

Mathematical Development		Week: 22	Topic: Number "21"	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 '21' Relate quantity with the number	Recap: Students will be asked to reinforced numbers from 0 to 30 while reading them through flashcards. We Are Learning to: Identify and count the number '21' through different objects. What I am looking for: How well you identify and count the number '21' through different objects. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: First write or paste the numbers 1 – 20 on the board and have everyone shout out the numbers as you write or show them. Allow the students' first look at the numbers pasted on the board and read them out aloud. Show students different sets of objects in turn and ask them to count each set. For example, show them 2 sets of 10 coloured pencils, ask 'How many coloured pencils are there?' and students should say '20 coloured pencils'. Ask the students if we will add one more coloured pencil, how many pencils will there. Tell students that 2 tens and 1 unit make number "21". Show "21" crayons, "21" pencils, or "21" popsicles. Show the flashcard and tell them today we will learn number "21". Ask students what number comes after "20". Introduce Number "21" with flashcard, real objects, counting bars, small blocks, balls, spoons, ice-cream sticks and things from the classroom. Paste flashcard on the board and say number "21". Have students count their steps to walk from one side of a room to the other), or have them jump up and down "21" times, clap "21" times, tap head "21" times counting as they go. Show the number "21" song https://youtu.be/vOhZgVar35s Focused task: Here's a quick sorting activity that will help students learn and recognize the number "21". Write numbers on small cards from 1 – 21 but no "21" is more in numbers. Put all flashcards in the basket. Set up this activity on each table. Ask students find the number "21" from the basket. Ask students take out no '21' and shout out loud. Repeat this activity with all students. Ask students to open book pg. no 27. Ask them to move your finger on number "21" and say it aloud. Ask them what is in the picture? Ask them where we can see the flowers? Do they like the flower? Which colour of flower do they like? Ask them count the flowers by putting their finger one by one and tell the number. Wrap up: Students will be asked to show "21" blocks / pencils / colours. Reflection:			5 mins	Students will be assessed on Identifying number '21' Relate quantity with the number	Flashcards
				5 mins		
				25 mins		Numbers flashcards 1 to 21 Book pg. no 27
				5 mins		

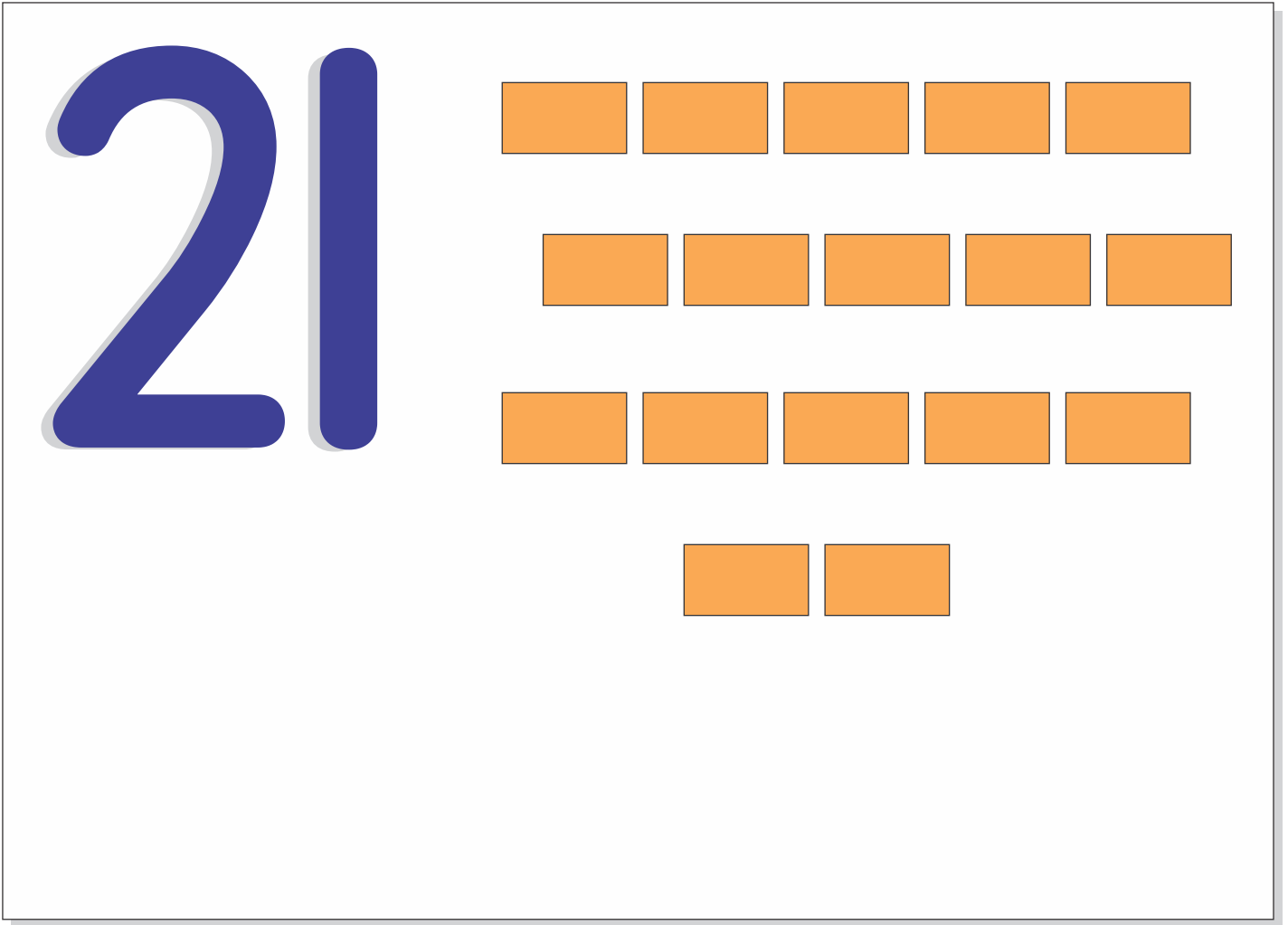
Mathematical Development		Week: 22	Topic: Number "21"	Day: 2	Class: Nursery	
Learning Outcomes	Activity Plan/Methodology			Time: 40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify number '21' Relate quantity with the number	Recap: Students will be asked to reinforced numbers from 0 to 30 while reading them through flashcards. We Are Learning to: Identify and count the number '21' through different objects. What I am looking for: How well you identify and count the number '21' 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 "21" 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 "21". 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 "21" coloured pencils and ask students how many coloured pencils you are holding now. If necessary, tell them there are "21" coloured pencils. Ask the students to say "21" aloud as a group. Ask students to tap your table "21" times, jump "21" times, clap "21" times, stamp your feet "21" times. Show the number "21" 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 one. This is way to make twenty one "21". It is important that this is done using the whole arm moving from the shoulder. Focused task: Provide the number flashcards 1 to 21 to all students. To play this game, shuffle the cards, and then ask your students to place them, side by side, in a sequence of increasing magnitude. For students who haven't yet learned to count help them to place the cards in sequence. Ask students read the counting along with finding the cards and then put them in sequence on the table. Ask students to open book pg. no 28. Ask them tell the name of picture. Ask them there are three squirrels with their food. Draw 6 acorns near each squirrel and colour them. Draw the acorn on the board. Ask students to draw acorns same as you make on board. Ask them to count the acorns and tell how many acorns are there? Roam around in the class and help students to complete the task. Wrap up: Students will be asked to write number "21" in the air with their finger. Reflection : Homework: Do the worksheet.			5 mins	Students will be assessed on Identifying number '21' Relate quantity with the number	Flashcards
				5 mins		
				25 mins		Numbers flashcards 1 to 21
				5 mins		Book pg. no 28
						Worksheet



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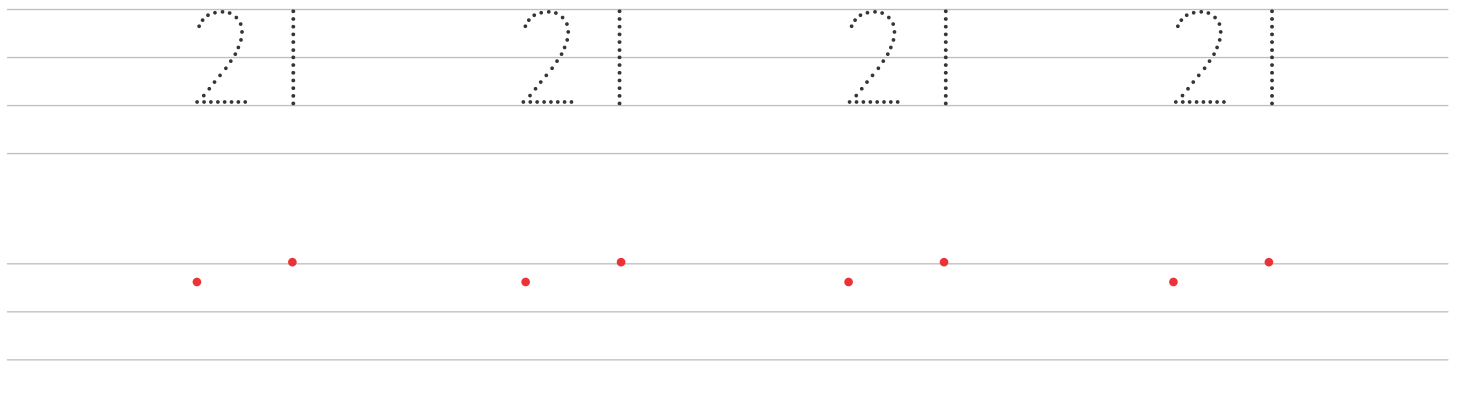
Student Name: _____ Date: _____

Draw more rectangles to complete the number '21' and colour them.



The image shows a large blue number '21' on the left. To its right, there are three rows of orange rectangles. The first row has 5 rectangles, the second row has 5 rectangles, and the third row has 5 rectangles. Below these, there are two more orange rectangles. The entire area is enclosed in a light gray border.

Trace and write:



The image shows four sets of the number '21' in dotted lines on a three-line grid for tracing. Below these, there are four sets of empty three-line grids for writing practice. Each set of empty grids has a red dot at the start of the middle line to indicate the starting point for writing the number '21'.

Mathematical Development		Week: 22	Topic: Number "21"	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 '21' Relate quantity with the number Trace & write number with correction	Recap: Students will be asked to reinforced numbers from 0 to 30 while reading them through flashcards. We Are Learning to: Identify and count the number '21' through different objects and trace and write it. What I am looking for: How well you identify and count the number '21' 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 "21" on board. At first show them 2 sets of 10 objects then tell them if we add 1 more in it becomes number "21". Ask them 2 tens and 1 unit make the number "21". Ask students to show "21" 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. "21" circles,"21" toffees, "21" 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 "21". 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 '21' 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 "21" flashcard next to the salt tray where all the students can see it. Show the students how to write the number "21" in the salt tray. Use your finger or the small paintbrush/stick to demonstrate. Say, "Watch me as I write the number "21". Trace the number "21" in the salt tray. Ask students to open book pg. no 30. Ask about the pictures. Ask them these kittens love playing outside. Colour the kittens with number '21'. Bring real kittens (if possible) in the class. Ask how many kittens with number '21' did you find? Then ask them trace and write the number "21". 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 "21" flashcard and asked to write number "21" on the back of their friend. Reflection :			5 mins	Students will be assessed on Identifying number '21' Relate quantity with the number Trace & write number with correction	Flashcards salt tray book pg. no 30
				5 mins		
				25 mins		
				5 mins		

Mathematical Development		week: 22	Topic: Number "21"	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 '21' Relate quantity with the number Write number with correction	Recap: Students will be asked to reinforced numbers from 0 to 30 while reading them through flashcards We Are Learning to: Identify and count the number '21' through different objects and write the number. What I am looking for: How well you identify and count the number '21' 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 "21". 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 "21" objects from a collection of items such as books, crayons, pencils, blocks, counters and show it to you. Use flashcards, such as pictures of a different items (e.g., 21 blocks, 21 pencils), to reinforce the concept of "21". Ask students to identify and say "21" when they see these items. Show students a coloured pencils or objects (like a blocks or balls) and ask them how many of that item you have. For example, "Look, I have "21" counters. Allow students to practice writing the number "21" on a chalkboard or whiteboard. Ask them write the number "21" in the air with your finger many times. Continue with other practice techniques, writing number '21' in the palm of your hand and back of your friend. Focused task: Organize sand numbers prior to tracing number '21' 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 '21'. Help students to write the correct movement of number "21". 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 "21" in the air with their finger. Reflection : Homework: Write the number "21" on copy.			5 mins	Students will be assessed on Identifying number '21' Relate quantity with the number Write number with correction.	Flashcards
				5 mins		
				25 mins		Sand numbers
				5 mins		Copy work
						Copy work