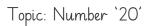
Mathemat	ical Development Week: 15 Topic: Number "20" Day:		Class: N	Class: Nursery	
Learning	Activity Plan/Methodology	Time:40	Assessment	Resources	
Outcomes		minutes	of Learning		
	Recap : Students will be asked to reinforced numbers from 0 to 20 while reading them through flashcards.	5 mins		Flashcards	
Upon the	We Are Learning to: Identify and count the number '20' through different objects.				
completion	What I am looking for: How well you identify and count the number '20' through different objects.		Students		
of this	Gained skill: It helps us to enhance our counting, cognitive and visual skills.		will be		
lesson,	Introduction: First write or paste the numbers I - 19 on the board and have everyone shout out the numbers		assessed on		
Students	as you write them. Allow the students first look at the numbers pasted on the board and read them out				
will be	aloud. Encourage them to hold up their fingers as they count. Once they reached the tenth finger the	5 mins			
able to:	concept of tens and units can be explained. Tell students that 2 tens and 0 units make number				
	"20". Beginning with the number "20". Write the number on the board, and include a visual image: if		ldentifying		
ldentify	you are teaching the number "20", draw or show "20" flowers, "20" cars, or "20" happy faces. Show the		number		
number	flashcard and tell them today we will learn number "20". Ask students what number comes after "20".		`20 ' Relate		
'20'	Introduce Number "20" with flashcard, real objects, counting bars, small blocks, balls, spoons, ice-cream		quantity		
Relate	sticks and things from the classroom. Paste flashcard on the board and say number "20" and twenty. Read		with the		
quantity	the spellings again and again. Have students count their steps (stairs are great for this, but it's also fine		number		
with the	just to walk from one side of a room to the other), or have them jump up and down "20" times, clap "20"			Plastic	
number	times, tap head "20" times counting as they go. Show the number "20" song https://youtu.be/azlGOkl_llgs			bottles ,	
	Focused task:			soft ball	
	Mark the empty plastic bottles with numbers from I to 20 but no '20' should more in numbers using the			SOIL DOLL	
	permanent marker. Arrange them in a formation similar to bowling pins. Ask the students to bowl with the	25 mins			
	softball on the number "20" plastic bottles. Ask them try to bowl the number "20". After bowling, ask the			Book pg. no	
	students who throw more number "20" bottles will be the winner.			71	
	Ask students to open book pg. no 71. Ask them to move your finger on number "20" and say it aloud. Ask			, .	
	them what is in the picture? Ask them have they seen the butterflies? Tell them there are different colours				
	of butterflies. Listen counting from 1 to 19 to introduce number '20'. Ask students to count butterflies by				
	putting their finger. Talk about butterflies.	 			
	Wrap up: Students will be asked to show "20" blocks / pencils / colours.	5 mins			
	Reflection:				

Mathemati	al Development Week: 15 Topic: Number "20" Day: 2		Class: Nur	sery
Learning	Activity Plan/Methodology	Time:40	Assessment	Resources
Outcomes		minutes	of Learning	
	Recap: Students will be asked to reinforced numbers from 0 to 20 while reading them through flashcards.	5 mins		Flashcards
Upon the	We Are Learning to: Identify and count the number '20' through different objects.			
completion	What I am looking for: How well you identify and count the number '20' through different objects.		Students	
of this	Gained skill: It helps us to enhance our counting, cognitive and visual skills.		will be	
lesson,	Introduction:		assessed on	
Students	Start by gathering the students in a circle and show them a large number "20" cutout or poster. Ask if anyone			
will be	knows what number it is. Encourage responses and praise their efforts. Explain that today, you will be learning	5 mins		
able to:	all about the number "20". Tell students numbers are everywhere! They're on clocks, computers, calendars,		ldentifying	
	and whiteboards! Tell students, Numbers are infinite. There is no end to numbers. Show "20" coloured pencils		number	
ldentify	and ask students how many coloured pencils you are holding now. If necessary, tell them there are "20"		`20' Relate	
number	coloured pencils. Ask the students to say "20" aloud as a group. Ask students to tap your table "20" times,		quantity	
`20′	jump "20" times, clap "20" times, stamp your feet "20" times. Show the number "20" flashcards again and		with the	
Relate	write the number as large as possible on the board. Ask the students to trace the number in the air. Ask them		number	
quantity	"Make a two then a zero. This is way to make twenty "20". It is important that this is done using the whole			
with the	arm moving from the shoulder. Show the number "20" song to the students. https://youtu.be/B8000smlU00			
number	Focused task:			
	First write the numbers II-20 on the board and have everyone shout out the numbers as you write them. Next,	25 mins		
	get 10 soft balls, cubes or something similar (before class, tape numbers II- 20 onto the balls) and the numbers			Balls
	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			Book pg. no
	juggler and colour. Draw a juggler on board playing with balls. Ask students to draw balls same as you			72
	make on board. Ask them to count the balls and tell how many balls are there? Roam around in the class	5 mins		
	and help students to complete the task.			
	Wrap up: Students will be asked to write number "20" in the air with their finger.			
	Reflection:			
				Worksheet
	Homework: Do the worksheet.			



Math (Nursery Part -1) Week # 15

Day # 2

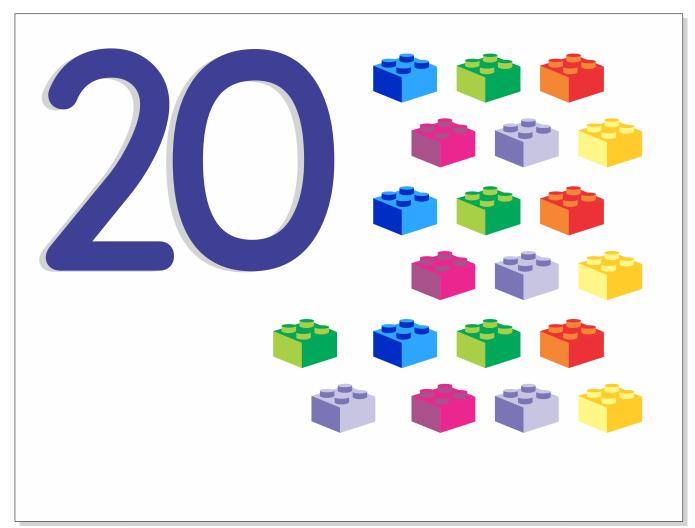




more worksheets

Student Name:_____Date:____

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



20	20	20	20
•	•	•	•



Mathemati	ematical Development Week: 15 Topic: Number "20" Day: 3		Class: Nursery	
Learning	Activity Plan/Methodology	Time:40	Assessment	Resources
Outcomes		minutes	of Learning	
	Recap: Students will be asked to reinforced numbers from 0 to 20 while reading them through flashcards.	5 mins		Flashcards
Upon the	We Are Learning to: Identify and count the number '20' through different objects.			
completio	What I am looking for: How well you identify and count the number '20' through different objects.		Students	
n of this	Cained skill: It helps us to enhance our counting, cognitive and visual skills.		will be	
lesson,	Introduction:		assessed on	
Students	Gather the students in a circle for a group activity. Start by showing a large number "20" flashcard or poster			
will be	to the students. Encourage them to look at it and ask if they know what it is? Explain that this is the number	5 mins		
able to:	"20", and today, they will learn all about it. Use counting cards with "20" objects (e.g., stars, apples, or		ldentifying	
	animals). Count together as a class, pointing to each object as you count. You can also use your fingers to help		number	
ldentify	them see that "20" is made up of "two ten and zero units. For example, you can hold up "10" crayons and say,		`20' Relate	
number	"Look, I have "10" crayons. How many I have to add to make it "20". They should reply 10 more. Use classroom		quantity	
`20'	objects for a fun activity. Paste number "20" flashcard on board. Ask students to use right forefinger to write		with the	
Relate	the number being taught in the palm of their left hand. Ask them "Make a two then a zero. This is way to		number	
quantity	make twenty "20". Write number "20" (with correct formation) on white board and draw "20" balls with it.			
with the	Associate number with quantity. Show the number "20" song. https://youtu.be/Aq4UAss33qA			
number	Focused task:			Say it: Build it: COUNTE
	Put activity number card, play dough and blocks on the table. Ask students to say number "20", then make			
	it with play dough. Put twenty "20" blocks on the card and make a tower.	25 mins		Ruld H: COURT B. Add H: BUILD H: COI
	Note: Make activity number card on chart paper. Divide it in 3 columns. Say it, build it and count it.			6.103
	Ask them open book pg. no 73. Ask them about the picture. Ask them join the dots in order (0-20) and see			D I
	where is snowman standing. Ask students about house. Ask them to tell about their houses. Draw a picture of			Book pg.
	a house on board. Roam around in the class and help students to complete the task.			no 73
	Wrap up:			
	Students will be asked to write number "20" in the air with their finger.			
	Reflection:	5 mins		

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

Mathemat	cal Development week: 15	Topic: Number	"20"	Day: 5		Class: N	lursery
Learning	Activity Plan/	Methodology			Time:40	Assessment	Resources
Outcomes					minutes	of Learning	
	Recap: Students will be asked to reinforced numbers from	ı 0 to 20 while read	ing them through flo	ashcards	5 mins		
Upon the	We Are Learning to: Identify and count the number '20	<mark>)'</mark> through different o	objects and write the	number.			Flashcards
completio	What I am looking for: How well you identify and count	the number '20' the	rough different objec	ts and write		Students	
n of this	the number with correction.					will be	
lesson,	Gained skill: It helps us to enhance our counting, cognitive	e and visual skills.				assessed on	
Students	Introduction:						
will be	Ask students today we will learn more about number	"20". Have students	s count out sticks, p	encils, cubes,		ldentifying	
able to:	marbles, or other small items. Reinforce the fact that if	they count objects or	re by one, the numbe	er they reach	5 mins	number	
	when they stop counting is equivalent to the number of ol	b jects they have accu	mulated. Ask the stu	idents to pick		'20' Relate	
ldentify	up "20" objects from a collection of items such as books					quantity	
number	such as pictures of a different items (e.g., 20 blocks, 20					with the	
`20'	to identify and say "20" when they see these items. Show	v students a soft toys	s or objects (like a st	uffed toys or		number	
Relate	balls) and ask them how many of that item you have. Fe	or example, "Look, I h	rave "20" balls. Allo	w students to		Write	
quantity	practice writing the number "20" on a chalkboard or wh	riteboard. Ask them v	write the number "20	O" in the air		number	
with the	with your finger many times. Continue with other practic	ce techniques, writing	number '20' in the	palm of your		with	
number	hand and back of your friend.					correction.	
Write	Focused task: Organize sand numbers prior to tracing nu	ımber '20' on the bo	ok/copy. Demonstrate	e how to			
number	trace the number using the index and the middle finger.	Ask them to trace it	t 2, 3 times. Ask th	e students to	25 mins		Sand
with	write your air drawing using whole arm movements, and	l to repeat your instr	uctions as they do so	o. Do this			numbers
correction	activity with students 3 or 4 times.		-				
	Ask students open your copies. Ask them write the numb	er '20' and twenty .	Help students to writ	te the correct			
	movement of number "20". Give them a set amount of	time to complete the	task and monitor t	neir progress,			Copy work
	ensuring that they complete each number without elimina	iting their pencil fror	n the page.				
	Wrap up:	·					
	Students will be asked to write number " $20"$ in the air v	vith their finger.			5 mins		
	Reflection:						
							Copy work
	Homework: Write the number "20" and twenty on copy.						