

Mathematical Development		Week: 2	Topic: Counting backward, forward	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 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 13. Ask students to look at picture. Tell them that caterpillar is holding numbers 1-10. Put your finger on each number one by one and read the numbers together. Now tell another caterpillar is holding backward numbers 10-1. Read backward counting with students. Ask students open book pg. no 17. 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		
				25 mins	Identifying forward and backward counting 1-10 and write it	Balloons Book pg. no 13 & 17
				5 mins		

Mathematical Development		Week: 2	Topic: What comes before	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.	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. What I am looking for: How well you identify the order of numbers and which number comes before. 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 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 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. Paste some numbers on board e.g. 3, 6, 9, and tell the meaning of before number by asking which number comes before 3, what comes before 6. Repeat this process for each number from 1 to 10, encouraging the students to participate. https://youtu.be/TOGjBnjTy9Q 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?" Encourage the students to respond with "1." Repeat this activity with all students. Ask students to open book pg. no 14. Ask them tell the name of picture. Ask them there are some number plants in garden. Write missing numbers. Ask students to count numbers in sequence to fill in the missing ones. 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 : Homework: Do the book pg. no 16.			5 mins	Students will be assessed on Identifying the order of numbers and which number comes before.	Flashcards
				5 mins		
				25 mins		numbers flashcards
				5 mins		Book pg. no 14 Book pg. no 16

Mathematical Development		Week: 2	Topic: What comes between	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 the order of numbers and which number comes between.	Recap: Write numbers on board and ask them which number come before? We Are Learning to: Identify the order of numbers and which number comes between. What I am looking for: How well you identify the order of numbers and which number comes between. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Gather up some toys. You will need 3. Stuffed animals, toy people, cars, or any toy that you can pretend wants to move, works well. Line them up as if they are going somewhere. For animals, set a bowl in front of the first one and tell your students they are all going to the bowl to get a drink. This helps your students understand their positional relationship by understanding the first one in line will come before the others to get a drink. Tell the students the position of the toys using the words before, between and after. Talk to them about who will arrive at the bowl first, and explain that means he comes "before" the other toys. Next, explain who will arrive at the bowl last and explain that this means the toy comes "after" the others. Explain to the students that the one in the middle is "in between." Practice lining up the toys in different patterns, making sure that the toys take different positions in line. Ask students the middle thing is in between. Paste some numbers on board e.g. 3, 6, 9, and ask which number is in between? https://youtu.be/BSvnwgsdMas Focused task: Provide each student with a number puzzle containing missing pieces. Ask the students to complete the puzzle by finding the missing number pieces that come between the existing numbers. Encourage them to discuss their findings and explain what they've learned. Ask them open book pg. no 15. Ask them about the pictures. Ask them write the missing number. Explain the activity to students that there are ducks in pond. Their number are missing. Help them to count in sequence. Now ask them open book pg. no 18. Ask them complete given sets of number patterns. 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 between? Reflection:			5 mins	Students will be assessed on Identifying the order of numbers and which number comes between.	Flashcards
				5 mins		
				25 mins		Numbers puzzle cards
				5 mins		Book pg. no 15, 18

Mathematical Development		Week: 2	Topic: Number names one to five	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 and learn number in words (one to five)	Recap: Students will be asked to reinforced numbers from 0 to 20 while reading them through flashcards. We Are Learning to: Identify and learn number in words (one to five). What I am looking for: How well you identify and learn number in words (one to five). Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Students have already learnt the concept of numbers and have learnt to write numbers from 1-10. Ask students Number Names are the spellings of the names of each Numeral. For example, 1 is spelled as 'one' and 4 is spelled as 'four' etc. They are also called as 'Number Words'. Start off with teaching students to write numbers (1-5) in words. Write the spellings on board with their numerals. Repeat spelling of numbers 1-5 again and again. Distribute number in digits and number in words flashcards. Say a number, the student who has the number in digits and the one who has that number in words on his/her flashcards, both will get up (e.g. three and 3). Tell the students they can simply learn the spelling by using simple tricks such as a breaking up the words into syllables and by writing them again and again. Keep repeating the spellings of numbers (1 -5) in class. https://youtu.be/7J46WpaX9Aw Focused task: Write the number 1, 2, 3, 4, 5 on small chits and put them in a basket. Now, call students one by one from the class and ask them to pick a chit from the basket and match with the numbers in words written on the board. Tell students to read the numbers and spellings aloud. Now ask, what comes after 2? The students will answer 3. Write down the spelling of the number 2 and 3 on the board again. Repeat this activity with all students one by one. Ask students to open book pg. no 2. Ask students read the number spellings and count the objects. Ask them tell the name of objects also. 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. Wrap up: Students will be asked to read aloud spellings of numbers (1 – 5) collectively. Reflection :			5 mins	Students will be assessed on	Flashcards
				5 mins		
				25 mins	Identifying and learn number in words (one to five)	flashcards
				5 mins		
					book pg. no 2	

Mathematical Development		Week: 2	Topic: Number names six to ten	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 and learn number in words (six to ten)	Recap: Students will be asked to reinforced numbers from 1 to 5 while reading them through flashcards and asked the spellings of (1, 2, 3, 4, 5). We Are Learning to: Identify and learn number in words (six to ten). What I am looking for: How well you identify and learn number in words (six to ten). 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 '6, 7, 8, 9, 10 numbers and write them as words on the board. Show flashcards of number words six, seven, eight, nine, ten 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 6 number card, its number name card, and six blocks. Invite other student to repeat the activity with numbers from 6, 7, 8, 9, 10. 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. https://youtu.be/BjdgCnbaTi8			5 mins	Students will be assessed on Identifying and learn number in words (six to ten).	Flashcards Number puzzles Book pg. no 3 Book pg. no 5
	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 6 to 10 – do it in the order of increment of 5 at a time. Once the students master 5 number names, then do next 5 and add them to the previous 5 number names. Ask the students to start with numbers, it's name and then the quantity it represents.			5 mins		
	Ask students to open book pg. no 3. Ask students read the number spellings and count the objects. Ask them tell the name of objects also. 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		
	Wrap up: Students will be asked to read aloud spellings of numbers (6 – 10) collectively. Reflection : Homework: Do the book pg. no 5			5 mins		