| Mathematical development | Title : number 14 Day: I |  | Class : Nursery |  |
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| 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 14 <br> 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 14 . <br> What I am looking for: <br> How well you identify and count number 14 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- I3. Allow the students to first look at the numbers pasted on the board and read them out aloud. Encouraged them to hold up their fingers as they count. Once they reach the tenth finger, the concept of tens and units can be explained. Tell students that I ten and 4 units make number 14 . Show number 14 flashcard and ask which number is this? Write big number on board and encourage students to repeat after you. Ask what number comes after 13 ? <br> Students will be shown number 14 song <br> https://youtu.be/9V9VSOYLn3U <br> Ask students to count e.g. IO building blocks. Add 4 more blocks, recount and, if necessary, explain that there are now 14 blocks. Use the blocks to count together in sequence from I to 14 . Invite students randomly and give them colour pencils basket and ask to count 14 colour pencils. Use different concrete | 5mins | Students will be assessed on <br> Participation in group activities and understanding of the number ' 14 ' with quantity. | Ppt /flashcard <br> Concrete objects / counters/ Ppt |


| objects for number practice. <br> Guided practice: <br> Student will show different set of objects on ppt. students will come one by one. Count the objects and circle the objects that are 14 . <br> Focused task: <br> Ask students to open book page no 14 . Ask them to move your finger on number 14 and say it aloud. Ask them what is in the picture? Tell them there are 14 pencils. Ask them to count by putting finger on each pencil. Ask them to count how how many chairs are in class? <br> Provide students number 14 worksheet and ask students to glue paper bits and say number repeatedly. <br> Wrap up: <br> Students will be asked to count till 14 aloud. Repeat which number we are learning today? It's number 14 . <br> Reflection: | 20 <br> mins <br> 5 mins |  | Book page no 14 <br> Number 14 <br> worksheet <br> Paper bits <br> Glue |
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| Mathematical development | Title: Number $14 \quad$ Day 2 |  | 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 14 <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 14 flashcard and ask which number is this? <br> We are learning to: <br> We are learning to identify and count number 14 . <br> What I am looking for: <br> How well you identify and count number 14 through different objects. <br> Gained skill: <br> It helps us to enhance our counting skills. <br> Introduction: <br> Students will be shown number 14 song <br> https:/ / youtu. be/Jdu-6vAP6qQ <br> Give students ice-cream sticks, pencils, and buttons and ask them to count only 14 objects and show the class. Place the flashcards of numbers I to I3 on the board in sequence. Show the number 14 flashcard and ask where it should be placed. (after 13) Ask students to read the numbers I to 14 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 ' 44 ' with quantity. | Concrete objects <br> / counters/ <br> flashcards |


|  | Give students number weaving activity resource. Show them how to weave numbers $1-14$ in order with lace. <br> Note: Cut 8 (I"x 6") strips of colored paper. Using the permanent marker, number each strip of paper I through 14. Now using the hot glue gun, glue the ends of each strip of paper together to create a circle, then glue on to the cardboard. Make a hole at the bottom of the cardboard with scissors and secure the shoe lace. If your shoe lace isn't long enough you can tie two together to create a long one or use a thin rope instead. <br> Students will do tracing practice of number 14 on the table display while using two fingers/board marker. (Teacher will take a printout of hollow number 14 and paste it on the table in front of each chair and cover the table with the plastic sheet <br> Focused task: <br> Provide students worksheet of number 14 and ask them to find and circle number 14 with coloured pencil. Ask students which number is this? <br> Wrap up: <br> Students will be asked to write number 14 in the air at the end of the lesson. <br> Reflection: | 20 <br> minutes <br> 5 mins |  |  |
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| Mathematical development |  |  | 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 <br> Identify number 14 <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 14 flashcard and ask which number is this? <br> We are learning to: We are learning to identify and count number 14 . What I am looking for: <br> How well you identify and count number 14 through different objects. <br> Gained skill: It helps us to enhance our counting skills. <br> Introduction: Paste number 14 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 14 in number. <br> Guided Practice: Divide class in group 3/4 groups. Provide them play dough, counters, blocks to make number 14 . As the students are making number 14 walk around, monitor and offer lots of encouragement. Ask everyone questions (e.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 and colour honeybees and trace number 14 . <br> Wrap up: Students will be asked to write number 14 in their palm. <br> Reflection: <br> Homework: Do book page no. 15 . | 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 ' 14 ' with quantity. | Ppt/flashcard <br> Play dough Counters blocks <br> Number 14 worksheet <br> Book page no 15 |


| Mathematical development | Title: number 14 Day: 4 |  | Class: Nursery |  |
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| 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 14 relate quantity with the number 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-\|| flashcards and repeat numbers. <br> We are learning to: We are learning to identify and count number 14 . What I am looking for: <br> How well you identify and count number 14 through different objects. <br> Gained skill: It helps us to enhance our counting skills. <br> Introduction: Paste number 14 on board. Ask them to come on board and write number 14 . Ask students to show number 14 through fingers. Ask 14 students to stand at the front of the classroom and count them together. Ask how many students there are. Students should be able to say that they are 14 . <br> Guided Practice: Write different numbers I-14 on board. Keep in mind that number 14 should be written more time. Ask students to come and circle number 14. Divide class in group of 4 . Give each group number flashcards and ask them to arrange number in sequence $1-14$. Help them to place number in correct order. <br> Focused task: Ask students to trace and write number 14 on given worksheet and colour 14 apples. <br> Wrap up: Read counting aloud 1-I4 twice <br> Reflection: | 5 mins <br> 5 mins <br> 25 <br> mins <br> 5 mins | Students will be assessed on Participation in group activities and understanding of the number ' 44 ' with quantity. | Ppt <br> flashcard <br> Numbers card basket <br> worksheet |


| Mathematical development | natical development ${ }^{\text {a }}$ Title: number 14.0 Day : 5 |  | Class : Nursery |  |
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| Learning Outcomes | Activity Plan / Methodology | $\begin{array}{\|l\|} \hline \text { Time } \\ 40 \\ \text { mins } \\ \hline \end{array}$ | Assessment of learning outcome/s (How) | Resources |
| By the end of this lesson, students will be able to <br> Identify number <br> 14 <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 14 flashcard and ask which number is this? <br> We are learning to: We are learning to identify and count number 14 . <br> What I am looking for: <br> How well you identify and count number 14 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 14 on board. Ask students to come on board and write number 14 . Tell students that 1 ten and 4 units makes 14 . <br> Guided Practice: Organize sand tray and popsicle sticks prior to trace number ' 14 ' on the copy. Demonstrate how to trace the number with popside sticks. Ask them to trace it 2, 3 times. And say the number 14 . <br> Focused task: Ask students to open their copies. Write number ' 14 ' on copy. Give them a set amount of time to complete the task and monitor their progress. <br> Wrap up: <br> Students will be asked to count 0-30 aloud. <br> Reflection: <br> Homework: Write number '14' on copy. | 3 mins <br> 5 mins <br> 30mins <br> 2 mins | Students will be assessed on <br> Participation in group activities and understanding of the number ' 14 ' with quantity. | Ppt <br> Concrete objects <br> Sand tray <br> Popsicle sticks <br> Copy work <br> Sample: <br> Date <br> Day Topic: <br> Number ' 14 ' <br> Write: <br> TU <br> 14 <br> 14 |

