Mathematical	development Title : Subtraction 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	Recap: Students will be asked to reinforced numbers from 0 to 30 while reading them through ppt/flashcards. Show them different things and ask how many they are? We are learning to: We are learning to identify count and subtract the number. What I am looking for:	5mins	Students will be assessed on to count and subtract the number	Ppt /flashcard
Identify to subtract using objects and drawings.	How well you identify and count and subtract the objects. Gained skill: It helps us to enhance our counting skills. Introduction: Ask the students to sit in a circle. Tell story sums by using different toys. For example: Ali has three cars and he gives one car to his little sister. How many cars does he have now? Reinforce the idea by saying that Ali had three cars before but now he has I car fewer. Hold 5 pencils in your hand ask them count how many pencils are in my hand. When they tell takeout two pencils and put them on table. Ask them I takeaway two pencils now count how many they are? Use the words takeaway and left. Reinforce the concept by showing them different things. Students will be shown subtraction video. https://youtu.be/dLOmZWzMfLY Do practice on the board with the help of real objects, counting bars, small blocks, balls, spoons, ice-cream sticks and things from the classroom. Guided practice: Ask students to sit in a large circle on the floor or at their tables/desks. Give each	10mins		Toys, cars

	student 10 counters. Instruct the students to put the ten counters in a row in front	mins	Counters
	of them. Then tell them short story problems for which they will use the counters to		
	solve the problem. For example you might say, "I have ten cookies and I ate two		
	cookies. How many do I have left?" Since the students are probably in the early		
	stages of learning subtraction, physically show them how to move two counters away		
	from the ten counters and then count the remaining. Do this several times until you		
	feel that the students understand the concept.		
	Focused task:		
	Ask students to open book page no 76. Ask them what is in the picture. Ask them		
	what mouse are doing and count the mouse. 7 mice are playing and what happened		
	then? Two mice caught in the trap. Now tell them again count the mice on pg. no.		Rock na na
	trien: Two mice caught in the trap. Now lett them again count the mice on pg. no. 77 how many left?		Book pg. no 76, 77
	77 row many let in		70, 77
	Cive each student a nictures worksheet and help them how to do the sums. As the		
	Give each student a pictures worksheet and help them how to do the sums. As the		
	students are doing worksheet walk around, monitor and offers lot of encouragement.		Worksheet
	Wrap up:	F .	vvorksneei
	Students will be asked to count pencils / colours and after taking away ask them	5mins	
	now many left at the end of the lesson.		
	Reflection:		

Mathematical development		Title: Subtraction	Day:2		Class: Nursery	
Learning Outcomes	Activity Plan / Methodology				Assessment of learning outcome/s (How)	Resources
By the end of this lesson, students will be able to Identify to subtract using objects and drawings.	objects like counters, pencil: We are learning to: We are learning to identif What I am looking for: How well you identify and Gained skill: It helps us to enhance our Introduction: Draw a number line from how to find one less by tak them and then ask a study one less and count to find the number line one space for another number and a first question as a number	y count and subtract the num count and subtract the object counting skills. O—10 on the board. Use a set ing I away. For example, set of ent to take one away and explored the new total. Show the stude to find the number that is on lso to demonstrate how to find sentence on the board 2 — I ninus, or subtract. Ask the sti	of items to demonstrate out seven items, count ain that you now have nts how to count back on e less than 7. Repeat this d two less. Write the	5mins 10 mins	Students will be assessed on count and subtract the numbers using objects and drawings.	Concrete objects / counters/ flashcards

Guided practice		
Put the numbers, minus, equal sign flash cards and blocks on the table. Ask the		Flashcards,
student pick two number flash card one bigger and other smaller. Now ask them		blocks
put minus symbol between two numbers and equal in front of smaller number.	20	
Now ask the student count the blocks of bigger number and put in front of it.	mins	
Tell them look at the smaller number and takeout the blocks. Count the blocks		
again how many left?		
Focused task:		
Students will do book pg. no. 78. Read the statement and help them to solve the		Book pg. no.78
problem.		
Wrap up:		
Students will be shown 10 pencils ask them count. Now takeaway 5 pencils and	5mins	
ask them count it again how many left?		
Reflection:		

	matical development Title: Subtraction Day: 3		Class: Nursery	
Learning Outcomes	Activity Plan / Methodology		Assessment of learning outcome/s (How)	Resources
By the end of this lesson, students will be able to Identify to subtract using objects and drawings.	Recap: Students will be asked to reinforce the concept of subtraction through concept objects like counters, pencils, blocks. We are learning to: We are learning to identify count and subtract the number. What I am looking for: How well you identify and count and subtract the objects. Cained skill: It helps us to enhance our counting skills. Introduction: Ask the students to sit in pairs. Ask one student in each pair to pick 4 o let's say cups. Ask him/her to take away one of the toy and give it to his partner, and then count how many toys remain. The students should be explain that the number remaining is one fewer than the original number the activity, but this time taking away two toys. Cuided Practice: Provide the students baskets having statement flash card e.g. 5- 2. Ask t student count the counters of bigger number and put in the basket. Now the student look at the smaller number and takeout the counters accordingly	or 5 toys, s/her able to ~. Repeat IOmins the tell the 20mins	Students will be assessed on count and subtract the numbers using objects and drawings.	Ppt Concrete objects / counters Toys, cups Number flashcards basket, counters

Ask students open book pg. no.80. Tell them the statement that Ali is hungry and	Book page
he likes to eat fruits. Ask them the names of fruits how many he has eaten and	no. 80.
how many left. Help the students to solve the questions. As the students are doing	
work walk around, monitor and offers lot of encouragement. Ask everyone question	
like what no is this.	
Wrap up:	
Students will be shown 8 blocks ask them count. Now takeaway 4 blocks and ask 5mins	
them count it again how many left?	blocks,
Reflection:	counters
Homework:	Book pg.
Students will do book pg.no. 79.	no. 79

Mathematical development Title: Subtraction 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 would have	Recap: Students will be asked to reinforce the concept of subtraction through concrete objects like counters, pencils, blocks. We are learning to: We are learning to identify count and subtract the number.		Students will be assessed on count and subtract the numbers using	Concrete objects / counters
Identified to subtract using objects and drawings.	What I am looking for: How well you identify and count and subtract the objects. Gained skill: It helps us to enhance our counting skills. Introduction: Ask the students to sit in a circle. Tell story sums using different classroom items. For example: Shanzay has five story books and she gives two story books to her friend. How many story books does she have now? Reinforce the above by saying that Shanzay had five story books before and now she has 2 fewer. Give the students some more sums and ask them to make up similar stories using other	10mins	ob jects and drawings.	Number line
	classroom items Guided Practice: Ask the students to stand in a big circle. Make a number line on the floor. Place the toy on the number line. Explain that the toy is on number $+$. If it were to jump 3 numbers backwards, ask at what number will it land on? Repeat this activity by standing the students on different numbers on number line and ask them jump back on the number. Repeat this for the following equations: $7 - 4 =$	20 mins		

5-3=8-2= Focused task: Ask the students open book pg. no.81 and read the statement and help them to solve the questions. As the students are doing work walk around, monitor and offers lot of encouragement. Ask everyone question like what no is this. Wrap up: Students will be shown different number of things ask them count and takeaway things and ask them count it again how many left? Reflection:	5mins	Book pg. no.81
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Mathematical development		matical development Title: Subtraction Day : 5			Class: Nursery	
Learning Outcomes	Activity Pl	an / Methodology		Time 40 mins	Assessment of learning outcome/s (How)	Resources
	Recap: Students will be asked	l to reinforce the concept of su	ibtraction through concrete	3mins		
By the end	ob jects like counters, pencils, b		J		Students will be	Concrete
of this		learning to identify count and s	subtract the number.		assessed on count	ob jects
lesson,	What I am looking for:	3			and subtract the	
students will	How well you identify and co	int and subtract the objects.			numbers using	
be able to	Gained skill: It helps us to enl	rance our counting skills.			objects and	
	Introduction: Ask five studen	ts to stand in a line at the fro	ont of the classroom. Now		drawings.	
ldentify to	ask the other students to cou	nt them. Ask two students fro	om the line to stand apart	5mins	-	
subtract	and now ask the class how m	any remain in the line. Explain	/elicit that 5 take away 2			
using objects	is 3. Repeat with different gr	oups of students and different '	take away' combinations			
and	Guided Practice : Divide the	students into groups of four.	Give each group a basket			
drawings.	containing equation flashcard	s for subtraction as well as the	basket of pebbles, colourful	30mins		Equation
	···	bottle caps. Ask each group to 1	·			flashcard,
		the materials provided. Give he	•			basket,
		open their copies. Do the ques	. 5			pebbles,
		lete the task and monitor the	ir progress and do help if			colourful
	needed.					macaroni,
	• •	shown different number of th	3	2mins		lollipop
	, 3	n count it again how many left	?			sticks,
	Reflection:					bottle caps
	Homework: Do questions on co	ру.				