

| Mathematical development | | Title : number 15 | Day: 1 | Class : Nursery | |
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| 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 number 15</p> <p>relate quantity with the number</p> | <p>Recap: Students will be asked to reinforced numbers from 0 to 30 while reading them through ppt/ flashcards</p> <p>We are learning to: We are learning to identify and count number 15.</p> <p>What I am looking for : How well you identify and count number 15 through different objects.</p> <p>Gained skill: It helps us to enhance our counting skills.</p> <p>Introduction: Allow the students' first look at the number pasted on the board and read them out aloud. Encourage them to hold up their fingers as they count. Once they reached the tenth finger the concept of tens and units can be explained. Tell students that 1 tens and 5 unit make number 15. Show a set of 10 coloured pencils, ask 'How many coloured pencils are there?' and students should say '10 coloured pencils'. Then show them 5 more pencils and ask them count the all pencils now. Place flashcard of number 15 on the board and write '15' above it. Say 'fifteen' and ask students to repeat it after you. Write the number 15 on the board again, large enough for all students to see how it is written. Write it slowly and ask students to use their index finger to trace the number 15 in the air. Students will be shown number 15 video https://youtu.be/5P77V-_Algs</p> | 5mins | Students will be assessed on participation on group activities and understanding of number 15 with quantity | Ppt /flashcard | |
| | | 10mins | | Concrete objects / counters | |

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| | <p>Do oral counting (daily) through singing, on the board with the help of flashcards, 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 groups and give them blocks to play with. They can be asked to build towers with 15 blocks. Check and see if everyone in the group has the same number of blocks in the tower. Encourage them to compare and match the towers made of blocks. Ask students to repeat 15 after you three times. Show students the flashcard of number 15 and ask them to trace it in the air with their index finger.</p> <p>Focused task: Ask students to open book page no 16. Ask them to move your finger on number 15 and say it aloud. Ask them what is in the picture? Ask them have they spinning toy at home. Ask them they know how to play with it.do they like to play with spinning toy. Ask them count the spinning toy by putting their finger one by one and tell the number.</p> <p>Students will be given worksheet of printout of ladybug. Ask them draw the 15 dots with the board marker on the ladybug. As the students are doing worksheet walk around, monitor and offers lot of encouragement. Ask everyone question like what no is this.</p> <p>Wrap up: Students will be asked to show their 15 fingers / pencils / colours at the end of the lesson.</p> <p>Reflection:</p> | 20 mins | | Blocks Book pg. no. 16 Worksheet Black marker |
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| Mathematical development | | Title: Number 15 | Day :2 | 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 number 15</p> <p>relate quantity with the number</p> | <p>Recap: Students will be asked to reinforced numbers from 0 to 30 while reading them through ppt. Show number 15 flashcard and ask which number is this?</p> <p>We are learning to: We are learning to identify and count number 15.</p> <p>What I am looking for :</p> <p>How well you identify and count number 15 through different objects.</p> <p>Gained skill: It helps us to enhance our counting skills.</p> <p>Introduction: Students will be shown number 15 song</p> <p>https://youtu.be/C9K8sYGOruY Ask students to tap your table 15 time, jump 15 time. Write the number as large as possible on the board. 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.</p> <p>Guided practice: Arrange the ice- cream scoops having numbers 1 to 15 randomly on the table around the classroom and give each student a cutout of cone. Ask them set the ice-cream scope from 1 to 15 on the cone. Ask students you have made a big cone.</p> <p>Focused task; Students will be given the worksheet of having random numbers 1 to 14 and number 15 will more in number. Ask them circle the number 15. As the students are doing worksheet walk around, monitor and offers lot of encouragement. Ask everyone question like what no is this.</p> <p>Wrap up: Students will be asked to write number 15 in the air at the end of the lesson.</p> <p>Reflection:</p> | 40 mins | | | |
| | 5mins | | | | |
| | 10 mins | | | | |
| | 20 mins | | | | |
| 5mins | | | | | |

| Mathematical development | | Title: Number 15 | Day : 3 | Class : Nursery | |
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| 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 number 15 relate quantity with the number and trace number with correction.</p> | <p>Recap: Students will be asked to reinforced numbers from 0 to 30 while reading them through ppt/flashcards. Show number 15 flashcard and ask which number is this?</p> <p>We are learning to: We are learning to identify and count number 15.</p> <p>What I am looking for : How well you identify and count number 15 through different objects.</p> <p>Gained skill: It helps us to enhance our counting skills.</p> <p>Introduction: Revise the sequence of numbers from 1 to 15 by asking what number comes after. Then, show flashcards with the numbers 1 to 15 in random order and ask them to put the numbers in the correct order. Ask students to recite the sequence of numbers from 1 to 15. Place the number flashcards on the board in the correct order. Show the flashcard with the number 15 and ask where it should be placed to be in the correct order. (After 14). Write the number 15 on the board again, large enough for all students to see how it is written. Write it slowly and ask students to use their index fingers to follow the number as it is written and trace the number 15 in the air.</p> <p>Guided Practice:</p> | <p>5mins</p> <p>10mins</p> | <p>Students will be assessed on participation on group activities and understanding of number 15 with quantity and trace number with correction.</p> | <p>Ppt</p> <p>Concrete objects / counters</p> <p>Number flash cards</p> | |

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| | <p>Divide the class into three or four groups and distribute play dough to first group, blocks to second group, and counters to third group. Ask them make number 15 with these things.</p> <p>Focused task: Students will be given worksheet in which they will count and colour apples and trace the number 15. As the students are doing worksheet walk around, monitor and offers lot of encouragement. Ask everyone question like what no is this.</p> <p>Wrap up: Students will be asked to write number 15 on their palm.</p> <p>Reflection:</p> <p>Homework: Students will do book pg.no 17.</p> | <p>20mins</p> <p>5mins</p> | | <p>Play dough, blocks, counters</p> <p>Worksheet colours</p> <p>Book pg. no 17</p> |
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| Mathematical development | | Title: number 15 | Day : 4 | 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 number 15 relate quantity with the number and trace number with correction.</p> | <p>Recap: Students will be asked to reinforced numbers from 0 to 30 while reading them through ppt/flashcards. Show number 15 flashcard and ask which number is this?</p> <p>We are learning to: We are learning to identify and count number 15.</p> <p>What I am looking for: How well you identify and count number 15 through different objects.</p> <p>Gained skill: It helps us to enhance our counting skills.</p> | 5mins | <p>Students will be assessed on participation on group activities and understanding of number 15 with quantity and trace number with correction.</p> | Ppt | |
| | <p>Introduction: Line up 15 chairs in or outside the classroom. Number the first chair 1 and mark a start line before it. Ask students to start walking from the start line, following the path shown by the chairs. Ask students to count aloud the chairs as they walk past them. (1 to 15). Ask students to repeat 15 three times. Show students the flashcard of number 15 and ask them to trace the number in the air with a finger.</p> | 5 mins | | Concrete objects / counters | |
| | <p>Guided Practice: Ask students to paint their hands with the water colour to make handprints. They should print both hands and then make one more hand print on the paper. Ask students to count the fingerprints they have made. Elicit that there are 15 altogether.</p> | 25 mins | | Paint, paint brush, white sheet | |
| | <p>Focused task: Students will be given worksheet in which they will count and colour the circles of caterpillar and trace/write the number 15. As the students are doing worksheet walk around, monitor and offers lot of encouragement. Ask everyone question like what no is this.</p> <p>Wrap up: Students will write number 15 on white board.</p> <p>Reflection</p> | 5mins | | Worksheet, colour | |

| Mathematical development | | Title: number 15 | Day : 5 | Class : Nursery | |
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| 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 number 15 relate quantity with the number and trace number with correction</p> | <p>Recap: Students will be asked to reinforced numbers from 0 to 30 while reading them through ppt/flashcards. Show number 15 flashcard and ask which number is this?</p> <p>We are learning to: We are learning to identify and count number 15.</p> <p>What I am looking for : How well you identify and count number 15 through different objects.</p> <p>Gained skill: It helps us to enhance our counting skills.</p> <p>Introduction: Explain that you are going to show them one of the flashcards and they should count the objects and write the correct number on their whiteboard. When you say, they should hold their answer up for you to see. Make sure you allow enough time for them to count the items on the flashcard.</p> <p>Guided Practice: Organize sand tray prior to writing number '15' on the copy. Demonstrate how to write the letter using the pop sickle stick. Ask them to write it 2, 3 times. And say the number.</p> <p>Focused task: Ask students to open their copies. Write number '15' on copy. Give them a set amount of time to complete the task and monitor their progress.</p> <p>Wrap up: Students will be given the colours basket and ask them to count the colours up to 15.</p> <p>Reflection:</p> <p>Homework: Write number '15' on copy.</p> | <p>3mins</p> <p>5mins</p> <p>30mins</p> <p>2mins</p> | <p>Students will be assessed on participation on group activities and understanding of number 15 with quantity and trace number with correction.</p> | <p>Flashcards/ppt</p> <p>Number flashcards</p> <p>Sand tray</p> <p>Copy Work Sample: Date Day Topic: Number '15' Write: T U 1 5 1 5</p> | |