology

- The teacher will introduce number 5 on the board and read it for the students. This is number 5.
- She will draw five bees and five butterflies on the board and tell the students that these are five bees and five butterflies. She will encourage the students to repeat sentences.
- Now she will draw one pencil, five trees, one strawberry and five balls on the board. She will ask the students to name object which are five in number.
- She will write number 5 in dotted form on the board and ask the students to trace it on the board.
- She will divide the students into groups and they will perform different activities in different learning areas e.g.
 - Group 1 Will search flash cards of number 5 from flash card bank.
 - Group 2 Will trace number 5 sand numbers or on sand tray.
 - Group 3 Will find objects have the shape of number 5 in them.
 - Group 4 Will find number 5 in different books.

Book Work:

- The teacher will invite the students for reading number 5 from the book. She will ask them to go through page # 20 and 21 and write number 5 there.

Evaluation

From group work

Homework

Wrap – up

The teacher will ask the students to trace number 5 in the air.

Month:

Week:

Time duration:

Topic: Number 6

Periods Required: 2

Learning Outcomes
<ul style="list-style-type: none"> • The students will be able to recognize number 6 • The students will be able to count things up to 6 • The students will be able to write number 6
Teaching Aids
Different objects, board, marker, duster, book and worksheet / notebook
Approach
<ul style="list-style-type: none"> • The teacher will greet the students and show them 6 erasers by saying “These are 6 erasers”. • She will introduce different objects e.g. pencils, tables, chairs etc. in this way. • She will encourage the students to repeat sentences after her.
Methodology
<ul style="list-style-type: none"> • The teacher will introduce number 6 on the board and read it for the students. This is number 6. • Now she will draw one cup, five bananas, one apple and six balls on the board. She will ask the students to name object which are six in number. • She will write number 6 in dotted form on the board and ask the students to trace it on the board. <p>Book Work:</p> <ul style="list-style-type: none"> • The teacher will introduce the page 21 and ask the students to complete it.
Evaluation
From the written work
Homework
Wrap – up
The teacher will ask the students to name objects in the class which are 6 in number.

Month:	Week:	Time duration:
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Topic: Number 7

Periods Required: 2

Learning Outcomes
<ul style="list-style-type: none"> • The students will be able to recognize number 7 • The students will be able to count things up to 7 • The students will be able to write number 7
Teaching Aids
Different objects, board, marker, duster, book and worksheet / notebook
Approach
<ul style="list-style-type: none"> • The teacher will greet the students and ask them to sing the number song.
Methodology
<ul style="list-style-type: none"> • She will show them 6 crayons and ask them to count these. • She will add one more and tell them to count again. • She will introduce the number 7 and let the students count different seven objects. <p>Book Work:</p> <ul style="list-style-type: none"> • The teacher will introduce the page no. 22 and 23 of the book and ask the students to write number 7 there..
Evaluation
From the written work
Homework
Wrap – up
The teacher will ask the students to name objects in the class which are 7 in number.

Month:	Week:	Time duration:
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Topic: Introduction of Number 8

Periods Required: 2

Learning Outcomes
<ul style="list-style-type: none"> • To enable students to recognize number 8 • To enable students to count things up to 8 • To enable students to write number 8
Teaching Aids

Different objects, board, marker, duster
Introduction
The teacher will greet students and show them 8 crayons by saying “These are 8 crayons”. She will introduce different objects e.g. pencils, tables, chairs etc. in this way. She will encourage students to repeat sentences after her.
Methodology
<ul style="list-style-type: none">• The teacher will introduce number 8 on the board and read it for students. This is number 6.• She will ask one student to draw 8 lines on the board.• She will introduce the page no. 22 and 23 of the book and ask students to write number 8 neatly.
Evaluation
From written work
Homework
Wrap – up
The teacher will ask students to name objects in the class which are 8 in number.

Topic: Introduction of Number 9

Period required 1

Learning Outcomes
<ul style="list-style-type: none">• To enable students to recognize number 9• To enable students to count things up to 9• To enable students to write number 9
Teaching Aids
Different objects, board, marker, duster, book , sand tray, newspaper, balls, pencils
Introduction
The teacher will greet students and show them 9 crayons by saying “These are 9 crayons”. She will introduce different objects e.g. pencils, tables, chairs etc. in this way. She will encourage students to repeat sentences after her.
Methodology

- The teacher will introduce number 9 on the board and read it for students. This is number 9.
- She will draw 9 apples and 9 oranges on the board and tell students these are 9 apples and 9 oranges. She will encourage students to repeat sentences.
- Now she will draw one pencil, six trees, one apple and nine balls on the board. She will ask students to name objects which are nine in number.
- She will write 9 in the dotted form on the board and ask two students to trace it on the board.
- She will divide students into 4 groups and they will perform different activities in different learning areas e.g.
 - Group 1 Will search flash cards of number 9 from flash card bank or the newspapers.
 - Group 2 Will trace number 9 in sand tray.
 - Group 3 Will read number 9 from page no. 23 of the book.
 - Group 4 Will complete page no. 24 of the book.

Evaluation

From group work.

Homework

Wrap – up

The teacher will ask students to trace number 9 in the air.

Number 10

Periods Required: 2

Teaching objectives

- ✧ To explain the concept of 10.
- ✧ To demonstrate and practice how to write the number 10.

Learning outcomes

Students should be able to:

- ✧ Count up to ten items.
- ✧ Write the number 10 by following verbal instructions and by tracing.
- ✧ Recognize that the word ten means the same as the number 10.

Materials required

- ✧ A large pencil or crayon for each student.
- ✧ A selection of sets of ten items, e.g. ten large wooden beads on a thread, ten building blocks, etc (you can arrange any ten items at your ease).
- ✧ Flashcards of numbers and words 1–10.
- ✧ A set of ten small items e.g. bottle caps, beads for each pair of students.
- ✧ Mathematics Book
- ✧ **Introduction**

Show the students one of the sets of ten items you have prepared, e.g. the beads on the thread. Count them with the students and as you count the last bead, say ten. Explain that ten means one more than nine. Do the same with the other sets of items you have prepared, making it clear that each time nine and one more makes ten, and asking the students to count with you.

Ask the students to count as they hold up their fingers one at a time. They will realize that they have ten fingers altogether. Draw a large number 10 on the board and explain that this is the sign that means ten. Explain that, unlike the numbers 1–9, ten is written using two numbers together, 1 and 0 (zero). Explain that it is very important to write the two numbers in the correct order.

Ask the students to trace the number in the air, using their whole arm and moving it from the shoulder. Demonstrate this and repeat the air tracing several times and then use any of the other techniques (sandpaper / velvet / finger paints / mini-whiteboards) for copying the number, and finally ask the students to draw the number on the palm of their hand.

Write the word ten on the board and explain that is how the number 10 is written as a word.

Student activity: Ask the students to open their books at page 24 and to tell you what they can see. Ask them to count the hens with you and establish that there are ten of them.

Let them write number 10 in their books.

FUN ACTIVITIES WITH NUMBER TEN

TEN FINGERS

- Set out paper and a cup of tempera paint.
- Have your children paint both of their hands and press them on their paper.
- Have your children count the number of fingers on their picture.

Variation: Make feet prints and have children count their toes.

TEN PETAL DAISIES

- Give your child a piece of green paper.
- Then give him a 2” round purple paper circle and some glue.

- Have him glue the circle in the center of his paper.
- Next, give him ten white paper petals to glue around his circle.
- Let him add a stem and leaves with a green marking pen.

BOUNCING TEN TIMES

- Give your child a ball.
- Show her how to bounce the ball.
- See if she can bounce the ball ten times without stopping.

Review: Do the activities given on page # 26 and 27 of the book.

Backward Counting (10 to 0)

Learning Outcomes:

The students will be able to:

- ✧ Complete a written sequence of descending numbers from 10–0.

Periods Required: 2

Material Required:

- ✧ A ball.
- ✧ Flashcards of numbers 0–10.
- ✧ Some adhesive material.

Starter:

- ✧ Take the students in the ground and have backward race.
- ✧ Ask the students to stand in a circle and play the ball game to practice counting from 0–10 and from 10–0.

Activities:

Flash Cards Fixing

- ✧ Fix the flashcard 0 on the board and ask the students to take turns to come and fix the next number until the sequence to 10 is completed.
- ✧ Revise the terms before and after by pointing to a number and asking the students to tell you which number comes before or after it.
- ✧ Repeat this activity, starting with flashcard of 10 and arranging the cards in descending order.

Book Work:

Ask the students to open their books at page 35 and 36. Explain the task and before the students begin to write, ask them to point to each cloud and say which number they will write in it.

Homework:

- ✧ Revise backward counting from 10 to 0.

Wrap Up:

The students will sing the backward counting song.

Number 11

Periods Required: 2

Teaching objectives:

- ✧ To explain that eleven means a group of ten and one extra one.
- ✧ To help students count up to eleven items.
- ✧ To explain that the number 11 represents a group of ten and one extra one.
- ✧ To demonstrate and practice how to write the number 11.

Materials required:

- ✧ A selection of groups of 10 plus extra items, e.g. a bundle of 10 pencils and a few extra pencils.
- ✧ 10 exercise books held together with an elastic band and a few extra exercise books.
- ✧ 10 plastic bottle tops / buttons in a clear plastic bag and a few extra bottle tops / buttons, etc.
- ✧ A sheet of A4 size paper folded or divided into 4 sections for each student.
- ✧ Coloured pencils or crayons.
- ✧ Mathematics Book.

Introduction:

Draw two boxes next to each other on the board. Above the one on the left (as you face the board) write tens and above the other write ones. Ask the students to clap their hands ten times. When they have finished, ask them how many sets of ten claps they did and write 1 in the tens box, explaining that they clapped one set of ten times. Ask them how many extra claps they did, and write 0 in the ones box. Ask them to read the number in the boxes (10) and explain that this number means one set of ten and no extras. Draw a second pair of boxes on the board below the first pair. Now ask the students to clap ten times and then add one extra clap. When they have finished, ask the same questions to establish that they clapped one set of ten times and one extra, and complete the boxes with 1 and 1. Ask if anybody knows the number you have written. If necessary, explain that it is eleven and it represents one set of ten and one extra.

Put out the sets of items you have prepared and ask a student to come and make a set of 11 pencils. When she/he has made the set, count them with the students (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, and one more makes 11). Repeat this with the other items, each time pointing out that 11 is one set of ten plus one extra item.

Student activity: Ask the students to open their books at page 37. Introduce the number 11 with QR code.

Let them complete page no. 40 of the book.

FUN ACTIVITIES WITH NUMBER ELEVEN

BOWLING

- Empty and clean out eleven bottles.
- Set them out in a bowling triangle.
- Have your children take turns rolling a ball and counting how many they can knock down.
- The child who knocks down all eleven is the winner.

MAKING COLLECTIONS

Encourage your child to make collections of eleven. Such as;

- A coin collection
- A leaf collection
- A toy car collection
- A flag collection
- A shell collection

Review: Count the pencils up to 11.

Number 12

Periods Required: 2

Teaching objectives:

- ✧ To explain that twelve means a group of ten and two extra ones.
- ✧ To help students count up to twelve items.
- ✧ To explain that the number 12 represents one group of ten and two extra ones.
- ✧ To demonstrate and practice how to write the number 12.

Materials required:

- ✧ A selection of groups of 10 plus extra items, e.g. a bundle of 10 pencils and a few extra pencils.
- ✧ 10 exercise books held together with an elastic band and a few extra exercise books.
- ✧ 10 plastic bottle tops / buttons in a clear plastic bag and a few extra bottle tops / buttons, etc.
- ✧ A sheet of A4 size paper folded or divided into 4 sections for each student.
- ✧ Coloured pencils or crayons.
- ✧ Mathematics Book.

Introduction

Begin by writing the numbers 10 and 11 on the board and asking the students to tell you what each number represents (one set of ten and no extras; one set of ten and one extra).

Draw two boxes next to each other as for the previous lesson. Ask the students to nod their heads ten times and then nod two more times. When they have finished, ask them how many sets of ten nods they did and write 1 in the tens box, explaining that they nodded one set of ten times. Ask them how many extra nods they did, and write 2 in the ones box. Ask if anybody knows the number you have written. If necessary, explain that it is twelve and it represents one set of ten and two extra ones.

Put out the sets of items you have prepared and ask a student to come and make a set of 12 bottle tops. When she/he has made the set, count them with the students (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, and two more make 12). Repeat this with the other items, each time pointing out that 12 is one set of ten plus two extra items.

Student activity: Ask the students to open their books at page 39. Ask the students to count ten of the small leaves. Let them read page no. 39 and complete page no. 40.

FUN ACTIVITIES WITH NUMBER TWELVE

BUILD A PICTURE

- Set out small craft sticks, heavy paper and some glue.
- Have each of your children select a sheet of heavy paper and twelve craft sticks.
- Tell your children to glue the craft sticks to their papers, however they wish, to make an interesting picture or design.
- When the glue is dry, set out some marking pens and encourage them to add details to their pictures.

TWELVE GAMES

EGG HUNT

- Set out two egg cartons and 24 plastic eggs.
- Choose two children to hide their eyes.
- Ask the rest of your children to hide the eggs around the room or yard in plain sight.
- Then give the two children the two egg cartons and have each child find twelve eggs to fit in their egg carton.
- Repeat the game until everyone has had a turn collecting eggs.

Review: **Count the erasers up to 12.**

Number 13

Periods Required: 2

Teaching objectives:

- ✎ To explain that thirteen means a group of ten and three extra ones.
- ✎ To help students count up to thirteen items.
- ✎ To explain that the number 13 represents one group of ten and three extra ones.
- ✎ To demonstrate and practice how to write the number 13.

Materials required:

- ✎ A selection of groups of 10 plus extra items, e.g. a bundle of 10 pencils and a few extra pencils.
- ✎ 10 exercise books held together with an elastic band and a few extra exercise books.
- ✎ 10 plastic bottle tops / buttons in a clear plastic bag and a few extra bottle tops / buttons, etc.

- ✧ A sheet of A4 size paper folded or divided into 4 sections for each student.
- ✧ Coloured pencils or crayons.
- ✧ Mathematics Book.

Introduction:

Begin by writing the numbers 10, 11 and 12 on the board and asking the students to tell you what each number represents (one set of ten and no extras; one set of ten and one extra, one set of ten and two extras).

Draw two boxes next to each other as for the previous lesson. Ask the students to nod their heads ten times and then nod three more times. When they have finished, ask them how many sets of ten nods they did and write 1 in the tens box, explaining that they nodded one set of ten times. Ask them how many extra nods they did, and write 3 in the ones box. Ask if anybody knows the number you have written. If necessary, explain that it is thirteen and it represents one set of ten and three extra ones.

Put out the sets of items you have prepared and ask a student to come and make a set of 13 bottle tops. When she/he has made the set, count them with the students (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, and three more make 13). Repeat this with the other items, each time pointing out that 13 is one set of ten plus three extra items.

Student activity: Ask the students to open their books at pages 41 and 42. Talk about the birds and make sure the students circle a group of ten small birds and count the extra three big mangoes to make one set of ten and three extra ones (13).

FUN ACTIVITIES WITH NUMBER THIRTEEN

MARCHING BAND

- Collect thirteen different instruments.
- Pass out the instruments to thirteen children.
- Have the children with the instruments play them and march around the room while the rest of your children sing the following song to the tune of “Row, Row, Row Your Boat”.
We’re a marching band.
Watch us march around.
We have thirteen instruments.
Each with a different sound.
- Repeat until each child has had a chance to play an instrument and march in the band around the room.

RED FISH – GREEN FISH

- Cut thirteen red fish and thirteen green fish from heavy paper.
- Mix them up on a table.

- Have your child sort the fish into two piles of thirteen fish.

Review: Count the crayons up to 13.

Number 14

Periods Required: 2

Teaching objectives:

- ✧ To explain that fourteen means a group of ten and four extra ones.
- ✧ To help students count up to fourteen items.
- ✧ To explain that the number 14 represents one group of ten and four extra ones.
- ✧ To demonstrate and practice how to write the number 14.

Materials required:

- ✧ A selection of groups of 10 plus extra items, e.g. a bundle of 10 pencils and a few extra pencils.
- ✧ 10 exercise books held together with an elastic band and a few extra exercise books.
- ✧ 10 plastic bottle tops / buttons in a clear plastic bag and a few extra bottle tops / buttons, etc.
- ✧ A sheet of A4 size paper folded or divided into 4 sections for each student.
- ✧ Coloured pencils or crayons.
- ✧ Mathematics Book .

Introduction:

Draw two pairs of boxes on the board headed tens and ones. In the first set write the number 13 and ask the students to tell you the name of the number (13) and what the numbers represent (one set of ten and three extra ones). Ask a student to come to the board and write in the second set of boxes the number that represents one set of ten and four extra ones, (14). When this has been done correctly, ask if any student knows the name of the number, or tell them that it is fourteen. Ask one or two students to make a set of fourteen using the items you have prepared.

Student activity: Ask the students to open their books at pages 43 and 44 and proceed as for given instructions. Make sure the students circle a group of ten small fish and count the extras to make one set of ten and four extra ones (14).

FUN ACTIVITIES WITH NUMBER FOURTEEN

WAX STICK FOURTEEN

- Give each of your children wax sticks.
- Show them how to bend their sticks into the shape of the number FOURTEEN.

Variation: You can also have your children do rubbings over a wax stick nine.

CHALK

- Set out sheets of colorful paper and some colored chalk.
- Have your children draw fourteen all over their papers with the chalk.

Review: Count the sharpeners up to 14.

Number 15

Periods Required: 2

Teaching objectives:

- To explain that fifteen means a group of ten and five extra ones.
- To help students count up to fifteen items.
- To explain that the number 15 represents one group of ten and five extra ones.
- To demonstrate and practice how to write the numeral 15.

Materials required:

- ✧ A selection of groups of 10 plus extra items, e.g. a bundle of 10 pencils and a few extra pencils.
- ✧ 10 exercise books held together with an elastic band and a few extra exercise books.
- ✧ 10 plastic bottle tops / buttons in a clear plastic bag and a few extra bottle tops / buttons, etc.
- ✧ A sheet of A4 size paper folded or divided into 4 sections for each student.
- ✧ Coloured pencils or crayons.
- ✧ Mathematics Book.

Introduction:

Draw two pairs of boxes on the board headed tens and ones. In the first set write the number 13 and ask the students to tell you the name of the number (13) and what the numbers represent (one set of ten and three extra ones). Ask a student to come to the board and write in the second set of boxes the number that represents one set of ten and four extra ones, (14). When

this has been done correctly, ask if any student knows the name of the number, or tell them that it is fourteen. Ask one or two students to make a set of fourteen using the items you have prepared. Now add one more in 14 and introduce it as number 15.

Student activity: Ask the students to open their books at pages 45 and 46 and proceed as for given instructions. Make sure the students circle a group of ten small apples and count the extras to make one set of ten and five extra ones (15).

✧ **FUN ACTIVITIES WITH NUMBER FIFTEEN**

FIFTEEN NICKLES

- Cut out small round circles from heavy silver or gray paper.
- Set out a pile of paper nickels.
- Have your children take turns counting out FIFTEEN nickels and place them in a small bowl.

FIFTEEN PINS

- Set up a bowling game, using fifteen empty pop bottles.
- Let your children take turns rolling an 8” ball towards the bottles.
- Let them have two or three turns to knock down the fifteen pins.

Review:

- ✧ Give the students the paper and coloured pencils or crayons and ask them to draw a set of 15 items in the second section and write the number 15.

Concept of the Triangle

Periods Required: 2

Learning Outcomes
The students will be able to recognize “ triangle”
Teaching Aids
Board, marker, duster, pictures, triangular objects, ice cream sticks and book

Introduction
<p>The teacher will show pictures of different objects to the students by saying.</p> <ul style="list-style-type: none"> • This is a sandwich. It has three sides. It is a triangle. • She will draw a triangle with her finger in the air.
Methodology
<ul style="list-style-type: none"> • The teacher will draw a triangle on the board and ask the students to find out things in the class room of this shape. • She will show different objects/pictures to the students and ask them is it a triangle? • She will demonstrate how to make a triangle by using 3 ice-cream sticks. <p>Bring The Object Game:</p> <ul style="list-style-type: none"> • The teacher will divide the class into two teams. Anyone who can bring the triangular object to the teacher will get 5 points. The students will be given a maximum of 1 minute to find the particular object. <p>Trace Me Game:</p> <ul style="list-style-type: none"> • The teacher will give each student a triangular object. She will show the students how to trace around the object to create a triangle. Then help them cut out the triangles and stack them in a pile. <p>Book Work:</p> <ul style="list-style-type: none"> • The teacher will introduce the page no. 48 of the book and guide the students about these.
Evaluation
<p>By showing different objects and asking is it a triangle.</p>
Homework
<p>Find out triangular shapes at home.</p>
Wrap – up
<p>The students will have a shape hunt to find triangle around the classroom.</p>

More and Less

Learning Outcomes:

- ✧ Students will be able to compare the quantities of the objects.

Periods Required: 2***Material Required:***

- ✧ Pencils
- ✧ Crayons
- ✧ Basked
- ✧ Board
- ✧ Marker
- ✧ Duster
- ✧ Book

Starter:

- ✧ Put 3 erasers on the table. Then put 5 crayons on the table. Help the students count the objects and find which more in number is.
- ✧ Now introduce different objects and help the students to compare these.
- ✧ Introduce the words more and less.

Book work:

Encourage the students to open their books at page no. 49 and complete the given tasks.

Wrap up:

- ✧ Divide the class into two groups. Let the board be divided into two halves. Let one member from the first group come and draw objects on the board; let the member from the other group draw more or less than that.

Number 16

Periods Required: 2**Teaching objectives:**

- To explain that sixteen means a group of ten and six extra ones.
- To help students count up to sixteen items.

- To explain that the number 16 represents one group of ten and six extra ones.
- To demonstrate and practice how to write the numeral 16.

Materials required:

- ✧ A selection of groups of 10 plus extra items, e.g. a bundle of 10 pencils and a few extra pencils.
- ✧ 10 exercise books held together with an elastic band and a few extra exercise books.
- ✧ 10 plastic bottle tops / buttons in a clear plastic bag and a few extra bottle tops / buttons, etc.
- ✧ A sheet of A4 size paper folded or divided into 4 sections for each student.
- ✧ Coloured pencils or crayons.
- ✧ Mathematics Book.

Introduction:

Draw two pairs of boxes on the board headed tens and ones. In the first set write the number 13 and ask the students to tell you the name of the number (13) and what the numbers represent (one set of ten and three extra ones). Ask a student to come to the board and write in the second set of boxes the number that represents one set of ten and four extra ones, (14). When this has been done correctly, ask if any student knows the name of the number, or tell them that it is fourteen. Ask one or two students to make a set of fourteen using the items you have prepared. Now add one more in 14 and introduce it as number 15. Add 1 more in to it and introduce it as 16

Student activity: Ask the students to open their books at pages 50 and 51 and proceed as for given instructions. Make sure the students circle a group of ten pencils and count the extras to make one set of ten and six extra ones (16).

**FUN ACTIVITIES WITH NUMBER SIXTEEN
SIXTEEN SQUARES**

- Cut out 2” squares from multiple colors of construction paper.
- Let your children each choose SIXTEEN squares (whatever colors or combinations of colors they choose)
- Then give each child a 6” square piece of heavy white paper.
- Set out some glue with some glue brushes and have your children spread glue across their white square.
- Then have them arrange their colored squares into a design and place them on their white

paper.

- These can be enjoyed as “colourful squares” or you can tape them altogether to make a large checkered quilt to hang on the wall.

Review:

- ✧ Give the students the paper and coloured pencils or crayons and ask them to draw a set of 16 items in the second section and write the number 16.

Number 17

Periods Required: 2

Teaching objectives:

- To explain that seventeen means a group of ten and seven extra ones.
- To help students count up to seventeen items.
- To explain that the number 17 represents one group of ten and seven extra ones.
- To demonstrate and practice how to write the numeral 17.

Materials required:

- ✧ A selection of groups of 10 plus extra items, e.g. a bundle of 10 pencils and a few extra pencils.
- ✧ 10 exercise books held together with an elastic band and a few extra exercise books.
- ✧ 10 plastic bottle tops / buttons in a clear plastic bag and a few extra bottle tops / buttons, etc.
- ✧ A sheet of A4 size paper folded or divided into 4 sections for each student.
- ✧ Coloured pencils or crayons.
- ✧ Mathematics Book.

Introduction:

Draw two pairs of boxes on the board headed tens and ones. In the first set write the number 13 and ask the students to tell you the name of the number (13) and what the numbers represent (one set of ten and three extra ones). Ask a student to come to the board and write in the second set of boxes the number that represents one set of ten and four extra ones, (14). When this has been done correctly, ask if any student knows the name of the number, or tell them that

it is fourteen. Ask one or two students to make a set of fourteen using the items you have prepared. Now add one more in 14 and introduce it as number 15. Introduce 16 , 17 in the same way.

Student activity: Ask the students to open their books at pages 52 and 53 and proceed as for given instructions. Make sure the students circle a group of ten crayons and count the extras to make one set of ten and seven extra ones (17).

FUN ACTIVITIES WITH NUMBER SEVENTEEN

SEVENTEEN BUSY BUMBLE BEES

- Give each of your children a purple paper cutout of a bee.
- Let them add facial feathers and six strips on the back of their bee with a black marking pen.
- Display a bee hive and seventeen bees buzzing around on the display board.

Review:

- ✧ Give the students the paper and coloured pencils or crayons and ask them to draw a set of 17 items in the second section and write the number 17.

Number 18

Periods Required: 2

Teaching objectives:

- To explain that eighteen means a group of ten and eight extra ones.
- To help students count up to eighteenth items.
- To explain that the number 18 represents one group of ten and eight extra ones.
- To demonstrate and practice how to write the numeral 18.

Materials required:

- ✧ A selection of groups of 10 plus extra items, e.g. a bundle of 10 pencils and a few extra pencils.
- ✧ 10 exercise books held together with an elastic band and a few extra exercise books.
- ✧ 10 plastic bottle tops / buttons in a clear plastic bag and a few extra bottle tops / buttons, etc.
- ✧ A sheet of A4 size paper folded or divided into 3 sections for each student.

- ✧ Coloured pencils or crayons.
- ✧ Mathematics Book.

Introduction:

Draw two pairs of boxes on the board headed tens and ones. In the first set write the number 13 and ask the students to tell you the name of the number (13) and what the numbers represent (one set of ten and three extra ones). Ask a student to come to the board and write in the second set of boxes the number that represents one set of ten and four extra ones, (14). When this has been done correctly, ask if any student knows the name of the number, or tell them that it is fourteen. Ask one or two students to make a set of fourteen using the items you have prepared. Now add one more in 14 and introduce it as number 15. Use the same way to introduce number 16, 17 and 18.

Student activity: Ask the students to open their books at pages 54 and 55 and proceed as for given instructions. Make sure the students circle a group of ten small oranges and count the extras to make one set of ten and eight extra ones (18).

FUN ACTIVITIES WITH NUMBER EIGHTEEN

CIRCLE EIGHTEEN

- Set out two pieces of yarn, approximately 12” long.
- Let your children take turns creating the number eighteen on the floor (or table) by making two circles one on top of the other.

Review:

- ✧ Give the students the paper and coloured pencils or crayons and ask them to draw a set of 18 items in the second section and write the number 18.

Number 19

Periods Required: 2

Teaching objectives

- To explain that nineteen means a group of ten and nine extra ones.
- To help students count up to nineteen items.

- To explain that the number 19 represents one group of ten and nine extra ones.
- To demonstrate and practice how to write the number 19.

Materials required:

- ✧ A selection of groups of 10 plus extra items, e.g. a bundle of 10 pencils and a few extra pencils.
- ✧ 10 exercise books held together with an elastic band and a few extra exercise books.
- ✧ 10 plastic bottle tops / buttons in a clear plastic bag and a few extra bottle tops / buttons, etc.
- ✧ A sheet of A4 size paper folded or divided into 3 sections for each student.
- ✧ Coloured pencils or crayons.
- ✧ Mathematics Book .

Introduction:

Draw two pairs of boxes on the board headed tens and ones. In the first set write the number 13 and ask the students to tell you the name of the number (13) and what the numbers represent (one set of ten and three extra ones). Ask a student to come to the board and write in the second set of boxes the number that represents one set of ten and four extra ones, (14). When this has been done correctly, ask if any student knows the name of the number, or tell them that it is fourteen. Ask one or two students to make a set of fourteen using the items you have prepared. Now add one more in 14 and introduce it as number 15. Use the same technique to introduce the number 16, 17, 18 and 19.

Student activity: Ask the students to open their books at pages 565 and 57 and proceed as for given instructions. Make sure the students circle a group of ten books and count the extras to make one set of ten and nine extra ones (19).

FUN ACTIVITIES WITH NUMBER NINETEEN

EGG BASKET SEARCH

You will need cardboard egg cartons for this activity, (the kind you can pull apart in the middle to make 2 NINETEEN holed cartons) plus some plastic eggs.

- Place plastic eggs around your room or outside.
- Give children in groups a nineteen holed egg carton and have them search for eggs to fill their carton.

Review:

- ✧ Give the students the paper and coloured pencils or crayons and ask them to draw a set of

19 items in the second section and write the number 19.

Number 20

Periods Required: 2

Teaching objectives:

- ✧ To explain that twenty means two groups of ten and no extra ones.
- ✧ To help students count up to twenty items.
- ✧ To explain that the number 20 represents two groups of ten and no extra ones.
- ✧ To demonstrate and practice how to write the numeral 20.

Materials required:

- ✧ 2 sets of 10 items, e.g. 2 bundles of 10 pencils, 2 bunch of 10 balloons, etc.
- ✧ A ball.
- ✧ Paper and coloured pencils or crayons.
- ✧ Mathematics Book .

Introduction:

Draw two sets of boxes on the board, headed tens and units, as in previous lessons. Write the number 19 in the first set of boxes and elicit from the students that it means one set of ten and nine extra ones. Now write the number 20 in the second set of boxes and ask the students to tell you what it represents. If necessary, explain that it stands for two complete sets of ten and no extra ones. Explain that the number is twenty.

Show the students the materials you have prepared; count each bundle in turn to establish that there are two sets of ten, and then count all of the items, from 1–20. Ask the students to clap twenty times, counting in two sets of ten claps.

Introduce page no. 58 and 59.

FUN ACTIVITIES WITH NUMBER TWENTY

TWENTY LEGGED BUGS

- Give each child a large sheet of paper.
- Set out some paint Dobbbers, such as Do-A-Dot.
- Have children press paint circles on their papers.
- Set out some small tipped black marking pens and have children use them to put facial features and twenty legs on each bug (three on each side).

Review:

- ☒ Ask the students to form a circle and play the ball game to practice counting from 1–20. Give the students the paper and coloured pencils or crayons and ask them to draw a set of 20 items in the last section and write the number 20.

Homework:

Complete page no. 60 to 62 of the book.

Concept of Square

Month:	Week:	Time duration:
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Periods Required: 2

Learning Outcomes
The students will be able to recognize and draw the “square”.
Teaching Aids
Board, marker, duster, pictures, square objects and book
Introduction
<p>The teacher will show pictures of different objects to the students by saying.</p> <ul style="list-style-type: none"> • This is a window. It has four equal sides. It is a square. • She will draw a square with her finger in the air.
Methodology
<ul style="list-style-type: none"> • The teacher will draw a square on the board and ask the students to find out things in the class room of this shape. • She will show different objects/pictures to the students and ask them is it a square? • She will demonstrate how to make a square by using 4 ice-cream sticks.
<p>Bring The Object Game:</p> <ul style="list-style-type: none"> • The teacher will divide the class into two teams. Anyone who can bring the exact object to the teacher will get 5 points. The students will be given a maximum of 1 minute to find the particular object.
<p>OBJECTS TO BRING book square tray square biscuits</p>
<p>Trace Me Game:</p> <ul style="list-style-type: none"> • The teacher will give each student a square object. She will show the students how to trace around the object to create a square. Then help them cut out the squares and stack them in a pile.

Book Work:

- The teacher will focus on the page no. 63 of the book and guide the students about it.

Evaluation

By showing different objects and asking is it a square.

Homework

Find out square shapes at home.

Wrap – up

The students will have a shape hunt to find square around the classroom.

Backward Counting (20 to 10)

Learning Outcomes:

The students will be able to:

- ✧ Complete a written sequence of descending numbers from 20–10.

Periods Required: 2**Material Required:**

- ✧ A ball.
- ✧ Flashcards of numbers 10–20.
- ✧ Some adhesive material.

Starter:

- ✧ Take the students in the ground and have backward race.
- ✧ Ask the students to stand in a circle and play the ball game to practice counting from 10–20 and from 20–10.

Activities:**Flash Cards Fixing**

- ✧ Fix the flashcard 10 on the board and ask the students to take turns to come and fix the next number until the sequence to 30 is completed.
- ✧ Revise the terms before and after by pointing to a number and asking the students to tell you which number comes before or after it.
- ✧ Repeat this activity, starting with flashcard of 30 and arranging the cards in descending

order.

Book Work:

Ask the students to open their books at page 64 and 65. Explain the task and before the students begin to write, ask them to point to each cloud and say which number they will write in it.

Homework:

- ✧ Revise backward counting from 30 to 1.

Wrap Up:

The students will sing the backward counting song.

Secondary Numbers (21-30)

Periods Required: 2***Teaching Objectives:***

- ✧ To explain that twenty-one means two groups of ten and one extra one.
- ✧ To help students count up to twenty-one items.
- ✧ To explain that the number 21 represents two groups of ten and one extra one.
- ✧ To demonstrate and practice how to write the number 21.

Materials Required:

- ✧ 2 sets of 10 items plus one extra, e.g. 2 piles of 10 building blocks and 1 extra block.
- ✧ Writing board, Markers and Erasers.

Introduction:

- ✧ Draw two sets of boxes headed tens and units on the board.
- ✧ Show the students the two sets of ten items you have prepared and ask them to tell you how many items altogether (20).
- ✧ Ask a volunteer to write the number in the first set of boxes and elicit that the number tells us there are two complete sets of ten and no extra ones.
- ✧ Show the students the two sets of ten and the extra one and ask a volunteer to write the new number in the second set of boxes.

- ✧ Explain that the new number is twenty-one.
- ✧ Introduce the numbers till 30 in the same way. Explain that we count objects up to 30 we are not left with any object, we have 3 groups of 10 in 30.

Student Activity:

- ✧ Ask the students to open their books at pages 66 to 69..
- ✧ Explain that the number twenty-one is always written with a hyphen.

Homework:

- ✧ Do page no. 70 and 71 of the book.

Review:

- ✧ Give each student a mini-whiteboard, marker and eraser.
- ✧ Explain that you are going to describe a number and they should write it in number form, and hold up their work for you to see.

Example: If you say 1 ten and 4 extra ones, they should write 14. Do this for numbers from 0 to 21.

Concept of Rectangle

Month:	Week:	Time duration:
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Periods Required: 2

Learning Outcomes
The students will be able to recognize and draw the “rectangle”.
Teaching Aids
Board, marker, duster, pictures, rectangular objects and book
Introduction
<p>The teacher will show pictures of different objects to the students by saying.</p> <ul style="list-style-type: none"> • This is a window. It has four equal sides. It is a rectangle. • She will draw a rectangle with her finger in the air.
Methodology

- The teacher will draw a rectangle on the board and ask the students to find out things in the class room of this shape.
- She will show different objects/pictures to the students and ask them is it a rectangle?
- She will demonstrate how to make a rectangle by using 4 ice-cream sticks.

Bring The Object Game:

- The teacher will divide the class into two teams. Anyone who can bring the exact object to the teacher will get 5 points. The students will be given a maximum of 1 minute to find the particular object.

OBJECTS TO BRING

book

rectangular tray

rectangular biscuits

Trace Me Game:

- The teacher will give each student a rectangular object. She will show the students how to trace around the object to create a rectangle. Then help them cut out the rectangles and stack them in a pile.

Book Work:

- The teacher will focus on the page no. 72 of the book and guide the students about it.

Evaluation

By showing different objects and asking is it a rectangle.

Homework

Find out rectangle shapes at home.

Wrap – up

The students will have a shape hunt to find rectangle around the classroom.

Backward Counting (30 to 20)

Learning Outcomes:

The students will be able to:

- ✧ Complete a written sequence of descending numbers from 30–20.

Periods Required: 2

Material Required:

- ✧ A ball.

- ✧ Flashcards of numbers 20–30.
- ✧ Some adhesive material.

Starter:

- ✧ Take the students in the ground and have backward race.
- ✧ Ask the students to stand in a circle and play the ball game to practice counting from 20–30 and from 20–30.

Activities:**Flash Cards Fixing**

- ✧ Fix the flashcard 20 on the board and ask the students to take turns to come and fix the next number until the sequence to 30 is completed.
- ✧ Revise the terms before and after by pointing to a number and asking the students to tell you which number comes before or after it.
- ✧ Repeat this activity, starting with flashcard of 30 and arranging the cards in descending order.

Book Work:

Ask the students to open their books at page 73 and 74. Explain the task and before the students begin to write, ask them to point to each cloud and say which number they will write in it.

Homework:

- ✧ Revise backward counting from 30 to 1.

Wrap Up:

The students will sing the backward counting song.

Positions

Teaching objectives:

To be able to identify the positions of objects

Period required: 2**Materials required:**

- Book .

- White-board.
- Board marker and eraser.
- Objects.

Introduction:

The teacher will ask students where you are now. She will help them to say we are in the class.’ She will take them out of the class and help them to say ‘we are out of the classroom’.

Methodology:

- The teacher will put blocks in the box and say ‘blocks are in the box’ she will take them out and say ‘blocks are out of the box’.
- She will classify the concept by using different objects.
- Now she will put a ball in the box and ask students to tell where the ball is.
- She will put the ball under the chair and tell students ‘the ball is under the chair’. She will continue with different objects.
- She will invite students to read and do page # 75 and 76.

Homework:

Read page # 75 and 76.

Wrap-up:

The teacher will ask students to describe the position of different objects around themselves.

Addition

Learning Outcomes:

The students will be able to:

- ☒ Add the objects and numbers up to 10 accurately

Periods Required: 6

Materials Required:

- ☒ A number line from 0–10 drawn on the board; student number cards 1–10, board, marker, duster, book

Starter:

- ☒ Draw a number of shapes or simple objects on the board, e.g. six flowers.
- ☒ Ask the students to count the number of flowers.
- ☒ Draw two more flowers next to them and ask the students to tell you if there are more or

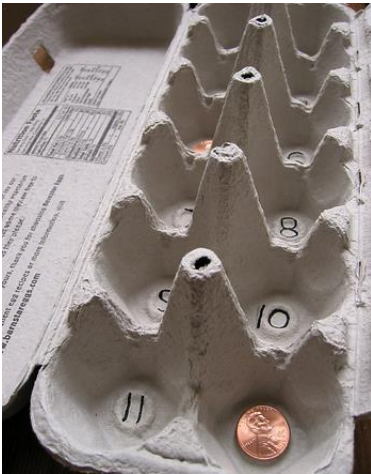
fewer flowers (more).

- ✧ Explain that to get more items you need to add.
- ✧ Ask the students to count the flowers and tell you the new total.
- ✧ Draw another set of items on the board, e.g. three circles. Count them and ask a student volunteer to draw seven more circles next to them. Explain to the students that you have added seven circles to the original four and ask them to tell you the new total.
- ✧ Point out that when you add, the total is always more than the original number.
- ✧ Use the number line to show the students the two addition sums that they have just done.

Activities:

- ✧ Draw a number line on the floor and help students in adding numbers by jumping on the number line. For example: Ask a student to student on number 1 and jump three times. Ask the class to find out $1+3$ gives 4

✧ Play Egg Carton Addition



What You Need:

- Empty egg carton
 - 2 “game tokens” (pennies, chips, or beans work well)
 - Marker
 - 2 pieces of white paper
 - Pencils
1. Use your marker to put a number in the bottom of each egg cup in the carton. (If you have a math beginner, start by cutting your carton in half, so you only have six cups; if you’ve got a kid who’s surging ahead, go ahead and use all twelve!)
 2. Put a bowl of game tokens (pennies, marbles or beans) in the center of your table or play area and place two pieces into the egg carton.

3. Each player takes turns shaking the carton and then writing an addition problem on their paper using the two number sections the pieces landed in. Let's say, for example, that the two pieces landed in 4 and 6. The addition problem would then be $4+6$.
4. The person with the highest sum after each player has had a turn would then take a token from the bowl in the center of the table. If a wrong answer is given, a token is returned to the bowl. In case of a tie, each child takes a token.

Continue playing until each player has collected five tokens. Do this a few times, and be prepared to see steady gains in your young mathematician's adding confidence!

Book Work:

- ✧ Give the students a set amount of time to go through the book and complete the work and then check their answers as a class.

Wrap - Up:

Let the students share their work.

Subtraction

Periods Required: 2

Teaching Objectives:

- ✧ To explain how to find 1 or 2 less than a given number by taking away or counting back.
- ✧ To explain that the $(-)$ sign means subtract, minus, or take away.
- ✧ To practice subtraction.

Learning outcomes:

Students should be able to:

- ✧ Find 1 or 2 less than a given number by taking away or counting back.
- ✧ Explain that the $(-)$ sign means subtract, minus, or take away.
- ✧ Complete subtraction sums correctly.

Materials Required:

- ✧ Sets of up to 9 items to demonstrate subtraction.
- ✧ Counters, bottle tops or other small items for the students to work out answers if required.
- ✧ Mathematics Book.
- ✧ **Introduction:**
- ✧ Draw a number line from 0–10 on the board.
- ✧ Use a set of items to demonstrate how to find one less by taking 1 away.

- ✧ For example, set out seven items, count them and then ask a student to take one away and explain that you now have one less and count to find the new total.
- ✧ Show the students how to count back on the number line one space to find the number that is one less than 7.
- ✧ Repeat this for another number and also to demonstrate how to find two less.

Student Activity:

- ✧ Ask the students to open their books at pages 84 onwards and explain the tasks.
- ✧ Give sets of counters to any students who need them to help them do the sums and give the students a set amount of time to complete them before checking their work as a class.

Candy Corn Subtraction

What You Need:

- Orange, purple, and white construction paper
- Candy corn template (make your own by dividing a triangle into 3 sections)
- Scissors
- Pencil
- Bag of candy corn for use as manipulative

What You Do:

1. Draw a candy corn template. Then, have your child cut it out.
2. Help your child trace the pieces onto the colored construction paper as directed. Have her cut out a purple, orange, and white piece for each candy corn subtraction fact.
3. Think about some subtraction facts your child might need to work on. You can check out some of her math homework from school to see what your child is currently learning.
4. In the purple part of the candy corn cut out, have your child write the minuend or the large amount that will have another number subtracted from it. Come up with a subtraction problem with your child.
5. In the orange part, have your child write the subtrahend, or the number to be subtracted.
6. In the white part, write the difference, or the answer to the subtraction problem. You can teach your child these math vocabulary words along the way. For example, in the problem $8 - 3 = 5$, 8 is the minuend, 3 is the subtrahend, and 5 is the difference.
7. Give your child three candy corn subtraction problems at a time. Mix up the pieces. Set the white pieces on the bottom and explain that these are the answers or differences for the subtraction problems. Can she figure out what the top two pieces are? A purple piece (or the minuend) goes on top minus an orange piece (or subtrahend) and ending in a white piece or difference. Give her some real candy corn to use as manipulative to her figure out the problems.
8. When finished, eat some candy corn to celebrate subtraction!

Review: Check, if students do all the activities in the right way.