| Mathematical development | development ${ }^{\text {Title }: \text { Number } 29}$ Day:1 |  | Class: Nursery |  |
| :---: | :---: | :---: | :---: | :---: |
| Learning Outcomes | Activity Plan / Methodology | $\begin{aligned} & \text { Time } \\ & 40 \\ & \text { mins } \end{aligned}$ | Assessment of learning outcome/s (How) | Resources |
| By the end of this lesson, students will be able to <br> Identify number 29 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 29. <br> What I am looking for: <br> How well you identify and count number 29 through different objects. <br> Gained skill: <br> It helps us to enhance our counting skills. <br> Introduction: <br> 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? <br> Students will be shown number song <br> https://youtu.be/W1YtSDN12p4 <br> Ask students to count e.g. IO 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 I to 30. <br> Guided practice: | 5 mins <br> IOmins | Students will be assessed on Participation in group activities and understanding of the number ' 29 ' with quantity. | Ppt <br> /flashcard <br> Concrete objects |


|  | Divide students in groups and provide them with disposable glasses. Label each glass with a number (take random numbers) and give at least 8 glasses to a group. Also provide counters/ beads to them. Ask them to put counters/beads in the glasses according to the number written on the glass. <br> Focused Task: <br> Ask students to open book page no 72. Ask them to move your finger on number 29 and say it aloud. Ask them what is in the picture? Ask them to count candles. <br> Provide students number worksheet and ask them to glue and sprinkle glitter on number 29. <br> Wrap up: <br> Students will be asked to count till 29 aloud. Repeat which number we are learning today? Its number 29. <br> Reflection: | 20 <br> mins <br> 5 mins |  | Disposable glass, beads, counters <br> Book page no 72 <br> Number 29 Worksheet |
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| Mathematical development | Title: Number 29 Day :2 |  | Class: Nursery |  |
| :---: | :---: | :---: | :---: | :---: |
| Learning <br> Outcomes | Activity Plan / Methodology | $\begin{aligned} & \hline \text { Time } \\ & 40 \\ & \text { mins } \end{aligned}$ | Assessment of learning outcome/s (How) | Resources |
| By the end of this lesson, students will be able to <br> Identify number 29 <br> relate quantity with the number | Recap: <br> 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? <br> We are learning to: <br> We are learning to identify and count number 29. <br> What I am looking for: <br> How well you identify and count number 29 through different objects. <br> Gained skill: <br> It helps us to enhance our counting skills. <br> Introduction: <br> 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 nine 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-nine. Ask students to read the numbers I to 29 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. <br> Guided practice: | 5 mins <br> 10 mins | Students will be assessed on <br> Participation in group activities and understanding of the number ' 29 ' with quantity. | Ppt/ <br> flashcards <br> Concrete objects / counters/ flashcards |


|  | Prepare 2 flashcards, each showing a set of the same objects. The total number <br> of objects shown on the two cards should total 29, e.g. I4 strawberries on the <br> first and 15 on the second. Show the first flashcard and ask students to identify <br> and count the objects. Show the second flashcard and ask students to count on <br> to find the total number of strawberries. Hold up the flashcard of number 29 <br> and ask students to practice writing the number in the air. Repeat with other <br> pairs of flashcards e.g cars, bottles, spoons <br> Students will do tracing practice of number 29 on the table display while using <br> two fingers/board marker. (Teacher will take a printout of hollow number 29 <br> and paste it on the table in front of each chair and cover the table with the <br> plastic sheet <br> Focused task: <br> Provide students number 29 worksheet and ask students to make dots with their <br> finger on number 29. Use different colours to make it beautiful. <br> Wrap up: <br> Students will be asked to write number 29 in the air at the end of the lesson. <br> Reflection: | Number <br> and object <br> flashcards |
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| 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 |
| By the end of this lesson, students will be able to <br> Identify number 29 <br> Relate quantity with the number. <br> Trace number with correction | 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? We are learning to: We are learning to identify and count number 29. <br> What I am looking for: <br> How well you identify and count number 29 through different objects. <br> Gained skill: It helps us to enhance our counting skills. <br> 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. <br> 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 le.g. What number is this?") And encourage each student to say the number as they are forming it. <br> Focused task: Students will provide worksheet in which they will count butterflies and trace number 29. <br> Wrap up: Students will be asked to write number 29 in their palm. <br> Reflection: <br> Homework: Do book page no. 73. | 5 mins <br> IOmins <br> 20 mins <br> 5 mins | Students will be assessed on <br> Participation in group activities and understanding of the number ' 29 ' with quantity. | Ppt/ <br> flashcard <br> Play dough <br> Counters <br> blocks <br> Number <br> 29 <br> worksheet <br> Book page no 73 |


| Mathematical development |  |  | Class: Nursery |  |
| :---: | :---: | :---: | :---: | :---: |
| Learning <br> 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 29 <br> relate quantity with the number. <br> Trace number with correction | Recap: Students will be asked to reinforced numbers from 0 to 30 while reading them through ppt/flashcards. Show number I-28 Flashcards and repeat numbers <br> We are learning to: We are learning to identify and count number 29. <br> What I am looking for: <br> How well you identify and count number 29 through different objects. <br> Gained skill: It helps us to enhance our counting skills. <br> 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) Ask students to read the numbers I to 30 in sequence two or three times. <br> 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. <br> Focused task: Provide students worksheet and tell students to colour the carrots showing number 29. Ask them to count how many carrots are there? <br> Wrap up: Read counting aloud I-30 twice <br> Reflection: | 5 mins <br> 10 mins <br> 20 <br> mins <br> 5 mins | Students will be assessed on <br> Participation in group activities and understanding of the number ' 29 ' with quantity. | Ppt <br> flashcard <br> Flashcard basket <br> worksheet colours |


| Mathematical development | atical development $\quad$ Title: Number 29 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 29 <br> relate quantity with the number writ number with correction | 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? <br> We are learning to: We are learning to identify and count number 29. <br> What I am looking for: How well you identify and count number 29 through different objects. <br> Gained skill: It helps us to enhance our counting skills. <br> 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. <br> 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. <br> Focused task: Ask students to open their copies. Write number ' $29^{\prime}$ on copy. Give them a set amount of time to complete the task and monitor their progress. Wrap up: Students will be asked to count 0-30 aloud. <br> Reflection: <br> Homework: Write number ' 29 ' on copy. | 3 mins <br> 5 mins <br> 30 mins <br> 2 mins | Students will be assessed on <br> Participation in group activities and understanding of the number ' 29 ' with quantity. | Ppt/ <br> flashcards <br> Concrete <br> objects / <br> counters <br> Sand tray <br> Popsicle <br> sticks <br> Copy work <br> Sample: <br> Date <br> Day <br> Topic: <br> Number <br> '29' <br> Write: <br> TU <br> 29 <br> 29 |

