

MY CUTE CAT (LEVEL 0)

Description	Learners will learn how to count between 21 to 30 and design their cat whiskers to grasp the concept of counting (forward & backward) and writing numbers 21 to 30.
Leading Question	Can you draw a cat and count its whiskers?
Total Time Required	~ 1.15 hours over 5 days
Supplies Required	Paper, pencils, glue, scissors
Subjects	Mathematics, Literacy, Art, and design
Supervision	Medium
Learning Outcomes	By the end of this project, learners will be able to: <ol style="list-style-type: none"> 1. Count and write numbers from 21-30. 2. Write numbers from 1 to 10, both numeric and in words. 3. Represent numbers (1-20) on a number line. 4. Identify and draw different shapes. 5. Write sentences using numbers and words.
Previous Learning	None
Topics/Concepts Covered	<ul style="list-style-type: none"> ● Counting ● Shape recognition ● Art

DAY 1 - Today, learners will numerically revise the numbers 1 – 20.

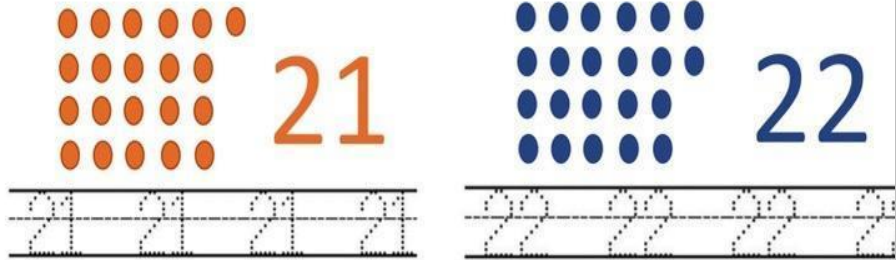
Suggested Duration	Activity and Description
10 minutes	<p>Warm-up activity: Start the learning day by reviewing numbers from 1 to 20.</p> <p>Number Jumps math game:</p> <p>For this game, you can make some number flashcards (1-20)</p> <ul style="list-style-type: none"> ● Ask learners to form a circle. ● Grab the number flashcards (1-20) and place them face down in the middle of the circle. ● Pick a learner to turn over the first card and read the number aloud. ● They must then do that number of jumps. Repeat this till they cover all the numbers. ● Now, you can ask the learners to say what number comes next. For example, if they pick number 1, they will jump 2 times.

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<p>15 minutes.</p>	<p>Now, learners will start writing numbers in words from 0 to 5.</p> <ul style="list-style-type: none"> You will write on a board or paper where learners can see numbers from 0 to 5, both numeric and in words. See the example in the table below. You can find a worksheet to print in the appendix. Ask learners to do the same at least two times for each number. <table border="1" data-bbox="464 506 1458 898"> <tr> <td>0</td> <td>zero</td> <td></td> <td></td> </tr> <tr> <td>1</td> <td>one</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>two</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td>three</td> <td></td> <td></td> </tr> <tr> <td>4</td> <td>four</td> <td></td> <td></td> </tr> <tr> <td>5</td> <td>five</td> <td></td> <td></td> </tr> </table> <p>Learners write each number in words at least two times on paper or trace in sand or mud.</p>	0	zero			1	one			2	two			3	three			4	four			5	five		
0	zero																								
1	one																								
2	two																								
3	three																								
4	four																								
5	five																								
<p>20 minutes</p>	<p>Learner will play a fun number recognition math game.</p> <p>Treasure Hunt game: How many numbers can you find?</p> <ul style="list-style-type: none"> The educator or parent will write out numbers from 1-20 on paper (repeat the numbers many times) Hide the papers in common area/villa/compound. Split the group into 2 or 3 teams and ask them to look for the numbers. The team that finds one paper per player (check learners don't have the same number in the same team) and orders themselves first from 1 to 20 correctly wins! 																								
<p>15 minutes.</p>	<p>Finally, learners will start creating their "cute cat." Discuss the leading question with the learners: Can you draw a cat and count its whiskers? Ask the following questions to aid the discussion:</p> <ul style="list-style-type: none"> What are whiskers? Why do you think animals have whiskers? Can you name any other animals that have whiskers? <p>Explain just how we count ahead from 10 with 11, 12, 13, etc., from 20 with 21, 22, etc.</p>																								

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- Introduce the numbers 21 and 22 and how they are written.

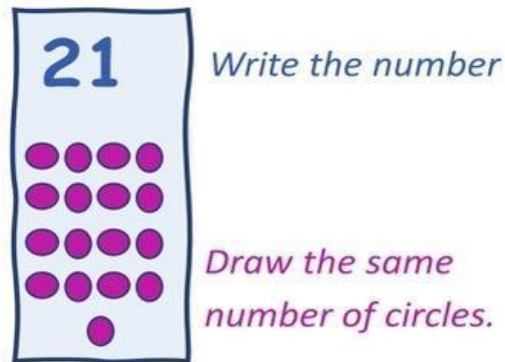


Learners will practise writing the numbers 21 and 22 in different ways:

- Tracing on Paper: Trace the numbers on paper ten times.
- Writing on Mud/Sand: Write the numbers 21 and 22 on the ground.
- Drawing in Air: Practise writing through hand motions in the air.
- Encourage them to practice writing the numbers at least 5 times each.

Now, you will ask learners to make the whiskers. For this, you will ask learners to cut 10 thin rectangles of paper to make their cat's whiskers. You can ask them if they know what a rectangle is; if they don't, show them and then ask them to cut.

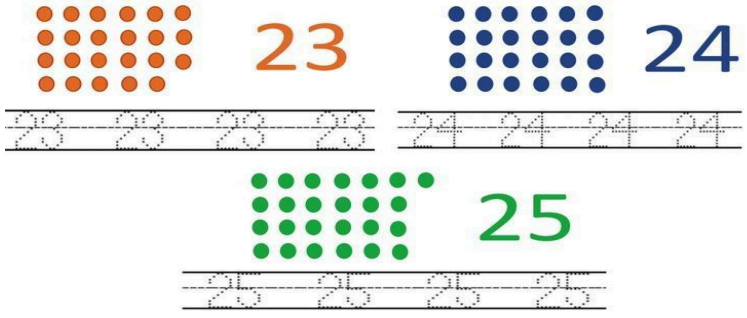
- They will make the whiskers for the numbers '21' and '22'. Ask learners to add the same number of dots. See the example below.



DAY 2 - Today, learners will be introduced to number words from 6 to 10.

Suggested Duration	Activity and Description																				
10 minutes	<p>Warm-up activity:</p> <ul style="list-style-type: none"> Ask the learners to complete the missing numbers. They can use the table or copy the numbers on paper. Ask learners to draw as many objects as the missing number. For example, 2 they can draw 2 flowers, etc. <table border="1" data-bbox="561 758 1458 890"> <tr> <td>1</td> <td></td> <td>3</td> <td></td> <td></td> </tr> <tr> <td>6</td> <td></td> <td>8</td> <td></td> <td>10</td> </tr> </table> <table border="1" data-bbox="464 961 1458 1094"> <tr> <td></td> <td>11</td> <td></td> <td></td> <td>14</td> </tr> <tr> <td></td> <td>16</td> <td></td> <td>18</td> <td></td> </tr> </table>	1		3			6		8		10		11			14		16		18	
1		3																			
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15 minutes	<p>Now, learners will start writing numbers in words from 6 to 10.</p> <ul style="list-style-type: none"> You will write on a board or paper where learners can see numbers from 6 to 10, both numeric and in words. See the example in the table below. Ask learners to do the same at least two times for each number. <table border="1" data-bbox="561 1310 1458 1633"> <tr> <td>6</td> <td>six</td> <td></td> <td></td> </tr> <tr> <td>7</td> <td>seven</td> <td></td> <td></td> </tr> <tr> <td>8</td> <td>eight</td> <td></td> <td></td> </tr> <tr> <td>9</td> <td>nine</td> <td></td> <td></td> </tr> <tr> <td>10</td> <td>ten</td> <td></td> <td></td> </tr> </table> <p>Learners write each number in words at least twice on paper or trace in sand or mud.</p>	6	six			7	seven			8	eight			9	nine			10	ten		
6	six																				
7	seven																				
8	eight																				
9	nine																				
10	ten																				

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<p>15 minutes</p>	<p>Learners will now play a math game: Action!</p> <ul style="list-style-type: none"> • For this game, you will need three or more players. • A player will say a number (from 1 to 20), and an action (such as clap, jump, walk, etc.) • The others will do the action that many times. For example, if the player says “5, Jump”, the others will jump 5 times. • Give 1 point to the player who does it the fastest. • The player with more points will start the second round. • Give all the learners to call out one number and action. <p>The player with the most points at the end of the game wins.</p>
<p>20 minutes</p>	<p>Learners will learn the numbers 23, 24, and 25 to create more whiskers. Invite learners to do the following to review the numbers 21 and 22:</p> <ul style="list-style-type: none"> • With a partner, count from 10 to 22 • Write the numbers 21 and 22 and show them to your partner to check if they are correct. <p>Introduce how to write the numbers 23, 24, and 25.</p> <ul style="list-style-type: none"> • Learners can trace on paper and draw in the air or mud/sand. • Encourage them to practice writing the numbers at least 5 times each. <div style="text-align: center;">  </div> <p>Learners should make their cat’s whiskers for the numbers 23, 24, and 25 (as done on Day 1) on three separate strips of paper.</p> <p>Ask the learners to show the ‘whiskers’ to their partners and discuss:</p> <ul style="list-style-type: none"> • What did you like about their work? • Are there areas needed to improve their work?

Day 3 - Learners will revise the correct number formation through dictation and create a number line up to 20 to make skipping number activities.

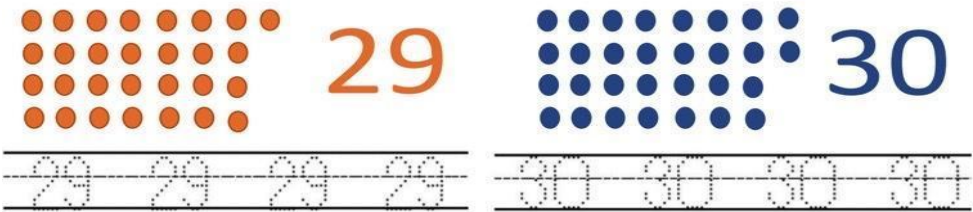
Suggested Duration	Activity and Description																				
10 minutes	<p>You will start the day by checking if learners can remember the correct number formation with numbers from 0 to 20.</p> <ul style="list-style-type: none"> You will call out numbers from 0 to 20 and follow the sequence. Learners will write. Now call out a few random numbers from 1 to 20 and ask them to write. 																				
20 minutes	<p>Learners will create a number line to 20</p> <p>To make the number line ask the learners to</p> <ul style="list-style-type: none"> draw a horizontal line using a ruler or any object that has a straight edge (for example, the side of a box or book, etc.) and write numbers 0 to 30 under the line, maintaining an equal distance between each number. They can use their finger to ensure that the distance between each number is equal. <p>Alternatively, they can follow the example below. Otherwise, you can write for them on a board to copy.</p> <table border="1" data-bbox="467 1115 1484 1171"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td> </tr> </table> <p>Now learners will use the number line to answer the following questions by jumping to the answer:</p> <ul style="list-style-type: none"> What number comes after 12? What number comes between 18 and 20? What number comes after 8? Ask learners as many number combinations as you want. 	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
10 minutes	<p>“Brain Break”: Brain breaks are mental breaks learners can take between learning tasks.</p> <p>Puddle Jump game:</p> <ul style="list-style-type: none"> You will write numbers on paper (you can use the same numbers from the previous day) or on the ground using chalk. Numbers should be placed at a jumping distance from one another. Learners must jump from one “puddle” to another in ascending order of the numbers. (small to big). To challenge them, ask learners to play in teams. Each team sets up the “puddles” for the other. 																				

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	<ul style="list-style-type: none"> Record how much time each player or team takes. <p>The fastest player wins!</p>
<p>20 minutes</p>	<p>Learners will continue with the “cute cat” creation.</p> <p>Invite learners to explore the numbers 26, 27, and 28 by thinking of the following questions and discussing them with a partner:</p> <ul style="list-style-type: none"> What do you think are the following three numbers after 25? How did you make this prediction? Can you think of how you would write these numbers? <p>Learners can practise writing the numbers by tracing on paper, drawing in the air, or mud/sand.</p> <p>Please encourage them to practice writing the numbers at least 5 times each.</p> <div data-bbox="483 772 1481 1249" style="text-align: center;"> </div> <p>Learners will take the rectangles they cut days before and make the whiskers for numbers 26, 27, and 28.</p> <ul style="list-style-type: none"> Same as the previous days, ask them to add the same number of dots for each number.

DAY 4 - Learners will play a number line game.

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Suggested Duration	Activity and Description
20 minutes	<p>Number line game: For this game, learners will use the number line to see what comes after or before.</p> <ul style="list-style-type: none"> • All players sit in a circle. Player 1 starts the game by shouting out any number, for example, 5 . • The next player calls the number that comes after it, and the game continues until it's the first player's turn. • Learners then shout out another number, and the next player will say the number that comes after it until all players have called out numbers from 1 to 20. <p>Make a second round. This time learners will call out the numbers that come before; for example, if they say 5, the answer will be 4.</p>
20 minutes	<p>Literacy extension:</p> <ul style="list-style-type: none"> • Ask learners to choose three different numbers, from 0 to 20, and use them in 3 sentences: • For example, "my sister is 8 years old.", "I have 4 dolls," and "my cat has 20 whiskers." <p>You can challenge them by asking them to write numbers in words too.</p> <p>TIP: For younger learners who may not be able to write complete sentences, educators/parents could write the sentences for them with a space where they can fill in the numbers, e.g., my sister is _____ years old.</p>
20 minutes	<p>Now, learners will make the last two whiskers of their "cute cat."</p> <ul style="list-style-type: none"> • Ask learners to discuss which numbers they have learned after 20. • Ask them to predict the following two numbers, then they will learn today. <p>Learners can practise writing the numbers by tracing on paper, drawing in the air, or mud/sand.</p> <p>Please encourage them to practice writing the numbers at least 5 times each.</p> <p>Introduce the numbers 29 and 30.</p> <ul style="list-style-type: none"> • Ask learners to count from 20 to 30, alternating with their partner. <div style="text-align: center;">  </div>

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	<ul style="list-style-type: none"> • Learners will take the last two rectangles they cut days before and make the whiskers for numbers 29 and 30. • Same as the previous days, ask them to add the same number of dots for each number. They will keep all the whiskers together for the last day of learning.
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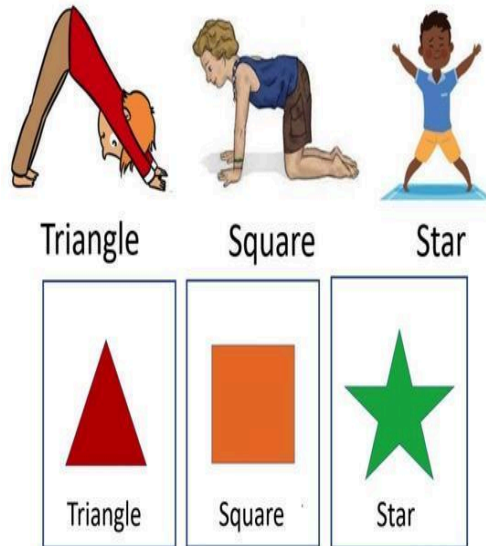
DAY 5- Today, learners will complete their cats made of shapes, add the number whiskers and present them to their friends or family members.

Suggested Duration	Activity and Description
10 minutes	<p>Warm-up activity: 1-2-3 Show me!</p> <ul style="list-style-type: none"> • You will call out 1 number; you will write the number on a piece of paper, don't show the learners yet, and learners will do the same. • You will say 1 2 3 show me. At the same time, you and the learners will show the number. They can check with your number for the proper formation. <p>Challenge them to write the number before and after. Repeat this to cover up to the number 30.</p>
30 minutes	<p>Making your "cute cat": Start this activity by playing a shape game to help learners remember the different shapes and their names.</p> <p>What shape are you?</p> <ul style="list-style-type: none"> • You will create flashcards with basic shapes and write their names. (square, circle, triangle, rectangle, star, etc.). • Go through them with the learners. <p>How to play:</p> <ul style="list-style-type: none"> • Each player gets a turn to "act" out of the shape with their body. • Players are not allowed to speak when "acting" out the shape. • Players cannot use only their fingers to make a shape. • The team can discuss with each other and make only one guess per round. If the player's team cannot make an accurate guess, the turn passes to the other team's Points. • For a first accurate guess, the team gets 2 points - For an accurate guess for a passed turn, the team gets 1 point - No points are given for inaccurate guesses. - Deduct 1 point if the actor speaks while acting out the shape.

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Step 1: The shape cards are placed in the center and shuffled after every play
Step 2: Players are divided into 2 equal teams.
Step 3: Player 1 from Team 1 will pick up a card with a shape drawn.
Step 4: The player will silently act out that shape with their body.
Step 5: Team 1 will discuss what shape it can be, and then once they agree, guess out loud - If it is accurate, Team 1 gets 2 points, and Team 2 plays. If the guess is not accurate, Team 2 gets a chance to guess the shape that Player 1 was “acting” out – if they guess it accurately, they get 1 point – if they are not able to guess it accurately, none of the teams gets any points - Record the points on a sheet of paper.
Step 7: The shaped card is discarded, and the deck is shuffled before a player from team 2 picks up a card to “act” out. Repeat steps 3 – 5.
For example: - If player 1 from team 1 picks the shape card with a triangle on it - Player 1 then silently makes a triangle with their body (as shown in the image) - Team 1 discusses and guesses that it is a triangle and gets 2 points. If Team 1 guessed incorrectly, Team 2 would get a chance to guess for 1 point.

Body action for a triangle and some other shapes: (Note that players can demonstrate a shape using other poses.)

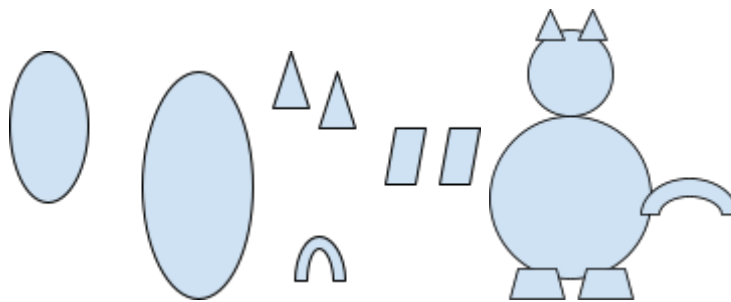


Simplification for the game: Pairs of players can be given the shape card they discuss and then collectively “act” for the other players to guess, as shown in the examples below. Actors can be given a chance to adjust their pose in 2 minutes, and each team can get 2 guesses per play.

Now learners are ready to work on their cats:

- Ask the learners to make two circles, one for the head and the other, a bigger one for the cat's body.
- Ask learners to make two small triangles for the cat's ears.
- They can make a tail and legs however they like.

See below for an idea.



- Ask learners to choose different colours to colour the cat. They need to make the cat as cute as they can.
- Ask learners to take the cat's whiskers they were working on during the week and stick them on the cat's face in order.
- Before presenting their cute cats, ask them to share with their peers/family members and ask them for feedback.
- They can then present the "Cute cat" to their friends/family members and, using the number whiskers, show them how they can count forward and



backward.

10 minutes

Literacy extension: Now that the "Cute cat" is done, ask learners to write three short sentences using 1 number and the word "cat," for example:

- "my cat has 4 legs."
- "the cat has 10 whiskers."
- "the cat has 1 tail and 2 ears."

TIP: For younger learners who may not be able to write complete sentences, they can speak the sentences, or educators/parents could write the sentences for them with a

	space where they can fill in the numbers and words, e.g., “my__ has __ legs.”, “the__ has __ 20 whiskers.”, “the__ has __ tail and __ ears.”
10 minutes	<p>Overall Project Reflection</p> <p>Thinking about the activities from the entire week, ask the learner to tell you:</p> <ul style="list-style-type: none"> • Three things you have learned from all the week’s activities. • Two things you found interesting. • One thing that you still have a question about.

Additional enrichment activities:	<ul style="list-style-type: none"> • Learners can design the number line up to 30. • Learners can design more games for counting from 1-20. • Learners can write numbers 5 to 10 in words.
Modifications for simplification	<ul style="list-style-type: none"> • Learners can avoid literacy extension.

ASSESSMENT CRITERIA

A majority of my learners were able to:

- Identify and recognize numbers from 0 to 30
- Use the number line to skip count by different intervals (e.g, count forward and backward by twos, fives).
- Recognize and name basic shapes.

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APPENDIX

Name: _____

Spelling Numbers

Say the number, trace the number word and then write it.

0 zero _____

1 one _____

2 two _____

3 three _____

4 four _____

5 five _____

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