Mathematic	al development	Title : number 26	Day: I	Class: Nurser		y	
Learning Outcomes		ctivity 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 26 relate	through ppt/ flashcar We are learning to: We are learning to id What I am looking fo	entify and count number 26. r : and count number 26 through differe		5mins	Students will be assessed on Participation in group activities and understanding of the number `26' with quantity.	Ppt /flashcard	
quantity with the number	Introduction: Use flashcards to revi tell them that they ar we add 6 more colour ten and 6 units make	se the numbers I- 25.Show them 2 set e 2 group of ten. 2 group of ten mear pencils, how many pencils are they no number 26 .Show number 26 flashca big number on board and encourage s r comes after 25? I number song	ns there are 20 pencils. If w? Tell students that 2 rd and ask which	IOmins		Concrete objects	
	6 more blocks with th	t e.g. 10 building blocks. Make 2 set of em, recount and, if necessary, explain to count together in sequence from I to	that there are now 26	20			

Seat the students in small groups. Give each group the set of cards labelled 1–26 and ask them to arrange them on their desks in the correct order. Walk around the room to check their work. Tell the students that they must work in groups and allow each one to have a chance. Focused Task: Ask students to open book page no. 66. Ask them to move your finger on number 26 and say it aloud. Ask them what is in the picture? Ask them to count lemons. Ask them do they know the taste of lemon. Is it sweet/sour? Provide students number worksheet and ask students to find and circle only number 26. Wrap up: Students will be asked to count till 26 aloud. Repeat which number we are learning today? Its number 26.	mins 5mins	Book page no 66 Number 26 Worksheet
Reflection:		

Mathem	atical development	Title: Number 26	Day :2	Class: Nursery		
Learning Outcomes		ivity 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 26 relate quantity with the number	through ppt. Show nu We are learning to: We are learning to ide What I am looking for How well you identify of Gained skill: It helps us to enhance of Introduction: Draw two sets of boxes the two sets of ten item items altogether (20). boxes and elicit that th no extra units. Show th ask a volunteer to write explain that the new no to 26 in sequence two	und count number 26 through	ich number is this? different objects. oard. Show the students rem to tell you how many mber in the first set of complete sets of ten and and the extra six units and set of boxes. Elicit or ts to read the numbers I s to trace the number in	5mins 10 mins	Students will be assessed on Participation in group activities and understanding of the number `26' with quantity.	Concrete objects / counters/ flashcards

Prepar of obje and 13 count find th studen	I practice: e 2 flashcards, each showing a set of the same objects. The total number icts shown on the two cards should total 26 , e.g. 13 bottles on the first b on the second. Show the first flashcard and ask students to identify and the objects. Show the second flashcard and ask students to count on to be total number of bottles. Hold up the flashcard of number 26 and ask ts to practice writing the number in the air. Repeat with other pairs of urds e.g balls, pencils, stars	20 mins	Number and object flashcards
two fir and pa plastic Focused Provid finger Wrap	d task: e students number 26 worksheet and ask students to make dots with their on number 26. Use different colours to make it beautiful. up: .ts will be asked to write number 26 in the air at the end of the lesson.	5mins	Number 26 worksheet Poster colours

Math	iematical development	Title: number 26	Day : 3	Class: Nursery			
Learning Outcomes	Activi	ty Plan / Methodology		Time 40 mins	Assessment of learning outcome/s (How)	Resources	
By the end of this lesson, students would have Identified number 26 Relate quantity with	them through ppt/flashcau this? We are learning to: We a What I am looking for: different ob jects. Gained skill: It helps us to Introduction: Paste number write the number being	sked to reinforced numbers fror rds. Show number 26 flashcard re learning to identify and count How well you identify and co enhance our counting skills. r 26 on board. Ask students taught in the palm of their le t and ask students to circle th	and ask which number is number 26. unt number 26 through to use right forefinger to ft hand. Show different	5mins 10mins	Students will be assessed on Participation in group activities and understanding of the number `26' with quantity.	Ppt/flashcard	
the number. Trace number with correction	counters, blocks to make n around, monitor and offer number is this?") And e forming it. Focused task: Students wil number 26. Wrap up: Students will be	class in group 3/4 groups. P umber 26. As the students are lots of encouragement. Ask ever ncourage each student to say provide worksheet in which they asked to write number 26 in th	making numbers 26 walk yone questions (e.g. What the number as they are will count dots and trace	20mins 5mins		Play dough Counters blocks Number 26 worksheet	
	Reflection: Homework: Do book page n	o. 67.				Book page no 67	

Mathe	ematical development	Title: number 26	Day : 4		Time: 40 minutes	
Learning Outcomes		ty 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 26 relate quantity with the number. Trace number with correction	through ppt/flashcards. S We are learning to: We are learning to identi What I am looking for : How well you identify and Gained skill: It helps us to enhance our Introduction: Paste number 26 on boar Give students ice-cream st 26 ob jects and show the oboard in sequence. Show t	count number 26 through differ	l repeat numbers ent objects. d write number 26 . them to count only bers 21 to 25 on the where it should be	5mins 10 mins	Students will be assessed on Participation in group activities and understanding of the number '26' with quantity.	Ppt flashcard lce-cream sticks, pencils, buttons
	three times. Guided Practice: Ask the students to sit in (15-26) in the sequence of should stop the ball, say the must catch the ball and s	a large circle. Begin by saying the and rolling the ball to one of the s ne next number, and roll the ball ay the next number, etc. If a stud sequence, or says the wrong numbe	first number from students. The students to another child who ents fails to stop the	20 mins		

down for one minute before rejoining the game.		ball
Note: teacher can begin number 1-26 according to the class stre	ength.	
Focused task:		
Provide students worksheet and tell students to colour the jars.	Showing number	
26. Ask them to count how many jars are there?		worksheet
Wrap up:		colours
Read counting aloud I-26 twice		
Reflection:	5mins	

Ma	thematical development	cal development Title: number 26 Day : 5			Class: Nu	rsery
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	Recap: Students will be asked to them through ppt/flashcards. Sh is this? We are learning to: We are lear What I am looking for : How well you identify and count Gained skill: It helps us to enhan	iow number 26 flashcard and rning to identify and count nu number 26 through different	l ask which number ımber 26.	3mins	Students will be assessed on Participation in group activities and understanding of the number `26'	Ppt/flashcards Concrete objects / counters
ldentify number 26 relate quantity with the number writ number with	Introduction: Show the flashcard on board. Ask students to come of 2 ten and 6 units makes 26. Guided Practice: Organize sand on the copy. Demonstrate how to trace it 2, 3 times. And say the Focused task: Ask students to op them a set amount of time to co	and ask which number is thi on board and write number 20 tray and popsicle sticks prior t trace the number with popsicl number 26. pen their copies. Write number	 Tell students that to trace number '26' e sticks. Ask them to '26' on copy. Give 	5mins 30mins	with quantity.	Sand tray Popsicle sticks Copy work Sample : Date
correction	Wrap up: Students will be asked Reflection: Homework: Write number `26' of	to count O-30 aloud.	iteti progress.	2mins		Day Topic: Number `26' Write: TU 26 26