| Mathematical development | Title : number 20 Day: 1 |  | 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 20 <br> 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 20. <br> What I am looking for: <br> How well you identify and count number 20 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- 19. 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 2 ten and O units make number 20 . Show number 20 flashcard and ask which number is this? Write big number on board and encourage students to repeat after you. Ask what number comes after 20? <br> Students will be shown number song https://youtu.be/D0Ajq682yrA <br> Ask students to count e.g. IO building blocks. Make 2 set of 10 building blocks, recount and, if necessary, explain that there are now 20 blocks. Use the blocks to count together in sequence from 1 to 20. <br> Invite students randomly and give them pencils basket and ask to pick 20pencils. | 5mins | Students will be assessed on <br> Participation in group activities and understanding of the number ' 20 ' with quantity. | Ppt /flashcard <br> Concrete objects <br> blocks |


|  | Use different concrete objects for number practice. <br> Guided practice: <br> First write the numbers II-20 on the board and have everyone shout out the <br> numbers as you write them. Next, get IO soft balls, cubes or something similar <br> (before class, tape numbers II- 20 onto the balls) and the numbers on each <br> ball. Then throw the balls around the room and ask individual students to <br> bring you different numbers (e.g. "Sara, please give me number I5") <br> Focused task: <br> Ask students to open book page no 3I. Ask them to move your finger on number <br> 20 and say it aloud. Ask them what is in the picture? Ask students have they <br> seen butterflies in lawn of their house or a park near their house? <br> Provide students number 20 worksheet and ask students to make dots with <br> their finger on number 20. Use different colours to make it beautiful. <br> Wrap up: <br> Students will be asked to count till 20 aloud. Repeat which number we are <br> learning today? Its number 20. <br> Reflection: | 5 mins |
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| Mathematical development | Title: Number 20 Day :2 |  | 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 20 <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 20 flashcard and ask which number is this? <br> We are learning to: <br> We are learning to identify and count number 20. <br> What I am looking for: <br> How well you identify and count number 20 through different objects. <br> Gained skill: <br> It helps us to enhance our counting skills. <br> Introduction: <br> Students will be shown number 20 song <br> https:/ / youtu be/OVL $x$ WIHRD4E <br> Give students ice-cream sticks, pencils, and buttons and ask them to count only 20 objects and show the class. Place the flashcards of numbers I to 20 on the board in sequence. Show the number 20 flashcard and ask where it should be placed. (after 19) Ask students to read the numbers I to 20 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: <br> Prepare 2 flashcards, each showing a set of the same objects. The total number of objects shown on the two cards should total 20, e.g. 10 cars on the first and 10 on the second. Show the first flashcard and ask students to identify and | 5 mins <br> 10 mins | Students will be assessed on <br> Participation in group activities and understanding of the number ' 20 ' with quantity. | Concrete objects / counters/ flashcards |



| Mathematical development |  |  | Class: Nursery |  |
| :---: | :---: | :---: | :---: | :---: |
| Learning Outcomes | Activity Plan / Methodology | Time 40 mins | Assessment of learning outcome/s (How) | Resources |
| By the end of this lesson, <br> students will be able to <br> Identify number 20 <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 20 flashcard and ask which number is this? We are learning to: We are learning to identify and count number 20. <br> What I am looking for: <br> How well you identify and count number 20 through different objects. <br> Gained skill: It helps us to enhance our counting skills. <br> Introduction: Paste number 20 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 20 in number. <br> Guided Practice: Divide class in group 3/4 groups. Provide them play dough, counters, blocks to make number 20. As the students are making numbers 20 walk around, monitor and offer lots of encouragement. Ask everyone questions le.g. What number is this?") And encourage each student to say the number as they are forming it. Focused task: Students will provide worksheet in which they will count and colour buttons and trace number 20. <br> Wrap up: Students will be asked to write number 20 in their palm. Reflection: <br> Homework: <br> Do book page no. 32 | 5 mins <br> IOmins <br> 20 mins <br> 5 mins | Students will be assessed on <br> Participation in group activities and understanding of the number ' 20 ' with quantity. | Ppt/flashcard <br> Play dough <br> Counters <br> Blocks <br> Number 20 <br> Worksheet <br> colours <br> Book page no32 |


| Mathematical development | natical development ${ }^{\text {a }}$ Day: | Day : 4 | Time: 40 minutes |  |
| :---: | :---: | :---: | :---: | :---: |
| 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 20 <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 I-20 Flashcards and repeat numbers. <br> We are learning to: We are learning to identify and count number 20. What I am looking for: <br> How well you identify and count number 20 through different objects. Gained skill: It helps us to enhance our counting skills. <br> Introduction: Paste number 20 on board. Ask them to write come on board and write number 20. Ask students to show number 20 through fingers. 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 20 on the drawing paper, glue it and sprinkle coloured sand/glitter to decorate number 20. Ask students to show their artwork to the class. <br> Focused task: Provide students worksheet and tell students to colour the light bulbs showing number 20. Ask them to count how many bulbs are there? Wrap up: Read counting aloud I-20 twice 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 ' 20 ' with quantity. | Ppt <br> flashcard <br> Drawing paper <br> Glue <br> Coloured sand / glitter <br> worksheet colours |


| Mathematical development | matical development ${ }^{\text {a }}$ Title: number 20 ${ }^{\text {a }}$ : 5 |  | Time: 40 minutes |  |
| :---: | :---: | :---: | :---: | :---: |
| 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 20 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 20 flashcard and ask which number is this? <br> We are learning to: We are learning to identify and count number 20. <br> What I am looking for: How well you identify and count number 20 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 20 on board. Ask students to come on board and write number 20. Tell students that 2 tens and 0 units makes 20. <br> Guided Practice: Organize sand tray and popsicle sticks prior to trace number '20' on the copy. Demonstrate how to trace the letter with popsicle sticks. Ask them to trace it 2, 3 times. And say the number 20. <br> Focused task: Ask students to open their copies. Write number '20' 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: <br> Write number '20' on copy. | 3 mins <br> 5 mins <br> 30mins <br> 2 mins | Students will be assessed on Participation in group activities and understanding of the number ' 20 ' with quantity. | Ppt/flashcard <br> s <br> Concrete <br> objects / <br> counters <br> Sand tray <br> Popsicle sticks <br> Copy work <br> Sample: <br> Date <br> Day Topic: <br> Number '20' <br> Write: <br> T U <br> 20 <br> 20 |

