| Mathematical development | itle : number 25 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 25 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 25. <br> What I am looking for: <br> How well you identify and count number 25 through different objects. <br> Gained skill: <br> It helps us to enhance our counting skills. <br> Introduction: <br> Allow the students first look at the number pasted on the board and tell them it is 25 . Then show them flash card of number 25 . Show students different sets of objects in turn and ask them to count each set. For example, show them 2 sets of 10 coloured pencils, ask 'How many coloured pencils are there?' and students should say '20 coloured pencils'. Ask the students if we will add 5 more coloured pencils, how many pencils will there. Tell students that 2 tens and 5 units make number 25. Place flashcard of number 25 on the board and write ' $25^{\prime}$ above it. Say 'twenty five' and ask students to repeat it after you. Write the number 25 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 25 in the air. <br> Students will be shown number 25 video. <br> https://youtu.be/HLTUCOENCD4 | 5 mins <br> IOmins | Students will be assessed on participation on group activities and understanding of number 25 with quantity | Ppt /flashcard <br> Concrete objects / counters |


|  | Do oral counting (daily) through singing, on the board with the help of <br> flashcards, real ob jects, counting bars, small blocks, balls, spoons, ice-cream sticks <br> and things from the classroom. <br> Guided practice: <br> Divide the class into four groups. Provide the each group paper plates and pegs <br> having numbers I to 25. Spread the pegs random on table and ask student pick <br> one peg of any number and match it with the plate number and attached it with <br> the plate. Repeat this activity with all group members. <br> Focused task: <br> Ask students to open book page no 53. Ask them to move your finger on number <br> 25 and say it aloud. Ask them what is in the picture? Ask them do they like the <br> cupcakes? Which flavour do you like? Ask them count the cupcakes by putting <br> their finger one by one and tell the number. <br> Set out small paper bits and glue around the classroom. Give each student a <br> worksheet of large number 25 and show them how to decorate it using the glue <br> and paper bits. As the students are doing worksheet walk around, monitor and <br> offers lot of encouragement. Ask everyone question like what no is this. <br> Wrap up: <br> Students will be asked to count 25 pencils / colours at the end of the lesson. <br> Reflection: | Pegs <br> Book pg. no. <br> 53 |
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| By the end of this lesson, students will be able to <br> Identify number 25 <br> relate quantity with the number | Recap: Students will be asked to reinforced numbers from 0 to 30 while reading them through ppt. Show number 25 flashcard and ask which number is this? We are learning to: We are learning to identify and count number 25. <br> What I am looking for : <br> How well you identify and count number 25 through different objects. <br> Gained skill: It helps us to enhance our counting skills. <br> Introduction: Ask students to tap your table 25 time, clap 25 time. <br> 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. <br> Guided practice: This adorable little hedgehog craft help your students learn their numbers. Ask students to pick up popsides one by one sequendly and put it in hedgehog from number I to 25. <br> Focused task: <br> Students will be given worksheet colour the birds with number 25. As the students are doing worksheet walk around, monitor and offers lot of encouragement. Ask everyone question like what no is this. <br> Wrap up: Students will be asked to write number 25 in the air at the end of the lesson. <br> Reflection: | 5 mins <br> 10 <br> mins <br> 20 <br> mins <br> 5 mins | Students will be assessed on participation on group activities and understanding of number 25 with quantity | Ppt/ flashcards <br> Hedgehog craft, popsicles <br> worksheet |


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| By the end of this lesson, students will be able to <br> Identify number 25 relate quantity with the number and trace number with correction. | Recap: <br> Students will be asked to reinforced numbers from 0 to 30 while reading them through ppt/flashcards. Show number 25 flashcard and ask which number is this? <br> We are learning to: <br> We are learning to identify and count number 25. <br> What I am looking for: <br> How well you identify and count number 25 through different objects. <br> Gained skill: <br> It helps us to enhance our counting skills. <br> Introduction: <br> Ask the students to sit in a circle. Place the number chart on the board. Point to any number and ask which number it is. Repeat this for 3 to 5 numbers. <br> Next, write 25 on the board and ask what number it is. Explain that 2 tens and 5 units make 25. Write 24 and ask the students what number comes after 24 . Place this flashcard on the board and write ' 25 ' above it. Say 'twenty five' and ask students to repeat after you. Write the number 25 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 25 in the air. <br> Guided Practice: <br> Give each student a mini white board, maker and eraser. Explain that you are | 5 mins <br> IOmins | Students will be assessed on participation on group activities and understanding of number 25 with quantity and trace number with correction. | Ppt <br> Concrete objects / counters <br> Number flashcards <br> Mini white |


|  | going to describe a number between 20 and 30 and ask them to write the correct <br> numeral. E.g. If you say 2 sets of 10 and 5 extra units. They should write 25. <br> This activity is enable you to identify any student who is having difficulty with <br> the concept of tens and units. <br> Focused task: <br> Students will be given worksheet in which they will count the cupcakes and trace <br> the number 25. As the students are doing worksheet walk around, monitor and <br> offers lot of encouragement. Ask everyone question like what no is this? <br> Wrap up: <br> Students will be asked to write number 25 on the back of their friend. <br> Reflection: <br> Homework: <br> Students will do book pg.no. 54. | board, <br> marker, <br> eraser |
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| By the end of this lesson, students will be able to <br> Identify number 25 relate quantity with the number and trace number with correction | Recap: Students will be asked to reinforced numbers from 0 to 30 while reading them through ppt/flashcards. Show number 25 flashcard and ask which number is this? <br> We are learning to: We are learning to identify and count number 25. What I am looking for: <br> How well you identify and count number 25 through different objects. <br> Gained skill: It helps us to enhance our counting skills. <br> Introduction: Revise the sequence of numbers from 1 to 25 . Then, show the flashcards with the numbers I to 25 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 25 . Revise writing the number 25 by asking students to draw the number 25 in the air with their index finger <br> Guided Practice: Divide the class into group of 5 students. Provide each group a chart paper and poster colours. Ask the students to paint their one hand and press them on the chart paper. There are five hands on chart paper. Ask the students to count the number of fingers on the picture and tell the number. <br> Focused task: Students will be given worksheet in which they will count bottles and trace and write the number 25. As the students are doing worksheet walk around, monitor and offers lot of encouragement. Ask everyone question like what no is this. Wrap up: Students will write number 25 on white board. Reflection: | 5 mins <br> 10 mins <br> 20 <br> mins <br> 5 mins | Students will be assessed on participation on group activities and understanding of number 25 with quantity and trace number with correction. | Ppt <br> Concrete objects / counters <br> Chart paper. poster colours Worksheet |


| Mathematical development | matical development ${ }^{\text {a }}$ Title: number 25 Day:5 |  | 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 25 relate quantity with the number and trace number with correction. | Recap: Students will be asked to reinforced numbers from 0 to 30 while reading them through ppt/flashcards. Show number 25 flashcard and ask which number is this? <br> We are learning to: We are learning to identify and count number 25. <br> What I am looking for: <br> How well you identify and count number 25 through different objects. <br> Gained skill: It helps us to enhance our counting skills. <br> Introduction: Explain that you are going to show them objects flashcard/ppt 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. <br> Guided Practice: Organize sand tray prior to writing number ' 25 ' 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. <br> Focused task: Ask students to open their copies. Write number '25' on copy. Give them a set amount of time to complete the task and monitor their progress. <br> Wrap up: Students will be given the colours basket and ask them to count the colours up to 25. <br> Reflection: <br> Homework: <br> Write number ' 25 ' on copy. | 3 mins <br> 5 mins <br> 30mins <br> 2 mins | Students will be assessed on participation on group activities and understanding of number 25 with quantity and trace number with correction. | Objects flashcard <br> Sand tray <br> Copy Work <br> Sample: <br> Date Day Topic: <br> Number '25' <br> Write: $\begin{array}{ll} T & U \\ 2 & 5 \\ 2 & 5 \end{array}$ |

