

# Numeracy Activity

## Activity: “Ordinal Numbers Race” (3-4 years)

### Learning Objectives:

- Children will understand and use the terms **first**, **second**, and **third** in real-life context.
- Children will be able to **identify their own position** in a race with at least **70% accuracy**.
- Children will demonstrate ordinal understanding by responding correctly to teacher questions after the race.

### Materials Required

- Open ground/play area (or classroom space cleared for a short running lane).
- Start and finish line (use chalk, tape, or cones).
- Small medals, ribbons, or cards with “1st”, “2nd”, “3rd” written/drawn.

### Steps / Procedure

#### 1. Introduction (3 min)

- Tell children: “Today, we will run a race! After the race, we will see who is **first**, who is **second**, and who is **third**.”
- Demonstrate with toys first: line up 3 toys, move them forward, and say:
  - “This toy came **first**.”
  - “This toy came **second**.”
  - “This toy came **third**.”

## 2. Main Activity (10 min)

- **Step 1:** Call 3 children at a time to the starting line.
- **Step 2:** Say “Ready, steady, go!” and let them run to the finish line.
- **Step 3:** Announce results:
  - “Riya is **first**.”
  - “Amit is **second**.”
  - “Sana is **third**.”
- Show cards or ribbons (1st, 2nd, 3rd) to reinforce.
- Repeat with different groups so everyone gets a turn.

## 3. Wrap-up (3–5 min)

- Ask the group questions:
  - “Who was first in the race?”
  - “Who was second?”
  - “Who was third?”
- Encourage children to answer using ordinal words.

## Teacher’s Obsevation:

During/after the race, observe if children can:

- Correctly say **their position** (“I was second”).
  - Answer questions like “Who was first?” with accuracy.
  - Use ordinal terms in play situations without prompting.
  - Create a **worksheet** with 3 pictures in a row (cars, animals, or children) and ask children to color the first, second, or third.
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# Story Activity: “Bunny’s Busy Day” – Learning the Hour (4-5 years)

## Learning Objectives:

By the end of the activity, children will be able to:

1. Recognize the **hour hand** on the clock.
2. Tell at least **3 o'clock correctly**.
3. Connect **daily routine events** to hours of the day.

## Activity Steps:

**The teacher narrates with a big toy clock (or paper clock), moving the hour hand as the story goes.**

### 1. Introduction

- “Children, today we will listen to the story of **Bunny’s Busy Day**. Bunny does different things at different times. Let’s help him tell the time!”

### 2. Story

- “One morning, Bunny woke up. The clock’s small hand was at **7**. That means it was **7 o’clock**. Bunny rubbed his eyes and got ready.” (*Show 7 o’clock on the clock*)
- “At **9 o’clock**, Bunny went to school with his bag.” (*Move the hand to 9*)
- “At **1 o’clock**, Bunny ate his lunch – carrots and salad!” (*Show 1 o’clock*)
- “At **4 o’clock**, Bunny went out to play with his friends.” (*Show 4 o’clock*)
- “At **8 o’clock**, the clock’s small hand pointed to 8. Bunny felt sleepy. It was bedtime. Goodnight Bunny!” (*Show 8 o’clock*)

### 3. Interactive Part

- Ask children:

- “When did Bunny wake up?” (Expected: 7 o’clock)
- “What time did Bunny eat lunch?” (Expected: 1 o’clock)
- “What time did Bunny play?” (Expected: 4 o’clock)
- “What time did Bunny sleep?” (Expected: 8 o’clock)

### Teacher’s Observation:

- Check if children can:
    - Set their clocks correctly to **3 different hours** from the story.
    - Recall story events with the correct time.
    - Use the phrase “\_\_ o’clock” when answering.
  - Next day, ask: “What did YOU do at 7 o’clock today?” (linking story to their real life).
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## Numeracy Activity: “Let’s Help the Picnic Basket” (5-6 years)

### Learning Objectives:

By the end of the activity, children will be able to:

1. Understand addition as “**putting together**” **two groups of objects**.
2. Solve simple **addition sums up to 10 (without carry)** using concrete objects.
3. Verbally express addition sentences (e.g., “3 apples + 2 apples = 5 apples”).

### Materials Required

- Toy fruits/vegetables or counters (apples, bananas, grapes, etc.).
- A small **basket** or box (to make it fun as a picnic basket).
- Number cards (1–10).
- Whiteboard with simple “+” and “=” signs.

## Activity Steps

### 1. Introduction (5 min)

- Show 2 apples and put them in the basket. Say:
  - “I put **2 apples** in the basket. Now I add **1 more apple**. Let’s count together... 1, 2, 3! That makes **3 apples**.”
- Write on board:  **$2 + 1 = 3$** .
- Explain: “This is called **addition** – putting together.”

### 2. Main Activity (10–12 min)

- **Game 1: Picnic Addition**
  - Place **3 bananas** in the basket.
  - Ask: “If I add **2 more bananas**, how many do we have now?”
  - Children count together and answer.
  - Teacher writes:  **$3 + 2 = 5$** .
- **Game 2: Child Participation**
  - Give each child (or group) some fruits/counters.
  - Say: “Show me 4 apples. Now add 3 more. How many do you have?”
  - Children count and say aloud.
  - Let one child come up and write the sum on board with help.

- **Game 3: Addition Story**

- Tell a short story: “Riya had **2 chocolates**. Her friend gave her **3 more**. How many chocolates does she have now?”

- Children use counters to solve problems.

### 3. **Wrap-up (3–5 min)**

- Recap: “Addition means putting together.  $2 + 3 = 5$ ,  $4 + 1 = 5$ .”

- Let children clap and chant: “1 plus 1 = 2, 2 plus 2 = 4, Addition is fun, let’s learn more!”

## **Teacher’s Observation**

- Observe if children can:

- Correctly count total objects after joining two groups.

- Solve at least **3 addition problems within 10** using objects.

- Express addition sentences verbally or by pointing to numbers.

- Use **worksheet** later with pictures of different objects (e.g., 3 bees + 2 bees= \_\_\_\_)