Mathematical	development Title : number 13 Day: 1		Class : Nursery	
Learning Outcomes	Activity Plan / Methodology	Time 40 mins	Assessment of learning outcome/s (How)	Resources
By the end of this lesson,	Recap: Students will be asked to reinforced numbers from 0 to 30 while reading them through ppt/flashcards We are learning to:	5 5 5 mins		Ppt /flashcard
students will be able to	We are learning to identify and count number 13. What I am looking for: How well you identify and count number 13 through different objects.		Students will be assessed on participation on	
Identify number 13 relate quantity with	Gained skill: It helps us to enhance our counting skills. Introduction:		group activities and understanding of number 13 with	
the number	Allow the students' first look at the number pasted on the board and read the out aloud. Encourage them to hold up their fingers as they count. Once the reached the tenth finger the concept of tens and units can be explained. To students that I tens and 3 unit make number I3. Show a set of IO colour pencils, ask 'How many coloured pencils are there?' and students should say 'coloured pencils'. Then show them 3 more pencils and ask them count the pencils now. Place flashcard of number I3 on the board and write 'I3' above Say 'thirteen' and ask students to repeat it after you. Write the number I3 the board again, large enough for all students to see how it is written. Write slowly and ask students to use their index finger to trace the number I3 in the students to use their index finger to trace the number I3 in the students to use their index finger to trace the number I3 in the students to use their index finger to trace the number I3 in the students to use their index finger to trace the number I3 in the students to use their index finger to trace the number I3 in the students to use their index finger to trace the number I3 in the students to use their index finger to trace the number I3 in the students to use their index finger to trace the number I3 in the students to use their index finger to trace the number I3 in the students to use their index finger to trace the number I3 in the students to use their index finger to trace the number I3 in the students to use their index finger to trace the number I3 in the students to use their index finger to trace the number I3 in the students to use the number I3 in	ey IOmins ed O all t. on it	quantity	Concrete objects / counters
	air. Students will be shown number 13 video https://youtu.be/ZmMHC-pyZn Do oral counting (daily) through singing, on the board with the help of			

fla	shcards, real objects, counting bars, small blocks, balls, spoons, ice-cream sticks		
an	d things from the classroom.		
Gu	uided practice:		
Hio	de 13 disposable glasses around the classroom. Ask 13 students to come to the		
fro	nt of the class. Ask the students to move around the classroom and find the	20 mins	Disposable
dis	posable glasses. When all students have found a glass, ask how many glasses		glasses
the	re are. Elicit that there are 13 students and the number of glasses are the		
sar	ne as the number of students. Ask students to repeat 13 after you three		
tim	nes. Show students the flashcard of number 13 and ask them to trace it in the		
air	with their index finger.		
Foo	cused task:		
Asi	k students to open book page 12. Ask them to move your finger		
on	number 13 and say it aloud. Ask them what is in the picture? Ask them		Book pg. no. 12
wh	ere we can see the octopus. Ask them count the octopus by putting their finger		
one	e by one and tell the number.		
Stu	udents will be given worksheet of number 13. In which they will paint number		Worksheet
13	with paint brush and put the 13 circles with finger print. As the students are		Poster colours
doi	ng worksheet walk around, monitor and offers lot of encouragement. Ask		
eve	ryone question like what no is this.		
W	rap up:		
Stu	udents will be asked to show their 13 fingers / pencils / colours at the end of	5mins	
the	e lesson.		
Ret	flection:		

Mathematical development		Title: Number	Title: Number 13 Day :2			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 them through ppt. Sh this? We are learning to:			5	5mins	Students will be assessed on participation on group activities and	Flashcards	
Identify number 13 relate quantity with the number	We are learning to ider What I am looking for How well you identify a Gained skill: It helps us to enhance or Introduction: Students will be shown in https://youtu.be/IPB_eg Ask students to tap you Write the number as trace the number in the arm moving from the si	: nd count number 13 t ur counting skills. number 13 song HCxSM r table 13 time, jump large as possible on t e air. It is important t	hrough different ob 13 time. the board. Ask the	e students to	10 mins	understanding of number 13 with quantity	Concrete ob jects / counters/ flashcards	
	Guided practice: Arrange bowls of beads of string. Ask them t count each bead as the	o thread 13 beads to	form a necklace.	Ask them to	20 mins		Bowl, beads, string	

necklace. Ask students to exchange necklaces with a partner to check that only I3 beads have been used. Focused task: Students will be given the worksheet of hollow number I3 and paper bits. Ask them paste the paper bits on number I3. As the students are doing worksheet walk around, monitor and offers lot of encouragement. Ask everyone question like what no is this. Wrap up: Students will be asked to write number I3 in the air at the end of the lesson.	5mins	Worksheet, paper bits, glue
Reflection:		

Mathematical development		Title: number 13	Day : 3		Class : Nursery	
				Time	Assessment of	
Learning	Activity F	Plan / Methodology		40	learning outcome/s	
Outcomes				mins	(How)	Resources
	Recap: Students will be asked	to reinforced numbers from O to	30 while reading them			
By the end	through ppt/flashcards. Show	number 13 flashcard and ask wh	ich number is this?	5mins	Students will be	Ppt
of this	We are learning to: We are	earning to identify and count num	iber 13.		assessed on	Concrete
lesson,	What I am looking for :				participation on	objects /
students will	How well you identify and cou	ınt number 13 through different ol	jects.		group activities	counters
be able to	Gained skill: It helps us to enh	iance our counting skills.			and understanding	
	Introduction: Use building blo	cks. Put building blocks one by on	each other and count		of number 13 with	
ldentify	the blocks. Ask the students of	ount it with you till 13. Ask 13 st	udents to stand at the		quantity and trace	
number 13	front of the classroom and a	sk the students to count them with	n you. Elicit that there	10mins	number with	
relate	are 13 students. Write the	number 13 on the board again	, large enough for all		correction.	
quantity		ten. Write it slowly and ask stud				
with the	9	is it is written and trace the numb				
number and	Guided Practice : Divide the o	lass into three or four groups and	l distribute play dough			Play dough,
trace	j ,	id group, and counters to third o	group. Ask them make	20mins		blocks,
number with	number 13 with these things.					counters
correction.		oe given worksheet in which they				
	3	er $I3$. As the students are doing v				Worksheet
		uragement. Ask everyone question		5mins		colours
	• •	ked to write number 13 on their pa	lm.			
	Reflection:					Book pg.no.
	Homework: Students will do b	ook pg.no.13				13

Mathematical development		Title: number	13	Day : 4		Class : Nursery	
Learning Outcomes	Activity Pl	ın / Methodology			Time 40 mins	Assessment of learning outcome/s (How)	Resources
By the end of this lesson, students will be able to Identify number I3 relate quantity with the number and trace number with correction	Recap: Students will be asked through ppt/flashcards. Show in We are learning to: We are leaved what I am looking for: How objects. Gained skill: It helps us to enhaust the late of the player with the returned face-down with the rematch them. The player with the resulting ppt of the player with the player and trace/write the number of the player with the player and trace/write the number of the player with the player and trace/write the number of the player with the player and trace/write the number of the player with the player and trace/write the number of the player with the player and trace/write the number of the player with	number 13 flashcard are urning to identify and well you identify and noce our counting skills. Will be displayed throughts, counters, popsicle so work in pairs and given to turn 2 cards to keeps both cards. If the est of the cards at the end given worksheet in whember 13. As the students to students where 13. As the students to the estudents to the students to the estudents to the students to th	nd ask which no count number of the pictures and sticks) for the each pair a street and over; if the old they do not not take turns and of the round sich they will at are doing would they will at are doing would content they will content they will are doing would content they will content they will are doing would content they will content they will are doing would content they will content they will are doing would content they would content they will a content they will are doing would content they would c	umber is this? 13. 13 through different through the concrete identification of the set of 1 to 13 number place them face-down to jects card has same natch, they should be to turn over cards to d wins. count and colour the orksheet walk around,	5mins 10 mins	Students will be assessed on participation on group activities and understanding of number 13 with quantity and trace number with correction.	Ppt Concrete ob jects / counters Number flash cards, ob jects flash cards Worksheet, colours
	monitor and offers lot of encou Wrap up: Students will write n Reflection:	0	·	vhat no is this.	5mins		

Mathematical	development Title: number 13 Day: 5		Class: Nursery	
		Time	Assessment of	
Learning	Activity Plan / Methodology	40	learning outcome/s	
Outcomes		mins	(How)	Resources
	Recap: Students will be asked to reinforced numbers from 0 to 30 while reading	3mins		
By the end of	them through ppt/flashcards. Show number 13 flashcard and ask which number is		Students will be	Flashcards
this lesson,	this?		assessed on	/ppt
students will be	We are learning to: We are learning to identify and count number 13.		participation on	
able to	What I am looking for:		group activities	
	How well you identify and count number 13 through different objects.		and understanding	Number
ldentify	Gained skill: It helps us to enhance our counting skills.		of number 13 with	flashcards
number 13	Introduction: Show a flashcard of I object and ask students to identify and count	5mins	quantity and trace	
relate quantity	the object. Ask 'How many objects are there?' and elicit the response e.g. 'one object'.		number with	Sand tray
with the	Hold up the corresponding number flashcard and ask students to identify the		correction.	
number and	number. Repeat for flashcards showing sets of 1 to 13 objects. Finally recite together 1,			Сору
trace number	2, 3, 4, 5, 6, 7, 8, 9, IO, II, I2, I3.			Copy Work
with correction.	Guided Practice: Organize sand tray prior to writing number '13' on the copy.			Sample:
	Demonstrate how to write the letter using the pop sickle stick. Ask them to write it 2,	30mins		Date Day
	3 times. And say the number.			Topic:
	Focused task: Ask students to open their copies. Write number '13' on copy. Give			Number
	them a set amount of time to complete the task and monitor their progress.			'13' Write:
	Wrap up: Students will be given the colours basket and ask them to count the	2mins		T U
	colours up to 13.			1 3
	Reflection:			1 3
	Homework: Write number '13' on copy.			