30 Lessons					
	Objective	Do together	Spot the Mistake	Independent Task	Equipment
1	Counting Objects	Show a group of objects	Display a set of objects	Provide pupils with a set of	Various small objects (pencils,
	Count, read, and	(e.g., pencils, blocks, or	(e.g., 8 crayons) and count	objects (e.g., buttons, pom-	blocks, counters, crayons,
	write numbers to	counters) and ask pupils to	them incorrectly (e.g., "1,	poms, or small toys).	buttons, pom-poms, or small
	20.	count them with you.	2, 3, 4, 5, 6, 7, 9").	Ask them to count the	toys), whiteboard or chalkboard,
		Encourage pupils to point to	Ask pupils to identify the	objects and write the	and pencils or markers.
		each object as they count.	mistake and correct you.	corresponding number on a	
		Write the corresponding		sheet of paper.	
		number on the board or on a			
		whiteboard.			
2	Representing	Show a number card (e.g., 6)	Display a number card	Provide pupils with number	Number cards (0-10), various
	Numbers with	and ask pupils to represent	(e.g., 4) and represent it	cards (0-10) and a set of	small objects (counters, blocks,
	Objects	that number using objects	incorrectly with objects	objects (e.g., counters or	or small toys), whiteboard or
	Represent	(e.g., counters or blocks).	(e.g., 5 counters).	blocks).	chalkboard, and pencils or
	numbers using	Encourage pupils to count out	Ask pupils to identify the	Ask them to represent each	markers.
	concrete objects	the objects as they	mistake and correct you.	number card using the	
	and pictorial	represent the number.		objects and draw a pictorial	
	representations	Draw a pictorial		representation on a	
	(0-10).	representation of the		worksheet.	
		number on the board or			
		whiteboard.			
3	Comparing and	Show two number cards (e.g.,	Display three number	Provide pupils with a set of	Number cards (0-10), various
	Ordering	3 and 7) and ask pupils to	cards (e.g., 2, 5, 8) and	number cards (0-10) and	small objects (counters, blocks,
	Numbers to 10	identify which number is	arrange them in an	ask them to arrange the	or small toys), and pencils or
	Compare and	greater or less.	incorrect order.	cards in order from	markers.
	order numbers to	Use concrete objects or	Ask pupils to identify the	smallest to largest or	
	10.	pictorial representations to	mistake and correct you.	largest to smallest.	
		compare the numbers.		Ask them to compare and	
		Arrange the number cards in		order numbers using	
		order from smallest to		concrete objects or	
		largest or largest to		pictorial representations.	
		smallest.			

4	Understanding Conservation of Number Understand conservation of number.	Show pupils a group of objects (e.g., 6 counters) and ask them to count the objects. Rearrange the objects, spreading them out or bringing them closer together. Ask pupils if the number of objects has changed or if it is still the same.	Display a set of objects (e.g., 8 blocks) and ask pupils to count them. Rearrange the objects, spreading them out or bringing them closer together. Claim that the number of objects has changed, even though it hasn't. Ask pupils to identify the mistake and explain why the number of objects remains the same.	Provide pupils with a set of objects (e.g., counters, blocks, or small toys). Ask them to count the objects and write down the number. Instruct them to rearrange the objects in different ways (e.g., spreading them out, bringing them closer together, or forming a line). Ask them to count the objects again and confirm that the number remains the same.	Various small objects (counters, blocks, or small toys), and pencils or markers.
5	Composing and Decomposing Numbers within 10 Compose and decompose numbers within 10 (e.g., 5 is 4 and 1, 2 and 3, etc.).	Show a number card (e.g., 7) and ask pupils to represent that number using concrete objects (e.g., counters or blocks). Encourage pupils to break the number into different combinations (e.g., 7 can be represented as 4 and 3, or 5 and 2, etc.). Write the different combinations on the board or whiteboard.	Display a number card (e.g., 6) and represent it using concrete objects. Intentionally decompose the number incorrectly (e.g., 6 = 4 and 3). Ask pupils to identify the mistake and correct you.	Provide pupils with number cards (0-10) and a set of objects (e.g., counters or blocks). Ask them to represent each number using the objects and write down different ways to decompose the number.	Number cards (0-10), various small objects (counters, blocks, or small toys), whiteboard or chalkboard, and pencils or markers.
6	Identifying One More and One Less	Show a number card (e.g., 5) and ask pupils to represent that number using concrete	Display a number card (e.g., 7) and represent it using concrete objects.	Provide pupils with number cards (0-10) and a set of objects (e.g., counters or blocks).	Number cards (0-10), various small objects (counters, blocks, or small toys), and pencils or markers.

	Identify one more and one less than a given number (0-10).	objects (e.g., counters or blocks). Ask pupils to add one more object and identify the new number. Then, ask them to remove one object and identify the new number.	Add one more object and state an incorrect number (e.g., say "9" instead of "8"). Ask pupils to identify the mistake and correct you.	Ask them to represent each number using the objects. Instruct them to write down the number, then add one more object and write the new number, and then remove one object and write the new number.	
7	Addition with Concrete Objects (Part 1) Add within 10 using concrete objects and pictorial representations.	Show two groups of objects (e.g., 3 counters and 2 blocks) and ask pupils to count the total number of objects. Model combining the two groups and counting the total. Draw a pictorial representation of the addition problem on the board or whiteboard.	Display two groups of objects (e.g., 4 counters and 3 blocks) and combine them. Intentionally miscount the total number of objects. Ask pupils to identify the mistake and correct you.	Provide pupils with various small objects (e.g., counters, blocks, or small toys). Give them addition problems within 10 (e.g., 2 + 3, 5 + 2, etc.). Ask them to represent the addition problem using the objects and draw a pictorial representation on a worksheet.	Various small objects (counters, blocks, or small toys), whiteboard or chalkboard, and pencils or markers.
8	Addition with Concrete Objects (Part 2) Add within 10 using concrete objects and pictorial representations.	Show two groups of objects (e.g., 4 counters and 3 blocks) and ask pupils to count the total number of objects. Model combining the two groups and counting the total. Draw a pictorial representation of the	Display two groups of objects (e.g., 5 counters and 2 blocks) and combine them. Intentionally miscount the total number of objects. Ask pupils to identify the mistake and correct you.	Provide pupils with various small objects (e.g., counters, blocks, or small toys). Give them addition problems within 10 (e.g., 4 + 3, 6 + 1, etc.). Ask them to represent the addition problem using the objects and draw a pictorial	Various small objects (counters, blocks, or small toys), whiteboard or chalkboard, and pencils or markers.

		addition problem on the board or whiteboard		representation on a worksheet	
9	Subtraction with Concrete Objects (Part 1) Subtract within 10 using concrete objects and pictorial representations.	Show a group of objects (e.g., 7 counters) and ask pupils to count the total number of objects. Remove a few objects (e.g., 3 counters) and ask pupils to count the remaining objects. Draw a pictorial representation of the subtraction problem on the board or whiteboard.	Display a group of objects (e.g., 8 blocks) and ask pupils to count the total. Remove a few objects (e.g., 4 blocks) and intentionally miscount the remaining objects. Ask pupils to identify the mistake and correct you.	Provide pupils with various small objects (e.g., counters, blocks, or small toys). Give them subtraction problems within 10 (e.g., 8 - 2, 6 - 4, etc.). Ask them to represent the subtraction problem using the objects and draw a pictorial representation on a worksheet.	Various small objects (counters, blocks, or small toys), whiteboard or chalkboard, and pencils or markers.
10	Subtraction with Concrete Objects (Part 2) Subtract within 10 using concrete objects and pictorial representations.	Show a group of objects (e.g., 9 counters) and ask pupils to count the total number of objects. Remove a few objects (e.g., 5 counters) and ask pupils to count the remaining objects. Draw a pictorial representation of the subtraction problem on the board or whiteboard.	Display a group of objects (e.g., 10 blocks) and ask pupils to count the total. Remove a few objects (e.g., 3 blocks) and intentionally miscount the remaining objects. Ask pupils to identify the mistake and correct you.	Provide pupils with various small objects (e.g., counters, blocks, or small toys). Give them subtraction problems within 10 (e.g., 10 - 3, 7 - 5, etc.). Ask them to represent the subtraction problem using the objects and draw a pictorial representation on a worksheet.	Various small objects (counters, blocks, or small toys), whiteboard or chalkboard, and pencils or markers.
11	Simple Word Problems (Addition) Solve simple word problems involving	Read a simple addition word problem (e.g., "Sam had 3 apples. His friend gave him 2 more apples. How many apples does Sam have now?").	Read a simple addition word problem and intentionally solve it incorrectly.	Provide pupils with simple addition word problems within 10. Ask them to represent the problem using concrete	Various small objects (counters, blocks, or small toys), whiteboard or chalkboard, and pencils or markers.

	addition within	Model representing the	Ask pupils to identify the	objects or a pictorial	
	10.	problem using concrete	mistake and correct you.	representation on a	
		objects or a pictorial		worksheet.	
		representation.		Instruct them to solve the	
		Solve the problem together		problem and write the	
		by combining the objects and		answer.	
		counting the total.			
12	Simple Word	Read a simple subtraction	Read a simple subtraction	Provide pupils with simple	Various small objects (counters,
	Problems	word problem (e.g., "Jessica	word problem and	subtraction word problems	blocks, or small toys), whiteboard
	(Subtraction)	had 8 marbles. She gave 3	intentionally solve it	within 10.	or chalkboard, and pencils or
	Solve simple word	marbles to her friend. How	incorrectly.	Ask them to represent the	markers.
	problems involving	many marbles does Jessica	Ask pupils to identify the	problem using concrete	
	subtraction within	have left").	mistake and correct you.	objects or a pictorial	
	10.	Model representing the		representation on a	
		problem using concrete		worksheet.	
		objects or a pictorial		Instruct them to solve the	
		representation.		problem and write the	
		Solve the problem together		answer.	
		by removing objects and			
		counting the remaining ones.			
13	Understanding	Show two different	Display two different	Provide pupils with various	Various small objects (counters,
	Equality (Part 1)	combinations of objects (e.g.,	combinations of objects	small objects (e.g.,	blocks, or small toys), whiteboard
	Develop an	4 counters and 3 blocks, 5	(e.g., 6 counters and 2	counters, blocks, or small	or chalkboard, and pencils or
	understanding of	counters and 2 blocks).	blocks, 5 counters and 3	toys).	markers.
	equality using	Ask pupils to count the total	blocks).	Give them different	
	concrete	number of objects in each	Intentionally write an	combinations of objects	
	materials (e.g., 4	combination.	incorrect equality	(e.g., 3 counters and 4	
	+ 3 = 5 + 2).	Discuss how both	statement (e.g., 6 + 2 = 7 +	blocks, 5 counters and 2	
		combinations represent the	1).	blocks).	
		same total (e.g., 7 objects).	Ask pupils to identify the	Ask them to count the total	
		Write the equality statement	mistake and correct you.	number of objects in each	
		on the board or whiteboard		combination and write an	
		(e.g., 4 + 3 = 5 + 2).		equality statement on a	
				worksheet.	

14	Understanding Equality (Part 2) Develop an understanding of equality using concrete materials (e.g., 4 + 3 = 5 + 2).	Show two different combinations of objects (e.g., 6 counters and 1 block, 4 counters and 3 blocks). Ask pupils to count the total number of objects in each combination. Discuss how both combinations represent the same total (e.g., 7 objects). Write the equality statement on the board or whiteboard (e.g., 6 + 1 = 4 + 3).	Display two different combinations of objects (e.g., 7 counters and 2 blocks, 6 counters and 3 blocks). Intentionally write an incorrect equality statement (e.g., 7 + 2 = 8 + 1). Ask pupils to identify the mistake and correct you.	Provide pupils with various small objects (e.g., counters, blocks, or small toys). Give them different combinations of objects (e.g., 5 counters and 3 blocks, 2 counters and 6 blocks). Ask them to count the total number of objects in each combination and write an equality statement on a worksheet.	Various small objects (counters, blocks, or small toys), whiteboard or chalkboard, and pencils or markers.
15	Counting to 20 Count, read, and write numbers to 20.	Lead a counting exercise with the class, counting from 1 to 20 together. Write the numbers on the board or whiteboard as you count. Ask pupils to identify specific numbers or point to them on a number line or chart.	Count from 1 to 20 while intentionally skipping or repeating a number. Ask pupils to identify the mistake and correct you.	Provide pupils with a worksheet containing number sequences with missing numbers (e.g., 1, 2, _, 4, _, 6,). Ask them to fill in the missing numbers and write the complete sequence.	Whiteboard or chalkboard, number line or chart
16	Representing Numbers to 20 Represent numbers using concrete objects and pictorial	Show a number card (e.g., 13) and ask pupils to represent that number using objects (e.g., counters or blocks). Encourage pupils to count out the objects as they represent the number.	Display a number card (e.g., 17) and represent it incorrectly with objects (e.g., 15 counters). Ask pupils to identify the mistake and correct you.	Provide pupils with number cards (0-20) and a set of objects (e.g., counters or blocks). Ask them to represent each number card using the objects and draw a pictorial	Number cards (0-20), various small objects (counters, blocks, or small toys), whiteboard or chalkboard, and pencils or markers.

	representations (0-20).	Draw a pictorial representation of the number on the board or whiteboard.		representation on a worksheet.	
17	Comparing and Ordering Numbers to 20 Compare and order numbers to 20.	Show two number cards (e.g., 9 and 15) and ask pupils to identify which number is greater or less. Use concrete objects or pictorial representations to compare the numbers. Arrange the number cards in order from smallest to largest or largest to smallest.	Display three number cards (e.g., 11, 18, 6) and arrange them in an incorrect order. - Ask pupils to identify the mistake and correct you.	Provide pupils with a set of number cards (0-20) and ask them to arrange the cards in order from smallest to largest or largest to smallest. Ask them to compare and order numbers using concrete objects or pictorial representations.	Number cards (0-20), various small objects (counters, blocks, or small toys), and pencils or markers.
18	Composing and Decomposing Numbers within 20 Compose and decompose numbers within 20 (e.g., 15 is 10 and 5, 7 and 8, etc.).	<ul> <li>Show a number card (e.g., 14) and ask pupils to represent that number using concrete objects (e.g., counters or blocks).</li> <li>Encourage pupils to break the number into different combinations (e.g., 14 can be represented as 10 and 4, or 8 and 6, etc.).</li> <li>Write the different combinations on the board or whiteboard.</li> </ul>	Display a number card (e.g., 12) and represent it using concrete objects. - Intentionally decompose the number incorrectly (e.g., 12 = 8 and 5). - Ask pupils to identify the mistake and correct you.	<ul> <li>Provide pupils with number cards (0-20) and a set of objects (e.g., counters or blocks).</li> <li>Ask them to represent each number using the objects and write down different ways to decompose the number.</li> </ul>	Number cards (0-20), various small objects (counters, blocks, or small toys), whiteboard or chalkboard, and pencils or markers.

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19	Identifying One More and One Less to 20 Identify one more and one less than a given number (0-20).	Show a number card (e.g., 11) and ask pupils to represent that number using concrete objects (e.g., counters or blocks). - Ask pupils to add one more object and identify the new number. - Then, ask them to remove one object and identify the new number.	<ul> <li>Display a number card</li> <li>(e.g., 16) and represent it using concrete objects.</li> <li>Add one more object and state an incorrect number</li> <li>(e.g., say "19" instead of "17").</li> <li>Ask pupils to identify the mistake and correct you.</li> </ul>	<ul> <li>Provide pupils with number cards (0-20) and a set of objects (e.g., counters or blocks).</li> <li>Ask them to represent each number using the objects.</li> <li>Instruct them to write down the number, then add one more object and write the new number, and then remove one object and write the new number.</li> </ul>	Number cards (0-20), various small objects (counters, blocks, or small toys), and pencils or markers.
20	Addition within 20 (Part 1) Add within 20 using concrete objects and pictorial representations.	<ul> <li>Show two groups of objects (e.g., 8 counters and 5 blocks) and ask pupils to count the total number of objects.</li> <li>Model combining the two groups and counting the total.</li> <li>Draw a pictorial representation of the addition problem on the board or whiteboard.</li> </ul>	<ul> <li>Display two groups of objects (e.g., 9 counters and 6 blocks) and combine them.</li> <li>Intentionally miscount the total number of objects.</li> <li>Ask pupils to identify the mistake and correct you.</li> </ul>	<ul> <li>Provide pupils with various small objects (e.g., counters, blocks, or small toys).</li> <li>Give them addition problems within 20 (e.g., 7 + 6, 11 + 4, etc.).</li> <li>Ask them to represent the addition problem using the objects and draw a pictorial representation on a worksheet.</li> </ul>	Various small objects (counters, blocks, or small toys), whiteboard or chalkboard, and pencils or markers.
21	Addition within 20 (Part 2) Add within 20 using concrete objects and pictorial representations.	<ul> <li>Show two groups of objects (e.g., 12 counters and 3 blocks) and ask pupils to count the total number of objects.</li> <li>Model combining the two groups and counting the total.</li> </ul>	<ul> <li>Display two groups of objects (e.g., 10 counters and 7 blocks) and combine them.</li> <li>Intentionally miscount the total number of objects.</li> </ul>	<ul> <li>Provide pupils with various small objects (e.g., counters, blocks, or small toys).</li> <li>Give them addition problems within 20 (e.g., 9 + 8, 13 + 2, etc.).</li> </ul>	Various small objects (counters, blocks, or small toys), whiteboard or chalkboard, and pencils or markers.

		- Draw a pictorial representation of the addition problem on the board or whiteboard.	- Ask pupils to identify the mistake and correct you.	- Ask them to represent the addition problem using the objects and draw a pictorial representation on a worksheet.	
22	Subtraction within 20 (Part 1) Subtract within 20 using concrete objects and pictorial representations.	<ul> <li>Show a group of objects (e.g., 15 counters) and ask pupils to count the total number of objects.</li> <li>Remove a few objects (e.g., 7 counters) and ask pupils to count the remaining objects.</li> <li>Draw a pictorial representation of the subtraction problem on the board or whiteboard.</li> </ul>	<ul> <li>Display a group of objects (e.g., 18 blocks) and ask pupils to count the total.</li> <li>Remove a few objects (e.g., 9 blocks) and intentionally miscount the remaining objects.</li> <li>Ask pupils to identify the mistake and correct you.</li> </ul>	<ul> <li>Provide pupils with various small objects (e.g., counters, blocks, or small toys).</li> <li>Give them subtraction problems within 20 (e.g., 17</li> <li>6, 14 - 8, etc.).</li> <li>Ask them to represent the subtraction problem using the objects and draw a pictorial representation on a worksheet.</li> </ul>	Various small objects (counters, blocks, or small toys), whiteboard or chalkboard, and pencils or markers.
23	Subtraction within 20 (Part 2) Subtract within 20 using concrete objects and pictorial representations.	<ul> <li>Show a group of objects (e.g., 19 counters) and ask pupils to count the total number of objects.</li> <li>Remove a few objects (e.g., 11 counters) and ask pupils to count the remaining objects.</li> <li>Draw a pictorial representation of the subtraction problem on the board or whiteboard.</li> </ul>	<ul> <li>Display a group of objects (e.g., 16 blocks) and ask pupils to count the total.</li> <li>Remove a few objects (e.g., 7 blocks) and intentionally miscount the remaining objects.</li> <li>Ask pupils to identify the mistake and correct you.</li> </ul>	<ul> <li>Provide pupils with various small objects (e.g., counters, blocks, or small toys).</li> <li>Give them subtraction problems within 20 (e.g., 20 - 9, 13 - 5, etc.).</li> <li>Ask them to represent the subtraction problem using the objects and draw a pictorial representation on a worksheet.</li> </ul>	Various small objects (counters, blocks, or small toys), whiteboard or chalkboard, and pencils or markers.
24	Word Problems (Addition and	- Read a word problem involving addition or subtraction within 20 (e.g.,	- Read a word problem and intentionally solve it incorrectly.	- Provide pupils with word problems involving addition and subtraction within 20.	Various small objects (counters, blocks, or small toys), whiteboard

	Subtraction	"Tom had 12 marbles. His	- Ask pupils to identify	- Ask them to represent	or chalkboard, and pencils or
	within 20)	friend gave him 5 more	the mistake and correct	the problem using concrete	markers.
	Solve word	marbles. How many marbles	you.	objects or a pictorial	
	problems involving	does Tom have now?").		representation on a	
	addition and	- Model representing the		worksheet.	
	subtraction within	problem using concrete		- Instruct them to solve	
	20.	objects or a pictorial		the problem and write the	
		representation.		answer.	
		- Solve the problem together			
		by combining or removing			
		objects and counting the			
		total.			
25	Understanding	- Show two different	- Display two different	- Provide pupils with various	Various small objects (counters,
	Equality (Part 3)	combinations of objects (e.g.,	combinations of objects	small objects (e.g.,	blocks, or small toys), whiteboard
	Develop an	8 counters and 5 blocks, 10	(e.g., 9 counters and 6	counters, blocks, or small	or chalkboard, and pencils or
	understanding of	counters and 3 blocks).	blocks, 12 counters and 3	toys).	markers.
	equality using	- Ask pupils to count the	blocks).	- Give them different	
	concrete	total number of objects in	- Intentionally write an	combinations of objects	
	materials (e.g., 8	each combination.	incorrect equality	(e.g., 7 counters and 8	
	+ 5 = 10 + 3).	- Discuss how both	statement (e.g., 9 + 6 = 14	blocks, 11 counters and 4	
		combinations represent the	+ 1).	blocks).	
		same total (e.g., 13 objects).	- Ask pupils to identify	- Ask them to count the	
		- Write the equality	the mistake and correct	total number of objects in	
		statement on the board or	you.	each combination and write	
		whiteboard (e.g., 8 + 5 = 10 +		an equality statement on a	
		3).		worksheet.	
26	Understanding	- Show two different	- Display two different	- Provide pupils with various	Various small objects (counters,
	Equality (Part 4)	combinations of objects (e.g.,	combinations of objects	small objects (e.g.,	blocks, or small toys), whiteboard
	Develop an	12 counters and 3 blocks, 10	(e.g., 14 counters and 2	counters, blocks, or small	or chalkboard, and pencils or
	understanding of	counters and 5 blocks).	blocks, 11 counters and 5	toys).	markers.
	equality using	- Ask pupils to count the	blocks).	- Give them different	
	concrete	total number of objects in	- Intentionally write an	combinations of objects	
	materials (e.g.,	each combination.	incorrect equality	(e.g., 9 counters and 7	

	12 + 3 = 10 +	- Discuss how both	statement (e.g., 14 + 2 = 15	blocks, 11 counters and 5	
	5).	combinations represent the	+ 1).	blocks).	
		same total (e.g., 15 objects).	- Ask pupils to identify	- Ask them to count the	
		- Write the equality	the mistake and correct	total number of objects in	
		statement on the board or	you.	each combination and write	
		whiteboard (e.g., 12 + 3 = 10 +		an equality statement on a	
		5).		worksheet.	
27	Counting	- Lead a counting exercise	- Count backwards from	- Provide pupils with a	Whiteboard or chalkboard,
	Backwards from	with the class, counting	20 to 0 while intentionally	worksheet containing	number line or chart.
	20	backwards from 20 to 0.	skipping or repeating a	number sequences with	
	Count backwards	- Write the numbers on the	number.	missing numbers (e.g., 20,	
	from 20.	board or whiteboard as you	- Ask pupils to identify	19, _, 17, _, 15,).	
		count backwards.	the mistake and correct	- Ask them to fill in the	
		- Ask pupils to identify	you.	missing numbers and write	
		specific numbers or point to		the complete sequence	
		them on a number line or		counting backwards.	
		chart.			
28	Exploring Number	- Show a number pattern on	- Display a number pattern	- Provide pupils with a	Whiteboard or chalkboard, and
	Patterns	the board or whiteboard	(e.g., 5, 10, 15, 25,) and	worksheet containing	pencils or markers.
	Explore and	(e.g., 2, 4, 6, 8,).	intentionally include an	different number patterns	
	identify patterns	- Ask pupils to identify the	incorrect number.	with missing numbers.	
	in number	pattern and predict the next	- Ask pupils to identify	- Ask them to identify the	
	sequences.	few numbers in the sequence.	the mistake and correct	pattern, fill in the missing	
		- Discuss the rule or pattern	the sequence.	numbers, and write the rule	
		that governs the sequence.		or pattern governing the	
			N : 11	sequence.	
29	Number Games	Play a number game or	- During the game or	- Provide pupils with various	Depending on the game or
	and Activities	activity with the class, such	activity, intentionally make	number-based puzzles,	activity, you may need number
	keintorce number	as:	a mistake related to	mazes, or worksheets to	caras, dice, game boards, or
	SKIIIS Through	- Number Bingo	numbers, counting, or	complete independently or	other materials. Additionally,
	engaging games	- Number Scavenger Hunt	operations.	in small groups.	provide pencils or markers for
	and activities.	- Number Hopscotch			inaepenaent tasks.
1		- Number Memory Game			

			- Ask pupils to identify the mistake and correct you.	- Encourage them to practice their number skills while having fun.	
30	Assessment and Review Assess pupils' understanding of the covered objectives and review concepts as needed.	<ul> <li>Review key concepts and skills covered throughout the lessons, such as counting, representing numbers, comparing and ordering, addition and subtraction, and understanding equality.</li> <li>Encourage pupils to ask questions and clarify any misunderstandings.</li> </ul>	- Intentionally make mistakes related to the covered concepts and ask pupils to identify and correct them.	<ul> <li>Provide pupils with a comprehensive assessment worksheet or test covering the various objectives.</li> <li>Allow them to work independently and demonstrate their understanding of the concepts.</li> </ul>	Whiteboard or chalkboard, assessment worksheets or tests, and pencils or markers.