

Mathematical development		Title : number 26	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 26</p> <p>relate quantity with the number</p>	<p>Recap: Students will be asked to reinforced numbers from 0 to 30 while reading them through ppt/ flashcards.</p> <p>We are learning to: We are learning to identify and count number 26.</p> <p>What I am looking for : How well you identify and count number 26 through different objects.</p> <p>Gained skill: It helps us to enhance our counting skills.</p> <p>Introduction: Use flashcards to revise the numbers 1- 25.Show them 2 sets of colour pencils and tell them that they are 2 group of ten. 2 group of ten means there are 20 pencils. If we add 6 more colour pencils, how many pencils are they now? Tell students that 2 ten and 6 units make number 26.Show number 26 flashcard and ask which number is this? Write big number on board and encourage students to repeat after you. Ask what number comes after 25? Students will be shown number song https://youtu.be/W1YtSDN12p4</p> <p>. Ask students to count e.g. 10 building blocks. Make 2 set of 10 building blocks. Place 6 more blocks with them, recount and, if necessary, explain that there are now 26 blocks. Use the blocks to count together in sequence from 1 to 26.</p> <p>Guided practice:</p>	5mins	Students will be assessed on Participation in group activities and understanding of the number '26' with quantity.	Ppt /flashcard	Concrete objects
	10mins				
	20				

Mathematical development		Title: Number 26	Day :2	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 26</p> <p>relate quantity with the number</p>	<p>Recap: Students will be asked to reinforced numbers from 0 to 30 while reading them through ppt. Show number 26 flashcard and ask which number is this?</p> <p>We are learning to: We are learning to identify and count number 26.</p> <p>What I am looking for : How well you identify and count number 26 through different objects.</p> <p>Gained skill: It helps us to enhance our counting skills.</p> <p>Introduction: Draw two sets of boxes headed tens and units on the board. Show the students the two sets of ten items you have prepared and ask them to tell you how many items altogether (20). Ask a volunteer to write the number in the first set of boxes and elicit that the number tells us there are two complete sets of ten and no extra units. Show the students the two sets of ten and the extra six units and ask a volunteer to write the new number in the second set of boxes. Elicit or explain that the new number is twenty-six. Ask students to read the numbers 1 to 26 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.</p>	<p>5mins</p> <p>10 mins</p>	<p>Students will be assessed on Participation in group activities and understanding of the number '26' with quantity.</p>	<p>Concrete objects / counters/ flashcards</p>	

Mathematical development		Title: number 26	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 would have</p> <p>Identified number 26</p> <p>Relate quantity with the number.</p> <p>Trace number with correction</p>	<p>Recap: Students will be asked to reinforced numbers from 0 to 30 while reading them through ppt/flashcards. Show number 26 flashcard and ask which number is this?</p> <p>We are learning to: We are learning to identify and count number 26.</p> <p>What I am looking for: How well you identify and count number 26 through different objects.</p> <p>Gained skill: It helps us to enhance our counting skills.</p> <p>Introduction: Paste number 26 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 26 in number.</p> <p>Guided Practice: Divide class in group 3/4 groups. Provide them play dough, counters, blocks to make number 26. As the students are making numbers 26 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.</p> <p>Focused task: Students will provide worksheet in which they will count dots and trace number 26.</p> <p>Wrap up: Students will be asked to write number 26 in their palm.</p> <p>Reflection:</p> <p>Homework: Do book page no. 67.</p>	<p>5mins</p> <p>10mins</p> <p>20mins</p> <p>5mins</p>	<p>Students will be assessed on</p> <p>Participation in group activities and understanding of the number '26' with quantity.</p>	<p>Ppt/flashcard</p> <p>Play dough Counters blocks</p> <p>Number 26 worksheet</p> <p>Book page no 67</p>	

Mathematical development		Title: number 26	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 will be able to</p> <p>Identify number 26</p> <p>relate quantity with the number.</p> <p>Trace number with correction</p>	<p>Recap: Students will be asked to reinforced numbers from 0 to 30 while reading them through ppt/flashcards. Show number 1-25 Flashcards and repeat numbers</p> <p>We are learning to: We are learning to identify and count number 26.</p> <p>What I am looking for : How well you identify and count number 26 through different objects.</p> <p>Gained skill: It helps us to enhance our counting skills.</p> <p>Introduction: Paste number 26 on board. Ask them to come on board and write number 26.</p> <p>Give students ice-cream sticks, pencils, and buttons and ask them to count only 26 objects and show the class. Place the flashcards of numbers 21 to 25 on the board in sequence. Show the number 26 flashcard and ask where it should be placed. (after 25) Ask students to read the numbers 1 to 26 in sequence two or three times.</p>	5mins	Students will be assessed on Participation in group activities and understanding of the number '26' with quantity.	Ppt flashcard	
	10 mins	Ice-cream sticks, pencils, buttons			
	20 mins	<p>Guided Practice: Ask the students to sit in a large circle. Begin by saying the first number from (15- 26) in the sequence and rolling the ball to one of the students. The students should stop the ball, say the next number, and roll the ball to another child who must catch the ball and say the next number, etc. If a students fails to stop the ball, cannot continue the sequence, or says the wrong number, she / he should sit</p>			

	<p>down for one minute before re joining the game.</p> <p>Note: teacher can begin number 1-26 according to the class strength.</p> <p>Focused task:</p> <p>Provide students worksheet and tell students to colour the jars. Showing number 26. Ask them to count how many jars are there?</p> <p>Wrap up:</p> <p>Read counting aloud 1-26 twice</p> <p>Reflection:</p>	5mins		ball worksheet colours
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Mathematical development		Title: number 26	Day : 5	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 26 relate quantity with the number writ number with correction</p>	<p>Recap: Students will be asked to reinforced numbers from 0 to 30 while reading them through ppt/flashcards. Show number 26 flashcard and ask which number is this?</p> <p>We are learning to: We are learning to identify and count number 26.</p> <p>What I am looking for : How well you identify and count number 26 through different objects.</p> <p>Gained skill: It helps us to enhance our counting skills.</p> <p>Introduction: Show the flashcard and ask which number is this? Paste number 26 on board. Ask students to come on board and write number 26. Tell students that 2 ten and 6 units makes 26.</p> <p>Guided Practice: Organize sand tray and popsicle sticks prior to trace number '26' on the copy. Demonstrate how to trace the number with popsicle sticks. Ask them to trace it 2, 3 times. And say the number 26.</p> <p>Focused task: Ask students to open their copies. Write number '26' on copy. Give them a set amount of time to complete the task and monitor their progress.</p> <p>Wrap up: Students will be asked to count 0-30 aloud.</p> <p>Reflection:</p> <p>Homework: Write number '26' on copy.</p>	<p>3mins</p> <p>5mins</p> <p>30mins</p> <p>2mins</p>	<p>Students will be assessed on Participation in group activities and understanding of the number '26' with quantity.</p>	<p>Ppt/flashcards</p> <p>Concrete objects / counters</p> <p>Sand tray Popsicle sticks</p> <p>Copy work Sample: Date Day Topic: Number '26' Write: T U 2 6 2 6</p>	