Mathematical Development Week: 4 Topic: Number "12" Day: I		j: I	: I 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 20 while reading them through	5 mins		Flashcards	
Upon the	flashcards.				
completion	We Are Learning to: Identify and count the number '12' through different objects.		Students		
of this	What I am looking for: How well you identify and count the number '12' through different objects.		will be		
lesson,	Gained skill: It helps us to enhance our counting, cognitive and visual skills.		assessed on		
Students	Introduction:				
will be	First write the numbers I - II on the board and have everyone shout out the numbers as you write them.	5 mins			
able to:	Allow the students first look at the number pasted on the board and read them out aloud. Encourage				
	them to hold up their fingers as they count. Once they reached the tenth finger the concept of tens and		ldentifying		
ldentify	units can be explained. Tell students that I tens and 2 units make number "12". Beginning with the		number '12'		
number	number "12". Write the number on the board, and include a visual image: if you are teaching the number		Relate		
12 ′	"12", draw or show "12" flowers, "12" cars, or "12" happy faces. Show the flashcard and tell them today		quantity		
Relate	we will learn number "12". Ask students what number comes after "II". Introduce Number "12" with		with the		
quantity	flashcard, real objects, counting bars, small blocks, balls, spoons, ice-cream sticks and things from the		number	Paper cups,	
with the	classroom. Paste flashcard on the board and say number "12" and twelve. Read the spellings again and			card paper,	
number	again. Have students count their steps (stairs are great for this, but it's also fine just to walk from one			pen	
	side of a room to the other), or have them jump up and down "12" times, clap "12" times, tap head "12"			pert 6 9	
	times counting as they go.	٥٦		762	
	Focused task:	25 mins		(3) (::)	
	All you need are "12" paper cups and a piece of card paper and a pen. Trace "12" circles around the				
	bottom of the cups and put the number like a dice I – I2 then on the bottom of the paper cup you can put			10 (3)	
	the digits I - 12. Then students have to turn the cups over mix them up and do the matching puzzle!				
	Ask students to open book pg. no 23. Ask them to move your finger on number "12" and say it aloud.			D I	
	Ask them what is in the picture? Tell them there are 12 girls. Ask them to count by putting finger on			Book pg. no	
	each girl. Ask how many girls and boys are in your class.? Listen counting from I - II to introduce			23	
	number '12'. Show students 10 pencils, ask them to count and add 2 more pencils. Ask them how many	5 mins			
	total pencils now?	5 mins			
	Wrap up: Students will be asked to show "12" blocks / pencils / colours.				
	Reflection:				

Mathematical Development Week: 4 Topic: Number "12" Day: 2			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 20 while reading them through flashcards.	5 mins		Flashcards	
Upon the	We Are Learning to: Identify and count the number '12' through different objects.				
completion	What I am looking for: How well you identify and count the number '12' 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 "12" 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				
able to:	all about the number "12". Tell students numbers are everywhere! They're on clocks, computers, calendars, and		ldentifying		
	whiteboards! Tell students, Numbers are infinite. There is no end to numbers. Show "12" coloured pencils and		number		
ldentify	ask students how many coloured pencils you are holding now. If necessary, tell them there are "12" coloured		<b>`12'</b> Relate		
number	pencils. Ask the students to say "I2" aloud as a group. Ask students to tap your table "I2" times, jump "I2"		quantity		
`l2'	times, clap "12" times, stamp your feet "12" times. Show the number "12" flashcards again and write the		with the		
Relate	number as large as possible on the board. Ask the students to trace the number in the air. Ask them "write a		number		
quantity	one then a two. This is the way to make "I2". It is important that this is done using the whole arm moving				
with the	from the shoulder. Show the number "12" song to the students.				
number	Focused task:			Apple tree	
	Provide the flashcards of "12" apple trees in a row and red pompoms to represent apples or use other	25 mins		flashcards,	
	pompoms by colour to represent other fruit. Students turn over the cards I-12 and place the corresponding			pompoms	
	numbers of "apples" on the tree.				
	Ask students to open book pg. no 24. Ask them tell the name of picture. Ask them draw one stick under each				
	ice cream and colour. Tell students to count ice creams. Ask do they like to eat ice cream? Ask them to count			Book pg. no	
	the sticks when they finish. Roam around in the class and help students to complete the task.			24	
	Wrap up: Students will be asked to write number "12" in the air with their finger.	5 mins			
	Reflection:				
				Worksheet	
	Homework: Do the worksheet.				



## Math (Nursery Part -1) Week # 4

Day # 2





Stud	ent Name:		Date:	
Paste the 12 stars	on number	`12'.		
Trace and write:				
			•	

Mathemati	al Development Week: 4 Topic: Number "12" Day: 3		Class: Ni	ırsery
Learning	Activity Plan/Methodology	Time:40	Assessment	Resources
Outcomes		minutes	of Learning	
	Recap: Students will be asked to reinforced numbers from 0 to 20 while reading them through flashcards.	5 mins		Flashcards
Upon the	We Are Learning to: Identify and count the number '12' through different objects.			
completio	What I am looking for: How well you identify and count the number '12' 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 "12" 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:	"12", and today, they will learn all about it. Use counting cards with "12" objects (e.g., stars, apples, or		ldentifying	
	animals). Count together as a class, pointing to each object as you count. You can also use your fingers to help		number '12'	
ldentify	them see that "12" is made up of "one ten and two more. For example, you can hold up "10" crayons and say,		Relate	
number	"Look, I have "10" crayons. How many I have to add to make it "12". They should reply 2 more. Use classroom		quantity	
`l2'	objects for a fun activity. Paste number "12" 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 "write a one then a two. This is the way to		number	
quantity	make "12". Write number "12" (with correct formation) on white board and draw "12" balls with it. Associate			
with the	number with quantity. Show the number "12" song.			
number	Focused task:			
	Put activity number card, play dough and blocks on the table. Ask students to say number "12", then make it			Say ii: Build ii: Cousi ii
	with play dough. Put twelve "12" blocks on the card and make a tower.	25 mins		
	Note: Make activity number card on chart paper. Divide it in 3 columns. Say it, build it and count it.			Rulid #: COURT # Say #: Build #: CO.
				6
	Ask them open book pg. no $25$ . Ask them about the pictures. Ask them join the dots in order $(O-12)$ and see			<b>1</b>
	what can take you up in the sky? Tell them when you join the dots you can see the air balloon. Tell students			Book pg.
	about air balloon before starting activity. Draw it on the board & ask them "Have you ever seen air balloon in			no 25
	cartoons?" Roam around in the class and help students to complete the task.			
	Wrap up:			
	Students will be asked to write number "12" in the air with their finger.	5 mins		
	Reflection:			

Mathemati	cal Development	Week: 4	Topic: Number	"l2"	Day: 4		Class: N	lursery
Learning		Activity Pl	lan/Methodology			Time:40	Assessment	Resources
Outcomes		•				minutes	of Learning	
	Recap: Students will be a	sked to reinforced number	s from 0 to 20 while read	ing them through flash	cards.	5 mins		
Upon the	We Are Learning to: Ide	ntify and count the numb	oer '12' through different ob	jects and trace and wr	ite it.			Flashcards
completio	What I am looking for:	How well you identify and	. count the number '12' thro	ough different objects. T	Trace		Students	
n of this	and write the number w	ith correction.					will be	
lesson,	Gained skill: It helps us t	to enhance our counting, c	ognitive and visual skills.				assessed on	
Students	Introduction:	_						
will be	Show the flashcard and	ask which number is this?	Paste number <b>"12"</b> and <b>tw</b>	<b>elve</b> on board. At first s	show them		ldentifying	
able to:	10 objects then tell them	if we add 2 more in it b	ecomes number <b>"12"</b> . Ask tl	hem I tens and 2 unit i	makes the	5 mins	number '12'	
	number "12". Ask studen	ts to show <b>"12"</b> pencils. As	k students to stand up and	say run and touch the	classroom		Relate	
ldentify	objects. A good idea is t	o prepare some pictures o	f objects (e.g. "12" circles,"	12" toffees, "12" ice cre	ams) and		quantity	
number	stick them in the class a	day before. So students	can run and touch these th	rings as well. Write th	ie number		with the	
`12 <i>'</i>	with your finger in the	air, explaining your mover	nents as you do. In particu	lar, stress the starting	point, you		number	
Relate	)	9	you write the number "12'				Trace &	
quantity	air drawing using whole	arm movements, and to	repeat your instructions as	they do so. Do this act	tivity with		write	
with the		Continue with other practic	ce techniques, writing numb	er '12' in the palm of yo	our hand.		number	
number	Focused task:						with	
Trace &	9	9	ılt should be spread evenly <sup>.</sup>				correction	
write		9	re all the students can see i			25 mins		salt tray
number			or the small paintbrush/st	ick to demonstrate. Say	j, "Watch			
with		~ <b>"12"</b> . Trace the number	3					
correction		1.5	re are few fish in the sea. (					
			ow many fish are there? Th					book pg.
			movement of number constr	uction. Circle around ir	r the class			no 26
	!	ce & write the number cor	rectly.					
	Wrap up:							
		card and asked to write n	umber "12" on the back of	their friend.		5 mins		
	Reflection:							

Mathemat	ical Development week: 4	Topic: Number	"12"	Day: 5		Class: Nu	rsery
Learning	Activity	Plan/Methodology		<del></del>	Time:40	Assessment	Resources
Outcomes	_				minutes	of Learning	
	Recap: Students will be asked to reinforced number	s from 0 to 20 while read	ding them through	n flashcards	5 mins		
Upon the	We Are Learning to: Identify and count the numb	oer '12' through different o	objects and write i	t.			Flashcards
completio	What I am looking for: How well you identify and	. count the number '12' thi	ough different ob	jects and write		Students	
n of this	the number with correction.		Ū			will be	
lesson,	Cained skill: It helps us to enhance our counting, co	ognitive and visual skills.				assessed on	
Students	Introduction:						
will be	Ask students today we will learn more about number	er <b>"12"</b> . Have students coun	t out sticks, pencils	s, cubes, marbles,		Identifying	
able to:	or other small items. Reinforce the fact that if the	y count objects one by one,	the number they	reach when they	5 mins	number '12'	
	stop counting is equivalent to the number of object	ts they have accumulated	. Ask the students	s to pick up "12"		Relate	
ldentify	objects from a collection of items such as books, c	crayons, pencils and show	it to you. Use fla:	shcards, such as		quantity	
number	pictures of a different items (e.g., 12 leaves, 12 flow	vers), to reinforce the conce	pt of <b>"12"</b> . Ask stu	idents to identify		with the	
`12'	and say "12" when they see these items. Show stud	dents a soft toys or objects	(like a stuffed to	oys or balls) and		number	
Relate	ask them how many of that item you have. For ex	xample, "Look, I have <b>"12"</b>	rabbits. Allow stu	dents to practice		Write	
quantity	writing the number "12" on a chalkboard or white	board. Ask them write the	number "12" in t	he air with your		number	
with the	finger many times. Continue with other practice te	chniques, writing number '	12' in the palm of	your hand and		with	
number	back of your friend.					correction.	
Write	Focused task: Organize sand numbers prior to trad	cing number '12' on the bo	ok/copy. Demonstr	rate how to	25 mins		Sand
number	trace the number using the index and the middle	finger. Ask them to trace	it 2, 3 times. Ask	c the students to			numbers
with	write your air drawing using whole arm movement	ts, and to repeat your inst	ructions as they d	o so. Do this			
correction	activity with students 3 or 4 times.						
	Ask students open your copies. Ask them write the	e number '12' and <b>twelve</b> .	Help students to	write the correct			
	movement of number "12". Give them a set amou	int of time to complete the	task and monito	or their progress,			Copy work
	ensuring that they complete each number without	eliminating their pencil fro	m the page.				
	Wrap up:				5 mins		
	Students will be asked to write number "12" in the	air with their finger.					
	Reflection:						
							Copy work
	Homework: Write the number "12" and twelve on	сору.					