

Mathematical development		Title : number 19	Day: 1	Class : Nursery	
Learning Outcomes	Activity Plan / Methodology	Time 40 mins	Assessment of learning outcome/s (How)	Resources	
<p>By the end of this lesson, students will be able to</p> <p>Identify number 19 relate quantity with the number</p>	<p><b>Recap:</b> Students will be asked to reinforced numbers from 0 to 30 while reading them through ppt/ flashcards</p> <p><b>We are learning to:</b> We are learning to identify and count number 19.</p> <p><b>What I am looking for :</b> How well you identify and count number 19 through different objects.</p> <p><b>Gained skill:</b> It helps us to enhance our counting skills.</p> <p><b>Introduction:</b> Allow the students' first look at the number pasted on the board and read them out aloud. Encourage them to hold up their fingers as they count. Once they reached the tenth finger the concept of tens and units can be explained. Tell students that 1 tens and 9 unit make number 19. Show a set of 10 coloured pencils, ask 'How many coloured pencils are there?' and students should say '10 coloured pencils'. Then show them 9 more pencils and ask them count the all pencils now. Place flashcard of number 19 on the board and write '19' above it. Say 'nineteen' and ask students to repeat it after you. Write the number 19 on the board again, large enough for all students to see how it is written. Write it slowly and ask students to use their index finger to trace the number 19 in the air. Students will be shown number 19 video <a href="https://youtu.be/sTwGiT9DyqY">https://youtu.be/sTwGiT9DyqY</a> Do oral counting (daily) through singing, on the board with the help of</p>	<p>5mins</p> <p>10mins</p>	<p>Students will be assessed on participation on group activities and understanding of number 19 with quantity</p>	<p>Ppt /flashcard</p> <p>Concrete objects / counters</p>	

	<p>flashcards, real objects, counting bars, small blocks, balls, spoons, ice-cream sticks and things from the classroom.</p> <p><b>Guided practice:</b> Place some disposable cutlery on the table and ask students to identify the different items. Ask 3 students to come to the front of the class and ask each of them to select and count one of the items: spoons, forks and knives. Ask students to find the total number of cutlery items. When students say 19, hold up the flashcard of number 19 and ask them to trace 19 in the air.</p> <p><b>Focused task:</b> Ask students to open book page no 29. Ask them to move your finger on number 19 and say it aloud. Ask them what is in the picture? Ask them have they seen the pigeons? Tell them there are different colours of pigeons. Ask them count the pigeons by putting their finger one by one and tell the number.</p> <p>Give students a worksheet showing circles and ask them to draw more circles to make 19. As the students are doing worksheet walk around, monitor and offers lot of encouragement. Ask everyone question like what no is this.</p> <p><b>Wrap up:</b> Students will be asked to show their 19 fingers / pencils / colours at the end of the lesson.</p> <p><b>Reflection:</b></p>	<p>20 mins</p> <p>5mins</p>		<p>Spoons, forks, knives</p> <p>Book pg. no.29</p> <p>Worksheet</p>
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Mathematical development		Title: Number 19	Day :2	Class: Nursery	
Learning Outcomes	Activity Plan / Methodology	Time	Assessment of learning outcome/s (How)	Resources	
<p>By the end of this lesson, students will be able to</p> <p>Identify number 19</p> <p>relate quantity with the number</p>	<p><b>Recap:</b> Students will be asked to reinforced numbers from 0 to 30 while reading them through ppt. Show number 19 flashcard and ask which number is this?</p> <p><b>We are learning to:</b> We are learning to identify and count number 19.</p> <p><b>What I am looking for :</b></p> <p>How well you identify and count number 19 through different objects.</p> <p><b>Gained skill:</b> It helps us to enhance our counting skills.</p> <p><b>Introduction:</b> Students will be shown number 19 song  <a href="https://youtu.be/TqMttOIVUX0">https://youtu.be/TqMttOIVUX0</a></p> <p>Ask students to tap your table 19 time, jump 19 time.</p> <p>Write the number as large as possible on the board. 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.</p> <p><b>Guided practice:</b> Place some balls/ marbles and a bowl that can hold 19 balls/ marbles on a table. Demonstrate that the bowl can hold 19 balls/ marbles by asking the students to count as you put them into the bowl one by one. When student say 19, hold up the flashcard of number 19. Ask them to trace 19 in the air</p> <p><b>Focused task:</b> Students will be given worksheet of hollow number 19 and ask them print it with the finger. As the students are doing worksheet walk around, monitor and offers lot of encouragement. Ask everyone question like what no is this.</p> <p><b>Wrap up:</b> Students will be asked to write number 19 in the air at the end of the lesson.</p> <p><b>Reflection:</b></p>	<p>5mins</p> <p>10 mins</p> <p>20 mins</p> <p>5mins</p>	<p>Students will be assessed on participation on group activities and understanding of number 19 with quantity</p>	<p>concrete objects / counters/ flashcards</p> <p>Balls/marbles, bow</p>	

Mathematical development		Title: number 19	Day : 3	Class: Nursery	
Learning Outcomes	Activity Plan / Methodology	Time 40 mins	Assessment of learning outcome/s (How)	Resources	
<p>By the end of this lesson, students will be able to</p> <p>Identified number 19 relate quantity with the number and trace number with correction.</p>	<p><b>Recap:</b> Students will be asked to reinforced numbers from 0 to 30 while reading them through ppt/flashcards. Show number 19 flashcard and ask which number is this?</p> <p><b>We are learning to:</b> We are learning to identify and count number 19.</p> <p><b>What I am looking for :</b> How well you identify and count number 19 through different objects.</p> <p><b>Gained skill:</b> It helps us to enhance our counting skills.</p> <p><b>Introduction:</b> Revise the sequence of numbers from 1 to 19 by asking what number comes after. Then, show flashcards with the numbers 1 to 19 in random order and ask them to put the numbers in the correct order. Ask students to recite the sequence of numbers from 1 to 19. Place the number flashcards on the board in the correct order. Show the flashcard with the number 19 and ask where it should be placed to be in the correct order. (After 18). Write the number 19 on the board again, large enough for all students to see how it is written. Write it slowly and ask students to use their index fingers to follow the number as it is written and trace the number 19 in the air.</p> <p><b>Guided Practice:</b> Divide the class into three or four groups and distribute play dough to first</p>	<p>5mins</p> <p>10mins</p> <p>20mins</p>	<p>Students will be assessed on participation on group activities and understanding of number 19 with quantity and trace number with correction.</p>	<p>Ppt</p> <p>Concrete objects / counters</p> <p>Number flash cards</p> <p>Play dough, blocks, counters</p>	

	<p>group, blocks to second group, and counters to third group. Ask them make number 19 with these things.</p> <p><b>Focused task:</b> Students will be given worksheet in which they will count and colour squares and trace the number 19. As the students are doing worksheet walk around, monitor and offers lot of encouragement. Ask everyone question like what no is this.</p> <p><b>Wrap up:</b> Students will be asked to write number 19 on their palm.</p> <p><b>Reflection:</b></p> <p><b>Homework:</b> Students will do book pg.no. 30.</p>	5mins		<p>Worksheet colours</p> <p>Book pg. No. 30</p>
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Mathematical development		Title: number 19	Day : 4	Time: 40 minutes	
Learning Outcomes	Activity Plan / Methodology	Time 40 mins	Assessment of learning outcome/s (How)	Resources	
<p>By the end of this lesson, students would have identified number 19 relate quantity with the number and trace number with correction.</p>	<p><b>Recap:</b> Students will be asked to reinforced numbers from 0 to 30 while reading them through ppt/flashcards. Show number 19 flashcard and ask which number is this?</p> <p><b>We are learning to:</b> We are learning to identify and count number 19.</p> <p><b>What I am looking for :</b> How well you identify and count number 19 through different objects.</p> <p><b>Gained skill:</b> It helps us to enhance our counting skills.</p> <p><b>Introduction:</b> Revise the numbers 0 to 18 using flashcards, or ask students to show the numbers using their fingers. Ask what number comes after 18 and use building blocks to introduce 19. Ask 19 students to stand at the front of the class and count them together. Elicit that there are 19 students. Ask students to repeat 19 three times. Show students the flashcard of number 19 and ask them to trace the number in the air with a finger.</p> <p><b>Guided Practice:</b> Ask the students to go outside in playground to play number jumping game. Write the numbers 1 to 19 randomly and 19 many times. Ask the students look at the numbers find the number 19 and jump over it. Repeat this activity with all students.</p> <p><b>Focused task:</b> Students will be given worksheet in which they will count and colour the leaves and trace/write the number 19. As the students are doing worksheet walk around, monitor and offers lot of encouragement. Ask everyone question like what no is this.</p> <p><b>Wrap up:</b> Students will write number 19 on white board.</p> <p><b>Reflection:</b></p>	<p>5mins</p> <p>10 mins</p> <p>30 mins</p> <p>5mins</p>	<p>Students will be assessed on participation on group activities and understanding of number 19 with quantity and trace number with correction.</p>	<p>Ppt flashcards</p> <p>Concrete objects / counters</p> <p>Playground, chalk</p> <p>Worksheet, colours</p>	

Mathematical development		Title: number 19	Day : 5	Class: Nursery	
Learning Outcomes	Activity Plan / Methodology	Time	Assessment of learning outcome/s (How)	Resources	
<p>By the end of this lesson, students will be able to</p> <p>Identify number 19</p> <p>relate quantity with the number and trace number with correction.</p>	<p><b>Recap:</b> Students will be asked to reinforced numbers from 0 to 30 while reading them through ppt/flashcards. Show number 19 flashcard and ask which number is this?</p> <p><b>We are learning to:</b> We are learning to identify and count number 19.</p> <p><b>What I am looking for :</b></p> <p>How well you identify and count number 19 through different objects.</p> <p><b>Gained skill:</b> It helps us to enhance our counting skills.</p>	3mins	<p>Students will be assessed on participation on group activities and understanding of number 19 with quantity and trace number with correction.</p>	<p>Number flashcards</p>	
	<p><b>Introduction:</b> Explain that you are going to show them one of the flashcards and they should count the objects and write the correct number on their whiteboard. When you say, they should hold their answer up for you to see. Make sure you allow enough time for them to count the items on the flashcard.</p>	5mins			<p>Sand tray</p>
	<p><b>Guided Practice:</b> Organize sand tray prior to writing number '19' on the copy. Demonstrate how to write the letter using the pop sickle stick. Ask them to write it 2, 3 times. And say the number.</p>	30mins			
	<p><b>Focused task:</b> Ask students to open their copies. Write number '19' on copy. Give them a set amount of time to complete the task and monitor their progress.</p> <p><b>Wrap up:</b> Students will be given the colours basket and ask them to count the colours up to 19.</p> <p><b>Reflection:</b></p> <p><b>Homework:</b> Write number '19' on copy.</p>	2mins			