| Mathematical development | Title : number $18 \quad$ Day: 1 |  | Class: Nursery |  |
| :---: | :---: | :---: | :---: | :---: |
| Learning Outcomes | Activity Plan / Methodology | Time 40 mins | Assessment of learning outcome/s (How) | Resources |
| By the end of this lesson, students will be able to <br> Identify number 18 relate quantity with the number | Recap: <br> Students will be asked to reinforced numbers from 0 to 30 while reading them through ppt/ flashcards. <br> We are learning to: <br> We are learning to identify and count number 18. <br> What I am looking for : <br> How well you identify and count number 18 through different objects. <br> Gained skill: <br> It helps us to enhance our counting skills. <br> Introduction: <br> Use flashcards to revise the numbers 1-17. Allow the students to first look at the numbers pasted on the board and read them out aloud. Encouraged them to hold up their fingers as they count. Once they reach the tenth finger, the concept of tens and units can be explained. Tell students that I ten and 8 units make number 18 . Show number 18 flashcard and ask which number is this? Write big number on board and encourage students to repeat after you. Ask what number comes after 18? <br> Students will be shown number song https://youtu.be/hfMAGSF4TsU <br> Ask students to count e.g. 10 building blocks. Add eight more blocks, recount and, if necessary, explain that there are now 18 blocks. Use the blocks to count together in sequence from 1 to 18 . <br> Invite students randomly and give them pencils basket and ask to pick 18 | 5 mins <br> IOmins | Students will be assessed on <br> Participation in group activities and understanding of the number ' 18 ' with quantity. | Ppt /flashcard <br> Concrete objects |



| Mathematical development | Title: Number 18 Day 2 |  | Class: Nursery |  |
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| Learning Outcomes | Activity Plan / Methodology | Time 40 mins | Assessment of learning outcome/s (How) | Resources |
| By the end of this lesson, students will be able to <br> Identify number 18 <br> Relate quantity with the number | Recap: <br> Students will be asked to reinforced numbers from 0 to 30 while reading them through ppt. Show number 18 flashcard and ask which number is this? <br> We are learning to: <br> We are learning to identify and count number 18. <br> What I am looking for: <br> How well you identify and count number 18 through different objects. <br> Gained skill: <br> It helps us to enhance our counting skills. <br> Introduction: <br> Students will be shown number 18 song https://youtu.be/BpNTa89iQIM <br> Give students ice-cream sticks, pencils, and buttons and ask them to count only 18 objects and show the class. Place the flashcards of numbers 1 to 17 on the board in sequence. Show the number 18 flashcard and ask where it should be placed. (after 17) Ask students to read the numbers I to 18 in sequence two or three times. Ask the students to trace the number in the air. It is important that this is done using the whole arm moving from the shoulder. <br> Guided practice: | 5 mins <br> 10 mins | Students will be assessed on <br> Participation in group activities and understanding of the number ' 18 ' with quantity. | Flashcards/ ppt <br> Concrete objects / counters/ flashcards <br> Ice cream sticks, pencils, buttons |

$\left.\begin{array}{|l|l|l|l|}\hline & \begin{array}{l}\text { Prepare 2 flashcards, each showing a set of the same objects. The total } \\ \text { number of objects shown on the two cards should total I8, e.g. } 7 \text { stars } \\ \text { on the first and II on the second. Show the first flashcard and ask } \\ \text { students to identify and count the objects. Show the second flashcard } \\ \text { and ask students to count on to find the total number of stars. Hold up } \\ \text { the flashcard of number I8 and ask students to practice writing the } \\ \text { number in the air. Repeat with other pairs of flashcards } \\ \text { Students will do tracing practice of number I8 on the table display while } \\ \text { using two fingers/board marker. (Teacher will take a printout of hollow } \\ \text { number 18 and paste it on the table in front of each chair and cover the } \\ \text { table with the plastic sheet } \\ \text { Focused task: } \\ \text { Provide students worksheet of number I8 and ask them to paint over } \\ \text { number with q-tips. Ask students which number is this? } \\ \text { Wrap up: } \\ \text { Students will be asked to write number I8 in the air at the end of the } \\ \text { lesson. } \\ \text { Reflection: }\end{array} & \text { 5mins } & \begin{array}{l}\text { Number and object } \\ \text { flashcards }\end{array} \\ \text { Number 18 } \\ \text { worksheet } \\ \text { Poster colours } \\ \text { q-tips }\end{array}\right]$

| Mathematical development | atical development ${ }^{\text {a }}$ Title: number 18 ${ }^{\text {18 }} 3$ |  | Class :Nursery |  |
| :---: | :---: | :---: | :---: | :---: |
| Learning Outcomes | Activity Plan / Methodology | Time 40 mins | Assessment of learning outcome/s (How) | Resources |
| By the end of this lesson, students will be able to <br> Identify number 18 <br> relate quantity with the number. <br> Trace number with correction | Recap: Students will be asked to reinforced numbers from 0 to 30 while reading them through ppt/flashcards. Show number 18 flashcard and ask which number is this? <br> We are learning to: We are learning to identify and count number 18. <br> What I am looking for: <br> How well you identify and count number 18 through different objects. <br> Gained skill: It helps us to enhance our counting skills. <br> Introduction: Paste number 18 on board. Ask students to use right forefinger to write the number being taught in the palm of their left hand. Show different numbers of objects on ppt and ask students to circle the objects that are 18 in number. <br> Guided Practice: Divide class in group 3/4 groups. Provide them play dough, counters, blocks to make number 18. As the students are making numbers 18 walk around, monitor and offer lots of encouragement. Ask everyone questions (e.g. What number is this?") And encourage each student to say the number as they are forming it. <br> Focused task: Students will provide worksheet in which they will count and colour ducks and trace number 18. <br> Wrap up: Students will be asked to write number 18 in their palm. <br> Reflection: <br> Homework: Do book page no. 28. | 5 mins <br> 20 mins <br> 5 mins | Students will be assessed on <br> Participation in group activities and understanding of the number ' 18 ' with quantity. | Ppt/ <br> flashcards <br> Play dough Counters blocks <br> Number 18 worksheet <br> Book page no 28 |


| Mathematical development | Title: number 18 Day: 4 |  | Class : Nursery |  |
| :---: | :---: | :---: | :---: | :---: |
| Learning Outcomes | Activity Plan / Methodology | Time 40 mins | Assessment of learning outcome/s (How) | Resources |
| By the end of this lesson, students will be able to <br> Identify number 18 relate quantity with the number. <br> Trace number with correction | Recap: Students will be asked to reinforced numbers from 0 to 30 while reading them through ppt/flashcards. Show number I-I8 Flashcards and repeat numbers? We are learning to: We are learning to identify and count number 18. <br> What I am looking for: <br> How well you identify and count number 18 through different objects. <br> Gained skill: It helps us to enhance our counting skills. <br> Introduction: Paste number 18 on board. Ask them to write come on board and write number 18. Ask students to show number 18 through fingers. <br> Guided Practice: Ask students to work in groups of 4 or 5 . Give each group drawing paper. Ask each group to draw a large number 18 on the drawing paper, glue it and sprinkle coloured sand/glitter to decorate number 18. Ask pupils to show their artwork to the class. <br> Focused task: Provide students worksheet and tell students to colour the candies showing number 18. Ask them to count how many candies are there? <br> Wrap up: <br> Read counting aloud I-I8 twice <br> Reflection: | 5 mins <br> 5 mins <br> 25 <br> mins <br> 5 mins | Students will be assessed on <br> Participation in group activities and understanding of the number ' 18 ' with quantity. | Ppt <br> flashcard <br> Drawing paper <br> Glue <br> Coloured sand <br> / glitter <br> worksheet colours |


| Mathematical development |  |  | Class : Nursery |  |
| :---: | :---: | :---: | :---: | :---: |
| Learning Outcomes | Activity Plan / Methodology | $\begin{aligned} & \text { Time } \\ & 40 \\ & \text { mins } \end{aligned}$ | Assessment of learning outcome/s (How) | Resources |
| By the end of this lesson, students would have <br> Identified number 18 Relate quantity with the number writ number with correction | Recap: Students will be asked to reinforced numbers from 0 to 30 while reading them through ppt/flashcards. Show number 18 flashcard and ask which number is this? <br> We are learning to: We are learning to identify and count number 18. <br> What I am looking for: <br> How well you identify and count number 18 through different objects. <br> Gained skill: It helps us to enhance our counting skills. <br> Introduction: Show the flashcard and ask which number is this? Paste number 18 on board. Ask students to come on board and write number 18. Tell students that I ten and 8 units makes 18 . <br> Guided Practice: Organize sand tray and popsicle sticks prior to trace number '18' on the copy. Demonstrate how to trace the number with popsicle sticks. Ask them to trace it 2, 3 times. And say the number 18. <br> Focused task: Ask students to open their copies. Write number ' $18^{\prime}$ on copy. Give them a set amount of time to complete the task and monitor their progress. <br> Wrap up: Students will be asked to count 0-30 aloud. <br> Reflection: <br> Homework: Write number ' $18^{\prime}$ on copy. | 3 mins <br> 5 mins <br> 30 mins <br> 2 mins | Students will be assessed on <br> Participation in group activities and understanding of the number ' 18 ' with quantity. | Ppt/flashcards <br> Concrete ob jects <br> / counters <br> Sand tray <br> Popside sticks <br> Copy work <br> Sample: <br> Date Day <br> Topic: Number <br> '18' <br> Write: <br> T U <br> \| 8 <br> \| 8 |

