

Mathematical Development		Week: 18	Topic: Numbers (11 – 20) Revision	Day: 1	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 '11 - 20' Relate quantity with the number and write numbers 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 numbers '11 – 20' through different objects and write the numbers. What I am looking for: How well you identify and count the numbers '11 – 20' through different objects and write the numbers. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Using the Numbers 11 to 20 flashcards, say each number in order and ask students to repeat after you several times. Next, ask students to try to say each number on their own. Once students have practiced enough. Next give each student a number sheet from the board. If you have more than 10 students make more numbers so you have two groups. For less than 10 students, give out more sheets per student but make sure the numbers they have are in sequence (e.g. give a student numbers 11 to 20). Now tell your students to stand in a line in the right order. Everyone has to shuffle around until they are standing and holding their numbers in order "11 – 20". Now, get the class to shout out their numbers from "11–20", down the line. Make it a game – each round try and do it faster than the last! https://youtu.be/Be+j6UjFTQ Focused task: Provide the flashcards of apple puzzle from numbers (11 to 20) on each table. Ask the students shuffle the cards. Ask them count the dots on the puzzle then match it with the number. Put these apples back together. Count the dots, and find the matching numeral to complete the puzzles. Ask students to open book pg. no 90. Ask them look at the pictures. Tell their names. Ask them count the fruits and write the numbers in given boxes. Revise counting 1 – 20 in class. Show students different fruits pictures and ask, "Can you tell their names?" Encourage them to count aloud fruits sets before writing the number. 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 count 11 to 20 different objects present in the class. Reflection:			5 mins	Students will be assessed on Identifying number '11 – 20' Relate quantity with the number and write numbers with correction	Flashcards Apple puzzle flashcards  Book pg. no 90
				5 mins		
				25 mins		
				5 mins		

Mathematical Development		Week: 18	Topic: Number Names 11 to 20 (Revision)	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 and learn number in words (eleven to twenty).	Recap: Students will be asked to reinforced numbers from 1 to 10 while reading them through flashcards and asked the spellings of (1, 2, 3, 4, 5, 6, 7, 8, 9, 10). We Are Learning to: Identify and learn number in words (eleven to twenty). What I am looking for: How well you identify and learn number in words (eleven to twenty). Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Ask the students to sit in a circle in pairs. Show the chart of (11 to 20) numbers and write them as words on the board. Show flashcards of number words eleven to twenty and ask the students to repeat the names after you. Display flashcards for numbers and number names, and blocks. Ask a pair to pick up the number 11 number card, its number name card, and eleven blocks. Invite other student to repeat the activity with numbers from 12, 13, 14, etc. You can also cut the chart paper in four pieces and write one number on it in words. Put up the chart in the class so that students can learn the spelling. Tell students that the numbers can be learnt easily by breaking them up in syllables. Divide the class into groups of four/five. Give each group some pieces of paper with the syllables of numbers written on them. Ask the students to join the syllables to make complete words.			5 mins	Students will be assessed on	Flashcards
	Identifying and learn number in words ((eleven to twenty)).			5 mins		
	Focused task: Provide the Number Puzzles on each table. These Number Puzzles are made up of three things – The Number, The Number Name and the Number Quantity. Shuffle all the puzzle pieces from 11 to 20 – do it in the order of increment of 5 at a time. Once the students master 10 number names, then do next 10 and add them to the previous 10 number names. Ask the students to start with numbers, it's name and then the quantity it represents. Ask students to open book pg. no 91. Ask students Match numbers with their names. Encourage students to read aloud counting in class. Help them to match correctly. Read the spellings again and again loudly with all students to learn the spellings. Help students to learn numbers with their names and their spellings. Repeat the spellings with students to memorize them.			25 mins	Number puzzles	
	Wrap up: Students will be asked to read aloud spellings of numbers (11 – 20) collectively. Reflection : Homework: Do the book pg. no 94			5 mins	Book pg. no 91	Book pg. no 94

Mathematical Development		Week: 18	Topic: Counting backward, forward (Revision)	Day: 3	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 forward and backward counting 1-10 and write it	Recap: Students will be asked to reinforced numbers from 0 to 20 while reading them through flashcards. We Are Learning to: Identify forward and backward counting 1-10 and write it. What I am looking for: How well you identify forward and backward counting 1-10 and write it Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Since the students have already studied the numbers, they will already have an understanding of which number comes before and which one comes after .Tell your students that you are going to learn/practice how to count forward or backwards. First, ask your students to count on their fingers by opening a finger each on a number. Now ask them to close a finger each while counting backwards. After doing this activity a few times, your students will begin to understand that counting backwards means the same as counting one fewer number each time. Give your students the number cards to place them on the stairs or in the floor tiles in order. Read and check the order of numbers from 1-10 and then backwards from 10 to 1. Give students time to practice jumping up the steps or from one tile to another, counting with each jump, starting from 1 counting forward to 10 and then counting backwards when jumping back to 1. Get your counting objects. Place the correct number of objects in each tile matching the number card. Jump again from 1-10 and back. Observe the objects in each tile or on each step. What do you notice? Each time you count forward you have one more, each time you count backwards you have one less. https://youtu.be/4LfNI2phMM4 Focused task: Inflate 10 balloons, number them from 1 to 10 and hide each balloon in different places. Help your students to find the 10 balloons by giving them hints. Once they have all the 10 balloons, ask them to burst them but in reverse order from 10 to 1. Your students will have a blast while doing this activity. Ask students to open book page no 92. Ask students to look at pictures. Read forward and backward counting (1 – 10) with students. Ask students write forward counting in yellow building and write backward counting in blue building. Ask them fill in the missing numbers according to backward and forward. Direct students to write counting. Practice backward & forward counting by asking different questions. Wrap up: Read aloud numbers 10 – 1. Reflection:			5 mins	Students will be assessed on	Flashcards
				5 mins		
					Identifying forward and backward counting 1-10 and write it	Balloons
				25 mins		
				5 mins		Book pg. no 92

Mathematical Development		Week: 18	Topic: What comes before, between and after (Revision)	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 the order of numbers and which number comes before, between and after.	Recap: Students will be asked to reinforce forward and backward counting (1 to 10). We Are Learning to: Identify the order of numbers and which number comes before, between and after What I am looking for: How well you identify the order of numbers and which number comes before, between and after. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Randomly pass out a card with a different number starting with zero to each student in the class. Tell students that when you say, "Go!" students should line up in numerical order. Have students look at the number on their card. Tell students to think about what numbers come before, between and after their number. Say, "Go!" and allow students time to line up in order. Once everyone has lined up in order, have each student call out and hold up their number, beginning at zero. Frontload vocabulary by asking students to notice which students are before, between and after them in the line. Point out that no one is before zero. Collect the number cards and have students return to their spots on the rug. Try it with Fruits: Bring their favourite fruits and line them up and ask your students which fruit is before, after, or between. Try it with Toys: Bring their favourite toys and line them up as if they are going somewhere and ask them what comes before, after, and between. Focused task: Use props or pictures to represent the numbers before 1 to 10. For example, for '2,' you could use two apples, for '3,' three toy cars, and so on. Show the props or pictures to the students and ask them to identify the number. Ask questions like, "What number comes before the two apples, which number is in between and which number come after 3?" Encourage the students to respond with "1." Repeat this activity with all students. Ask students to open book pg. no 93. Ask them tell the name of pictures. Ask their names. Ask students to tell which numbers can come after, before and between. Sing counting song 1-10 before the activity. 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. Roam around in the class and help students to complete the task. Wrap up: Write numbers on board and ask them which number come before? Reflection :			5 mins	Students will be assessed on Identifying the order of numbers and which number comes before, between and after.	Flashcards numbers flashcards Book pg. no 93
				5 mins		
				25 mins		
				5 mins		

Mathematical Development		Week: 18	Topic: Numbers 11 – 20 (Revision)	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 '11 -20' Relate quantity with the numbers and write numbers	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 '11 - 20' through different objects and write it. What I am looking for: How well you identify and count the number '11 - 20' through different objects and write it. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Explain to the students that they will be working with numbers from 11 – 20 today. Play the "Count to 20!" video. Write the word "numbers (11 - 20)" on the board, and explain that order is the arrangement of things in a particular pattern or sequence. You could stand students and count 11 to 20 with the class. Ask the students to come together and show them the 1 – 20 Number Line Template. Show students how to cut out and glue the number line together. Display the numbers 1 – 20 in order and have the whole class count to 20 with you. Ask the students go back to their desks. Hand out the Number Line Template, and tell them to begin cutting and gluing. Go around and assist any struggling students with this task. When the students are finished, bring them back together to explain the next activity. When reviewing numbers 11 – 20, have the students repeat each number after you say it aloud. Focused task: Provide the cutouts of corns having numbers (11 – 20) on each table. Ask students count out the corn kernels and add them to each corn. Ask each student look at the number on corn then count the corn kernels and put them accordingly. You can even make some popcorn as a surprise treat after the activity is done. Place a numbers "11 - 20" flashcard next to the salt tray where all the students can see it. Show the students how to write the numbers "11 - 20" in the salt tray. Ask students to open book pg. no 96. Ask them write numbers '11 - 20'. Ask students to count aloud numbers '1 - 20' in class. Ask them to write numbers '11 - 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. Roam around in the class and help students to complete the task. Wrap up: Students will be asked to count 11 to 20 different objects present in the class. Reflection : Homework: Do the book pg. no 95			5 mins	Students will be assessed on Identifying number '11 -20' Relate quantity with the numbers and write the numbers	Flashcards Cutouts of corns, corn kernels  book pg. no 96 book pg. no 95
				5 mins		
				25 mins		
				5 mins		