

Mathematical Development		Week: 30	Topic: Number "26"	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 '26' 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 '26' through different objects. What I am looking for: How well you identify and count the number '26' through different objects. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: First write or paste the numbers 1 - 25 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 six more coloured pencil, how many pencils will there. Tell students that 2 tens and 6 units make number "26". Show "26" crayons, "26" pencils, or "26" popsicles. Show the flashcard and tell them today we will learn number "26". Ask students what number comes after "25". Introduce Number "26" 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 "26". Have students count their steps to walk from one side of a room to the other), or have them jump up and down "26" times, clap "26" times, tap head "26" times counting as they go. Show the number song https://youtu.be/IndiNITOOI8 Focused task: Provide colourful paperclips or paperclips with pretty designs. Provide the piece of heavy paper having number "26" on it and encourage students to slide "26" paperclips on it one at a time while counting them. Help them if necessary. Ask students count one by one each paper clip on paper till number "26". Ask them who will done first with accuracy will be the winner. Ask students to open book pg. no 59. Ask them to move your finger on number "26" and say it aloud. Ask them what is in the picture? Ask them do they know the taste of lemon? Is it sweet/sour? Ask them count the lemons by putting their finger one by one and tell the number. Wrap up: Students will be asked to show "26" blocks / pencils / colours. Reflection:			5 mins	Students will be assessed on Identifying number '26' Relate quantity with the number	Flashcards Paper clips, number flashcards Book pg. no 59
				5 mins		
				25 mins		
				5 mins		

Mathematical Development		Week: 30	Topic: Number "26"	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 '26' 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 '26' through different objects. What I am looking for: How well you identify and count the number '26' 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 "26" 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 "26". 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 "26" coloured pencils and ask students how many coloured pencils you are holding now. If necessary, tell them there are "26" coloured pencils. Ask the students to say "26" aloud as a group. Ask students to tap your table "26" times, jump "26" times, clap "26" times, stamp your feet "26" times. Show the number "26" 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 six. This is way to make twenty six "26". It is important that this is done using the whole arm moving from the shoulder. Focused task: With coloured chalks, make a hopscotch set-up. Write the numbers 1-26 and number "26" is more in numbers in each of the squares. Ask them jump on number "26" and they can say the number "26" that they land on! Make this into a learning game by getting out some beanbags and work on some throwing! Have your students try to throw a beanbag and have it land on the number "26". Have them say the number it lands on! Ask students to open book pg. no 60. Ask them tell the name of pictures. Ask them draw the leaf on each strawberry. Ask about the strawberries. Ask them do they like strawberries. Ask them it's a very healthy fruit we should eat. Ask them to count the strawberries and tell how many strawberries are there? Roam around in the class and help students to complete the task. Wrap up: Students will be asked to write number "26" in the air with their finger. Reflection : Homework: Do the worksheet.			5 mins	Students will be assessed on Identifying number '26' Relate quantity with the number	Flashcards
				5 mins		
				25 mins		Coloured chalks, hop scotch game
				5 mins		Book pg. no 60
						Worksheet



Student Name: _____ Date: _____

Colour the number '26'. Trace and write the number '26'.



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Mathematical Development		Week: 30	Topic: Number "26"	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 '26' 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 '26' through different objects and trace and write it. What I am looking for: How well you identify and count the number '26' 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 "26" on board. At first show them 2 sets of 10 objects then tell them if we add 6 more in it becomes number "26". Ask them 2 tens and 6 units make the number "26". Ask students to show "26" 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. "26" circles, "26" toffees, "26" 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 "26". 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 '26' 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 "26" flashcard next to the salt tray where all the students can see it. Show the students how to write the number "26" in the salt tray. Use your finger or the small paintbrush/stick to demonstrate. Say, "Watch me as I write the number "26". Trace the number "26" in the salt tray. Ask students to open book pg. no 62. Ask about the pictures. Ask them Nida is looking for the candle. Ask them colour the candle with number "26". Tell students that candles are used for source of light and also for decoration. Ask how many candles with number '26' did you find? Then ask them trace and write the number "26". 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 "26" flashcard and asked to write number "26" on the back of their friend. Reflection :			5 mins	Students will be assessed on Identifying number '26' Relate quantity with the number Trace & write number with correction	Flashcards salt tray book pg. no 62
				5 mins		
				25 mins		
				5 mins		

Mathematical Development		week: 30	Topic: Number "26"	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 '26' 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 '26' through different objects and write the number. What I am looking for: How well you identify and count the number '26' 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 "26". 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 "26" 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., 26 blocks, 26 pencils), to reinforce the concept of "26". Ask students to identify and say "26" 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 "26" counters. Allow students to practice writing the number "26" on a chalkboard or whiteboard. Ask them write the number "26" in the air with your finger many times. Continue with other practice techniques, writing number '26' in the palm of your hand and back of your friend. Focused task: Organize sand numbers prior to tracing number '26' 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 '26'. Help students to write the correct movement of number "26". 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 "26" in the air with their finger. Reflection : Homework: Write the number "26" on copy.			5 mins	Students will be assessed on	Flashcards
				5 mins		
				25 mins		
				5 mins		