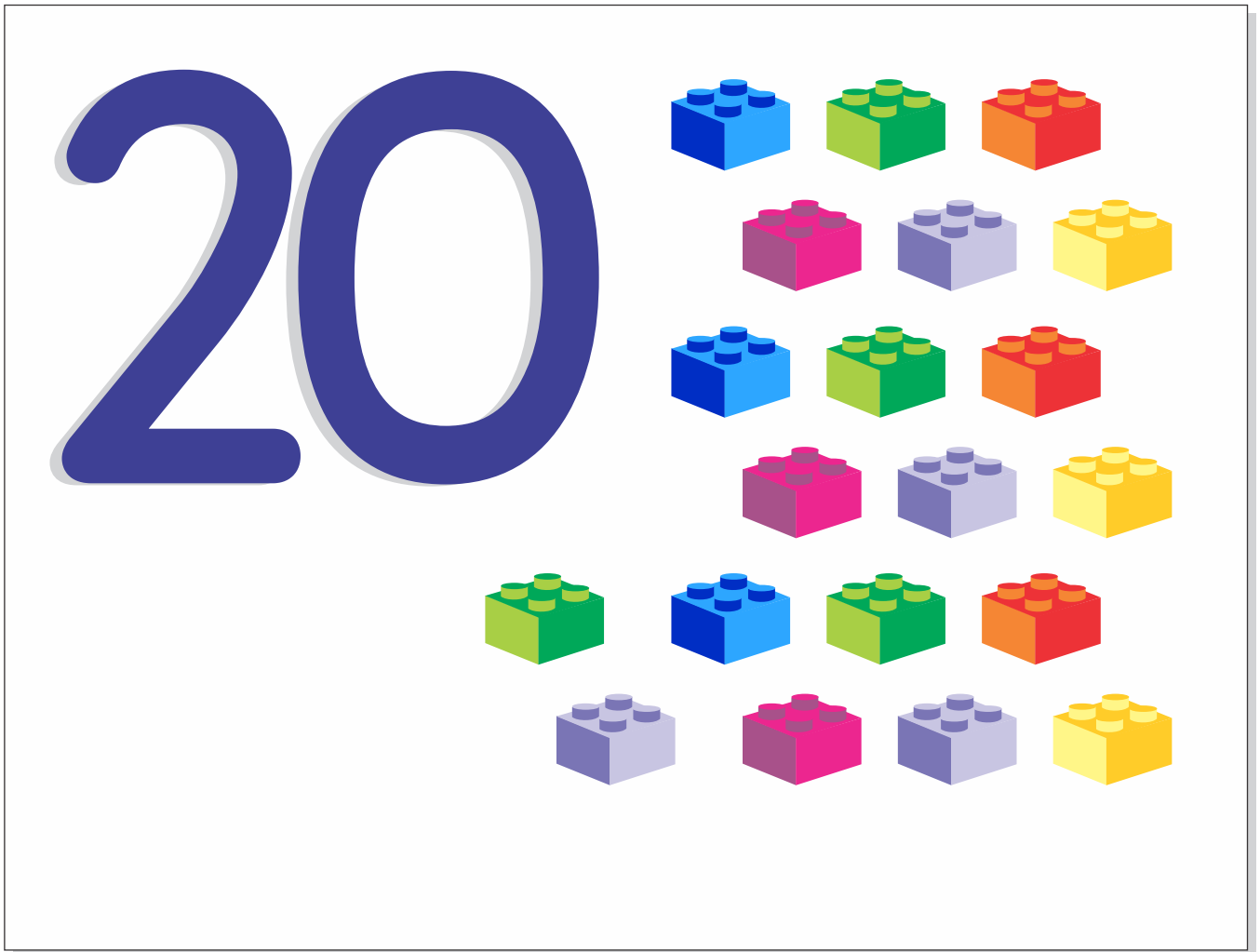


Mathematical Development		Week: 15	Topic: Number "20"	Day: 2	Class: Nursery	
Learning Outcomes	Activity Plan/Methodology			Time: 40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify number '20' Relate quantity with the number	Recap: Students will be asked to reinforced numbers from 0 to 20 while reading them through flashcards. We Are Learning to: Identify and count the number '20' through different objects. What I am looking for: How well you identify and count the number '20' through different objects. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Start by gathering the students in a circle and show them a large number "20" cutout or poster. Ask if anyone knows what number it is. Encourage responses and praise their efforts. Explain that today, you will be learning all about the number "20". Tell students numbers are everywhere! They're on clocks, computers, calendars, and whiteboards! Tell students, Numbers are infinite. There is no end to numbers. Show "20" coloured pencils and ask students how many coloured pencils you are holding now. If necessary, tell them there are "20" coloured pencils. Ask the students to say "20" aloud as a group. Ask students to tap your table "20" times, jump "20" times, clap "20" times, stamp your feet "20" times. Show the number "20" flashcards again and write the number as large as possible on the board. Ask the students to trace the number in the air. Ask them "Make a two then a zero. This is way to make twenty "20". It is important that this is done using the whole arm moving from the shoulder. Show the number "20" song to the students. https://youtu.be/B8QQQsmIUQ0 Focused task: First write the numbers 11-20 on the board and have everyone shout out the numbers as you write them. Next, get 10 soft balls, cubes or something similar (before class, tape numbers 11- 20 onto the balls) and the numbers on each ball. Then throw the balls around the room and ask individual students to bring you different numbers (e.g. "Sara, please give me number 15") Ask students to open book pg. no 72. Ask them tell the name of picture. Ask them draw 5 balls for each juggler and colour. Draw a juggler on board playing with balls. Ask students to draw balls same as you make on board. Ask them to count the balls and tell how many balls are there? Roam around in the class and help students to complete the task. Wrap up: Students will be asked to write number "20" in the air with their finger. Reflection : Homework: Do the worksheet.			5 mins	Students will be assessed on Identifying number '20' Relate quantity with the number	Flashcards
				5 mins		
				25 mins		Balls
				5 mins		Book pg. no 72
						Worksheet



Student Name: _____ Date: _____

Count the blocks. Trace and write the number '20'.



A large blue number '20' is displayed on the left. To its right, there are 20 colorful blocks arranged in a grid-like pattern. The blocks are in various colors: blue, green, red, pink, purple, and yellow. They are arranged in four rows: the first row has 3 blocks, the second and third rows have 3 blocks each, and the fourth row has 4 blocks.

20 20 20 20

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Mathematical Development		Week: 15	Topic: Number "20"	Day: 4	Class: Nursery	
Learning Outcomes	Activity Plan/Methodology			Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify number '20' Relate quantity with the number Trace & write number with correction	Recap: Students will be asked to reinforced numbers from 0 to 20 while reading them through flashcards. We Are Learning to: Identify and count the number '20' through different objects and trace and write it. What I am looking for: How well you identify and count the number '20' through different objects and trace and write the number with correction. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Show the flashcard and ask which number is this? Paste number "20" and twenty on board. At first show them 10 objects then tell them if we add 10 more in it becomes number "20". Ask them 2 tens and 0 units make the number "20". Ask students to show "20" pencils. Ask students to stand up and say run and touch the classroom objects. A good idea is to prepare some pictures of objects (e.g. "20" circles, "20" toffees, "20" ice creams) and stick them in the class a day before. So students can run and touch these things as well. Write the number with your finger in the air, explaining your movements as you do. In particular, stress the starting point, you don't remove your finger from the drawing when you write the number "20". Ask the students to write your air drawing using whole arm movements, and to repeat your instructions as they do so. Do this activity with students 3 or 4 times. Continue with other practice techniques, writing number '20' in the palm of your hand. Focused task: Pour a layer of salt into the shallow tray. The salt should be spread evenly to create a smooth surface. Place a number "20" flashcard next to the salt tray where all the students can see it. Show the students how to write the number "20" in the salt tray. Use your finger or the small paintbrush/stick to demonstrate. Say, "Watch me as I write the number "20". Trace the number "20" in the salt tray. Ask students to open book pg. no 74. Ask them somebody is blowing balloons everywhere. Colour the balloon with number '20'. Bring balloons in the class. Blow and paste them in class with students. Ask how many balloons with number '20' did you find? Then ask them trace and write the number "20". Direct students to follow the correct movement of number construction. Circle around in the class and help students to trace & write the number correctly. Wrap up: Show number "20" flashcard and asked to write number "20" on the back of their friend. Reflection :			5 mins	Students will be assessed on Identifying number '20' Relate quantity with the number Trace & write number with correction	Flashcards salt tray book pg. no 74
				5 mins		
				25 mins		
				5 mins		

Mathematical Development		week: 15	Topic: Number "20"	Day: 5	Class: Nursery		
Learning Outcomes	Activity Plan/Methodology			Time:40 minutes	Assessment of Learning	Resources	
Upon the completion of this lesson, Students will be able to: Identify number '20' Relate quantity with the number Write number with correction	Recap: Students will be asked to reinforced numbers from 0 to 20 while reading them through flashcards We Are Learning to: Identify and count the number '20' through different objects and write the number. What I am looking for: How well you identify and count the number '20' through different objects and write the number with correction. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Ask students today we will learn more about number "20". Have students count out sticks, pencils, cubes, marbles, or other small items. Reinforce the fact that if they count objects one by one, the number they reach when they stop counting is equivalent to the number of objects they have accumulated. Ask the students to pick up "20" objects from a collection of items such as books, crayons, pencils and show it to you. Use flashcards, such as pictures of a different items (e.g., 20 blocks, 20 colours), to reinforce the concept of "20". Ask students to identify and say "20" when they see these items. Show students a soft toys or objects (like a stuffed toys or balls) and ask them how many of that item you have. For example, "Look, I have "20" balls. Allow students to practice writing the number "20" on a chalkboard or whiteboard. Ask them write the number "20" in the air with your finger many times. Continue with other practice techniques, writing number '20' in the palm of your hand and back of your friend. Focused task: Organize sand numbers prior to tracing number '20' on the book/copy. Demonstrate how to trace the number using the index and the middle finger. Ask them to trace it 2, 3 times. Ask the students to write your air drawing using whole arm movements, and to repeat your instructions as they do so. Do this activity with students 3 or 4 times. Ask students open your copies. Ask them write the number '20' and twenty. Help students to write the correct movement of number "20". Give them a set amount of time to complete the task and monitor their progress, ensuring that they complete each number without eliminating their pencil from the page. Wrap up: Students will be asked to write number "20" in the air with their finger. Reflection : Homework: Write the number "20" and twenty on copy.			5 mins	Students will be assessed on	Flashcards	
				5 mins			Identifying number '20' Relate quantity with the number Write number with correction.
				25 mins			Sand numbers
				5 mins			Copy work
					Copy work		