

ASSIGNMENT - 6

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Plan a numeracy activity for different age groups:

AGE GROUP 3-4 YEARS OLD:

NAME OF THE ACTIVITY: Even and Odd Buddies!

TOPIC: Odd And Even Number Concept

AGE GROUP: 3-4year old

TEACHER – CHILD RATIO: 1:8 Ratio Group Activity

OBJECTIVE: This activity aims:

- To identify even numbers through pairing objects.
- To identify even and odd numbers through grouping and counting.
- To identify even numbers (2, 4, 6, etc.) as numbers that can be grouped into pairs with no leftovers.
- To identify that odd numbers (1,3,5 etc.) as numbers that cannot be grouped into pairs and has to remain alone.

MATERIALS REQUIRED:

- Colourful construction paper cut into small shapes (different shapes like circle, square, triangle around 10-12 pieces)
- Large sorting container or decorated box with two sections labelled "Even Pairs" and "Odd Leftovers"
- Colour pompoms
- 1-10 small number cards

TIME DURATION: 10-15 Minutes

DETAILED DESCRIPTION:

INTRODUCTION DAY:

Gather the children and show them the construction paper pieces. Explain we are going to play a game where we find "partner numbers." Ask them, "What do you think partners do?" (play together, share things).

Sing a song or recite a rhyme about even numbers.

**"Even numbers, hold my hand,
We come in pairs, a perfect band".**

Show the children the construction paper shapes and count them together. Explain we are going to find "buddies" for each shape. Spread the construction paper shapes pieces on the floor or table. Explain that even numbers like to have partners, just like friends! Show them how two pieces can be easily paired together. ask them to pair same two shapes together.

Instruct the children to take turns picking up pieces. As they pick up a piece, ask them, "Can you find a partner for your shape?" If they find a partner (can make two equal groups), they can put a sticker on both pieces (mention the count) and place them together in the "Even Pairs" section of the sorting container.

If they pick a piece and cannot find a partner right away, encourage them to keep looking! They can ask their friends for help or simply put the leftover piece in the "Odd Leftovers" section for now.

Once most of the pieces are sorted, gather the children around the sorting container. Count the pieces in the "Even Pairs" section together. Explain that even numbers have partners, so they come in pairs (2, 4, 6, etc.).

Count the leftover pieces in the "Odd Leftovers" section. Explain that odd numbers could not find partners because there was one leftover.

REVISION DAY:

For the revision of the same concept, next day gather all the children, roll out a mat, take small cards marked 1-10, take 55 pom poms, place all the cards 1-10, under each number, assign that many pom poms as a pair. Once all the pom poms assigned, remind the children that numbers who has friends and play together are called as even numbers. Use your forefinger trace a line to show how each pompom has a buddy. When it comes to odd number, when you trace it with your finger, you will get stop at the end by a single pompom who does not have a pair or friend, left alone, identify that as odd number. Use the child's finger to repeat the same process to make the concept stick with them. At the end of the session, Have the children line up in pairs, demonstrating even numbers needing a buddy.

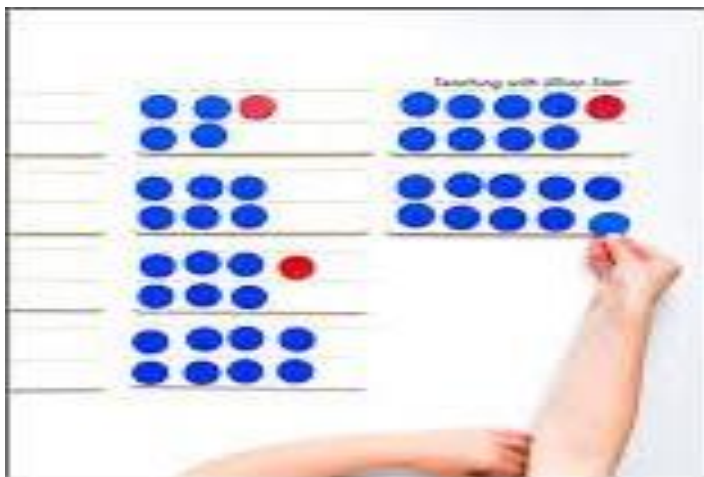
SUPPORTED WEBSITE LINKS:

Free worksheets:

<https://www.k5learning.com/free-preschool-kindergarten-worksheets/odd-even-numbers>

YouTube video link:

https://youtu.be/eF_FxSW8QwY?si=ru3plyNRbzvMM-ha



S.No	Odd Numbers	Even Numbers
1	An odd number can not be divided into two equal numbers.	An even number can be divided into two equal numbers.
2	When an odd number is divided by 2 we get the remainder as 1.	When an even number is divided by 2 we get the remainder as 0.
3	Examples: 1, 5, 7, 9, 23,...	Examples: 2, 4, 18, 26,...
4	Odd numbers end with 1, 3, 5, 7, or 9.	Even numbers end with 0, 2, 4, 6, or 8.
5	The sum of two odd numbers is always an even number.	The sum of even numbers is always an even number.
6	The product of two odd numbers is always an odd number.	The product of two even numbers is always an even number.

ADDITIONAL TIPS FOR TEACHERS:

- Use manipulatives like buttons, teddy bear counters, or even their fingers for pairing instead of construction paper.
- Sing songs or rhymes about even and odd numbers to reinforce the concept.
- Make it a game! See who can find the most even pairs or who can sort the pieces the fastest
- Encourage and appreciate teamwork
- Encourage children to use counting skills to verify if all shapes have buddies.
- Keep the activity light and playful. Celebrate their efforts and understanding!
- Use bright and colourful materials to keep children engaged.
- Sing a song about even and odd numbers throughout the activity (**e.g., "If you can count them in twos, it's an even number for you!"**).
- Make it a game! Award a point for each circle correctly sorted.

AGE GROUP 4-5 YEARS OLD:

NAME OF THE ACTIVITY: The Hungry Alligator

TOPIC: Greater Than, Less Than Concept

AGE GROUP: 4-5years old

TEACHER – CHILD RATIO: 1: 10 Ratio Group Activity

OBJECTIVE: this activity aims:

- To identify and use the concepts of "greater than" ($>$) and "less than" ($<$) when comparing the number of objects in two sets.
- To identify and differentiate between more or less.
- To understand about the concept of comparison.

MATERIALS REQUIRED:

- Large building blocks
- Two baskets or containers
- Alligator ice cream stick prop

TIME DURATION: 15-20 minutes

DETAILED DESCRIPTION:

INTRODUCTION DAY:

Show the children the building blocks and containers. Explain we are going to play a building game and compare how many blocks each container has. Introduce the concept of "greater than" ($>$) meaning "more than" and "less than" ($<$) meaning "fewer than."

Let the children explore building with the blocks for a few minutes. Then, have them each take turns putting some blocks in one container. Ask them, "How many blocks do you have in your container?" Count the blocks together. Now, ask, "Would you like to have more blocks than you do now, or fewer?" Depending on their answer, have them take either more blocks from the pile or put some back into the pile. Count the blocks again.

Divide the children into pairs. Let the children build towers with their blocks. Encourage them to build tall towers but ensure safety.

Then, ask them to compare the towers. Use prompts like, "Which tower has more blocks? Can you use the greater than symbol to show us?" or "Which tower has fewer blocks? Let us use the less than symbol together!"

Provide two baskets or containers labelled with "> " and "< ". Guide the children to sort their towers into the correct baskets based on the number of blocks. For example, the tower with more blocks goes in the "> " basket.

REVISION DAY:

Play a sorting game where children sort the blocks into the containers based on who has "more" or "less" depending on pre-assigned colours. Introduce the symbols "<" and ">" and explain their meaning (e.g., the alligator mouth always faces the bigger number). The alligator loves to eat more food, so it always opens its mouth on the side which has more food.

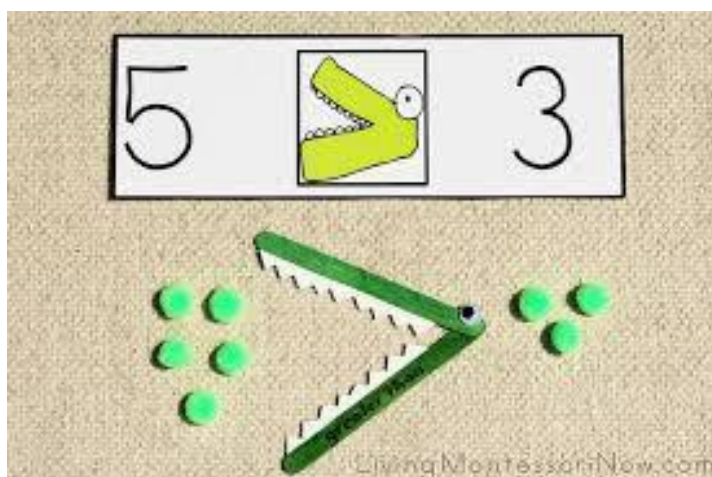
SUPPORTED WEBSITE LINKS:

Free worksheet:

<https://www.superteacherworksheets.com/featured-items/pz-greater-than-less-than-gators.html>

YouTube video link:

<https://youtu.be/q93IAp6Rh5g?si=l1mgX02LnlwIFG0f>



ADDITIONAL TIPS FOR TEACHERS:

- For younger children (4 years old): Focus on comparing just two quantities and use simpler terms like "more" and "less" initially.
- For older children (5 years old): Introduce the greater than ($>$) and less than ($<$) symbols and practice writing them in the air or on paper.
- Encourage children to use counting skills to verify if one container has more or less blocks.
- Celebrate their understanding and use of the concepts throughout the activity.
- Encourage children to use their fingers to compare the numbers visually.
- Keep the activity fun and engaging. Celebrate their understanding!
- Use manipulatives children enjoy, like counting bears or colourful buttons, instead of blocks.
- Celebrate their attempts at comparing and using the new vocabulary.

AGE GROUP 5-6 YEARS OLD:

NAME OF THE ACTIVITY: Place Value Street Parade

TOPIC: Place Value Concept

AGE GROUP: 5-6years old

TEACHER – CHILD RATIO: 1:10 Ratio Group Activity

OBJECTIVE: This activity aims:

- To understand that digits in a three-digit number (ones, tens, hundreds) hold different values based on their position.
- To learn about the value and representation of bigger numbers.

MATERIALS REQUIRED:

- Large construction paper (3 different colours - red, blue, green)
- Markers
- Masking tape
- Cut out of house (3 houses to represent each place value)
- Large beads or buttons (10 of one colour)
- Linking cubes (10 pcs to represent the value of 10)
- Pipe cleaners (to represent the value of 100)

TIME DURATION: 15-20 Minutes

DETAILED DESCRIPTION:

INTRODUCTION DAY:

Prepare the place value house in the construction chart paper. Stick the house cutouts and label it as one's place, tens place, hundreds place, using a masking tape, tape a long line to separate each house. Under each house stick different colour paper red for one's place, blue for tens place, green for hundreds place. On the red paper, draw a large house with a door. Label it "Ones Place" (use pictures or write simple words). Repeat for the blue paper, labelling it "Tens Place" with a bigger house and two doors. Finally, on the green paper, draw the biggest house with three doors and label it "Hundreds Place."

Gather the children and show them the construction paper. Explain we are going to have a parade of numbers! Each colour represents a special place in the number house. Provide beads (10 of each colour) and explain they represent ones (red), tens (blue) and hundreds (green). Introduce pipe cleaner pieces as hundreds (green). Hold up a pipe cleaner piece and explain it represents 100. Guide the children to attach the pipe cleaner to the "Hundreds Place" house on the green paper. Show the children the beads/buttons. Explain the single-coloured buttons represent ones (1 each), and linking cubes to represent tens, pipe cleaners to represent hundreds (100 each). Choose a three-digit number (e.g., 237). Together, count out the corresponding number of beads: 2 single beads (ones), 3 groups of 10 linking cubes (tens), and 7 pipe cleaners (hundred).

Now it is parade time! Guide the children to place the beads in the correct houses based on their value. Hold up different combinations of large buttons, linking cubes (ones and tens) and the pipe cleaner (hundreds) to create three-digit numbers. Two single beads go in the Ones house, three groups of ten beads go in the Tens house, and seven pipe cleaners hundred go in the Hundreds house. Ask the children to identify the number and have them point to the corresponding place value houses (ones, tens, hundreds) on their construction paper.

REVISION DAY:

Sing a song to reinforce the concept of place value system.

“Numbers all around, big, and small they are found,

But where they live is kinda neat, with special places on the street.

Ones live in the front, a single digit's stunt,

Tens hold hands in groups of ten, like superheroes, now and then.

Hundreds stand up tall and proud, the biggest in the number crowd!”

Have the children create their own three-digit numbers using stickers/buttons, linking cubes and pipe cleaners and explain the place value of each digit. to make it more fun and interesting introduce a challenge! Give them a mystery number and have them use the beads to figure out the hundreds, tens, and one's digits.

SUPPORTED WEBSITE LINKS:

Free worksheets:

<https://www.teacherspayteachers.com/Product/Place-Value-Street-Worksheet-to-Hundred-Millions-Place-1295166?st=c0fc01add3e26ecd40f4982df2433339>

YouTube video link:

<https://youtu.be/e1uN6SwVAil?si=rB6oMOZKIJ9hYgBU>



ADDITIONAL TIPS FOR TEACHERS:

- For younger children (5 years old): Start with simpler two-digit numbers and focus on ones and tens place value.
- For older children (6 years old): Introduce larger three-digit numbers and challenge them to identify the value of each digit based on its position.
- Keep the activity fun and engaging. Use songs or rhymes about place value to reinforce learning.
- Encourage children to use manipulatives like counting bears or linking cubes to represent different place values.
- Most importantly, celebrate their understanding of place value as it can be a complex concept for young learners.
- Encourage children to sing counting songs that go up to 100 to reinforce place value understanding.
- Celebrate their understanding of how place value works in three-digit numbers!
- Ask children questions throughout, like "How many single ones do we have?" or "If we combine all our tens beads, how many do we have?"
- Encourage children to use the place value house to represent other three-digit numbers.
- Celebrate their ability to sort the manipulatives into the correct houses!