Activity Plan / Methodology Recap:	Time 40 mins	Assessment of learning outcome/s	
· ·		(I IOW)	Resources
Students will be asked to reinforced numbers from U to 30 while reading them	5mins	Students will be	Ppt
through ppt/flashcards. We are learning to :		assessed on Participation in group activities	/flashcard
What I am looking for : How well you identify and count number 24 through different objects.		and understanding of the number '24'	
It helps us to enhance our counting skills. Introduction: Use flashcards to revise the numbers I- 23.Show them 2 sets of colour pencils an		with quantity.	Concrete objects
If we add 4 more colour pencils, how many pencils are they now? Tell students th 2 tens and 4 units make number 24. Show number 24 flashcard and ask which number is this? Write big number on board and encourage students to repeat aft you. Ask what number comes after 23? Students will be shown number song https://youtu.be/W1YtSDN12p4 Ask students to count e.g. 10 building blocks. Make 2 set of 10 building blocks. Pla 4 more blocks with them, recount and, if necessary, explain that there are now 2 blocks. Use the blocks to count together in sequence from 1 to 24. Guided practice:	er IOmins Lice		
t \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	We are learning to identify and count number 24. What I am looking for: How well you identify and count number 24 through different objects. Gained skill: thelps us to enhance our counting skills. Introduction: Use flashcards to revise the numbers I- 23. Show them 2 sets of colour pencils an ell them that they are 2 group of ten. 2 group of ten means there are 20 pencifies we add 4 more colour pencils, how many pencils are they now? Tell students the 2 tens and 4 units make number 24. Show number 24 flashcard and ask which number is this? Write big number on board and encourage students to repeat aft you. Ask what number comes after 23? Students will be shown number song attps://youtu.be/WIYtSDNI2p4 Ask students to count e.g. 10 building blocks. Make 2 set of 10 building blocks. Play more blocks with them, recount and, if necessary, explain that there are now 2 blocks. Use the blocks to count together in sequence from 1 to 24. Guided practice:	hrough ppt/ flashcards. We are learning to: We are learning to identify and count number 24. What I am looking for: How well you identify and count number 24 through different objects. Cained skill: It helps us to enhance our counting skills. Introduction: Use flashcards to revise the numbers I- 23. Show them 2 sets of colour pencils and ell them that they are 2 group of ten. 2 group of ten means there are 20 pencils. If we add 4 more colour pencils, how many pencils are they now? Tell students that 22 tens and 4 units make number 24. Show number 24 flashcard and ask which number is this? Write big number on board and encourage students to repeat after you. Ask what number comes after 23? Students will be shown number song attes://youtu.be/WIYtSDNI2p4 Ask students to count e.g. IO building blocks. Make 2 set of IO building blocks. Place are more blocks with them, recount and, if necessary, explain that there are now 24-blocks. Use the blocks to count together in sequence from I to 24.	hrough ppt/ flashcards. We are learning to: We are learning to identify and count number 24. What I am looking for: How well you identify and count number 24 through different objects. Cained skill: It helps us to enhance our counting skills. Introduction: Use flashcards to revise the numbers I- 23. Show them 2 sets of colour pencils and ell them that they are 2 group of ten. 2 group of ten means there are 20 pencils. If we add 4 more colour pencils, how many pencils are they now? Tell students that 22 tens and 4 units make number 24. Show number 24 flashcard and ask which number is this? Write big number on board and encourage students to repeat after you. Ask what number comes after 23? Students will be shown number song attps://youtu.be/WIYtSDNI2p4 Ask students to count e.g. IO building blocks. Make 2 set of IO building blocks. Place 4 more blocks with them, recount and, if necessary, explain that there are now 24-blocks. Use the blocks to count together in sequence from I to 24. Guided practice:

6" × 6". Write a numeral 15-24 on one side of the heart and draw the corresponding number of hearts on the other side. Then cut each heart in half using a zigzag line. Mix these parts and let the students find matching parts of the broken hearts. Focused Task: Ask students to open book page no 51. Ask them to move your finger on number 24 and say it aloud. Ask them what is in the picture? Ask them to count boys. Ask	mins	Book page no 51
them to count how many boys are there in their class. Provide students number 24 worksheet and ask students to glue and sprinkle glitter on number 24. Wrap up: Students will be asked to count till 24 aloud. Repeat which number we are learning today? Its number 24.	5mins	Number 24 Worksheet Glitter glue
Reflection:		

Mathematical development		ent Title: Number 24 Day :2			Class: Nursery		
Learning Outcomes	Activity Plan / Methodology				Assessment of learning outcome/s (How)	Resources	
By the end of	Recap:						
this lesson, students will be able to	Students will be asked to reinforced numbers from 0 to 30 while reading them through ppt. Show number 24 flashcard and ask which number is this? We are learning to:				Students will be assessed on Participation in group activities and	Ppt/ flashcards	
ldentify number 24 relate	We are learning to identify What I am looking for: How well you identify and Gained skill:	count number 24 through diff	ferent objects.		understanding of the number '24' with quantity.		
quantity with the number	the two sets of ten items yo	counting skills. ded tens and units on the boar u have prepared and ask them a volunteer to write the numb	r to tell you how many		ι σ	Concrete ob jects / counters/ flashcards	
	boxes and elicit that the number a volunteer to write the ne that the new number is twin sequence two or three times.	imber tells us there are 2 compoundents the 2 sets of tens and to we number in the second set of enty-four. Ask students to reat mes. Ask the students to trace is is done using the whole arm	olete sets of tens and the extra four and ask boxes. Elicit or explain d the numbers I to 24 the number 24 in the	10 mins			
	Guided practice:						

Give each student a mini-whiteboard, marker and eraser. Explain that you are	20	
going to describe a number between 20 and 30 and ask them to write the	mins	
correct numeral. For example, if you say 'two set of ten and 4 extra ones' they		Number and
should write 24. This activity will enable you to identify any student who is		ob ject
having difficulty with the concept of tens and units.		flashcards
Students will do tracing practice of number 24 on the table display while using		
two fingers/board marker. (Teacher will take a printout of hollow number 24		
and paste it on the table in front of each chair and cover the table with the		
plastic sheet		
Focused task:		Number 24
Provide students worksheet of number 24 and ask them to make dots with q-		worksheet
tips on number 24. Ask students which number is this?		Poster colours
Wrap up:		q-tips
Students will be asked to write number 24 in the air at the end of the lesson.	5mins	, .
Reflection:		

Matl	nematical development	Title: number 24	Day : 3		Class: Nursery	
						_
Learning Outcomes	Activity Plan / Methodology			Time 40 mins	Assessment of learning outcome/s (How)	Resources
Outcomes	Recap: Students will be asked to reinforced numbers from 0 to 30 while reading them			rrurus	(I IOW)	
By the end of this lesson, students will be able to Identify number 24	through ppt/flashcards. Show We are learning to: We are learning for: What I am looking for: How well you identify and cou Gained skill: It helps us to enh Introduction: Paste number 24	number 24 flashcard and ask whearning to identify and count num nt number 24 through different o	ich number is this? ber 24 . b jects. ht forefinger to write	5mins IOmins	Students will be assessed on Participation in group activities and understanding of the number '24' with quantity.	Ppt/flashcard
relate quantity with the number. Trace number with correction	objects on ppt and ask student Guided Practice: Divide class counters, blocks to make num around, monitor and offer lonumber is this?") And encourait.	s to circle the objects that are 24 ss in group 3/4 groups. Providiber 24 . As the students are makits of encouragement. Ask everyone age each student to say the number	in number. e them play dough, ng numbers 24 walk questions (e.g. What as they are forming	20mins	wiri quartity.	Play dough Counters blocks
	trace number 24.	rovide worksheet in which they wi ed to write number 24 in their pa	Ç	5mins		Number 24 worksheet
	Homework: Do book page no. 5	52.				Book page no 52

Mathematical development		Title: number 24 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 Identify number 24- Relate quantity with the	them through ppt/flashcar We are learning to: We a What I am looking for: different objects. Gained skill: It helps us to Introduction: Paste number number 24. Draw on the etc. Ask a volunteer to con of the drawing. Ask a v	sked to reinforced numbers from ds. Show number I-23 Flashcard re learning to identify and count How well you identify and count enhance our counting skills. The 24 on board. Ask them to compare a set of 24 shapes, e.g. and count the shapes and writellunteer to come and draw 22 shapes.	Is and repeat numbers number 24. Int number 24 through ome on board and write circles, stars, rectangles, te the number at the side		Students will be assessed on Participation in group activities and understanding of the number '24' with quantity.	Ppt flashcard Drawing paper Glue Coloured
number. Trace number with correction	from 15 – 24 among the sequence from 15 to 24 instructions that you will the student whose name number. Focused task: Provide students	students to the play area. District students. Tell them to arrange Once the students have areall out the name of a student of has been called will go and stocked with the stude them to count how many birds are loud 1-24 twice	these number cards in a ranged the cards, give and a number randomly. Independent to the required onto the colour the birds.	mins		sand / glitter worksheet colours

Mathematical development Title: number 24 Day : 5				Class: Nursery		
Learning Outcomes	Activity Plan / Methodolog	Time 40 mins	Assessment of learning outcome/s (How)	Resources		
By the end of this lesson, students will be able to	Recap: Students will be asked to reinforced them through ppt/flashcards. Show number is this? We are learning to: We are learning to iden What I am looking for: How well you identify and count number 24-	24 flashcard and ask which nurtify and count number 24. through different objects.	J	Students will be assessed on Participation in group activities and understanding of	Ppt/flashcar ds Concrete ob jects / counters	
Identify number 24 relate quantity with the number writ number	Gained skill: It helps us to enhance our count Introduction: Show the flashcard and ask won board. Ask students to come on board and 2 ten and 4 units makes 24. Guided Practice: Organize sand tray and poon the copy. Demonstrate how to trace the new tensor of the copy.	hich number is this? Paste number d write number 24 . Tell students opsicle sticks prior to trace number	that '24' 30mins	the number '24' with quantity.	Sand tray Popsicle sticks Copy work Sample:	
with correction	trace it 2, 3 times. And say the number 24-Focused task: Ask students to open their co them a set amount of time to complete the to Wrap up: Students will be asked to count O-Reflection:	pies. Write number '24' on copy. ask and monitor their progress.			Date Day Topic: Number `24' Write: T U	
	Homework: Trace number `24' on copy.				2 - 2 -	