Mathematical development		Title : Number 29	Title : Number 29 Day: I		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 29 relate quantity	Recap: Students will be asked to reinforced numbers from 0 to 30 while reading them through ppt/ flashcards.  We are learning to: We are learning to identify and count number 29.  What I am looking for: How well you identify and count number 29 through different objects.  Gained skill: It helps us to enhance our counting skills.			5mins	Students will be assessed on Participation in group activities and understanding of the number '29' with quantity.	Ppt /flashcard
with the number	Introduction:  Use flashcards to revise the numbers I- 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 <a href="https://youtu.be/W1YtSDN12p4">https://youtu.be/W1YtSDN12p4</a> Ask students to count e.g. IO building blocks. Make 2 set of IO 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.		IOmins		Concrete objects	
	Guided practice:					

Divide students in groups and provide them with disposable glasses. Label each glass	20	
with a number (take random numbers) and give at least 8 glasses to a group. Also	mins	Disposable
provide counters/beads to them. Ask them to put counters/beads in the glasses		glass, beads,
according to the number written on the glass.		counters
Focused Task:		
Ask students to open book page no 72. Ask them to move your finger on number 29		Book page
and say it aloud. Ask them what is in the picture? Ask them to count candles.		no 72
Provide students number worksheet and ask them to glue and sprinkle glitter on		
number 29.		Number 29
Wrap up:		Worksheet
Students will be asked to count till 29 aloud. Repeat which number we are learning	5mins	
today? Its number 29.		
Reflection:		

Mathematical development		Title: Number 29		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	Recap: Students will be asked to reinforced numbers from 0 to 30 while reading them through ppt. Show number 29 flashcard and ask which number is this? We are learning to: We are learning to identify and count number 29.				Students will be assessed on Participation in group activities and	Ppt/ flashcards
Identify number 29 relate quantity with the number	What I am looking for: How well you identify and count number 29 through different objects.  Gained skill: It helps us to enhance our counting skills.  Introduction:				understanding of the number '29' with quantity.	
	the two sets of ten item items altogether (20). boxes and elicit that the no extra units. Show the and ask a volunteer to explain that the new noto 29 in sequence two	headed tens and units on the base you have prepared and ask to Ask a volunteer to write the number tells us there are two sets of tended write the new number in the sumber is twenty-nine. Ask studenthat this is done using the wholest	hem to tell you how many imber in the first set of complete sets of ten and and the extra nine units econd set of boxes. Elicit or lents to read the numbers I to trace the number in	IO mins		Concrete ob jects / counters/ flashcards
	Guided practice:					

Prepare 2 flashcards, each showing a set of the same objects. The total number	20	Number
of objects shown on the two cards should total 29, e.g. 14 strawberries on the	mins	and object
first and 15 on the second. Show the first flashcard and ask students to identify		flashcards
and count the objects. Show the second flashcard and ask students to count on		
to find the total number of strawberries. Hold up the flashcard of number 29		
and ask students to practice writing the number in the air. Repeat with other		
pairs of flashcards e.g. cars, bottles, spoons		
		Number
Students will do tracing practice of number 29 on the table display while using		29
two fingers/board marker. (Teacher will take a printout of hollow number 29		worksheet
and paste it on the table in front of each chair and cover the table with the		Poster
plastic sheet		colours
Focused task:		
Provide students number 29 worksheet and ask students to make dots with their		
finger on number 29. Use different colours to make it beautiful.		
Wrap up:		
Students will be asked to write number 29 in the air at the end of the lesson.	5mins	
Reflection:	Jimus	

Mathematical development		Title: Number 29	Title: Number 29 Day : 3			Time: 40 minutes	
Learning Outcomes	Activi	ty Plan / Methodology		Time 40 mins	Assessment of learning outcome/s (How)	Resources	
	Recap: Students will be ask	ted to reinforced numbers from O	to 30 while reading them			Ppt/	
By the end of	through ppt/flashcards. S	how number 29 flashcard and ask	which number is this?	5mins	Students will be	flashcard	
this lesson,	We are learning to: We o	re learning to identify and count	number 29.		assessed on		
students will be	What I am looking for:	3			Participation in		
able to	9	count number 29 through differe	nt objects.		group activities		
	9	enhance our counting skills.	5		and understanding		
ldentify	· ·	~ <b>29</b> on board. Ask students to use	e right forefinger to write		of the number '29'	Play	
number 29		n the palm of their left hand. Sho	3	10mins	with quantity.	dough	
Relate quantity		dents to circle the objects that are			l J	Counters	
with the		ass in group 3/4 groups. Provide t				blocks	
number.		I. As the students are making num		20mins			
Trace number		encouragement. Ask everyone quest				Number	
with correction		h student to say the number as th	•			29	
WWWW CONT COMON		ill provide worksheet in which they	3			worksheet	
	trace number 29.	provide werisariest in writight integ	THE COUNTY BOUNDS 100CO OUT OU			***************************************	
		asked to write number 29 in thei	r nalm				
	Reflection:	dished to write rearriber 2 for the	patiti.	5mins			
	i vertectiurt.			Jiiuis			
						Book page	
						no 73	
	Homework: Do book page r	.o. 73.					

Mathematical development Title: Number 29 Day: 4		Day : 4		Class: Nursery		
Learning Outcomes	Activity	Plan / Methodology		Time 40 mins	Assessment of learning outcome/s	Resources
Calcalla	Recap: Students will be aske	d to reinforced numbers from 0	to 30 while reading them.	5mins	(1 1007)	1 1000007 000
By the end of this lesson, students will be able to Identify number 29 relate	through ppt/flashcards. Show We are learning to: We are What I am looking for: How well you identify and conclusion of the conclusion of the conclusion of the class. Show the class.	v number I-28 Flashcards and replearning to identify and count nur unt number 29 through different hance our counting skills. 29 on board. Ask them to come or sticks, pencils, and buttons and a Place the flashcards of numbers 2	nber 29.  objects.  board and write number sk them to count only 29.  to 28 on the board in	IO mins	Students will be assessed on Participation in group activities and understanding of the number '29' with quantity.	Ppt flashcard
quantity with the number. Trace number with correction	Ask students to read the nur <b>Guided Practice</b> : Circulate cards Ask each student to Individual practice of matchi through counters/ beads and <b>Focused task</b> : Provide studen	ts worksheet and tell students to not now many carrots are there?	ree times. nbers (21-29) and object he matching object card. of objects can also be done	20 mins		Flashcard basket worksheet colours

Mathem	natical development Title: Number 29 Day	5	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	Recap: Students will be asked to reinforced numbers from 0 to 3 them through ppt/flashcards. Show number 29 flashcard and a number is this?  We are learning to: We are learning to identify and count num What I am looking for: How well you identify and count number different objects.  Gained skill: It helps us to enhance our counting skills.	usk which 3mins uber 29.	Students will be assessed on Participation in group activities and understanding of the number '29' with	Ppt/ flashcards Concrete ob jects / counters	
29 relate quantity with the number writ number	Introduction: Show the flashcard and ask which number is this? 29 on board. Ask students to come on board and write number students that 2 ten and 9 units makes 29.  Guided Practice: Organize sand tray and popsicle sticks prior to	29. Tell 5mins	quantity.	Sand tray Popsicle sticks Copy work	
with correction	'29' on the copy. Demonstrate how to trace the number with pop them to trace it 2, 3 times. And say the number 29. Focused task: Ask students to open their copies. Write number 'Give them a set amount of time to complete the task and monitor	sicle sticks. Ask  29' on copy. or their progress.		Sample: Date Day Topic:	
	Wrap up: Students will be asked to count 0-30 aloud.  Reflection:  Homework: Write number '29' on copy.	2mins		Number '29' Write: T U 2 9 2 9	