

## MY PEACOCK (LEVEL 0)

<b>Description</b>	Learners will explore and count numbers from 31 to 40.
<b>Leading Question</b>	How many tail feathers does your peacock have?
<b>Total Time Required</b>	5 hours over 5 days
<b>Supplies Required</b>	Paper, Pencils, soft ball, scissors & glue
<b>Subjects</b>	Numeracy
<b>Supervision</b>	Medium
<b>Learning Outcomes</b>	By the end of this project, learners will be able to: <ol style="list-style-type: none"> <li>Count and write numbers from 31 to 40.</li> <li>Add numbers up to 20.</li> <li>Challenge their math skills by reviewing counting and adding.</li> <li>Enhance their critical thinking, creativity, and communication skills.</li> </ol>
<b>Previous Learning</b>	Write and count numbers from 0 – 30.
<b>Topics/Concepts Covered</b>	<ul style="list-style-type: none"> <li>Counting from 0-40</li> <li>Fine motor skill development</li> </ul>

**DAY 1** - Today, learners will start recalling numbers from 1 to 30.

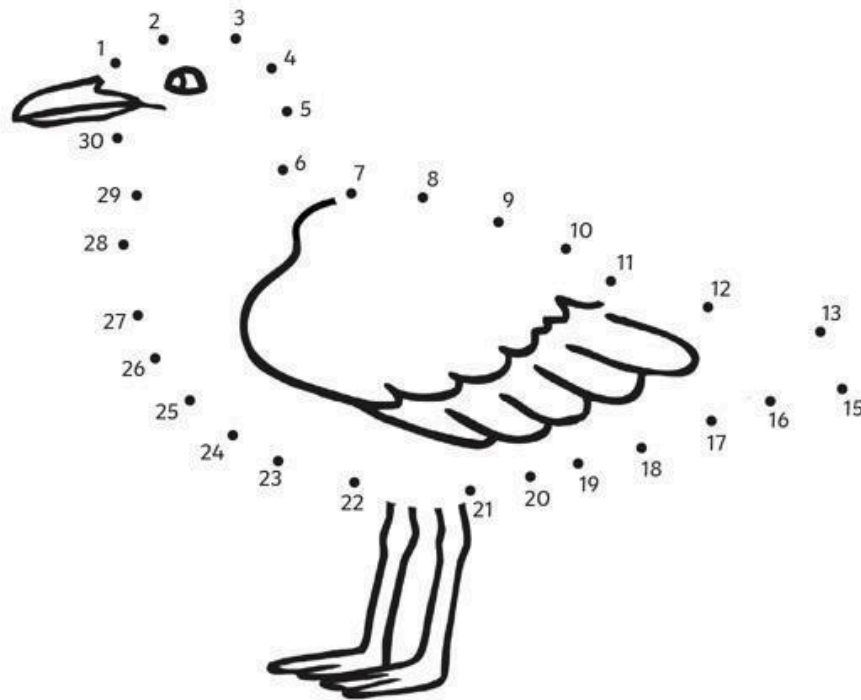
<b>Suggested Duration</b>	<b>Activity and Description</b>
<b>20 minutes</b>	<p>Learners will start the day by playing a <b>math game</b>:</p> <p><b>Counting game</b></p> <ul style="list-style-type: none"> <li>Ask the learners to sit in a circle.</li> <li>They will count around the circle from 1 to 30. Each learner will say the following consecutive number.</li> <li>Once learners have got the hang of it, you can introduce some variation, for example, rolling a soft ball or a crumpled paper ball back and forth. Whoever gets the ball says the following number.</li> </ul> <p><b>Tip:</b> If it's too challenging for your learners to recall the sequence of numbers by memory, write the numbers on a whiteboard or paper for them to read while playing.</p> <p><b>Hint:</b> This warm-up game allows learners to think quickly and remember the numbers in sequence.</p>

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20 minutes

Learners will now work in 2 different math activities:

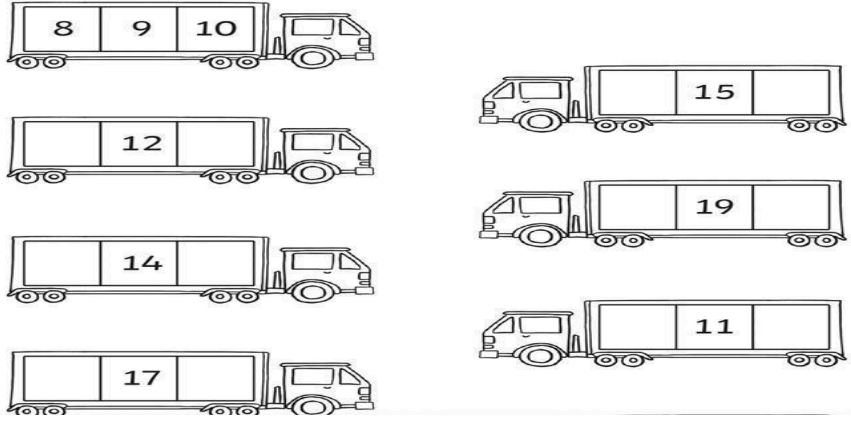

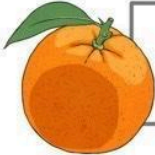

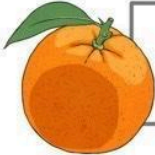

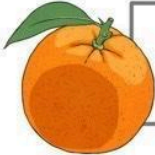
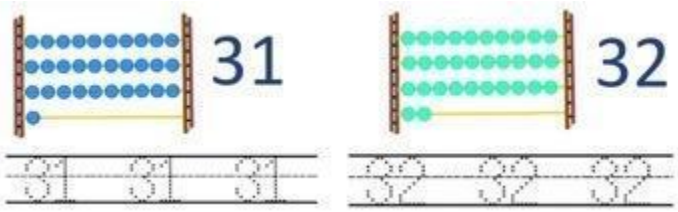
- provide learners with the following template, and they will follow the dots to complete the picture.
- Once they finish, ask them to colour it.




Understanding 1 more and 1 less is essential when learners learn how to count and when they begin to learn essential addition and subtraction.

- Ask the learners to complete the following templates.
- To finalize, you will ask learners to write the numbers you will call out. They will write one less and one more. For example, you call out —10— (they will write 9-10-11). Try to cover all the numbers up to 33.

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11	12			20		22									
	16	17		28	29										
<p><b>20 minutes</b></p>	<p>In this last activity, learners will start making their birds/peacocks. .</p> <ul style="list-style-type: none"> <li>First, they will count and trace these numbers:</li> </ul> <div data-bbox="467 1228 1140 1438">  </div> <ul style="list-style-type: none"> <li>Ask learners to write these numbers at least five times each.</li> </ul> <p>Now learners will make the feathers for their peacocks:</p> <ul style="list-style-type: none"> <li>Ask the learners if they know what an oval shape looks like. If yes, ask them to draw an oval shape. If not, show the learners how to draw an oval shape.</li> </ul>														

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	<ul style="list-style-type: none"> <li>● Ask learners to draw and cut 10 similar oval shapes. These are the tail feathers for their peacock's tale.</li> <li>● Ask learners to make the tail feathers for numbers 31 and 32.</li> <li>● In one oval, they will write the number 31 and draw the same number of circles. They will do the same for the number 32. See the example below. Keep this for the last day.</li> <li>● Ask learners to keep the other ovals for the following days.</li> </ul> 
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**DAY 2** – Today, learners will start the day by counting with a bingo game.

Suggested Duration	Activity and Description
20 minutes	<p><b>Warm-up activity</b></p> <p>You can start the day by playing this Bingo game:</p> <ul style="list-style-type: none"> <li>● Ask the learners to create a bingo grid. See the example below. For this, they will have to write 25 random numbers (1 to 32). They don't need to be in sequences. Example: 2-5 8-10-22-14, etc.</li> <li>● When they are ready with the 20 numbers, you will randomly call out the numbers from 1 to 32, and the learners will cross out (X) the numbers on their Bingo card. The winner is the first to get a line or a full house.</li> </ul> <p>See a bingo card example below; you can find more cards in the appendix.</p>

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## TEEN NUMBER BINGO

10	14	17	11	16
15	18	14	13	19
12	20	free	10	16
13	11	17	20	18
19	13	15	17	12

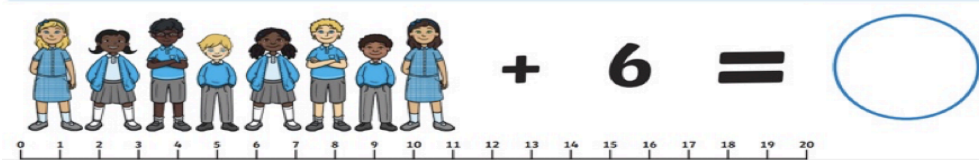
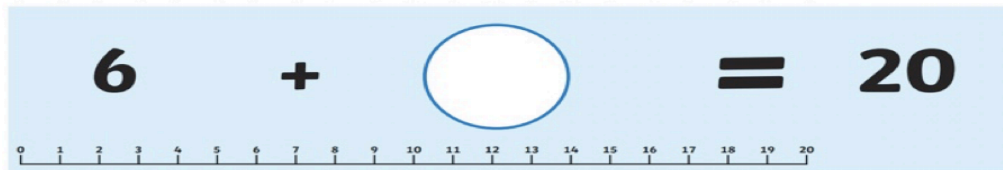
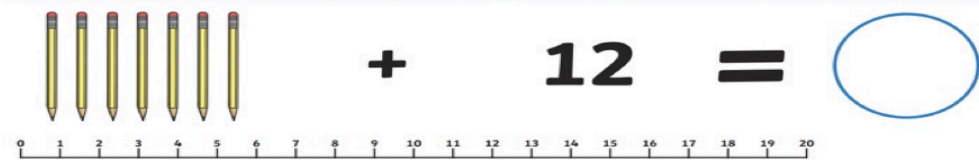
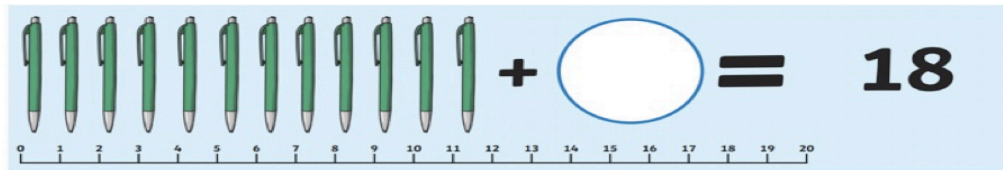
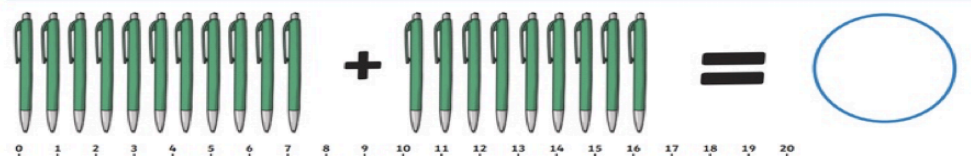
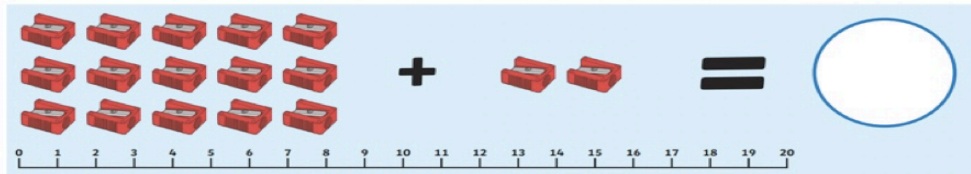
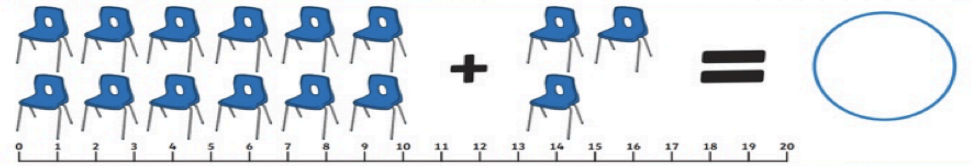
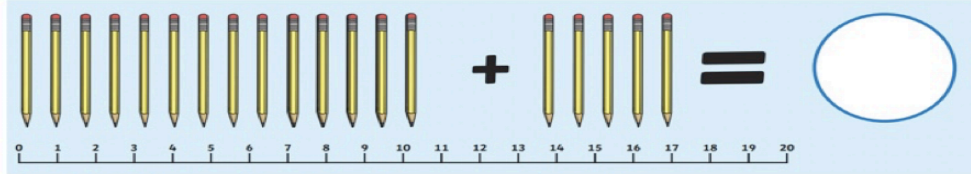
**20 minutes**

Learners will now make some adding activities by counting.

- Ask learners to tell you a number from 1 to 20 and write this on a board or paper (for example, number 3)
- Ask another learner to tell you a second number (12) and make an addition for them to see:  $3+12$ =solve the problem counting together.
- Repeat this exercise at least 3 times.

Now that learners have recalled additions,

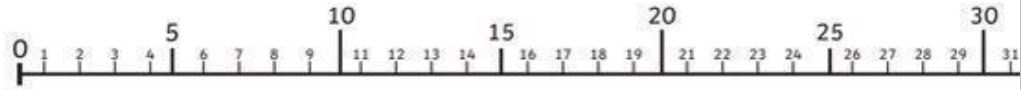
- Provide them with the templates below. If not possible, make a dictation of the addition problems and ask learners to solve them.



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**Tip:** a number line can be helpful when learners are learning counting and addition problems.

- If you have spare time, you can ask learners to make a number line up to 33.

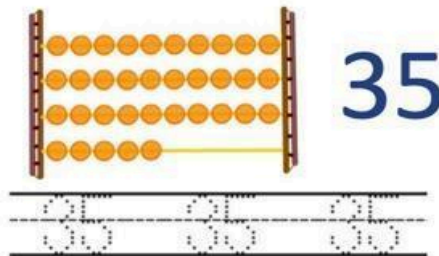
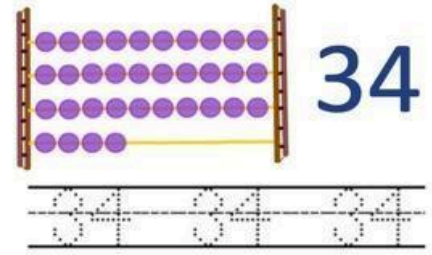
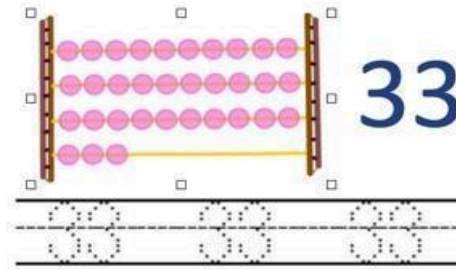


**20 minutes.**

Learners will now continue with their number's feathers. In the previous lesson, learners discovered numbers 31 and 32.

- Ask learners if they know which numbers come next.

Learners will now count and trace these numbers:



- Ask learners to write these numbers at least five times each.

Finally, you will ask learners to make the tail's feathers for numbers 33, 34, and 35.

- In one oval, they will write the number 33 and draw the same number of circles. They will do the same for the numbers 34 and 35.


	<ul style="list-style-type: none"> <li>● Have learners review each other's work and give each other feedback (for example, they could check the number of dots to make sure it's correct, they could check that the shape is oval and done well, etc.)</li> <li>● Learners will keep the other ovals for the following days.</li> </ul>
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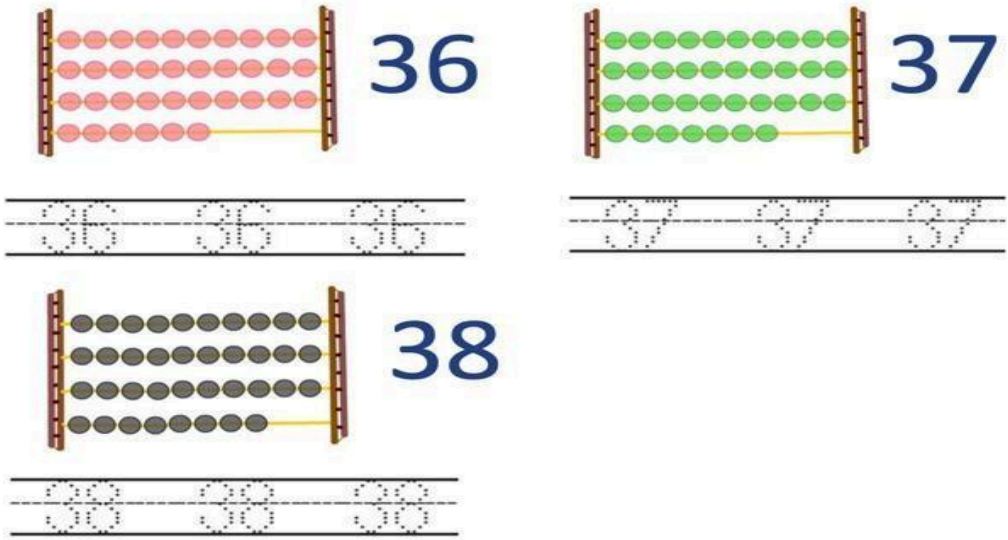
**DAY 3** - Today, learners will revise their backward counting skills.

Suggested Duration	Activity and Description
<b>10 minutes</b>	<p>Learners will start the day by playing a Math game.</p> <p><b>Warm-up activity:</b> Pass The Ball Count Down</p> <ul style="list-style-type: none"> <li>● Ask learners to sit in a circle</li> <li>● Have learners pass a ball or a crumbled piece of paper around the circle.</li> <li>● The first learner says “10” (or whatever other number you are starting from).</li> <li>● The second learner says “9”, and so on.</li> <li>● Learners will need to count down to 0. If someone misses a number or makes a mistake, they are out, and learners must start again from the beginning.</li> </ul> <p><b>Tip:</b> Try to do this activity at least three times.</p> <p><b>Hint:</b> This game encourages cooperation and teamwork by helping learners revise counting.</p>
<b>20 minutes.</b>	<p><b>Addition activity:</b></p> <ul style="list-style-type: none"> <li>● Ask the learners to complete the following additions and count backward from the result. For example, they will solve <math>10+5= 15</math>, and then from 15, they will write back 14,13,12,11,10,9,8,7,6,5,4,3,2,1.</li> <li>● Once they finish, ask learners to exchange the work with their peers and ask for feedback and corrections.</li> <li>● Solve:</li> </ul> <p>5+4= ____</p> <p>10+2= ____</p> <p>10+5 ____</p>

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	<p><math>20+2=</math> ____</p> <p><b>Tip:</b> if they need help, you can write dots for each number. They will count the dots and write the answer. For example, <math>10+5=</math></p> 
<p><b>10 minutes.</b></p>	<p>Before starting the last task of the day, take 10 minutes to allow the learners to do a mindfulness activity:</p> <p><b>Inside Outside:</b></p> <ul style="list-style-type: none"> <li>• Ask the learners to sit comfortably and 5 take deep breaths.</li> <li>• Ask them to look around and think of the following: 5 things they can see, 4 things they can hear, 3 things they can touch, 2 things they can smell, 1 thing they can taste.</li> <li>• Ask them to say out loud:</li> </ul> <p>I can see _____, _____, _____, _____, and _____.</p> <p>I can hear _____, _____, _____, and _____.</p> <p>I can touch _____, _____, and _____.</p> <p>I can smell _____, and _____.</p> <p>I can taste _____.</p> <p><b>Tip:</b> Learners can draw instead then share with their drawings with their peers.</p>
<p><b>20 minutes</b></p>	<p>Learners will now continue making feathers. Learners now know the numbers 33, 34, and 35.</p> <ul style="list-style-type: none"> <li>• Ask learners if they know which numbers come next.</li> </ul> <p>Learners will now count and trace these numbers:</p>



- Ask learners to write these numbers at least five times each.

Finally, you will ask learners to make the tail's feathers for numbers 36, 37, and 38.

- In one oval, they will write the number 36 and draw the same number of circles. They will do the same for the numbers 37 and 38.
- Have learners review each other's work and give each other feedback (for example, they could check the number of dots to make sure it's correct, they could check that the shape is oval and done well, etc.)
- Learners will keep the other ovals for the following days.

**DAY 4** - Learners will challenge their adding skills by playing a math game.

Suggested Duration	Activity and Description
20 minutes	<p><b>Warm-up activity:</b>  <b>Tic Tac Toe</b>            Have the learners practice their addition skills by playing this math game.</p> <p><b>How to play:</b>            The game is played by 2 players on a grid that's 3 squares by 3 squares. Learner 1 is the X, and the other learner is O.            Players take turns putting their marks after solving the math equation.</p>

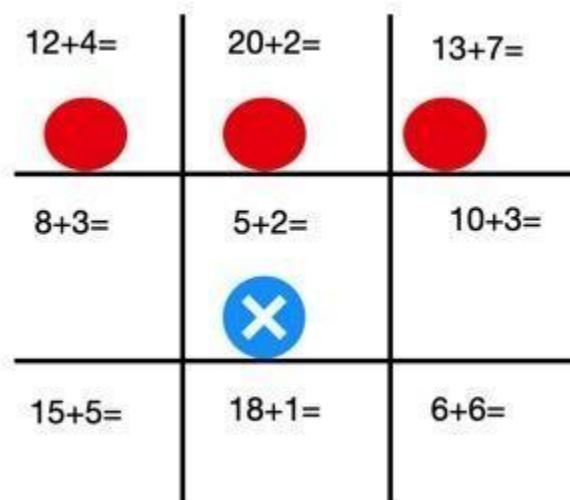
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The winner is the first player to get 3 marks in a row (up, down, across, or diagonally).

You will split the learners into groups of 2

- Ask the learners to draw a 3x3 grid (2 horizontal lines and 2 vertical lines).
- Now ask them to add each square in the 3x3 grid to a math problem. For example  $10+2=?$   $19+3=?$  etc. (see example below)
- The learners will take turns picking a square and answering the question inside.
- If they get the answer right, they place their X or O in that square.
- If they get it wrong, they don't put anything in the square.

The first player to get three Xs or Os in a row wins.



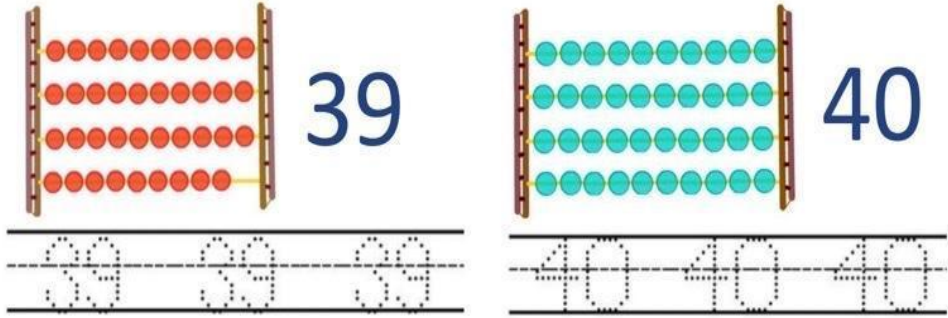
**20 minutes**

Let's review the previous learning by doing a number dictation:

- Ask the learners to write the numbers that you will call out, start from 31, and then follow the sequences till number 38.
- You will randomly call out the numbers for the second time, not following a sequence.
- Now, write these numbers on a board or paper and let them check the correct number formation. Give them time to fix the wrong numbers.

Have learners observe the digits that make up these numbers and ask what is common. Is the sequence familiar?

Learners will think through what numbers make up each of these numbers. Some of the answers can be: for 31, it is 3 and 1. For 32, it is 3 and 2; for 33, it is 3 and 3.

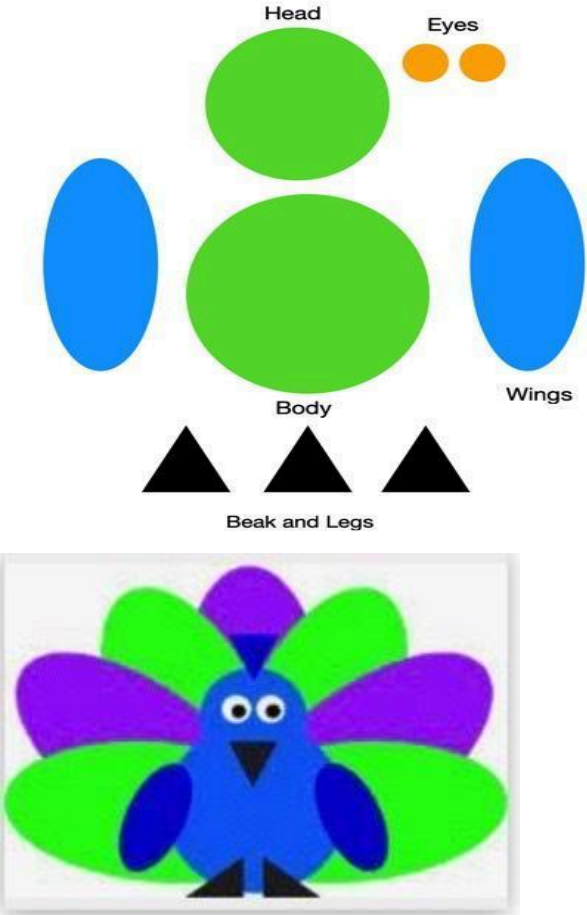
<b>20 minutes.</b>	<p>Learners will finish with their number's feathers. In the previous lesson, learners discovered numbers 36, 37, and 38.</p> <ul style="list-style-type: none"> <li>Ask learners if they know which numbers come next.</li> </ul> <p>Learners will now count and trace these numbers:</p> <div style="text-align: center; margin: 10px 0;">  </div> <ul style="list-style-type: none"> <li>Ask learners to write these numbers at least five times each.</li> </ul> <p>Finally, you will ask learners to make the tail's feathers for numbers 39 and 40.</p> <ul style="list-style-type: none"> <li>In one oval, they will write 39 and draw the same number of circles. They will do the same for the number 40..</li> <li>Learners will keep the "feathers" for the last day.</li> </ul>
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**DAY 5** - Learners will start the day by playing a math game, they will write some sentences using numbers, and at the end of the day, learners will finally make their peacocks.

<b>Suggested Duration</b>	<b>Activity and Description</b>
<b>20 minutes</b>	<p>Start the learning day by playing a "Grouping Game"</p> <p>You will need some music, or someone can sing.</p> <ul style="list-style-type: none"> <li>Play music and have the learners move/dance around.</li> <li>When the music stops, call out a number.</li> <li>The learners will group themselves according to the number called out.</li> <li>Any group with an incorrect number of players is out.</li> </ul>

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	<p>The last pair of players left wins!</p> <p><b>Tip:</b> You can challenge learners by saying <math>2+2=</math>; they will need to find the answer and group themselves in the correct number.</p> <p>Repeat the same game at least three times.</p>
<p><b>40 minutes</b></p>	<p>Now is the time for learners to make their peacocks.</p> <ul style="list-style-type: none"> <li>● Ask learners to take all the oval shapes with numbers they have been making during the week.</li> <li>● They will need to check and order them from smallest to biggest (from 31 to 40)</li> <li>● Now ask them to draw the face and body of the peacock. For this, they will need to use some shape learning: learners will draw 2 circles (face and body), 2 ovals (wings), and 3 small triangles ( beak and legs). See the example below.</li> <li>● They will color them and stick the shapes giving the bird body form.</li> <li>● Finally, learners will add the numbered feathers to the peacock body.</li> </ul> <p><b>Tip:</b> If you have the chance, you can print the template attached in the appendix for learners to cut and stick all the shapes and make, from this, the peacock.</p>

	
	<ul style="list-style-type: none"> <li>• Learners will now present the peacock to their friends and family.</li> <li>• Learners will count the total number of tail feathers.</li> </ul>

<b>Additional Enrichment activities</b>	<ul style="list-style-type: none"> <li>• Learners can design more games by counting from 1-40.</li> <li>• Learners can write a number with words.</li> </ul>
<b>Modifications for Simplification</b>	<ul style="list-style-type: none"> <li>• Learners can skip the literacy extension.</li> </ul>

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## ASSESSMENT CRITERIA

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A majority of my learners were able to:

- Recall and write numbers from 1 to 40.
- Solve addition problems and count backwards from the results accurately.
- Draw and cut oval shapes to create peacock tail feathers creatively.
- Correctly order and sequence numbers from 31 to 40 in ascending order.

## APPENDIX

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### TEEN NUMBER BINGO

10	14	17	18	12
16	19	11	15	20
11	12	free	13	19
15	13	18	12	14
11	20	16	10	17

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## TEEN NUMBER BINGO

15	17	13	18	14
16	11	19	12	10
13	18	free	11	20
20	10	16	14	19
12	19	15	16	17

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## TEEN NUMBER BINGO

12	10	14	15	18
17	14	17	11	20
16	15	free	19	13
11	19	12	20	10
16	20	14	18	13

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