

Mathematical development		Title : Subtraction	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 to subtract using objects and drawings.</p>	<p>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?</p> <p>We are learning to: We are learning to identify count and subtract the number.</p> <p>What I am looking for : How well you identify and count and subtract the objects.</p> <p>Gained skill: It helps us to enhance our counting skills.</p> <p>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 1 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.</p> <p>Guided practice: Ask students to sit in a large circle on the floor or at their tables/desks. Give each</p>	<p>5mins</p> <p>10mins</p> <p>20</p>	<p>Students will be assessed on to count and subtract the number</p>	<p>Ppt /flashcard</p> <p>Toys, cars</p>	

Mathematical development		Title: Subtraction	Day : 3	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 to subtract using objects and drawings.</p>	<p>Recap: Students will be asked to reinforce the concept of subtraction through concrete objects like counters, pencils, blocks.</p> <p>We are learning to: We are learning to identify count and subtract the number.</p> <p>What I am looking for : How well you identify and count and subtract the objects.</p> <p>Gained skill: It helps us to enhance our counting skills.</p> <p>Introduction: Ask the students to sit in pairs. Ask one student in each pair to pick 4 or 5 toys, let's say cups. Ask him/her to take away one of the toy and give it to his/her partner, and then count how many toys remain. The students should be able to explain that the number remaining is one fewer than the original number. Repeat the activity, but this time taking away two toys.</p> <p>Guided Practice: Provide the students baskets having statement flash card e.g. 5- 2. Ask the student count the counters of bigger number and put in the basket. Now tell the student look at the smaller number and takeout the counters accordingly and count the counters again how many left.</p> <p>Focused task:</p>	5mins	Students will be assessed on count and subtract the numbers using objects and drawings.	Ppt	
	10mins	Toys, cups			
	20mins	Number flashcards basket, counters			

Mathematical development		Title: Subtraction	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 would have</p> <p>Identified to subtract using objects and drawings.</p>	<p>Recap: Students will be asked to reinforce the concept of subtraction through concrete objects like counters, pencils, blocks.</p> <p>We are learning to: We are learning to identify count and subtract the number.</p> <p>What I am looking for : How well you identify and count and subtract the objects.</p> <p>Gained skill: It helps us to enhance our counting skills.</p> <p>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 classroom items</p> <p>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 4. 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: $7 - 4 =$</p>	5mins	Students will be assessed on count and subtract the numbers using objects and drawings.	Concrete objects / counters	
	10mins	Number line			
	20 mins				

	<p>$5 - 3 =$ $8 - 2 =$</p> <p>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.</p> <p>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?</p> <p>Reflection:</p>	<p>5mins</p>		<p>Book pg. no.81</p>
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Mathematical development		Title: Subtraction	Day : 5	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 to subtract using objects and drawings.</p>	<p>Recap: Students will be asked to reinforce the concept of subtraction through concrete objects like counters, pencils, blocks.</p> <p>We are learning to: We are learning to identify count and subtract the number.</p> <p>What I am looking for :</p> <p>How well you identify and count and subtract the objects.</p> <p>Gained skill: It helps us to enhance our counting skills.</p> <p>Introduction: Ask five students to stand in a line at the front of the classroom. Now ask the other students to count them. Ask two students from the line to stand apart and now ask the class how many remain in the line. Explain/ elicit that 5 take away 2 is 3. Repeat with different groups of students and different 'take away' combinations</p> <p>Guided Practice: Divide the students into groups of four. Give each group a basket containing equation flashcards for subtraction as well as the basket of pebbles, colourful macaroni, lollipop sticks, and bottle caps. Ask each group to pick one equation flashcard and make a story sum using the materials provided. Give help where needed.</p> <p>Focused task: Ask students to open their copies. Do the questions on copy. Give them a set amount of time to complete the task and monitor their progress and do help if needed.</p> <p>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?</p> <p>Reflection:</p> <p>Homework: Do questions on copy.</p>	3mins	Students will be assessed on count and subtract the numbers using objects and drawings.	Concrete objects Equation flashcard, basket, pebbles, colourful macaroni, lollipop sticks, bottle caps	
	5mins				
	30mins				
	2mins				