

# Numeracy Skill – Week 1

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## Day 1 – What is Addition?

30-Minute Plan Summary

Focus: Understanding the concept of *addition* — putting things together to make *more*.

Class Size: 30 children

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**Time: 0–5 minutes**

**Introduction: What is Addition?**

**Teacher says:**

“Today we are going to learn something new — *Addition!* Addition means putting things together to make more.”

Tell a short, simple story:

“Riya has 2 apples. Her friend gives her 1 more. How many apples does Riya have now?”

Children answer together:

**“Three apples!”**

Write on the board:

$$2 + 1 = 3$$

Read aloud together:

“Two plus one equals three.”

**Explain:**

“When we put things together, we are adding.”

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**Time: 5–15 minutes**

**Oral & Activity Practice**

**Step 1: Hands-On Addition with Real Objects**

- Give each child a few counters, crayons, or blocks.
- Say: “Show me 2 blocks.”
- Then say: “Now add 1 more block.”
- Children count aloud: “One, two, three!”
- Say together: “2 plus 1 equals 3!”

### **Step 2: Group Practice (Whole Class)**

- Teacher shows 3 crayons + 2 crayons and asks, “How many altogether?”
- Repeat with small numbers using classroom items (pencils, erasers, cups).

#### **Variation Game: “Add and Show”**

Teacher says an addition (like  $1 + 2$ ).

Children hold up the total number of fingers.

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**Time: 15–25 minutes**

### **Writing Practice**

Children open notebooks or worksheets.

#### **Task:**

Trace and write the plus sign (+).

Practice examples on the board or worksheet:

$$2 + 1 = 3$$

$$1 + 1 = 2$$

$$3 + 2 = 5$$

Children read each equation aloud after writing.

Encourage neat writing and correct number formation.

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**Time: 25–30 minutes**

### **Revision / Fun Game**

#### **Game Idea: “Add the Apples”**

Draw 2 apples on the board, then draw 1 more.

Ask: "How many apples now?"

Children count together and say, "Three!"

Repeat with simple pictures like balloons, stars, or balls.

**Teacher Tip:**

- Use **everyday items** (toys, fruits, crayons) to show "more."
  - Keep repeating the words "**add,**" "**plus,**" and "**together.**"
  - Praise students when they count or answer correctly: "Good adding!"
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## Day 2 – Adding with Fingers

30-Minute Plan Summary

Focus: Learning to add small numbers (1–10) using fingers for counting and understanding that *addition means putting together*.

Class Size: 30 children

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**Time: 0–5 minutes**

**Introduction: Counting with Fingers**

**Teacher says:**

“Yesterday, we learned that addition means putting things together. Today, we’ll use our fingers to add!”

Start a quick warm-up:

“Show me your 10 fingers! Now let’s count them together — one, two, three... ten!”

Then say:

“If I show 2 fingers and add 3 more, how many fingers are up in total?”

Count together:

**“One, two... three, four, five!”**

Write on the board:

$$2 + 3 = 5$$

Say aloud together:

**“Two plus three equals five.”**

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**Time: 5–15 minutes**

**Oral & Activity Practice**

**Step 1: Finger Addition Game**

- Teacher says different small additions like:
  - “Show me 1 finger. Now add 2 more.”

- “Show me 3 fingers. Add 1 more.”
- “Show me 4 fingers. Add 2 more.”
- Children count aloud and answer together.

### **Step 2: Group Practice (Pairs)**

- Pair up students. One child says a number and shows it with fingers.
- The partner adds more fingers and says the total.

Example:

Child A: “2 fingers.”

Child B: “Add 3 more — total 5!”

Encourage them to say the whole sentence:

“Two plus three equals five.”

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**Time: 15–25 minutes**

### **Writing Practice**

Children open notebooks or worksheets.

**Task:** Write simple equations.

On the board:

$$1 + 2 = 3$$

$$2 + 3 = 5$$

$$3 + 1 = 4$$

$$4 + 2 = 6$$

Children copy each and read aloud after writing.

**Encourage:** “Say each equation while writing it!”

### **Extra Practice:**

Ask children to draw little circles or dots beside each number to visualize the sum.

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**Time: 25–30 minutes**

### **Revision / Fun Game**

**Game Idea: “Finger Flash!”**

Teacher quickly shows fingers (e.g., 2 on one hand, 3 on another).

Children shout out the answer: “**Five!**”

Repeat with other combinations — make it fast and fun!

**Teacher Tip:**

- Encourage children to **say numbers aloud** as they count — it builds number fluency.
  - Use cheerful praise: “Wow, you added that perfectly!”
  - Reinforce that fingers are our **first math tools** — easy and always with us!
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## Day 3 – Using Counters and Pictures

Concept: Learning addition using colorful counters and visual pictures.

Class Duration: 30–35 minutes

Objective: Children will understand addition by counting and combining groups of objects visually.

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### 0–5 minutes

#### Warm-Up (Oral Practice)

##### Teacher says:

“Today we will learn to add using colorful counters and pictures. Let’s count together!”

Hold up some beads or counters.

Example:

- Show **3 red beads** and **2 blue beads**.
- Ask: “How many red beads?” (Children answer 3)
- “How many blue beads?” (Children answer 2)
- “Now let’s count all together — 1, 2, 3, 4, 5!”  
Then say:  
“3 beads and 2 beads make **5 beads!**”

Repeat a few times with different numbers (1–5) to reinforce the idea of combining.

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### 5–15 minutes

#### Main Activity (Hands-On Practice)

**Activity Name:** 🎲 “Add with Counters” Game

**Material Needed:**

- Colorful counters, buttons, bottle caps, or small blocks
- A small tray or mat for each child

##### Steps:

1. Give each child 5–10 counters.
2. Say an equation aloud: “Let’s do  $2 + 3$ .”
3. Ask them to place **2 red counters** on one side and **3 yellow counters** on the other.

4. Say: "Now count them all together!"
5. Children count aloud: "1, 2, 3, 4, 5."
6. Teacher says: " $2 + 3 = 5$ . That's addition!"

Do the same with a few more examples:

- $1 + 4$
- $3 + 2$
- $4 + 1$

Encourage children to **say the numbers aloud** while counting.

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**15–25 minutes**

### Worksheet / Picture Activity

**Activity Name:**  "Add the Dots" Worksheet

- Give each child a worksheet with pictures like apples, dots, or stars.

Example:

 +  = ?

Ask children to **count both sides and color** the total number of objects.

**Sample:**

Draw circles —  +  = (Write 5 in the blank)

**Writing Task:**

Children fill in blanks like:

- $3 + 2 = \underline{\quad}$
  - $4 + 1 = \underline{\quad}$
  - $2 + 2 = \underline{\quad}$
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**25–30 minutes**

### Review & Recap

Ask quick oral questions:

"If I have 2 stars and you give me 3 more, how many stars now?"

Let children answer aloud: "Five!"

Then, summarize:

“When we **put things together**, we are doing **addition**.”

### **Teacher Tip:**

Use **bright visuals and real-life examples** (toys, fruits, blocks) to make the concept more fun and clear.

Encourage children to **count out loud** and show their work proudly.

- Reinforce the phrase:  
“Adding means putting together to make more!”
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## Day 4 – Addition Story Time

Concept: Understanding addition through simple real-life stories.

Class Duration: 30–35 minutes

Objective: Children will learn to connect addition with daily life by listening to short stories and creating matching pictures.

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### 0–5 minutes

#### Warm-Up (Oral Practice)

##### Teacher says:

“Today we will listen to short stories about adding things together! When we get more of something, the number becomes bigger.”

Give an example while showing real or picture props:

“I have 3 balloons. My friend gives me 2 more.  
Now how many balloons do I have?”

Children count together:

“1, 2, 3, 4, 5! You have 5 balloons!”

Write on board:  $3 + 2 = 5$

Say aloud: “Three plus two equals five.”

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### 5–15 minutes

#### Main Activity (Story Time + Discussion)

**Activity Name:** “Addition Stories We Can See”

##### Material Needed:

- Flashcards or picture charts
- Board or chart paper
- Crayons/pencils

##### Teacher tells 2–3 short stories:

#### Story 1 – The Apple Basket

“Riya had 2 apples. Her mother gave her 3 more apples.

How many apples does Riya have now?”

- Let children count aloud:  $2 + 3 = 5$ .
- Draw apples on the board or show pictures.

### **Story 2 – Toy Cars**

“Arjun has 4 toy cars. His friend brings 1 more to play.

How many cars do they have now?”

→  $4 + 1 = 5$

### **Story 3 – Birds on a Tree**

“3 birds were sitting on a tree. 2 more birds came.

Now how many birds are there?”

→  $3 + 2 = 5$

Encourage children to say the story aloud with you:

“Three birds were sitting, two more came — now five birds!”

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**15–25 minutes**

### **Drawing & Writing Practice**

**Activity Name:** “Draw the Story”

#### **Instructions for children:**

- Give drawing sheets or worksheet pages.
- Ask them to draw what happens in one story (like balloons, apples, or cars).
- After drawing, guide them to write the number sentence below it.

#### **Examples:**

$3 + 2 = 5$  (Draw balloons)

$2 + 3 = 5$  (Draw apples)

$4 + 1 = 5$  (Draw cars)

Children can color their drawings afterward.

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**25–30 minutes**

### **Review & Recap**

#### **Ask:**

“What happens when we add?”

Let children reply: “We get more!”

“Can you tell me one story of adding?”

Let 1–2 children make their own simple story using classroom items.

Write one more example on the board and let them shout the answer:

“ $2 + 2 = ?$ ” → “4!”

**Teacher Tip:**

- Praise effort, not speed. Encourage every child to think and explain their answer.
  - Use expressive voice and actions when telling stories — it makes learning fun and memorable.
  - Reinforce the sentence: “Addition means putting things together to make more!”
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