

Mathematical development		Title : Number 29	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 29</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 29.</p> <p>What I am looking for : How well you identify and count number 29 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- 29. Show them 2 sets of ice-cream sticks and tell them that they are 2 group of ten. 2 group of ten means there are 20 sticks. If we add 9 more ice-cream, how many sticks are they now? Tell students that 2 ten and 9 units make number 29. Show number 29 flashcard and ask which number is this? Write big number on board and encourage students to repeat after you. Ask what number comes after 28? Students will be shown number song https://youtu.be/W1YtSDNl2p4 Ask students to count e.g. 10 building blocks. Make 2 set of 10 building blocks. Place 9 more blocks with them, recount and, if necessary, explain that there are now 29 blocks. Use the blocks to count together in sequence from 1 to 30.</p> <p>Guided practice:</p>	5mins	Students will be assessed on Participation in group activities and understanding of the number '29' with quantity.	Ppt /flashcard	
	10mins	Concrete objects			

Mathematical development		Title: Number 29	Day : 3	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 29</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 29 flashcard and ask which number is this?</p> <p>We are learning to: We are learning to identify and count number 29.</p> <p>What I am looking for :</p> <p>How well you identify and count number 29 through different objects.</p> <p>Gained skill: It helps us to enhance our counting skills.</p> <p>Introduction: Paste number 29 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 29 in number.</p> <p>Guided Practice: Divide class in group 3/4 groups. Provide them play dough, counters, blocks to make number 29. As the students are making numbers 29 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 butterflies and trace number 29.</p> <p>Wrap up: Students will be asked to write number 29 in their palm.</p> <p>Reflection:</p> <p>Homework: Do book page no. 73.</p>	<p>5mins</p> <p>10mins</p> <p>20mins</p> <p>5mins</p>	<p>Students will be assessed on Participation in group activities and understanding of the number '29' with quantity.</p>	<p>Ppt/ flashcard</p> <p>Play dough</p> <p>Counters blocks</p> <p>Number 29 worksheet</p> <p>Book page no 73</p>	

Mathematical development		Title: Number 29	Day : 4	Class: Nursery	
Learning Outcomes	Activity Plan / Methodology	Time	Assessment of learning outcome/s (How)	Resources	
<p>By the end of this lesson, students will be able to</p> <p>Identify number 29</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 1-28 Flashcards and repeat numbers</p> <p>We are learning to: We are learning to identify and count number 29.</p> <p>What I am looking for :</p> <p>How well you identify and count number 29 through different objects.</p> <p>Gained skill: It helps us to enhance our counting skills.</p>	5mins	<p>Students will be assessed on Participation in group activities and understanding of the number '29' with quantity.</p>	Ppt flashcard	
	<p>Introduction: Paste number 29 on board. Ask them to come on board and write number 29. Give students ice-cream sticks, pencils, and buttons and ask them to count only 29 objects and show the class. Place the flashcards of numbers 25 to 28 on the board in sequence. Show the number 29 flashcard and ask where it should be placed. (after 28)</p> <p>Ask students to read the numbers 1 to 30 in sequence two or three times.</p>	10 mins		Flashcard basket	
	<p>Guided Practice: Circulate the basket of flash cards of numbers (21-29) and object cards Ask each student to pick a number card and find the matching object card. Individual practice of matching the number with the quantity of objects can also be done through counters/ beads and disposable glasses.</p>	20 mins		worksheet colours	
	<p>Focused task: Provide students worksheet and tell students to colour the carrots showing number 29. Ask them to count how many carrots are there?</p> <p>Wrap up: Read counting aloud 1-30 twice</p> <p>Reflection:</p>	5mins			

Mathematical development		Title: Number 29	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 29</p> <p>relate quantity with the number</p> <p>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 29 flashcard and ask which number is this?</p> <p>We are learning to: We are learning to identify and count number 29.</p> <p>What I am looking for: How well you identify and count number 29 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 29 on board. Ask students to come on board and write number 29. Tell students that 2 ten and 9 units makes 29.</p> <p>Guided Practice: Organize sand tray and popsicle sticks prior to trace number '29' on the copy. Demonstrate how to trace the number with popsicle sticks. Ask them to trace it 2, 3 times. And say the number 29.</p> <p>Focused task: Ask students to open their copies. Write number '29' 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 '29' 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 '29' with quantity.</p>	<p>Ppt/ flashcards</p> <p>Concrete objects / counters</p> <p>Sand tray</p> <p>Popsicle sticks</p> <p>Copy work</p> <p>Sample:</p> <p>Date</p> <p>Day</p> <p>Topic:</p> <p>Number</p> <p>'29'</p> <p>Write:</p> <p>T U</p> <p>2 9</p> <p>2 9</p>	