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| **MONTH** | **CLASSES**  **REQUIRED** | **CONCEPT/SKILL** | **LEARNING**  **OUTCOMES** | **INSTRUCTIONAL**  **TOOLS AND REFRENCES** | **PEDAGOGY** | **ACTIVITY** | **INFORMAL ASSESSMENT** |
| MARCH  23rd to April 29th | 6-7  40 Minute class period | **Pre-Number**  **concept**  1.Tall/Short  2. Big/Small  3. Near/Far    **Skill**  1 Development of pre-mathematics skill.  2. Skill related to comparison sorting.  3.Language development using pre-number concept For example Big/Small etc | 1.Children  will be able to compare using the real objects.  2.They will be able to use words like big / small etc  3. They will be able to sort the objects. | 1.Real objects available like big/small ball  2.Teacher presenter | For teaching pre-number concepts various prompting activities will be followed For example Big/Small  Teacher will stand in front of class and hold up an object like a big ball and a small pebble and prompt as a big ball and a small pebble. Students will prompt the same.  **Follow up :**  Teacher will choose two children to stand with her and ask which one of us is big and which one is small. Similar methodology will be followed for teaching other pre-number concepts. | Lets play “Follow the leader  “(with the teacher as leader)  Emphasizing  Small and big things and verbalizing as you go long  Let us take small steps  Let us touch  Small jumps.  Let us make a big circle.  Teacher will  Introduce the words and continue to use teachable moments to reinforce the vocabulary. | Activity  Worksheets like asking the children to color the big ball red and small as green.  Circle the objects that are tall [various objects or pictures provided in the worksheet] |