

Mathematical Development		Week: 33	Topic: Number "29"	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 '29' 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 '29' through different objects. What I am looking for: How well you identify and count the number '29' through different objects. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: First write or paste the numbers 1 - 28 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 nine more coloured pencil, how many pencils will there. Tell students that 2 tens and 9 units make number "29". Show "29" crayons, "29" pencils, or "29" popsicles. Show the flashcard and tell them today we will learn number "29". Ask students what number comes after "28". Introduce Number "29" 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 "29". Have students count their steps to walk from one side of a room to the other), or have them jump up and down "29" times, clap "29" times, tap head "29" times counting as they go. Show the number song https://youtu.be/WYJKL62BTTs Focused task: Provide several large, colourful drinking straws, bamboo sticks and a playdough on each table. Ask students cut the straws in smaller pieces. Ask students this is fun counting with number "29". Ask students make a ball with playdough and insert the bamboo stick in the playdough, encourage students to slide the straws till number "29" over them, counting them as they work. Ask student count carefully one by one. Ask students to open book pg. no 71. Ask them to move your finger on number "29" and say it aloud. Ask them what is in the picture? Ask them we use candle for light, on birthday cake? Ask them count the candles by putting their finger one by one and tell the number. Wrap up: Students will be asked to show "29" blocks / pencils / colours. Reflection:			5 mins	Students will be assessed on Identifying number '29' Relate quantity with the number	Flashcards
				5 mins		
				25 mins		Coloured straws, bamboo stick, playdough
				5 mins		Book pg. no 71

Mathematical Development		Week: 33	Topic: Number "29"	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 '29' 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 '29' through different objects. What I am looking for: How well you identify and count the number '29' 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 "29" 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 "29". 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 "29" coloured pencils and ask students how many coloured pencils you are holding now. If necessary, tell them there are "29" coloured pencils. Ask the students to say "29" aloud as a group. Ask students to tap your table "29" times, jump "29" times, clap "29" times, stamp your feet "29" times. Show the number "29" 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 nine. This is way to make twenty nine "29". It is important that this is done using the whole arm moving from the shoulder. Focused task: Use simple number cards to teach students how to count from "1 to 29". Begin by giving each student a set of number cards labeled with a number between 1 and "29". Students shuffle the cards and set them out face up. Tell the class to arrange the cards in sequential order from the smallest number to the largest number "29". Help your students succeed in this activity by guiding them along the way. When each student has the cards in order, count from "1 to 29" as a class. Ask students to open book pg. no 72. Ask them there are 6 boys playing football. First boy has 4 footballs. Draw 5 footballs with each boy and colour them. Bring them in a playground to play the football after the class. Ask them to count the footballs and tell how many footballs are there? Roam around in the class and help students to complete the task. Wrap up: Students will be asked to write number "29" in the air with their finger. Reflection : Homework: Do the worksheet.			5 mins	Students will be assessed on Identifying number '29' Relate quantity with the number	Flashcards
				5 mins		
				25 mins		Number flashcards 1 to 29
				5 mins		Book pg. no 72 Worksheet



Student Name: _____ Date: _____

Colour the 29 boxes in a grid. Trace and write number '29'.



29 29 29 29

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Mathematical Development		Week: 33	Topic: Number "29"	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 number '29' 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 '29' through different objects. What I am looking for: How well you identify and count the number '29' through different objects. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Gather the students in a circle for a group activity. Start by showing a large number "29" flashcard or poster to the students. Encourage them to look at it and ask if they know what it is? Explain that this is the number "29", and today, they will learn all about it. Use counting cards with "29" objects (e.g., stars, pencils, or popsicles). Count together as a class, pointing to each object as you count. You can also use your fingers to help them see that "29" is made up of "two tens and nine units. For example, you can hold up "29" crayons and say, "Look, I have "20" crayons. How many I have to add to make it "29". They should reply 9 more. Use classroom objects for a fun activity. Paste number "29" flashcard on board. Ask students to use right forefinger to write the number being taught in the palm of their left hand. Ask them "Make a two then a nine. This is way to make twenty nine "29". Write number "29" (with correct formation) on white board and draw "29" circles with it. Associate number with quantity. Focused task: Put activity number card, play dough and blocks on the table. Ask students to say number "29", then make it with play dough. Put twenty nine "29" blocks on the card and make a tower. Note: Make activity number card on chart paper. Divide it in 3 columns. Say it, build it and count it. Ask them open book pg. no 73. Ask them about the picture. Ask them join the dots in order (0-29) and see what is girl wearing. Draw the picture of frock on board. Ask students who wears the frocks boys or girls? Roam around in the class and help students to complete the task. Wrap up: Students will be asked to write number "29" in the air with their finger. Reflection:			5 mins	Students will be assessed on Identifying number '29' Relate quantity with the number	Flashcards
				5 mins		
				25 mins		
				5 mins		
					Book pg. no 73	

Mathematical Development		Week: 33	Topic: Number "29"	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 '29' 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 '29' through different objects and trace and write it. What I am looking for: How well you identify and count the number '29' 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 "29" on board. At first show them 2 sets of 10 objects then tell them if we add 9 more in it becomes number "29". Ask them 2 tens and 9 units make the number "29". Ask students to show "29" 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. "29" circles, "29" toffees, "29" 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 "29". 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 '29' 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 "29" flashcard next to the salt tray where all the students can see it. Show the students how to write the number "29" in the salt tray. Use your finger or the small paintbrush/stick to demonstrate. Say, "Watch me as I write the number "29". Trace the number "29" in the salt tray. Ask students to open book pg. no 74. Ask about the pictures. Ask them I like to eat eggs do you? Ask them colour the eggs with number "29". Bring eggs in class. Tell them we can eat eggs in different ways like boiled, fry and omelet. Ask them who ate the egg in breakfast. Ask how many eggs with number '29' did you find? Then ask them trace and write the number "29". 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 "29" flashcard and asked to write number "29" on the back of their friend. Reflection :			5 mins	Students will be assessed on Identifying number '29' Relate quantity with the number Trace & write number with correction	Flashcards salt tray book pg. no 74
				5 mins		
				25 mins		
				5 mins		

Mathematical Development		week: 33	Topic: Number "29"	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 '29' 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 '29' through different objects and write the number. What I am looking for: How well you identify and count the number '29' 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 "29". 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 "29" 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., 29 blocks, 29 pencils), to reinforce the concept of "29". Ask students to identify and say "29" 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 "29" counters. Allow students to practice writing the number "29" on a chalkboard or whiteboard. Ask them write the number "29" in the air with your finger many times. Continue with other practice techniques, writing number '29' in the palm of your hand and back of your friend. Focused task: Organize sand numbers prior to tracing number '29' 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 '29'. Help students to write the correct movement of number "29". 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 "29" in the air with their finger. Reflection : Homework: Write the number "29" on copy.			5 mins	Students will be assessed on Identifying number '29' Relate quantity with the number Write number with correction.	Flashcards
				5 mins		
				25 mins		Sand numbers
				5 mins		Copy work
						Copy work