

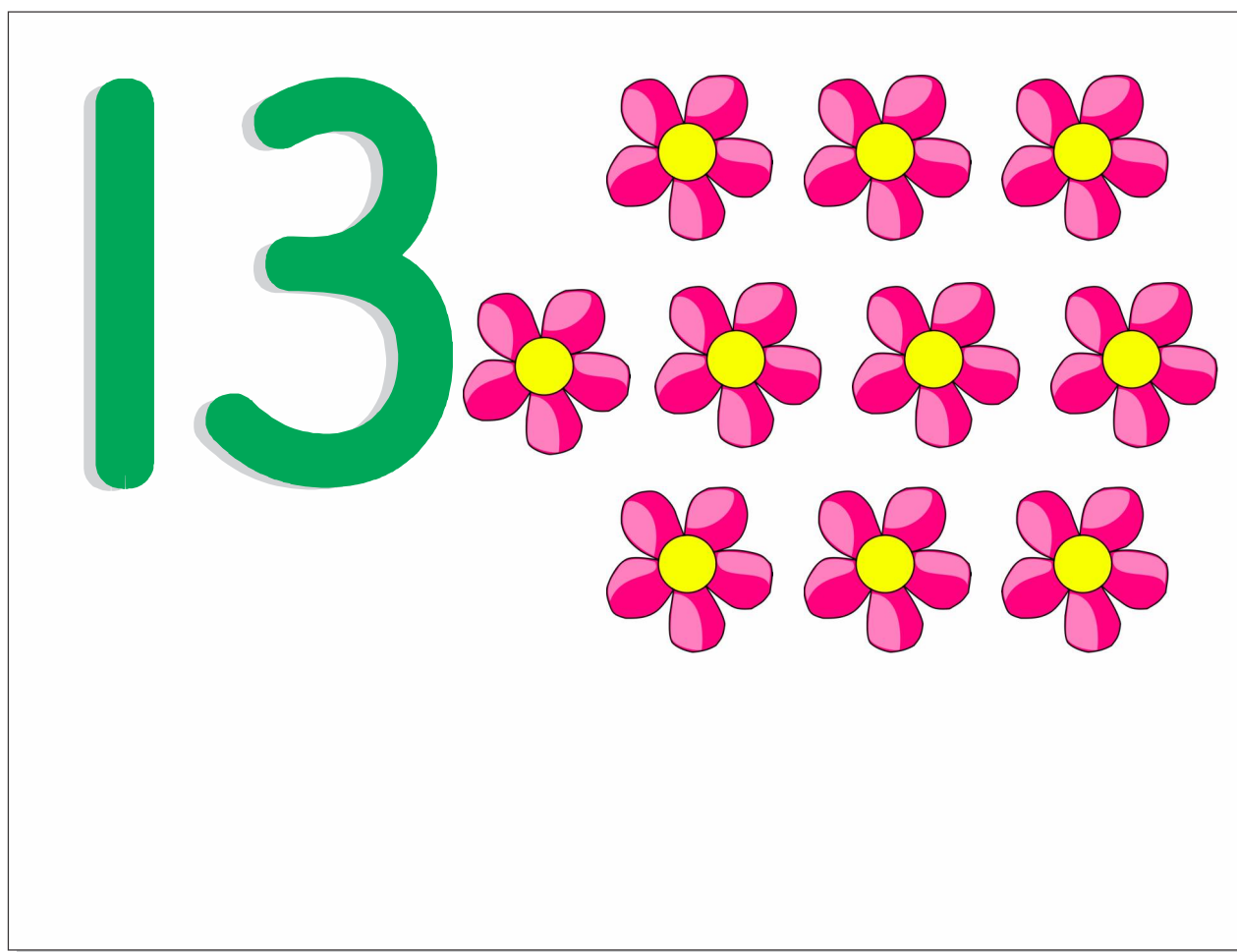
Mathematical Development			Week: 5	Topic: Number "13"	Day: 1	Class: Nursery	
Learning Outcomes	Activity Plan/Methodology				Time: 10 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify number '13' Relate quantity with the number	Recap: Students will be asked to reinforced numbers from 0 to 20 while reading them through flashcards. We Are Learning to: Identify and count the number '13' through different objects. What I am looking for: How well you identify and count the number '13' through different objects. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: First write the numbers 1 - 12 on the board and have everyone shout out the numbers as you write them. 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 units can be explained. Tell students that 1 tens and 3 units make number "13". Beginning with the number "13". Write the number on the board, and include a visual image: if you are teaching the number "13", draw or show "13" flowers, "13" cars, or "13" happy faces. Show the flashcard and tell them today we will learn number "13". Ask students what number comes after "12". Introduce Number "13" 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 "13" and thirteen. Read the spellings again and again. Have students count their steps (stairs are great for this, but it's also fine just to walk from one side of a room to the other), or have them jump up and down "13" times, clap "13" times, tap head "13" times counting as they go. Show the number "13" song: https://youtu.be/ZmMHC-pyZnl Focused task: Tell students how to count to 13 using beads. Give each student a cup of 13 beads. Instruct them to empty the beads onto their desk. As a class, count the beads out loud and ask students to follow along by putting one bead at a time back into the cup. Pass out string. Repeat the counting exercise, but this time instruct students to string the beads onto the string each time a number is called out. The end result is a necklace for students to wear around their necks. Ask students to open book pg. no 27. Ask them to move your finger on number "13" and say it aloud. Ask them what is in the picture? Tell them there are 13 octopus. Ask them where we can see the octopus. Ask them to count by putting finger on each octopus. Listen counting from 1 - 12 to introduce number '13'. Show students 10 pencils, ask them to count and add 3 more pencils. Ask them how many total pencils now. Wrap up: Students will be asked to show "13" blocks / pencils / colours. Reflection:				5 mins	Students will be assessed on	Flashcards
					25 mins	Identifying number '13' Relate quantity with the number	Beads, cup, string Book pg. no 27
					5 mins		

Mathematical Development			Week: 5	Topic: Number "13"	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 '13' Relate quantity with the number	Recap: Students will be asked to reinforced numbers from 0 to 20 while reading them through flashcards. We Are Learning to: Identify and count the number '13' through different objects. What I am looking for: How well you identify and count the number '13' 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 "13" 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 "13". 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 "13" coloured pencils and ask students how many coloured pencils you are holding now. If necessary, tell them there are "13" coloured pencils. Ask the students to say "13" aloud as a group. Ask students to tap your table "13" times, jump "13" times, clap "13" times, stamp your feet "13" times. Show the number "13" 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 "write a one then a three. That's a way to make "13". It is important that this is done using the whole arm moving from the shoulder. Show the number "13" song to the students. https://youtu.be/TeVH-lgEqF8 Focused task: Use simple number cards to teach students how to count from "1 to 13". Begin by giving each student a set of number cards labeled with a number between 1 and 13. 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. 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 13" as a class. Ask students to open book pg. no 28. Ask them tell the name of picture. Ask them draw one flame on each candle and colour. One has been done for you. Ask students to count the candles. Draw a candle and its flame on the board. Tell students facts about candles like, "candles is a source of light." Roam around in the class and help students to complete the task. Wrap up: Students will be asked to write number "13" in the air with their finger. Reflection : Homework: Do the worksheet.					5 mins	Students will be assessed on	Flashcards
		5 mins	Identifying number '13' Relate quantity with the number					
		25 mins		Number cards 1 to 13				
		5 mins		Book pg. no 28				
				Worksheet				



Student Name: _____ Date: _____

Make more flowers to complete the number '13' and colour them.



Trace and write:

Tracing practice lines for the number 13. The first row shows four dotted '13's for tracing. The second row shows four red dots for independent writing practice.

Mathematical Development		Week: 5	Topic: Number "13"	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 '13' Relate quantity with the number	Recap: Students will be asked to reinforced numbers from 0 to 20 while reading them through flashcards. We Are Learning to: Identify and count the number '13' through different objects. What I am looking for: How well you identify and count the number '13' 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 "13" 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 "13", and today, they will learn all about it. Use counting cards with "13" objects (e.g., stars, apples, or animals). Count together as a class, pointing to each object as you count. You can also use your fingers to help them see that "13" is made up of "one ten and three more. For example, you can hold up "10" crayons and say, "Look, I have "10" crayons. How many I have to add to make it "13". They should reply 3 more. Use classroom objects for a fun activity. Paste number "13" flashcard on board. Ask students to use right forefinger to write the number being taught in the palm of their left hand. Ask them "write a one then a three. That's a way to make "13". Write number "13" (with correct formation) on white board and draw "13" balls with it. Associate number with quantity. Show the number "13" song. https://youtu.be/P_ZZkDFvmlA Focused task: Put activity number card, play dough and blocks on the table. Ask students to say number "13", then make it with play dough. Put thirteen "13" 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.	5 mins	Students will be assessed on	Flashcards		
	Ask them open book pg. no 29. Ask them about the pictures. Ask them join the dots in order (0 - 13) and see who is the king of jungle. Ask students that do they know who is king of the jungle? Do you like lion? Draw the picture of a lion on board. Draw it on the board & ask them. Roam around in the class and help students to complete the task. Wrap up: Students will be asked to write number "13" in the air with their finger. Reflection:	5 mins	Identifying number '13'	Book pg. no 29		
			25 mins			

Mathematical Development			Week: 5	Topic: Number "13"	Day: 4	Class: Nursery	
Learning Outcomes	Activity Plan/Methodology				Time: 10 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify number '13' Relate quantity with the number Trace & write number with correction	Recap: Students will be asked to reinforced numbers from 0 to 20 while reading them through flashcards. We Are Learning to: Identify and count the number '13' through different objects and trace and write it. What I am looking for: How well you identify and count the number '13' through different objects and trace and write 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 "13" and thirteen on board. At first show them 10 objects then tell them if we add 3 more in it becomes number "13". Ask them 1 tens and 3 units make the number "13". Ask students to show "13" 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. "13" circles, "13" toffees, "13" 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 "13". 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 '13' 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 "13" flashcard next to the salt tray where all the students can see it. Show the students how to write the number "13" in the salt tray. Use your finger or the small paintbrush/stick to demonstrate. Say, "Watch me as I write the number "13". Trace the number "13" in the salt tray. Ask students to open book pg. no 30. Ask them there are stars on sky. Colour the stars with number "13". Make "13" stars with chart paper. Ask students to count stars with you. Paste stars on student's forehead. Then ask them trace and write the number "13". 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 "13" flashcard and asked to write number "13" on the back of their friend. Reflection :				5 mins	Students will be assessed on	Flashcards
					5 mins	Identifying number '13'	
					25 mins	Relate quantity with the number Trace & write number with correction	salt tray book pg. no 30
					5 mins		

Mathematical Development		week: 5	Topic: Number "13"	Day: 5	Class: Nursery	
Learning Outcomes	Activity Plan./Methodology			Time: 10 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to:	Recap: Students will be asked to reinforced numbers from 0 to 20 while reading them through flashcards. We Are Learning to: Identify and count the number '13' through different objects and write the number. What I am looking for: How well you identify and count the number '13' 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 "13". 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 "13" objects from a collection of items such as books, crayons, pencils and show it to you. Use flashcards, such as pictures of a different items (e.g., 13 leaves, 13 flowers), to reinforce the concept of "13". Ask students to identify and say "13" when they see these items. Show students a soft toys or objects (like a stuffed toys or balls) and ask them how many of that item you have. For example, "Look, I have "13" rabbits. Allow students to practice writing the number "13" on a chalkboard or whiteboard. Ask them write the number "13" in the air with your finger many times. Continue with other practice techniques, writing number '13' in the palm of your hand and back of your friend. Focused task: Organize sand numbers prior to tracing number '13' 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 '13' and thirteen. Help students to write the correct movement of number "13". 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 "13" in the air with their finger. Reflection : Homework: Write the number "13" and thirteen on copy.			5 mins	Students will be assessed on	Flashcards
Identify number '13'				5 mins	Identifying number '13'	
Relate quantity with the number					Relate quantity with the number	
Write number with correction				25 mins	Write number with correction.	Sand numbers
				5 mins		Copy work
						Copy work