

Teacher's Guide

Screen-free learning resources that build multiple skills.

Book 1



Content Partners



A Note For Teachers

Education Above All is a global education foundation based in Qatar that envisions bringing hope and real opportunity through quality education for all. EAA's Innovation Development Directorate developed the **Internet Free Education Resource Bank (IFERB)** to offer hundreds of screen-free, low-resource educational resources that are interactive and develop essential skills in our learners. We are constantly adding to our open-source content, that is available in multiple-languages for multiple-ages, accessible on our website: www.resources.educationaboveall.org

This guide is a collection of 4 projects (1 per week) with several engaging activities from IFERB weaved together as a one month learning experience. Each week, you will facilitate:

Project

Student-led, hands-on projects through which they learn and apply core academic concepts while also building 21st century skills.

Activity

Engaging activities to supplement their learning from the projects.

Math Game

Fun and physically engaging games that reinforce math concepts.

Story Book

Read a story from our story book collection (separate from this guide), along with guiding questions to practice reading comprehension skills.

- The **Project Overview** gives you a description of the project and an outline of the main learning outcomes, materials, and flow for the week.
- Start the project by asking the leading question and getting students excited about the project!
- You can contextualize and add activities to suit different learning needs. Please do not remove any activity. Here are some icons you will come across to help you with this:



These are tips or important points to keep in mind.



These are ideas to make an activity more challenging for students who may find it too easy/ complete earlier.



These are ideas to make an activity simpler

- Project-based learning keeps the learner's voice and choice at the center. They learn as they do the project. So, allow flexibility in how they wish to present their learning.
- Allow time for reflection and discussions. This is an important aspect of their learning.
- Be kind to yourself. Getting used to a non-traditional way of teaching and learning takes time. Once you practice it consistently, it will be easier and exciting for both you and your learner!

Project 1

My Jellyfish

Description	Learners will design their own jellyfish to grasp the concept of counting and writing numbers.
Materials Needed	Paper, Pen/Pencil, Old newspapers/chart paper Cardboard/paper plate (optional) colors (optional)
Learning Outcomes	Key Numeracy Outcomes: <ul style="list-style-type: none">• Counting numbers 1 to 10• Writing numbers 1 to 10• Representing numbers using objects• Counting numbers in sequence• Translating numbers to real life 21st Century Skills: <ul style="list-style-type: none">• Creativity in designing their artwork• Critically thinking about how numbers are represented as objects• Communicating feedback on a piece of work presented to them.



Project Overview

2 Learn numbers 3, 4, and 5 and explore different types of lines. Create the 'legs' of their Jellyfish.

4 Learn numbers 9 and 10 and present their Counting Chart.

1 Understand the importance of numbers in daily life and learn to count the numbers 1 and 2.

3 Learn numbers 6, 7, and 8 and review through games. Create more legs for their Jellyfish.

5 Complete their jellyfish, present it to their peers, and create their own card puzzle game.

Discuss the leading question with the learners:

Can you draw and count the legs of a jellyfish?

Ask the following questions to aid the discussion:

- Can you name animals that live in the sea?
- Do you know what a jellyfish is? Learners can guess and draw what it may look like.
- Show/Draw a sample image of a jellyfish and learners check if they guessed right!
- How many legs do you think a jellyfish has?



10 mins

Activity

Learners explore the use of numbers in real life.

Before we begin counting jellyfish legs let us look at our bodies.

Learners should show using their fingers:

- How many windows does your house have?
- How many best friends do you have?
- How many things do you have in front of you?

Learners should observe their body parts and think about why they have one or two of each:

- What body parts do you find one of? (*head, nose, mouth, etc.*)
- What body parts do you find two of? (*eyes, hands, legs, etc.*)

10 mins



Avoid giving away answers to the students. If a learner gives an incorrect answer, challenge them by asking questions. For example, if a learner says there are *two* noses, ask them to point to their nose and count them with you.

1. Draw some numbers and ask learners if they know what they are. Then, discuss:
 - Do you know to write any numbers?
 - Where have you seen numbers?
 - Why do you think we need numbers?

5 mins

2. Show/Write the numbers 1 and 2 and discuss:
 - What are some things that the number 1 looks like?
 - Can you draw something using the shape of the number 2?

5 mins

3. Learners work in pairs or groups to practise writing the numbers 1 and 2 through different ways (pick any one):

10 mins

- Tracing on Paper: Trace the numbers on paper ten times.
- Writing on Mud/Sand: Write the numbers 1 and 2 on the ground.
- Drawing in Air: Practise writing through hand motions in air.



Activity

Learners will make a 'Counting Chart'.

On paper, learners will write the number 1 and draw 1 thing next to it. In the next row, they will write the number 2 and draw 2 things with it.

10 mins



Learners can draw any thing they like. These can be shapes or symbols too!

1	
2	



Challenge learners to write the number names (one, two) on the chart by simply sounding out the number and writing what makes sense to them! For example, they may write 'too' for two.

4. Learner will begin creating the 'legs' of their jellyfish:
 - With the help of an adult, they should cut/tear 10 equal strips of rectangles (approximately 5 of their fingers in length)
 - If possible, learners can color the strips of their jellyfish based on their choice.
 - They should take 2 strips. On each strip, they should write the number and draw that many circles (or any other shape), as shown. Learners should do this for the numbers 1 and 2.

15 mins



5. Learners should keep these two strips. Learners should discuss with their peers what they enjoyed learning about today.

5 mins

Learners will learn the numbers 3, 4, and 5 to create more jellyfish legs.

1. Invite learners to do the following to review the numbers 1 and 2:

10 mins

- Draw one of your favourite fruits.
- Draw two of your favourite shapes.
- Share your drawings with your partner, and have them name the drawing, count it and write the relevant number next to it.

2. Learners will explore numbers 3, 4, and 5:

5 mins

- Learners say and show the numbers on their fingers one by one.
- Learners should collect objects (stones, leaves, etc.) to show 3, 4, and 5 items. Challenge them to say and write what they have collected.
Eg: 3 pens.

3. Introduce how to write the numbers 3, 4, and 5. Learners can trace on paper, draw in the air or on mud/sand. Encourage them to practice writing the numbers at least 10 times each.

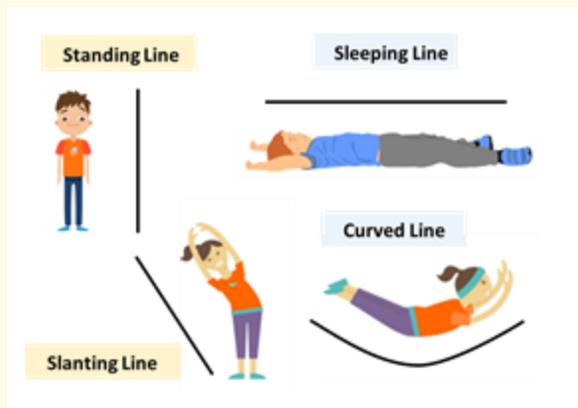
15 mins

Movement

Break

Learners will identify the different types of lines used in writing numbers.

- Explain and show the types of lines to learners.
- Say the names of lines aloud and learners should create the line using their body.
- Learners can identify which types of lines are used in the numbers 1 to 5.



10 mins

4. Learners should add the numbers 3, 4, and 5 to their Counting Chart.

5 mins



Challenge learners to write the number names on the chart!

4. Learners should make the Jellyfish legs for the numbers 3, 4, and 5 (as done in Day 1) on three separate strips of paper.

10 mins

4. Learners show the jellyfish 'legs' to their partners and discuss:
- What did you like about their work?
 - Are there areas needed to improve their work?

Day 3

My Jellyfish

Learners will learn the numbers 6, 7, and 8 to create more jellyfish legs.

Math Game

Learners will review numbers 1 to 5.

- Learners can work in teams
- Call out a number from 1 to 5 and an action.
E.g.: 3 claps, 5 jumps, 2 sit-ups, etc.
- The team that does the action correctly and the fastest gets 1 point.
- The learner with the most points at the end of multiple rounds wins!

10 mins

1. Introduce the numbers 6, 7, and 8 and discuss:
- Which lines do you observe in these numbers?
 - What does the shape of these numbers remind you of?
(E.g.: The number '7' looks like a straw)

5 mins

2. Learners can practise writing the numbers by tracing on paper, drawing in the air or on mud/sand. Encourage them to practice writing the numbers at least 10 times each.

15 mins

3. Learners should add the numbers 6, 7, and 8 to their Counting Chart.

5 mins



Challenge learners to write the number names on the chart!

3. Discuss with the learners:

- Which animals have 2 legs?
- Which animals have 4 legs?
- Do you know animals that have 6 or 8 legs? (*E.g.: insects such as spiders*)
- Like a jellyfish, imagine you have many legs. How many would you want? How would you use them? Learners can draw it out too!

10 mins

5. Learners should make the Jellyfish legs for the numbers 6, 7, and 8 (as done in Day 1) on three separate strips of paper.

10 mins

5. Learners show the 'legs' to their partners and discuss:

- What did you like about their work?
- Are there areas needed to improve their work?

5 mins

Day 4

My Jellyfish

Learners will learn the numbers 9 and 10 to create more jellyfish legs.

Math Game

Learners will review numbers 1 to 8.

10 mins

- Tap your hand on a wall or snap fingers while learners go around in a circle.
- When the tapping stops, say a number from 1 to 8 aloud.
- Learners should form groups of that number.
- Any learner who is not a part of a group with the same number of people is out of the game.
- The last pair in the game wins!

1. Introduce the numbers 9 and 10, and discuss:
 - Which lines do you observe in these numbers?
 - Introduce the digit '0' – learners can show zero through closed fists.
 - In your body, how many parts do you have 10 of? (*fingers, toes*)
 - Learners should count and show 9 and 10 on their fingers.

5 mins

2. Learners can practise writing the numbers by tracing on paper, drawing in the air or on mud/sand. Encourage them to practice writing the numbers at least 10 times each.

15 mins

2. Learners should add the numbers 9 and 10 to their **Counting Chart**.

5 mins

2. Learners should make the Jellyfish legs for the numbers 9 and 10 (as done in Day 1) on two separate strips of paper.

10 mins

Activity

Learners will present their Counting Chart.

10 mins

- Learners will exchange their Counting Charts with their partners.
- Partners can guess what drawings they have made for each number.
- Partners will review and correct errors, if any.
- Learners discuss with their partners:
 - What did you like most about their Counting Chart?
 - Do your charts look similar or are very different? Count how many objects/things in your charts are the same!
- Explore the uses of your Counting Charts. (*To teach siblings, to help people who cannot speak, to play games, etc.*)

2. Learners show their 'legs' to their partners and discuss:
 - What did you like about their work?
 - Are there areas needed to improve their work?

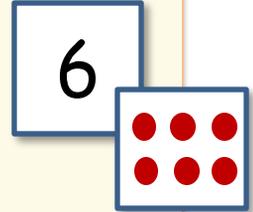
5 mins

Math Game

Learners will review numbers 1 to 10.

15 mins

- Support learners in cutting out 20 square cards (the size of their palm). They should write a number from 1 to 10 on each card and draw circles from 1 to 10 on the remaining cards.
- Learners shuffle the cards and exchange it with their partners.
- When you say 'START', the player that matches the number card to the circles card for all the numbers first, wins!
- Challenge them to create their own games using the cards!



1. Learners will make the head of their jellyfish. This can be done in 2 ways:

15 mins

IDEA 1

- Cut out a paper plate in half.
- color and draw 2 eyes on it.

IDEA 2

- Use a round object to draw a circle on a cardboard or paper.
- Tear out the circle and fold it in half with the help of an adult.
- color and draw 2 eyes on it.

1. Learners will arrange their paper strips in sequence from 1 to 10, stick it to the head of their jellyfish and decorate it.

10 mins

2. Learners will name their jellyfish and present it to their partner for feedback:

- What did you like about my jellyfish?
- How are our jellyfish different from each other?

10 mins

4. Learners reflect and discuss with their partner:

- Three things they learned in the project
- Two things they enjoyed most
- One question they still have in mind

10 mins



Learners should also present their Jellyfish to their family, and explain how they created it.

Project 2

Make ID Cards

Description	The learner will interview and make ID cards for their friends to foster connectedness, learn about differences and similarities, and discover their identity.
Materials Needed	Paper, Pen/Pencil, colors (optional)
Learning Outcomes	<p>Key Literacy Outcomes:</p> <ul style="list-style-type: none">• Identify and use question words• Identify and use adjectives• Develop interview skills• Write an original story with a coherent beginning, middle, and end <p>Key Numeracy Outcomes:</p> <ul style="list-style-type: none">• Use tally charts to summarize information



Project Overview

1

Explore how people can be identified and the similarities /differences shared with peers.

2

Create a template for your ID Card and a plan interviews to collect information.

3

Develop questioning skills and represent information collected numerically.

4

Learn about adjectives and write an original short story inspired by the people they interviewed so far.

5

Present their ID Cards, short story, and learnings from the project to peer. Play a math game to review counting.

Discuss the leading question with the learners:

Can you create ID cards for your family or friends that capture some similarities, differences, and other personal information about them?

To aid the discussion, show a sample ID Card, if available.

1. Learners will brainstorm the types of uses of ID Cards. Ask the guiding questions:

10 mins

- What are different types of ID Cards?
- Where do you see ID Cards being used?
- What information can you get about a person from their ID Card?

2. Discuss with learners:

10 mins

- How do you identify people?
- What makes people unique or different?
- Are there any things that are similar in all people?

3. Learners will explore their uniqueness and similarities with their partners:

10 mins

- What are 5 ways in which they are similar to each other?
- What are 5 differences between them?

 Encourage children to not only think of physical attributes, but also personality traits and preferences. (Do they make friends easily? Do they like to play football? Etc.)

4. Ask learners to think about the following:

- Do we share more physical similarities with our families than with others? Why do you think so?
- Note down 5 such similarities between you and your parents/siblings. (Eye color, hair color, height, etc.)

6. Introduce the concept of genes.

- Explain that features and traits are passed down by parents to their children, which is why we share many similarities with our family.
- Some features and traits are less obvious than others, such as being right/left-handed, having attached earlobes, etc.
- Learners can ask all the questions they may have about genes and think about possible answers.



You may not know the answers to all their questions. Encourage learners to guess answers and test this with the evidence they collectively gather.

Activity

Learners can do this activity with their family members to explore their genes!

- Draw a family tree – go as far back as you can
- Choose 1 or 2 physical traits to track: eye color, hair color, height, nose shape, etc.
- List it down next to each family member.
- Observe how traits are passed down to each generation. Is there a common trait across generations?



- ## 7. In this project, learners will make their own ID Cards.
- Learners should decide who they want to make ID Cards for. Learners should think about the purpose of the ID Cards they will be creating (proof of friendship, entry permit to their fantasy world, and more!)



Learners can create ID Cards for any purpose! Do not force them to create 'realistic' ID Cards.

Learners will create an ID Card for themselves and their family members.

1. Based on the purpose of their ID Cards, learners share with their partners the information they want to include.

5 mins

1. Based on the partner's feedback, they can edit/add/remove categories and put together a template.
(There should be at least 10 categories.)

Example:

Name: _____	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;"> Draw a picture of stick their photo. </div>
Birthday: _____	
Address: _____	
Phone No.: _____	
Parent's Name: _____	
Eye Colour: _____	
Favourite Movie: _____	
Favourite Colour: _____	
Best Friend: _____	
Favourite Animal: _____	



Challenge students to include details about the person beyond regular information such as their name, age, birthdays, etc.

2. Learners will create an ID Card **for themselves** and present it to their partners. They share what they liked about each other's ID Cards.

10 mins

3. Learners will explore:

- What are the different ways through which we can collect information from someone? (forms, interviews, etc.)
- What are the advantages and disadvantages of each method?
- To make ID cards for your friends and family members, which method would you choose?

10 mins



Ask guiding questions to help learners consider other aspects of collecting information – time, ease of use, people's writing and speaking abilities, etc.

4. Learners can collect information through any method based on their choice. However, it is important that they interview at least one person. Ask the following questions to develop their understanding of the importance of developing interview skills:

5 mins

- Have you ever seen or read about an interview? (TV, newspapers, etc.)
- What is the purpose of interviews? (jobs, news, police reports, research, etc.)

5. Explain to the learners:

5 mins

- Interviews usually have 2 people involved – one who asks the questions and the one who responds.
- Good interviewers are well-prepared and know exactly what information they need from a person. For this, they prepare a list of questions.

Activity

10 mins

Learners explore common question words.

- Learners must think about questions they would ask a new classmate to get to know them better. For example, 'What is your name?', 'Where do you live?', etc.
- Then they must discuss in groups and identify common words they started their question with.

6. Introduce question words: Who, What, Where, When, Why, How.

10 mins

- **Who:** Asks for a person. E.g. Who is your best friend?
- **What:** Asks for a thing. E.g. What is your name?
- **Where:** Asks for a place. E.g. Where do you live?
- **When:** Asks for a time. E.g. When is your birthday?
- **Why:** Asks for a reason. E.g. Why do you like to paint?
- **How:** Asks for for a way something is done. E.g. How do you come to school every day?

7. Learners can create a chart with the question words with drawings representing what the word asks.

Who 	What 
When 	Where 

6. Get the learners to look at their ID Card templates and the information needed. They will create a list of questions to ask their friends and family members. Once done, they can share it with their partners for feedback.

10 mins



Remind the learners that it is completely alright to edit or change their template as they get new ideas. In fact, it is encouraged!

7. Inform the learners that they should interview at least 2 family members and create ID cards for them.

Day 3

Make ID Cards

Learners develop questioning skills, create ID cards for their peers, and analyze similarities and differences among them.

1. Learners share their experience interviewing their family members and present their ID cards:
 - Did you discover something new about your family member?
 - How do you think the interview went? Was there anything you could have done better?

10 mins

Activity

Learners review common question words.

Learners list common question words together:

Who, What, Where, When, Why, How.

- Now, learners stand in a circle and toss a ball to each other. The person who throws the ball should shout out a question word. The person who receives the ball should ask a question using that word.

2. Introduce the idea of surveys as another method of collecting information by asking questions in a form or questionnaire.

5 mins

3. They will create their own survey with at least 10 questions to collect information from their friends to create their ID cards. The survey should have different types of questions.

10 mins

E.g.

3 Yes/No Questions	4 Multiple Choice Questions	3 Open-Ended Questions
Do you enjoy drawing?	What is your favourite color: Black, Blue, Yellow	Which language would you like to learn?

3. Learners ask three or more friends to fill out the survey.

10 mins

Activity

15 mins

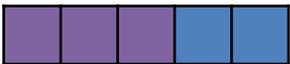
Learners will represent their data using tally marks.

- Once learners collect their data, ask them to discuss what they found surprising/interesting to learn about each other.
- Learners can analyze the survey data by tabulating their own and their friends' responses using tally marks. For example:

Category	Tally Marks	Total
Favourite color: Black	III	3



Challenge to represent how similar their friends are using pictograms. For example:

Black hair	III	3	
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5. Learners can create ID Cards for at least one friend (and are free to do more). The ID Card should include information from the survey too.



This way, learners practise representing information from a verbal source (interview) and a written source (survey).

Learners will familiarise themselves with adjectives and write/illustrate an original short story inspired by the people they interviewed so far.

1. Ask learners to write or orally describe 4 of their own qualities. For example, tall, funny, naughty, black hair.

10 mins

1. Explain that the words they use to describe themselves or other things are called adjectives. They can describe:

10 mins

- Color: *black* cat, *blue* ball, *white* hair
- Other physical qualities: *soft* fur, *rough* table, *tall* girl, *loud* car
- Personality traits: *happy* baby, *naughty* child, *brave* woman
- Taste: *sweet* apples, *sour* candy, *bitter* medicine

Activity

Learners will play a game to use adjectives.

15 mins

- Play with teams of 3 or 4 learners.
- Give them an object, person, or animal.
- Each team must come up with as many adjectives as they can to describe it in 30 seconds.
- The team with the maximum adjectives wins that round.

3. Learners will use adjectives to describe their family members. Discuss the following with the learners:

5 mins

- Think about the family members and friends you made ID cards for. Who do you find really interesting or inspiring?
- What special qualities of theirs make you feel that way?
- How are you similar to or different from them?

2. Learners will write a story based on this person. Explain that stories have a beginning, middle, and end. Guide them through the story writing process:

30 mins

BEGINNING

Introduce the person. How do they look?
Where are they? What are they doing?

MIDDLE

What problem will they face in the story?
How do they use their special qualities to solve it? Use adjectives!

END

How does the problem get solved?
What happens at the end of the story?



Learners can also write poems, draw comics, etc. for their story. The story can be fictional and the main character need not be the person itself (only based on them).

3. Learners will exchange their stories with their partners for feedback:

10 mins

- What did you like most about the story?
 - What can be better?
4. Learners will review the story based on the feedback. Encourage them to narrate the story to the person they wrote about and share their ID Card!

Day 5

Make ID Cards

Learners will present their ID cards, story, and learnings.

1. Invite learners to play a guessing game - before giving out the cards, the learner should share clues from the ID Card that would make it hard for people to guess who the card is about! For example, 'This person likes cats, has an A in their name, and has 2 best friends.'

10 mins



Learners can also create their own games using the ID Cards they made!

2. Encourage learners to collect feedback from their friends:

10 mins

- Did they like their ID Card?
- Do they want to make any changes or decorate it further?

3. Invite learners to present their short story/comic strip to their peers.

5 mins

4. Reflect on the leading question: Can you create ID cards for your family or friends that capture some similarities, differences, and other personal information?

5 mins

5. Learners discuss with their partners and note down:

10 mins

- What are some new things they learned through this project?
- What did they find easy? What was challenging?
- What can they do better in the next project?

Math Game

Learners play a line up game to review numbers 1 to 10.

15 mins

- Divide learners into at least two teams of 10. (You can have teams of 7, 8, or 9, if needed)
- Stick a note on each team member's back with a number from 1 to 10.
- Learners must race to arrange themselves in a line of their numbers from smallest to greatest.
- The first team to finish their line-up correctly wins.

Project 3

My Lovely Bird

Description	Learners will deepen their understanding of numbers from 1 and 10 and design their own bird to grasp the concept of counting and writing numbers 11 to 20.
Materials Needed	Paper, Pen/Pencil, Old newspapers/chart paper Glue/tape, colors (optional)
Learning Outcomes	Key Numeracy Outcomes: <ul style="list-style-type: none">• Counting numbers 11 to 20• Writing numbers 11 to 20• Representing numbers using objects• Counting numbers in sequence forwards and backwards• Identifying numbers before, after, and in between other numbers 21st Century Skills: <ul style="list-style-type: none">• Creativity in designing their artwork• Critically thinking about how numbers are sequenced after 10• Communicating feedback on a piece of work presented to them.



Project Overview

1 Review numbers 1 to 10 and learn to count the numbers 11 and 12.

2 Learn numbers 13 and 14 and explore number lines. Create the 'tail feathers' for their bird.

3 Learn numbers 15 and 16 and review through games. Create more 'tail feathers' for their bird.

4 Learn numbers 17, 18, and 19 and practise mindfulness. Create more 'tail feathers' for their bird.

5 Learn the number 20. Complete their bird and present it to their peers.

Discuss the leading question with the learners:

How many tail feathers does your bird have?

Ask the following questions to aid the discussion:

- Can you name a few different birds?
- Can you draw a picture of a bird?
- How is a bird's body different than those of other animals?
- What is a bird's tail made of?
- How many tail feathers do you think a bird has?



Activity

Review counting and identifying numbers 1 to 10.

10 mins

Learners can work in pairs to find different objects and assemble them in ascending order in the following way:

1 pot, 2 books, 3 bottles, 4 boxes, 5 pencils, 6 clothes, 7 bowls, 8 plates, 9 bags and 10 shoes.

Alternatively, they can hold up their fingers showing numbers from 1 to 10 and have their partners say the number they are showing and then count from 1 to 10 together, displaying fingers for each number. .

1. Discuss with learners to introduce 11 and 12:
 - What numbers do you think come after 10?
 - How do you think you would write these numbers?

5 mins

2. Show/Write the numbers 11 and 12 and explain:
 - 11 is 10 and 1, so it is written with two ones like two sticks.
 - 12 is 10 and 2, so it is written as 1 and 2 like a stick and a duck.

5 mins

3. Learners practise writing the numbers 11 and 12 through different ways:

10 mins

- Tracing on Paper: Trace the numbers on paper ten times.
- Writing on Mud/Sand: Write the numbers 11 and 12 on the ground.
- Drawing in Air: Practise writing through hand motions in air.

Activity

Learners will make a 'Counting Chart'.

10 mins

On paper, learners will write the number 1 and draw 1 thing next to it. In the next row, they will write the number 2 and draw 2 things with it.



Learners can draw any thing they like. These can be shapes or symbols too!

11	
12	

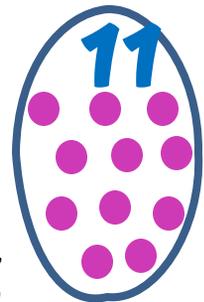


Challenge learners to write the number names (one, two) on the chart by simply sounding out the number and writing what makes sense to them! For example, they may write 'leven' for eleven.

4. Learners will begin creating the 'tail feathers' of their bird:

15 mins

- With the help of an adult, they should cut 10 ovals (approximately length of a regular pencil each).
- If needed, introduce what an oval is.
- If possible, learners can color the feathers based on their choice.
- They should take 2 ovals. On each one, they should write the number and draw that many circles (or any other shape), as shown. Learners should do this for the numbers 11 and 12.



5. Learners should keep these two ovals and then discuss with their peers what they enjoyed learning about today.

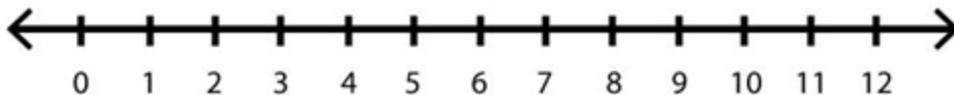
5 mins

Learners will learn how to use a number line and learn the numbers 13 and 14 to create more tail feathers.

1. Invite learners to do the following to create a number line:

5 mins

- Draw a horizontal line using a ruler or any object that has a straight edge (for example, the side of a box or book).
- Write numbers 1 to 12 under the line.
- Maintain an equal distance between each number. Your partner and you can help each other by placing your finger in between numbers to make sure that the distance between each number is equal.



2. Help learners explore which numbers come before, after or in between other numbers by asking questions such as:

5 mins

- What number comes before 6?
- What number comes after 1?
- What number comes between 7 and 9?
- What number comes after 11?

Activity

Learners will identify numbers that come before, after or in between other numbers from 1 to 12.

10 mins

Draw a line on the floor with gaps in between to form a number line.

Answer the following questions by jumping on the correct answer:

- What number comes after 5?
- What number comes before 1?
- What number comes between 10 and 12?

Count backwards from 12 by walking on the line.



Alternatively, learners can be individual numbers in the number line.

3. Introduce the numbers 13 and 14 by explaining:

- 13 is 10 and 3, so it is written as 1 and 3.
- 14 is 10 and 4 so it is written as 1 and 4.

15 mins

4. Discuss with learners:

- Where would you use numbers greater than 10 like 13 and 14?
- Are there any objects in your house you would have 13 or 14 units of?

4. Introduce how to write the numbers 13 and 14. Learners can trace on paper, draw in the air or on mud/sand. Encourage them to practice writing the numbers at least 10 times each.

4. Learners should then add the numbers 13 and 14 to their counting chart and their number line.

5 mins



Challenge learners to write the number names on the chart by simply sounding out the number and writing what makes sense to them!

Math Game

10 mins

Learners play object hunt to count with the numbers 1 to 14

- Learners can play in teams of 2 or 3.
- Call out a number from 1 to 14
- Learners must collect that many objects as fast as they can.
- The player to bring the correct number of objects fastest gets 1 point.
- The team with the highest points wins.

7. Learners should then make the tail feathers for the numbers 13 and 14 (as done in Day 1) on separate pieces of paper.

10 mins

7. Learners show the 'tail feathers' to their partners and discuss:

- What did you like about their work?
- Are there areas needed to improve their work?

5 mins

Learners will review how to use a number line and learn the numbers 15 and 16 to create more tail feathers.

1. Invite learners to use the number line they created on Day 2 to find the answers to the following questions:

5 mins

- What numbers come before 4? OR What numbers are smaller than 4?
- What numbers come after 7? OR What numbers are bigger than 7?
- Count forward from 1 to 14 and backward from 14 to 1.

2. Introduce the numbers 15 and 16.

15 mins

- Learners can show these numbers on their fingers with their partners.

3. Introduce how to write the numbers 15 and 16. Learners can trace on paper, draw in the air or on mud/sand. Encourage them to practice writing the numbers at least 10 times each.

4. Learners should then add the numbers 15 and 16 to their counting chart and their number line.

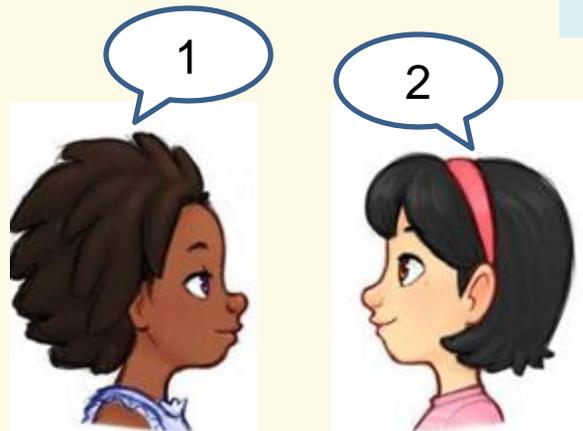
5 mins

Math Game

Learners play eye war will count using numbers from 1 to 16 by playing a game.

5 mins

- Pair up with a partner.
- Look into each other's eyes and don't blink.
- Start counting from 1 to 16 alternating with your partner.
- The first person to blink loses.
- If you reach 16 without anyone blinking, try counting backwards till someone does.



5. Learners should then make the tail feathers for the numbers 15 and 16 on separate pieces of paper.

10 mins

5. Learners show the 'tail feathers' to their partners and discuss:?

- In what ways is their work similar?
- In what ways is their work different?

5 mins

Activity

10 mins

Identifies numbers 11 to 16.

Try making the numbers 11 to 16 with your friends and get others to guess!



Day 4

My Lovely Bird

Learners will review how to use a number line and write and count with the numbers 17, 18, and 19 to create more tail feathers.

1. Invite learners to do the following to review what they have learned:

10 mins

- Write the numbers 12, 15, 9, 6, and 0.
- Count from 10 to 16 with their partner

2. Discuss with the learners:

10 mins

- Have you noticed anything about the numbers after 10?
- Can you guess how we may write the next two numbers?
- What is the reason behind your guess?



The purpose of this prediction is to help learners notice that the cycle of numbers repeats from 1 to 10 and 11 to 19.

3. Introduce the numbers 17, 18, and 19.

10 mins

- Learners can show these numbers on their fingers with their partners.

5. Introduce how to write the numbers 17, 18, and 19. Learners can trace on paper, draw in the air or on mud/sand. Encourage them to practice writing the numbers at least 10 times each.

10 mins

5. Learners should then add the numbers to their counting chart.

5 mins

Mindfulness

Learners do a breathing exercise using numbers.

10 mins

Sit comfortably.

Breathe in as you count to 5. You can use your fingers for help.

As you breathe out count from 6 to 10.

Repeat the cycle from 11 to 15 and 16 to 19.

Do this a few times till you feel relaxed.

7. Learners should then make the tail feathers for the numbers 17, 18, and 19 on three separate pieces of paper.

10 mins

7. Learners show the 'tail feathers' to their partners and discuss:?
- What did you like about their work?
 - Are there areas needed to improve their work?

5 mins

Activity

Learners review counting from 1 to 19 by making their own collection.

10 mins

- Walk around your house and see if you are able to find the following things. You can draw or collect these things as well.
 - 9 differently shaped leaves
 - 11 rocks or stones
 - 14 trees
 - 18 clouds
- You can also add any other object you want in your collection and count how many of it you have. For example, flowers or sticks.
- Make sure you do not break off or pluck leaves and flowers for this!

Learners learn the number 20 and complete creating their birds.

Math Game

Learners play a game to count using numbers from 1 to 19 by playing a game.

15 mins

- Can be played in groups or pairs.
- Player 1 calls out a number between 1 and 19.
- Player 2 must begin counting ahead from that number until partner 1 says stop.
- Example: player 1 calls the number 7, player 2 starts to count 8, 9, 10.... until player 1 says stop.
- Make it challenging by asking learners to count fast!
- Learners can run on the spot and count in one breath, when they run out of air and need to breathe the next person takes over. They can do it to count forward and then backward.
- The person who says the maximum correct numbers in one breath while running wins.



1. Discuss with learners:

5 mins

- What number do you think will come after 19? Why?

2. Introduce the number 20 by explaining

5 mins

- 20 is it is two 10s
- It written as 2 and 0.

3. Introduce how to write the number 20. Learners can trace on paper, draw in the air or on mud/sand. Encourage them to practice writing the numbers at least 10 times each.

10 mins

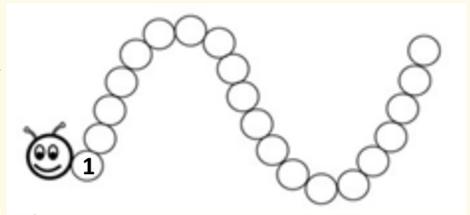
3. Learners should then add the number 20 to their counting chart.

Activity

10 mins

Learners count and write numbers 1 to 20.

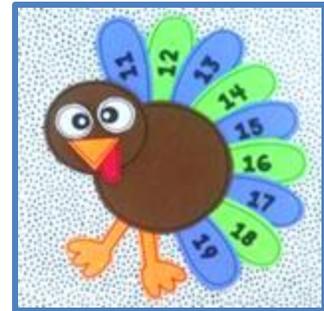
- Draw a caterpillar like this one in your book in mud with 20 circles.
- Write 1 in the first circle.
- Exchange caterpillars with a partner and fill in the remaining circles correctly in order.
- Exchange again to check.



5. Learners should then make the tail feathers for the numbers 20.

5 mins

6. Learners can then create the body of the bird. They can add as many details as they like. Ensure they make a big body so they can stick the tail feathers to as shown here.



15 mins

6. Learners should then arrange their tail feathers in sequence from 11 to 10 and then stick them to their bird's body.

8. Learners should then make the tail feathers for the numbers 20.

8. Learners will name their bird and present it to their partner for feedback:

10 mins

- What did you like about my bird?
- What could I have done better?

10. Learners reflect and discuss with their partner:

10 mins

- Three things they learned in the project
- Two things they enjoyed most
- One question they still have in mind

Learners should also present their bird to their family, and explain how they created it.

Project 3

Imagine That!

Description	Learners will observe different aspects of the world around them and then create their own world using their imagination.
Materials Needed	Paper, Pen/Pencil, Colored pencils/crayons
Learning Outcomes	Key Outcomes: <ul style="list-style-type: none">• Developing and exploring imagination• Represent information using pictographs• Understanding their environment• Identifying shapes and colors 21st Century Skills: <ul style="list-style-type: none">• Creativity in the exploration of different forms of expression• Critically thinking about their own and other's preferences• Communication by giving feedback to peers and presenting work



Project Overview

2 Explore professions around them and create their own dream profession

4 Represent data using pictograms, create their dream school, and play a math game to practice counting

1 Reimagine their world and explore shapes and colors

3 Explore festivals celebrated around them and create their own festival

5 Putting together their imaginary world in a story

Discuss the leading question with the learners:

5 mins

If you could create your own world, what would it be like?

Ask the following questions to aid the discussion:

- What do you like about the world around you?
- What do you not like about the world around you?
- If you could, what would you change in the world?

1. Invite learners to draw a picture of their choice of their surroundings and themselves in it – it could be at home, in the market, or anywhere else.

15 mins

1. Learners should then work with their partners to identify objects that are in particular shapes in their drawings and list them down. For example:

10 mins

- i. Circle for sun,
- ii. Triangle for the roof of a home,
- iii. Conical shape for the cone of an ice-cream
- iv. Square for windows etc.
- v. Round shape of fruit

- They can include some in their drawing if they are not already there.

3. Learners can then color their drawing.

3. We will now let learners open their imagination and rethink what everything is like. Learners will pick objects to draw such common shapes and then re-imagine these objects as a different shapes, they

10 mins

No.	Object	Shape	Re-Imagined Shape
1.	Sun	Circle 	Square 
2.	Bread	Square	Triangle
3.	Roof	Triangle	Circle
4.	Face	Oval	Star-shaped
5.	Earth	Sphere	Rectangle

5. Learners will now create a new drawing and color it. **15 mins**
 - They can pick 5 common objects to change the shapes of.
 - They will also now rethink all of the colors, none of the expected/real colors can be used. For example: the sky can be yellow, clouds can be purple, the ocean can be green, etc.

7. Learners should then present the reimagined objects and their new shapes to their peer. They can share: **5 mins**
 - What they loved about the presentation
 - What is missing or could have been improve
 - Any other suggestions for improvement

8. Learners can make edits to their drawings, if necessary.

Day 2 **Imagine That!**

Learners explore existing professions and design an occupation of their choice.

1. Discuss with learners: **10 mins**
 - What are some different jobs that people do around you?

2. Learners can then work in groups of 3 or 4 to discuss and write the following details for 4 jobs/professions (Younger learners can draw and describe orally): **20 mins**
 - What is the name of the job?
 - What does the person do every day in their job?
 - What do people need to know/learn to do this job?

3. Learners will now imagine what they want to be. **10 mins**
 - They can be as imaginative as they want – they can either choose to see themselves in an existing profession or imagine their own profession.
 - For example: Learners can grow up to be a doctor or make up their own profession like an ice-cream taster.

- Learners will then write a short report or illustrate the profession of their choice including details such as:
 - What a day in the life would look like,
 - What specific skills or learnings they need for the job
 - Why do they want to do this job?

20 mins



Younger learners can illustrate a day in the life and trace or orally describe the learning and skills they need.

- Learners can then present their work to their peers and receive feedback on:

10 mins

- What they loved about the presentation
- What is missing or could have been improved

Learners should also present their job to their family, and explain how they created it.

- Learners can make edits to their drawing, if necessary.

Day 3

Imagine That!

Learners will design their own festival by exploring existing festivals and then planning their own celebrations

- Invite learners to discuss the different festivals that are celebrated in your country.

5 mins

- Learners will first then choose 2 different festivals that are a part of their culture and understand their background by discussing with peers/teachers/family. They can collect information regarding the following:

20 mins

- What is the message or purpose behind the festival? For example: Eid is a day of gratitude for the end of Ramadan or pilgrimage season.
- What is the story behind this festival?
- How do we celebrate it? For example, we light candles, prepare specific food recipes, meet family and friends, dress in some specific colors, etc.

3. Learners then pick one of the two festivals they learnt about and work in groups to create a comic strip or role play pretending it is the day of the festival.

15 mins

3. Learners will now make up their own festival. They can decide a few things including:

20 mins

- What is the main message of the festival?
- What is the name of the festival?
- What food will you eat at the festival?
- What will people wear?
- How will you celebrate?

5. Learners can then create a comic strip or role play describing their made up festival.

20 mins

5. Learners can then present their comic strip/play to their peers and receive feedback on:

10 mins

- What they loved about the presentation
- What is missing or could have been improved

Learners should also present their made up festival to their family, and explain how they created it.

Day 4

Imagine That!

Learners will design their own schools and learning experiences, by first examining their own.

1. Invite learners to discuss what they like and dislike about their school/ learning environment.

5 mins

1. Learners can then ask at least 6 of their peers what they like and dislike in school. Learners will then work in pairs to create a pictogram of the top 5 things that people like the most in school. For example:

20 mins

Category	No. of Likes
Science class	
Playground	
Math class	

3. Based on their findings, discuss with learners:
- What is the most popular thing in schools?
 - What is the least popular thing in schools?
 - Are there any two things that got the same number of likes?
 - How many more people liked the favorite thing (e.g. Science class) compared to the least favorite? (e.g. math class)

10 mins

Math Game

10 mins

Learners play a game to review counting till 10.

- You must come up with things a learner would need for school in the quantities of 1 to 10. For example, 1 water bottle, 2 shoes, etc.
- You must draw the object near the number that many times.

1



2



3



- The first person to complete all 10 with sensible answers wins!

4. Learners will then design their dream school – the challenge is to make school a lot of fun and learning. It needs to be a place that the learners never want to leave and really learn.

25 mins

Some of the questions and prompts to help them think can include:

- What would you learn?
- Who would teach you?
- Where would you learn?
- What would a normal day in school look like?
- What is the name of your school?
- Learners can list the 5 things that people love the most in schools and then think of how they can improve these things.

Learners will make a poster for this dream school to attract new students with an illustration of this school and the key features.

5. Learners can then present their poster to their peers and receive feedback on:

- What they loved about the presentation
- What is missing or could have been improved

10 mins

6. Learners can make edits to their drawing, if necessary.

5 mins

6. Learners reflect and discuss with their partner:

- Two things they enjoyed most
- Any challenge they faced

Day 5 **Imagine That!**

Learners put together their entire imaginary world.

1. Learners can include all their imagination from the previous day to create a story of themselves and their families living in this world. Some prompts to ask them might include:

- Where would the homes be? (*In the sky? under water?*)
- What would the transportation be? (*Could you have a balloon car?*)
- What kind of food would people eat?
- What type of animals are there in your world?
- What is one thing you dislike the most in the real world – how would this be different in your world? Share examples such as: “I do not like the use of plastic and my entire world will be made with all things natural!”

15 mins

2. Learners will illustrate and label or write a story of their perfect world and share this with their peers – alternately the learners can enact a day in the perfect world (learners can ask peers to participate)

20 mins

2. Learners present the new world to their peers and receive feedback on:

- What they loved about the presentation
- Was there anything similar in their worlds?

10 mins