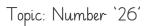
	cal Development Week: 30 Topic: Number "26" Day:	ı	Class: 1	Vursery
Learning	Activity Plan/Methodology	Time:40	Assessment	Resources
Outcomes		minutes	of Learning	
	Recap : Students will be asked to reinforced numbers from 0 to 30 while reading them through flashcards.	5 mins		Flashcards
Upon the	We Are Learning to: Identify and count the number '26' through different objects.			
completion	What I am looking for: How well you identify and count the number '26' through different objects.		Students	
of this	Clained skill: It helps us to enhance our counting, cognitive and visual skills.		will be	
lesson,	Introduction: First write or paste the numbers I - 25 on the board and have everyone shout out the numbers		assessed on	
	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,	5 mins		
	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.		ldentifying	
	Tell students that 2 tens and 6 units make number "26". Show "26" crayons, "26" pencils, or "26"		number	
	popsicles. Show the flashcard and tell them today we will learn number "26". Ask students what number		`26 ' Relate	
	comes after "25". Introduce Number "26" with flashcard, real objects, counting bars, small blocks, balls,		quantity	
	spoons, ice-cream sticks and things from the classroom. Paste flashcard on the board and say number "26".		with the	
	Have students count their steps to walk from one side of a room to the other), or have them jump up and		number	
	down "26" times, clap "26" times, tap head "26" times counting as they go. Show the number song			
	https://youtu.be/IndiNITOOI8 Focused task:			
		25		Paper clips,
	Provide colourful paperclips or paperclips with pretty designs. Provide the piece of heavy paper having number	25 mins		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			flashcards
	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			Book pg. no
	the lemons by putting their finger one by one and tell the number.			59
	Wrap up: Students will be asked to show "26" blocks / pencils / colours.	5 mins		
	Reflection:			

Mathemati	cal Development Week: 30 Topic: Number "26" Day: 2		Class: Nu	rsery
Learning	Activity Plan/Methodology	Time:40	Assessment	Resources
Outcomes		minutes	of Learning	
	Recap : Students will be asked to reinforced numbers from 0 to 30 while reading them through flashcards.	5 mins		Flashcards
Upon the	We Are Learning to: Identify and count the number '26' through different objects.			
completion	What I am looking for: How well you identify and count the number '26' through different objects.		Students	
of this	Gained skill: It helps us to enhance our counting, cognitive and visual skills.		will be	
lesson,	Introduction:		assessed on	
Students	Start by gathering the students in a circle and show them a large number "26" cutout or poster. Ask if anyone			
will be	knows what number it is. Encourage responses and praise their efforts. Explain that today, you will be learning	5 mins		
able to:	all about the number "26". Tell students numbers are everywhere! They're on clocks, computers, calendars,		ldentifying	
	and whiteboards! Tell students, Numbers are infinite. There is no end to numbers. Show "26" coloured pencils		number	
ldentify	and ask students how many coloured pencils you are holding now. If necessary, tell them there are "26"		`26" Relate	
number	coloured pencils. Ask the students to say "26" aloud as a group. Ask students to tap your table "26" times,		quantity	
`26'	jump "26" times, clap "26" times, stamp your feet "26" times. Show the number "26" flashcards again and		with the	
Relate	write the number as large as possible on the board. Ask the students to trace the number in the air. Ask them		number	
quantity	"Make a two then a six. This is way to make twenty six "26". It is important that this is done using the whole			
with the	arm moving from the shoulder.			Coloured
number	Focused task: With coloured chalks, make a hopscotch set-up. Write the numbers 1-26 and number "26" is			chalks, hop
	more in numbers in each of the squares. Ask them jump on number "26" and they can say the number "26"	25 mins		scotch
	that they land on! Make this into a learning game by getting out some beanbags and work on some throwing!			game
	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 heathy fruit			Book pg. no
	we should eat. Ask them to count the strawberries and tell how many strawberries are there? Roam around			60
	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.	5 mins		
	Reflection:			
	Homework: Do the worksheet.			Worksheet
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Math (Nursery Part -2) Week # 30

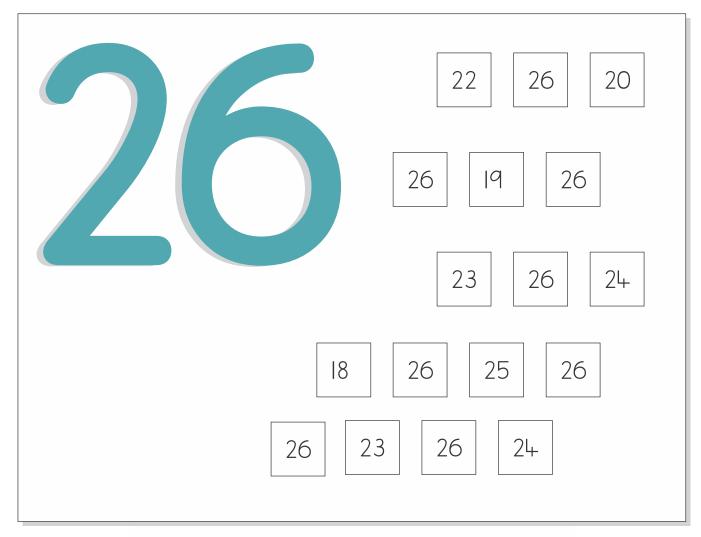
Day # 2





Student Name:	Date:
Jidaerii Tarrie.	Dute

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



20	20	20	
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Mathemati	Mathematical Development Week: 30 Topic: Number "26" Day:		3 Class: Nursery	
Learning	Activity Plan/Methodology	Time:40	Assessment	Resources
Outcomes		minutes	of Learning	
	Recap : Students will be asked to reinforced numbers from 0 to 30 while reading them through flashcards.	5 mins		Flashcards
Upon the	We Are Learning to: Identify and count the number '26' through different objects.			
completio	What I am looking for: How well you identify and count the number '26' through different objects.		Students	
n of this	Gained skill: It helps us to enhance our counting, cognitive and visual skills.		will be	
lesson,	Introduction:		assessed on	
Students	Gather the students in a circle for a group activity. Start by showing a large number "26" flashcard or poster			
will be	to the students. Encourage them to look at it and ask if they know what it is? Explain that this is the number	5 mins		
able to:	"26", and today, they will learn all about it. Use counting cards with "26" objects (e.g., stars, pencils, or		ldentifying	
	popsicles). Count together as a class, pointing to each object as you count. You can also use your fingers to help		number	
ldentify	them see that "26" is made up of "two tens and six units. For example, you can hold up "26" crayons and say,		'26 ' Relate	
number	"Look, I have "20" crayons. How many I have to add to make it "26". They should reply 6 more. Use classroom		quantity	
` 26′	objects for a fun activity. Paste number "26" flashcard on board. Ask students to use right forefinger to write		with the	
Relate	the number being taught in the palm of their left hand. Ask them "Make a two then a six. This is way to make		number	
quantity	twenty six "26". Write number "26" (with correct formation) on white board and draw "26" circles with it.			
with the	Associate number with quantity.			
number	Focused task:			Say ii: Build ii: Cou-ii
	Put activity number card, play dough and blocks on the table. Ask students to say number "26", then make			
	it with play dough. Put twenty six "26" blocks on the card and make a tower.	25 mins		Build H: COUNT H: Say H: Build H: CO.
	Note: Make activity number card on chart paper. Divide it in 3 columns. Say it, build it and count it.			6.102
	Ask them open book pg. no 61. Ask them about the picture. Ask them join the dots in order (0-26) and see			Book pg.
	which is flying over the flowers. Draw the picture of honey bee on board. Ask students have they seen the honey			no 61
	bee. Ask students tell about the insects that are found in the garden. Roam around in the class and help			110 01
	students to complete the task.			
	Wrap up:			
	Students will be asked to write number "26" in the air with their finger.	5 mins		
	Reflection:			

Mathemati	al Development Week: 30 Topic: Number "26" Day	4	Class	Nursery
Learning	Activity Plan/Methodology	Time:40	Assessment	Resources
Outcomes		minutes	of Learning	
	Recap: Students will be asked to reinforced numbers from 0 to 30 while reading them through flashcards.	5 mins		
Upon the	We Are Learning to: Identify and count the number '26' through different objects and trace and write it.			Flashcards
completio	What I am looking for: How well you identify and count the number '26' through different objects and trace		Students	
n of this	and write the number with correction.		will be	
lesson,	Gained skill: It helps us to enhance our counting, cognitive and visual skills.		assessed on	
Students	Introduction:			
will be	Show the flashcard and ask which number is this? Paste number "26" on board. At first show them 2 sets of	f	ldentifying	
able to:	10 objects then tell them if we add 6 more in it becomes number "26". Ask them 2 tens and 6 units make th	2 5 mins	number	
	number "26". Ask students to show "26" pencils. Ask students to stand up and say run and touch the classroon		`26' Relate	
ldentify	objects. A good idea is to prepare some pictures of objects (e.g. "26" circles, "26" toffees, "26" ice creams) and		quantity	
number	stick them in the class a day before. So students can run and touch these things as well. Write the numbe	-	with the	
`26'	with your finger in the air, explaining your movements as you do. In particular, stress the starting point, you		number	
Relate	don't remove your finger from the drawing when you write the number "26". Ask the students to write you		Trace &	
quantity	air drawing using whole arm movements, and to repeat your instructions as they do so. Do this activity with		write	
with the	students 3 or 4 times. Continue with other practice techniques, writing number '26' in the palm of your hand		number	
number	Focused task:		with	
Trace &	Pour a layer of salt into the shallow tray. The salt should be spread evenly to create a smooth surface. Place		correction	
write	a number "26" flashcard next to the salt tray where all the students can see it. Show the students how to writ			salt tray
number	the number "26" in the salt tray. Use your finger or the small paintbrush/stick to demonstrate. Say, "Watch	ı		
with	me as I write the number "26". Trace the number "26" in the salt tray.			
correction	Ask students to open book pg. no 62. Ask about the pictures. Ask them Nida is looking for the candle. Ask then			
	colour the candle with number "26". Tell students that candles are used for source of light and also fo			book pg.
	decoration. Ask how many candles with number '26' did you find? Then ask them trace and write the numbe			no 62
	"26". Direct students to follow the correct movement of number construction. Circle around in the class an	l		
	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.	5 mins		
	Reflection:			

Mathemat	cal Development week: 30 Topic: Number "26" Day: 5		Class: 1	Vursery
Learning	Activity Plan/Methodology	Time:40	Assessment	Resources
Outcomes		minutes	of Learning	
	Recap: Students will be asked to reinforced numbers from 0 to 30 while reading them through flashcards	5 mins		
Upon the	We Are Learning to: Identify and count the number '26' through different objects and write the number.			Flashcards
completio	What I am looking for: How well you identify and count the number '26' through different objects and write		Students	
n of this	the number with correction.		will be	
lesson,	Gained skill: It helps us to enhance our counting, cognitive and visual skills.		assessed on	
Students	Introduction:			
will be	Ask students today we will learn more about number "26". Have students count out sticks, pencils, cubes,		ldentifying	
able to:	marbles, or other small items. Reinforce the fact that if they count objects one by one, the number they reach	5 mins	number	
	when they stop counting is equivalent to the number of objects they have accumulated. Ask the students to pick		'26' Relate	
ldentify	up "26" objects from a collection of items such as books, crayons, pencils, blocks, counters and show it to you.		quantity	
number	Use flashcards, such as pictures of a different items (e.g., 26 blocks, 26 pencils), to reinforce the concept of		with the	
`26'	"26". Ask students to identify and say "26" when they see these items. Show students a coloured pencils or		number	
Relate	objects (like a blocks or balls) and ask them how many of that item you have. For example, "Look, I have "26"		Write	
quantity	counters. Allow students to practice writing the number "26" on a chalkboard or whiteboard. Ask them write		number	
with the	the number "26" in the air with your finger many times. Continue with other practice techniques, writing		with	
number	number '26' in the palm of your hand and back of your friend.		correction.	
Write	Focused task: Organize sand numbers prior to tracing number '26' on the book/copy. Demonstrate how to trace	25 mins		Sand
number	the number using the index and the middle finger. Ask them to trace it 2, 3 times. Ask the students to write			numbers
with	your air drawing using whole arm movements, and to repeat your instructions as they do so. Do this activity			
correction	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			Copy work
	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.	5 mins		
	Reflection:			
				Copy work
	Homework: Write the number "26" on copy.			