Mathematical o	levelopment Title: Number 30 Day: I		Class: Nurser	y	
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 30 relate quantity with the number	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 30.  What I am looking for: How well you identify and count number 30 through different objects.  Gained skill: It helps us to enhance our counting skills.  Introduction:  Draw two sets of two boxes headed tens and units on the board and write the number 29 in the first set. Ask the students to tell you what the number represent (29, two sets of ten and 9 extra ones)  Show the students two bundles of pencils and nine extra pencils. Tell them that you have one extra pencil to add in nine units and elicit from them that you can make a third bundle of ten pencils and there will be no extras. Use the elastic band or string to tie together the third bundle of ten. Ask randomly students to write the number on board in the second set of boxes and explain that the number is thirty. Students will be shown number song <a href="https://youtu.be/W-GSgCD0IuI">https://youtu.be/W-GSgCD0IuI</a> Ask students to count e.g. IO building blocks. Make 3 set of IO building blocks, recount and, if necessary, explain that there are now 30 blocks. Use the blocks to count together in sequence from I to 30.	10mins	Students will be assessed on Participation in group activities and understanding of the number '30' with quantity.	Ppt /flashcard Concrete ob jects	

Guided practice:		
First write the numbers 21-30 on the board and have everyone shout out the		
numbers as you write them. Next, get 10 soft balls, cubes or something similar		
(before class, tape numbers 21–30 onto the balls) and the numbers on each ball.	20	Soft
Then throw the balls around the room and ask individual students to bring you	mins	balls/cubes
different numbers (e.g. "Ahmed, please give me number 30")		
Focused task:		
Ask students to open book page no 74. Ask them to move your finger on number 30		
and say it aloud. Ask them what is in the picture? Ask students to count the balls.		
Take students to playground and let them play with ball.		Book page
		no 74
Provide students number 30 worksheet and paper bits. Ask students to glue paper		
bits on number 30. Use different colours paper bits to make it beautiful.		
Wrap up:		Number
Students will be asked to count till 30 aloud. Repeat which number we are learning	5mins	30
today? Its number 30.		Worksheet
Reflection:		paper bits
		glue

Mathematical development		Title: Number 30 Day :2			Class: Nursery	
Learning Outcomes	through ppt. Show number 30 flashcard and ask which number is this?  We are learning to:  We are learning to identify and count number 30.			Time 40 mins	Assessment of learning outcome/s (How)	Resources
By the end of this lesson, students will be able to				5mins	Students will be assessed on Participation in group activities and	
Identify number 30 relate quantity with the number	What I am looking for: How well you identify and count number 30 through different objects.  Gained skill: It helps us to enhance our counting skills.				understanding of the number '30' with quantity.	
ine number	the flashcards of numbers 2 flashcard and ask where it s numbers I to 30 in sequence number in the air. It is impofrom the shoulder.	show their fingers and let stude to 29 on the board in sequen hould be placed. (after 29) A two or three times. Ask the si rtant that this is done using the	ce. Show the number 30 sk students to read the tudents to trace the	IO mins		Concrete ob jects / counters/ flashcards
	put them in a basket. Let stu the students can pass the bas singing the student holding th	number 1–30 written on each of dents sit in a circle and sing of ket around the circle. When yo ne basket will pick up a chit, of the chit. The teacher will now	a song and as they sing you stop them from oen it and let others know			Number and object flashcards

tell which number comes before/ after.	20	
Students will do tracing practice of number 30 on the table display while using two	mins	
fingers/board marker. (Teacher will take a printout of hollow number 30 and paste		Number
it on the table in front of each chair and cover the table with the plastic sheet		30
Focused task:		worksheet
Provide students worksheet of and ask them to circle only number 30. Ask students		
which number is this?		
Wrap up:		
Students will be asked to write number 30 in the air at the end of the lesson.	5mins	
Reflection:		

Mathematical development Title		Title: Number 30	itle: Number 30 Day : 3		Class: Nursery	
Learning Outcomes	Activity	Plan / Methodology		Time 40 mins	Assessment of learning outcome/s (How)	Resources
	Recap: Students will be asked	to reinforced numbers from 0 to 30	while reading them			
By the end of	•	v number 30 flashcard and ask whi	5	5mins	Students will be	
this lesson,	We are learning to: We are	learning to identify and count numb	er 30.		assessed on	
students will	What I am looking for:	ğ ğ			Participation in	Ppt/flashca
be able to	How well you identify and co	unt number 30 through different ob	jects.		group activities and	rd
	Gained skill: It helps us to en	hance our counting skills.			understanding of	
ldentify	Introduction: Paste number 3	O on board. Ask students to use righ	t forefinger to write	10mins	the number '30'	
number 30	the number being taught in t	he palm of their left hand. Show dif	ferent numbers of		with quantity.	
relate	objects on ppt and ask studen	ts to circle the objects that are $30$ in	ı number.			
quantity with	Guided Practice: Divide class	in group $3/4$ groups. Provide them	play dough, counters,	20mins		Play dough
the number.	blocks to make number 30. A	As the students are making numbers	30 walk around,			Counters
Trace		ouragement. Ask everyone questions (	5			blocks
number with	9	tudent to say the number as they ar	9			
correction	•	ovide worksheet in which they will co	unt ice cream cones			Number 30
	and trace number 30.					Worksheet
		sked to write number 30 in their pal	n.	5mins		
	Reflection:					
	Homework:					
	Do book page no. 75.					Book page
						no 75

Mathematical development		Title: Number 30	Day : 4	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 30 relate quantity with the number Trace number with correction	through ppt/flashcards.  We are learning to: We are What I am looking for:  How well you identify and concluded skill: It helps us to ensure Introduction: Paste number of number 30. Write numbers number 30.  Guided Practice: Ask the stanumber from (I-30) in the student should stop the ball, student who must catch the stop the ball, cannot continuisit down for one minute before	30 on board. Ask them to come on book randomly on board and ask students dents to sit in a large circle. Begin by sequence and rolling the ball to one of say the next number, and roll the book ball and say the next number, etc. If the sequence, or says the wrong number rejoining the game.  The transport to the students to color	while reading them 5min over 30.  jects.  Jects.  Jects.  Jects.  Joint of the student of the student. The student. The lite of a student fails to other, she/ he should	Students will be assessed on Participation in group activities and understanding of the number '30' with quantity.	Ppt flashcard  Drawing paper Glue Coloured sand / glitter  worksheet colours

Mathematical development		Title: Number 30 D	ay : 5	Class: Nursery	J	
Learning Outcomes	Activity Plan / Methodology			Assessment of learning outcome/s (How)	Resources	
By the end of this lesson, students will be able to	them through ppt/flashca this?  We are learning to: We of What I am looking for: H different objects.  Gained skill: It helps us to	ted to reinforced numbers from 0 to 30 who rds. Show number 30 flashcard and ask where learning to identify and count number 30 ow well you identify and count number 30 enhance our counting skills.	hich number is 3mins 30. through	Students will be assessed on Participation in group activities and understanding of the number '30'	Ppt/ flashcards Concrete ob jects /	
number 30 Relate quantity with the number	Introduction: Show the flashcard and ask which number is this? Paste number 30 on board. Ask students to come on board and write number 30. Tell students that 3 ten and 0 units makes 30.  Guided Practice: Organize sand tray and popsicle sticks prior to trace number '30'			with quantity.	counters Sand tray Popsicle sticks	
writ number with correction	on the copy. Demonstrate trace it 2, 3 times. And s Focused task: Ask students them a set amount of time	how to trace the letter with popsicle sticks. A	Ask them to 30mins a copy. Give		Copy work  Sample: Date Day Topic: Number '30' Write:	
	Homework: Write number	`30' on copy.	2mins		T U 3 0 3 0	