

Mathematical Development		Week: 19	Topic: Numbers 1 – 20 (count and write) 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 '1 – 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 '1 – 20' through different objects and write the numbers. What I am looking for: How well you identify and count the numbers '1 – 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 1 to 20 flashcards in number and words also, say each number in order and ask students to repeat spellings 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 (1 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 "1 – 20". Now, get the class to shout out their numbers from "1–20", down the line. Make it a game – each round try and do it faster than the last! https://youtu.be/DOAjq682yrA Focused task: Provide the flashcards of apple puzzle from numbers (1 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 pgs. no 1 and 5. Ask them look at the pictures. Tell their names. Ask them count the objects and write the numbers in given boxes. Revise counting 1 – 20 in class. Show students different objects pictures and ask, "Can you tell their names?" Encourage them to count aloud sets of objects 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 1 to 20 different objects present in the class. Reflection:			5 mins	Students will be assessed on Identifying number '1 – 20' Relate quantity with the number and write numbers with correction	Flashcards Apple puzzle flashcards  Book pg. no 1 & 5
				5 mins		
				25 mins		
				5 mins		

Mathematical Development		Week: 19	Topic: What comes before, between and after (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 the order of numbers and which number comes before, between and after.	Recap: Students will be asked to reinforced numbers from 0 to 20 while reading them through flashcards. 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. https://youtu.be/4-qRTS3PS8qw Focused task: Use pictures flashcards to represent the numbers before, after and between 1 to 20. For example, for '12,' you could use apples, for '13,' toy cars, and so on. Show the picture flashcards to the students and ask them to identify the number. Ask questions like, "What number comes before the 12 apples, which number is in between and which number come after 13?" Encourage the students to respond with "1." Repeat this activity with all students. Ask students to open book pg. no 2. 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 1-20 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 : Homework: Do the book pgs. no 3 & 4.			5 mins 5 mins 25 mins 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 2 Book pg. no 3 & 4

Mathematical Development		Week: 19	Topic: Addition (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: Add objects and two single-digit numbers up to 10 together.	Recap: Students will be asked to reinforce numbers from 1-20 while reading them through flashcards. We Are Learning to: Add objects and two single-digit numbers up to 10 together. What I am looking for: How well you add objects and two single-digit numbers up to 10 together. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Ask students to find various items around the room. For instance, call on a student to find one toy. Then, call on another student to find two chairs. After you have about 10 items, ask students how many items they have all together. Inform the students that they just practiced simple addition! Use echo counting to help students find the total number of items. Call the students together as a group. Ask them if they know how to add. Take responses by raised hands. Show the students two manipulatives. Ask a student to add the two manipulatives. Take responses by raised hands. Put one pencil in one hand, and one pencil in your other hand. Show students that this means one (pencil) and one (pencil) together equal two pencils. Bring your hands together to reinforce the concept. Make "+" "=" symbols on board and tell about them. Use hands for making symbols. Reiterate to the student's one plus one equals two. Write the equation $1 + 1 = 2$ on the whiteboard. Inform students that today they will learn to add. https://youtu.be/UM-TSRPBaNO			5 mins	Students will be assessed on Adding objects and two single-digit numbers up to 10 together.	Flashcards Number flashcard, blocks Book pg. no 7, 8
	Focused task: Divide students into small groups and provide each group with building blocks or counters and number flashcards. In the activity, students pull two cards. They then take out the counters or blocks to show the two numbers. Then they will count the blocks and find the number flashcard of answer. Circulate around the room to provide support and guidance as needed.			5 mins		
	Ask students to open book pgs. no 7 & 8. Tell students to look at the pictures and tell their names. Ask them count, add and write the correct number in the given box. Tell them that 1+1 makes 2. Now look at the next picture 2+1 makes 3. Write the addition statement on board. Use objects to make students learn about additions.			25 mins		
	Wrap up: Invite students randomly and give them candies to practice addition. Distribute candies in all students. Reflection:			5 mins		

Mathematical Development		Week: 19	Topic: Addition (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: Add objects and two single-digit numbers up to 10 together.	Recap: Reinforce adding numbers through flashcard and concrete objects. We Are Learning to: Add objects and two single-digit numbers up to 10 together. What I am looking for: How well you add objects and two single-digit numbers up to 10 together. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Start out by explaining students that addition is simply the combination of 2 or more different groups of numbers. For example if you have a pile with 2 objects in it and another pile with one more object in it you get three. The teacher should count the separate piles, then put the piles together and count them again. Next the teacher should get five students to come up to the front of the room. The students should be split up into 2 groups one with 3 individuals and the other with 2. The students in the first group should each get pieces of paper with the numbers 1, 2 and 3 written on them. The students in the second group should get the numbers 4 and 5. The class should then count the students in the first group. The teacher should then say that we are now going to add 2 and 3 together. As the group of two moves to the group of three the teacher should say that we have just added 2 to 3. The students should then count this new group and come up with the number 5. https://youtu.be/A72bVV-V4w6k Focused task: Create an addition machine using a shoe box and two cups with the bottoms cut out. Students roll two dice and then use the machine to figure out the answer by putting balls/counters through the cups to add the two numbers together. Ask students to open book pg. no 9 & 10. Talk about the pictures. Ask them read the statements. There is one bird on the branch. Draw one more bird. How many total? Solve the question with the students. Tell them read the numbers and count the pictures then write the correct answer. Make cue cards for each sentence. Paste them on board one by one. Ask class to solve verbally before doing activity on book. Roam around in the class and help students to complete the task. Wrap up: Add different objects to practice adding numbers. Reflection :			5 mins	Students will be assessed on Adding objects and two single-digit numbers up to 10 together	Flashcards Addition machine  Book pg. no 9 & 10
				5 mins		
				25 mins		
				5 mins		

Mathematical Development		Week: 19	Topic: Numbers 1 – 20 (count & write) 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 '1 – 20' Relate quantity with the numbers 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 '1 – 20' through different objects and write the numbers. What I am looking for: How well you identify and count the numbers '1 – 20' through different objects and write the numbers. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Review numbers 1-10 by having students echo count after you. Display a number line from 1 to 20. Point to the numbers between 1 and 20 and tell students that these are known as the teen numbers. Begin the lesson with an introduction to counting, asking questions about the kinds of items that your students count. Possible discussion questions include, "Have you ever needed to count things at home? What kind of things did you need to count? Why did you need to count them?" Explain that by adding one number at a time in a row, they are counting. Explain that the class will learn how to count and recognize numbers by jumping on sticky notes in order. Provide examples of items students would count. Echo count with the class repeating each number after you say it aloud. Model situations when counting occurs. Have students turn and talk with a partner to share ideas of things they count. https://youtu.be/eHbByAOqQnQ Focused task: For an easy matching game, write the numbers from 1 to 20 on index cards and then use stickers to make sets of each number on another card. Spread the cards out face up and have the students work in groups of two or three to pair up the numeral with the set that matches. To make the game harder, have the students place all of the cards face down and turn over two at a time, looking for matches, like the game of Memory. Ask students to open book pg. no 6. Ask them look at the pictures. Tell their names. Ask students how many candies are in each box. Use the tally marks to show and write the numbers. 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 0 to 20 different objects present in the class. Reflection: Homework: Do the book pgs. no 11 & 12.			5 mins	Students will be assessed on Identifying number '1 – 20' Relate quantity with the numbers and write numbers with correction	Flashcards
				5 mins		
				25 mins		Number flashcards, objects or stickers flashcards
				5 mins		Book pg. no 6 Book pg. no 11 & 12