Aquiline Maths

Step 2

PRE-PRIMARY



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Term Planning 2022 – 23

Class: Nursery **Subject:** Math

Academic Week	No. of Working Days	Math Pre- Primary Step 2 (Book)	Page No.
		First Term Topic	
1st Week	**5**	• Colours 1 Day • Same and Different 1 Day • Big and Small 1 Day • Long and Short 1 Day • Tall and Short 1 Day	**2-3** **4-7** **8** **9** **10**
2nd Week	**5**	• Heavy and Light 1 Day • Introduction of Number "1" 2 Days • Reinforcement of Number "1" 2 Days • **1st Assessment**	**11** **12** **13**
3rd Week	**5**	• Introduction of Number "2" 2 Days • Reinforcement of Number "2" 2 Days • Introduction of Number "3" 1 Days	**14** **15** **16**
4th Week	**5**	• Introduction of Number "3" 1 Days • Reinforcement of Number "3" 2 Days • Introduction of Number "4" 2 Days • **2nd Assessment**	**16** **17** **18**
5th Week	**5**	• Reinforcement of Number "4" 2 Days • Introduction of Number "5" 2 Days • Reinforcement of Number "5" 1 Days	**19** **20** **21**
6th Week	**5**	• Reinforcement of Number "5" 1 Days • Revision (Number of 1 to 5) 1 Day • One to One Correspondence, More and Less (reinforcement) 1 Day • Introduction of Number "6" 2 Days • **3rd Assessment**	**21** **22-23** **24** **25** **26**
7th Week	**5**	• Reinforcement of Number "6" 2 Days • Introduction of Number "7" 2 Days • Reinforcement of Number "7" 1 Days	**27** **28** **29**
8th Week	**5**	• Reinforcement of Number "7" 1 Days • Introduction of Number "8" 2 Days • Reinforcement of Number "8" 2 Days • **4th Assessment**	**29** **30** **31**
9th Week	**5**	• Introduction of Number "9" 2 Days • Reinforcement of Number "9" 2 Day	**32** **33**

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Class: Nursery **Subject:** Math

Academic Week	No. of Working Days	Math Pre- Primary Step 2 (Book)	Page No.
		• Introduction of Number "0" 1 Days	34-35
10th Week	5	• Introduction of Number "10" 2 Days • Reinforcement of Number "10" 2 Day • Revision (Number of 6 to 10) 1 Day • **5th Assessment**	36 37 38-41
11th Week	5	**First Term Assessment**	
		Second Term Topic	
12th Week	5	• Ordinal numbers (reinforcement) 2 Day • Introduction Reinforcement of Number "11" 2 Days • Introduction Reinforcement of Number "12" 1 Days	42-43 44-45 46-47
13th Week	5	• Introduction Reinforcement of Number "12" 1 Days • Introduction Reinforcement of Number "13" 2 Days • Introduction Reinforcement of Number "14" 2 Days • **6th Assessment**	47 48-49 50-51
14th Week	5	• Introduction Reinforcement of Number "15" 2 Days • Introduction Reinforcement of Number "16" 2 Days • Introduction Reinforcement of Number "17" 1 Days	52-53 54-55 56
15th Week	5	• Introduction Reinforcement of Number "17" 1 Days • Introduction Reinforcement of Number "18" 2 Days • Introduction Reinforcement of Number "19" 2 Days • **7th Assessment**	57 58-59 60-61
16th Week	5	• Introduction Reinforcement of Number "20" 2Days • Revision (Number of 11 to 20) 1 Day • Introduction of Addition-Altogether 1 Day • Reinforcement of Addition-Altogether 1 Day	62-63 64-67 68-70 71-73
17th Week	5	• Reinforcement of Addition-Altogether 1 Day • Introduction of Subtraction 1 Day • Reinforcement of Subtraction 2 Day • Shapes (Circle introduction) 1 Day • **8th Assessment**	74-75 76-77 78-82 83
18th Week	5	• Shapes (Square introduction) 1 Day • Shapes (Triangle introduction) 1 Day • Shapes (Rectangle introduction) 1 Day • Reinforcement of Shapes and Patterns 1 Day • Introduction of Number "21 to 25" 1 Days	84 85 86-87 88 89

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Class: Nursery **Subject:** Math

Academic Week	No. of Working Days	Math Pre- Primary Step 2 (Book)	Page No.
19th Week	**5**	• Introduction of Number "21 to 25" 1 Days • Introduction of Number "26 to 30" 2 Days • Revision (Number of 21 to 30) 1 Day • Sequencing 1 Day • **9th Assessment**	**90** **91-92** **93-95** **96**
20th Week		• Introduction of Time 1 Day • Reinforcement of Time 1 Day • Introduction of Money Coin 1 Day • Introduction of Money Note 1 Day • Introduction of Position up- down, inside- Outside and left –Right 1 Days	**97-98** **99** **100** **101** **102-104**
21st Week	**5**	**Final Year Examination**	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Colours
Period (s) / Time: 1 / 40 min **Term:** 1st
Week: 1 **Day:** 1

Students' Learning Objectives:
By the end of the session, the students will be able to:

- recognize the different objects and things colours.
- identify the things or objects from their colours.
- Sort out the different things or objects from their colours.

Equipment & Material Required:
Audio Visual Aids, Textbook, Objects of Different colours of things, Flashcards of fruits and vegetables etc, Loose Sheets, Cutting of Chart Paper in Different Sizes, Whiteboard, Board Marker, Duster.`

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: red, orange, yellow, green, blue, indigo, violet, fruits, vegetables, etc .

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a different colour object in the classroom. Ask some questions about it. ➢ What is it? ➢ Have you ever seen this color before? ➢ What is the name of the colour?	5 Minutes
Development **Model Reading & Methodology:** • Tell the students that we are going to start learning about colour of different objects • Explain them about the colours of rainbow and its their colour pattern. • Raise your hands if anyone of you knows about any colour. • **Opening to lesson:** where a rainbow colour pattern show. First you ask question about rainbow colour pattern. After that name the things or objects which has rainbow colours. • Encourage the students to participate this activity and tell the name of rainbow colour pattern. • After that tell them we saw different colour full things around us. Like red colour car, orange colour juice, yellow colour lemon, green colour tree, blue colour cap, purple colour eggplant, violet colour cake, etc, in our surrounding.	30 Minutes

Class: Nursery **Subject:** Math

• Place all the items of the different colour on the table and show them one by one to the children and also tell them about its name and colour. • Tell the rainbow and its colour name showing in the pictures given on page 2, of the textbook. • Ask them different questions for brainstorming, e.g. "What colours are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination). • Appreciate the students' participation and encourage their answers. • After that separate the student into two or three groups and place different colour and kinds of objects in the basket and ask each group to select only one color object and keep it aside. • Place different types of colour and their different objects flashcards on the table and ask student one by one to separate the same colour and its objects. • Ask the students to look at the "page no. 3" on the textbook, and sort out the "Match each crayon to the picture that have the same colour" activity. • Instruct the children to look carefully at the pages of "2" on the textbook.	
Assessment: To assess the students, ask them some questions, i.e.: • Name any two colours which you study right now? • What is your favourite colour?	5 Minutes
Homework: Ask the students to look carefully at the match colour and objects given on the textbook, page. no 3. • Identify and colour the images according to their colours given on page. no. 3 of the textbook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Comparison of "Same & Different"

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 1 **Day:** 2

Students' Learning Objectives:

By the end of the session, the students will be able to:

- identify Same and Different objects from their surroundings.
- differentiate between Same and Different objects.
- sort different objects as Same and Different.

Equipment & Material Required:

Textbook, Objects of Different Sizes, Flashcards of Same and Different Objects, Picture Cards of different objects, Blank Pages, Whiteboard, Board Marker, Duster.

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: Same, Different, cake, fruits, shapes, pencils, fish, football, fans, bottles,

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a same and a different object in the classroom. Ask some questions about it. ➢ What is it? ➢ Have you ever seen same object together before? ➢ What is the colour of the different object?	5 Minutes
<u>Development</u> **Model Reading & Methodology:** • Tell the students that we are going to start learning about comparison (Same & Different). Raise your hands if anyone of you knows any same and different object." • Raise your hands if anyone of you knows any same and different shapes, and fruits." • Practice this with students and encourage their participation. • Draw or paste three picture cards of different objects (varying in different) on the white board. • Ask the students to identify the same object. Write same object name under it. • Tell the students that the other object is "Different" in shape as compare to the previous object and label that object as "Different".	30 Minutes

Class: Nursery **Subject:** Math

• Now, remove the same object and label of Different object. Paste or draw any object which is Different as compare to the object which you labeled as "Different" previously. • Again, ask the students to identify the same object between these two objects. • The object which you label as Different become same as compare to the other object and other object is Different. • Repeat the process with different objects so students can grasp the comparative concept. • After doing much practice, have students gather in a circle and have basket full of different objects having different shapes. • Start by comparing any two objects of different shapes. One object in right hand and other in left hand to identify the Shape difference. Ask the students to identify which one is same and which one is different. • Encourage students to take the objects in their hands one by one to feel the difference in shape. • Explain the concept of different shapes with everyday examples. • Tell any imaginary story of same and Different with proper impressions, showing the pictures given on pages 4, 5 of the textbook. • Now, tell them the story by using TPI (Total Personal Interaction) method. • For telling an imaginary story, you must use your body language, have expression in your voice with varying volume and stress. • Paste flashcards of different objects and demonstrate which the same objects are and which are different. • Ask the students to look at the "page no. 4, 5" on the textbook, and sort out the circle and cross activity on same and different. • In the vocabulary of the object, mark the same and Different object, then ask the children. • Instruct the children to look carefully at the pages of '4, 5' on the textbook. Then mark your finger on 'Same and Different' object. And then solve the **activity** on the page "6"	
Assessment: To assess the students, ask them some questions, i.e.: • What is the colour of cake on the page "6" on the textbook? • What is the colour of juice on the page "6" on the textbook?	5 Minutes
Homework: Ask the students to look carefully at the Comparison (Same & Different) and objects given on the textbook, pg. no 6, 7. • Identify the images and solve the **activity** given on pg. no. 7 of the textbook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Comparison of "Big & Small"
Period (s) / Time: 1 / 40 min **Term:** 1st
Week: 1 **Day:** 2

Students' Learning Objectives:
By the end of the session, the students will be able to:

- answer the questions by listening the imaginary story carefully.
- differentiate between big and small objects.
- identify big and small objects from their surroundings.
- sort different objects as big and small.

Equipment & Material Required:
Audio Visual Aids (Story characters) Textbook, Objects of Different Sizes, Flashcards of Big and Small Objects, Loose Sheets, Cutting of Chart Paper in Different Sizes, Whiteboard, Board Marker, Duster.

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: big, small, elephant, mice, jungle, trunk, water.

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a big and a small object in the classroom. Ask some questions about it. ➢ What is it? ➢ Which is the biggest animals in the zoo? ➢ What is the colour of mouse?	5 Minutes
<u>Development</u> **Model Reading & Methodology:** • Tell the students that we are going to start learning about comparison (Big & Small). Raise your hands if anyone of you knows any big and small object." • Raise your hands if anyone of you knows any big and small animal." • **Opening to lesson:** Show them a large item, such as a big book, and tell them this is big. And also show a little item, such as a quarter, or a block and tell them this is small compared to the big book. • Have students place big items in one pile and small items in another. • Draw circles of two different sizes on the board. Ask, "Which is bigger?" • Have students turn and talk to a partner about which circle is bigger.	30 Minutes

Class: Nursery **Subject:** Math

- Explain that the bigger circle is bigger because it takes up more space. Tell the students that they compared objects by deciding which was bigger and which was smaller.
- Say, "Big and small are opposites. When you compare objects to decide which is bigger or smaller, you think about how much space the objects take up."
- Tell the imaginary story of Big and small with proper impressions, showing the pictures given on pages 8, of the textbook.
- Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).
- Appreciate the students' participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

What is the story about?	Name the character of animals?
Name the big animal?	Name the small animal?

- Without telling them the moral of the story, ask the students "What did they get from the story?"
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story, you must use your body language, have expression in your voice with varying volume and stress.
- Paste flashcards of different objects and demonstrate which the big objects are and which are small.
- You can take a step further and show them real objects that highlight difference in size. As children love playing with balls and blocks, a fun activity to teach your children the concept of big and small is to mix different sized balls or blocks, and ask them to sort out the big and small objects.
- Try and use the terms "big" and "small" in daily life as much as you can, even in normal conversations with children. Show them examples from their surroundings and in their daily routine. You can compare yourself with a child and demonstrate them that you are big and he/she is small. You can use Montessori materials like blocks of different sizes, boxes of different sizes and ask them to sort them as big and small.
- Ask the students to look at the "page no. 8" on the textbook,
- In the vocabulary of the story, mark the big and small object, then ask the children.
- Instruct the children to look carefully at the pages of '8' on the textbook. Then mark your finger on 'big and small' object. And then solve the **activity 1** on the page "8"

Assessment:	5 Minutes

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To assess the students, ask them some questions, i.e.: • What is the name of the story you have read just now? • How many objects are there in Big and small story?	
Homework: Ask the students to look carefully at the Comparison (big & small) and objects given on the textbook, pg. no 8. • Identify the images and draw the shapes **activity 2** given on pg. no. 8 of the textbook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Comparison of "Long & Short"
Period (s) / Time: 1 / 40 min **Term:** 1st
Week: 1 **Day:** 4

Students' Learning Objectives:
By the end of the session, the students will be able to:

- answer the questions by listening the imaginary story carefully.
- differentiate between Long and Short objects.
- identify Long and Short objects from their surroundings.
- sort different objects as Long and Short.

Equipment & Material Required:
Audio Visual Aids (Story Characters) Textbook, Objects of Different Sizes, Flashcards of Long and Short Objects, Loose Sheets, Cutting of Chart Paper in Different Sizes, Whiteboard, Board Marker, Duster.

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: Long, Short, snake, caterpillar, jungle, grass.

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a Long and a Short object in the classroom. Ask some questions about it. ➢ What is it? ➢ Have you ever seen snake before? ➢ What is the colour of catapillar?	5 Minutes
<u>Development</u> **Model Reading & Methodology:** • Tell the students that we are going to start learning about comparison (Long & Short). Raise your hands if anyone of you knows any Long and Short object." • Raise your hands if anyone of you knows any Long and Short animal." • Practice this with students and encourage their participation. • Give the definition of short and long. For example, short is when something measures a small distance from end to end and long is when something has a greater distance horizontally. • **Demonstration:** Place two items side by side, where one is long and other is short. For example a ruler and a pencil or eraser.	30 Minutes

Class: Nursery **Subject:** Math

- Explain them that the ruler is long compared to the pencil because it has a greater distance horizontally.
- Explain that the pencil is short compared to the ruler because it has a short distance from end to end.
- Tell the imaginary story of Long and Short with proper impressions, showing the pictures given on pages 9, of the textbook.
- Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).
- Appreciate the students' participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

What is the story about?	Name the character of animals?
What did caterpillar want to do?	What is the colour of snake?

- Without telling them the moral of the story, ask the students "What did they get from the story?"
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story, you must use your body language, have expression in your voice with varying volume and stress.
- Paste flashcards of different objects and demonstrate which the Long objects are and which are short.
- Place students in pairs. Give students two number rods per pair. Instruct them to compare these two rods and identify which one is long and which is short.
- Having working in pairs, give them different cuttings of chart paper, plain sheets of paper and glue sticks, instruct them to paste any two comparative long strips on paper.
- Give them different objects to compare as long and short.
- Ask the students to look at the "page no. 9" on the textbook,
- In the vocabulary of the story, mark the Long and Short object, then ask the children.
- Instruct the children to look carefully at the pages of '9' on the textbook. Then mark your finger on 'Long and Short' object. And then solve circle and cross **activity 1** on the page "9"

Assessment: 5 Minutes

To assess the students, ask them some questions, i.e.:

- What is the name of the story you have read just now?
- How many objects are there in Long and Short story?

Homework:

Class: Nursery **Subject:** Math

Ask the students to look carefully at the Comparison (Long & Short) and objects given on the textbook, pg. no 9. • Identify the images and solve the colouring **activity 2** given on pg. no. 9 of the textbook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Comparison of "Tall & Short"
Period (s) / Time: 1 / 40 min **Term:** 1st
Week: 1 **Day:** 5

Students' Learning Objectives:
By the end of the session, the students will be able to:

- answer the questions by listening the imaginary story carefully.
- differentiate between Tall and Short objects.
- identify Tall and Short objects from their surroundings.
- sort different objects as Tall and Short.

Equipment & Material Required:
Audio Visual Aids (Story Characters) Textbook, Objects of Different Sizes, Flashcards of Tall and Short Objects, Loose Sheets, Cutting of Chart Paper in Different Sizes, Whiteboard, Board Marker, Duster.

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: Tall, Short, giraffe, dog, jungle, grass.

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a Tall and a Short object in the classroom. Ask some questions about it. ➢ What is it? ➢ Have you ever seen giraffe before? ➢ Do you have any pet dog?	5 Minutes
<u>Development</u> **Model Reading & Methodology:** • Tell the students that we are going to start learning about comparison (Tall & Short). Raise your hands if anyone of you knows any tall and short object." • Raise your hands if anyone of you knows any Tall and Short animal." • Practice this with students and encourage their participation. • Give the definition of short and tall. For example, short is when something measures a small distance from end to end and tall is when something has a greater height. • **Demonstration:** Place two items side by side, where one is tall and other is short. For example show a baseball and a baseball bat.	30 Minutes

- Explain to them that the baseball bat is tall compared to the ball because it has a greater height.
- Explain that the ball is short compared to the bat because it only has a short distance.
- Give students these materials to hold and compare them.
- Call two students to the front of the class and ask which is tall and which is short.
- Correct students if they provide the incorrect answer.
- Choose several pairs of students with varying heights to compare.
- Tell the imaginary story of Tall and Short with proper impressions, showing the pictures given on pages 10, of the textbook.
- Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).
- Appreciate the students' participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

What is the story about?	Name the character of animals?
What is the colour of giraffe?	What is the colour of dog?

- Without telling them the moral of the story, ask the students "What did they get from the story?"
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story, you must use your body language, have expression in your voice with varying volume and stress.
- Paste flashcards of different objects and demonstrate which the tall objects are and which are short.
- Place students in pairs. Give students two number rods per pair. Instruct them to compare these two rods and identify which one is tall long and which is short.
- Give students 10 to 15 blocks per pair.
- Instruct one person in the pair to build a tall tower and the other to make a short tower.
- Have students compare the sizes of the towers.
- Instruct pairs to switch roles building a tower of the opposite height.
- Give them different objects to compare as long and short.
- Ask the students to look at the "page no. 10" on the textbook,
- In the vocabulary of the story, mark the Tall and Short object, then ask the children.
- Instruct the children to look carefully at the pages of '10' on the textbook. Then mark your finger on 'Tall and Short' object. And then solve the matching **activity 1** on the page "10"

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Assessment: To assess the students, ask them some questions, i.e.: • What is the name of the story you have read just now? • How many objects are there in Tall and Short story?	5 Minutes
Homework: Ask the students to look carefully at the Comparison (Tall & Short) and objects given on the textbook, pg. no 10. • Identify the images and solve the colouring **activity 2** given on pg. no. 10 of the textbook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Comparison of "Heavy & Light"
Period (s) / Time: 1 / 40 min **Term:** 1st
Week: 2 **Day:** 1

Students' Learning Objectives:
By the end of the session, the students will be able to:

- answer the questions by listening the imaginary story carefully.
- differentiate between heavy and light objects.
- identify heavy and light objects from their surroundings.
- sort different objects as heavy and light.

Equipment & Material Required:
Audio Visual Aids (Story characters) Textbook, Objects of Different Sizes, Flashcards of Heavy and Light Objects, Weights, Picture Cards (different objects having different weights so the students can easily distinguish their weights by just looking at them), Blank Pages,, Whiteboard, Board Marker, Duster.

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: Heavy, Light, tiger, mouse brown, jungle, seesaw, up & down

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a heavy and a light object in the classroom. Ask some questions about it. ➢ What is it? ➢ Have you ever seen mouse before? ➢ What is the colour of the tiger?	5 Minutes
<u>Development</u> **Model Reading & Methodology:** • Tell the students that we are going to start learning about comparison (Heavy & Light). Raise your hands if anyone of you knows any heavy and light object." • Raise your hands if anyone of you knows any heavy and light animal." • Practice this with students and encourage their participation. • Draw or paste two picture cards of different objects (varying in weight) on the white board. • Ask the students to identify the heavy object. Write heavy name under it. • Tell the students that the other object is "light" in weight as compare to the previous object and label that object as "light".	30 Minutes

- Now, remove the heavy object and label of light object. Paste or draw any object which is light as compare to the object which you labeled as "light" previously.
- Again, ask the students to identify the heavy object between these two objects.
- The object which you label as light become heavy as compare to the other object and other object is light.
- Repeat the process with different objects so students can grasp the comparative concept.
- After doing much practice, have students gather in a circle and have basket full of different objects having different weights.
- Start by comparing any two objects of different weights. One object in right hand and other in left hand to identify the weight difference. Ask the students to identify which one is heavy and which one is light.
- Encourage students to take the objects in their hands one by one to feel the difference in weight.
- Explain the concept of different weights with everyday examples..
- Tell the imaginary story of Heavy and Light with proper impressions, showing the pictures given on pages 11, of the textbook.
- Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).
- Appreciate the students' participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

What is the story about?	Who is heavy in the story?
Who is light in weight in the story?	What is the colour of mouse?

- Without telling them the moral of the story, ask the students "What did they get from the story?"
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story, you must use your body language, have expression in your voice with varying volume and stress.
- Paste flashcards of different objects and demonstrate which the heavy objects are and which are light.
- Ask the students to look at the "page no. 11" on the textbook,
- In the vocabulary of the story, mark the heavy and light object, then ask the children.
- Instruct the children to look carefully at the pages of '11' on the textbook. Then mark your finger on 'Heavy and Light' object. And then solve the circle and cross **activity 1** on the page "11"

Class: Nursery **Subject:** Math

Assessment: To assess the students, ask them some questions, i.e.: • What is the name of the story you have read just now? • How did little mouse up away in the air?	5 Minutes
Homework: Ask the students to look carefully at the Comparison (Heavy & Light) and objects given on the textbook, pg. no 11. • Identify the images and solve colouring **activity 2** given on pg. no. 11 of the textbook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Introduction to the Number **"1"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 2 **Day:** 2

Students' Learning Objectives:

By the end of the session, the students will be able to:

- answer the questions by listening the story carefully.
- recognize the name, sound and graphical representation of the Number "1".
- pronounce the number word starting with the Number "1" correctly.
- identify the images which are starting with the Number "1".

Equipment & Material Required:

Audio Visual Aids (Number "1" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: roaster, house, garden, cat, tail, starfish, jellyfish, dolphin,

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take an apple in the classroom. Ask some questions about it. ➢ What is it? ➢ Have you ever eaten an egg? ➢ What is the colour of the egg?	5 Minutes
Development **Model Reading & Methodology:** • Tell the students that we are going to start learning about numbers. Raise your hands if anyone of you knows any number." • Raise your hands if anyone of you knows any number." • Explain them that we are going to read the first Number "1". • Show them the flash cards of the Number "1" and introduce its sound "one". • Explain them the sound of the number '1' is / one /. • Show them number "1" flashcard and instruct the children to say the name of the number, i.e. '1' and emphasize the sound / one /. • Tell the story of number '1' with proper impressions, showing the pictures given on pages 12, of the textbook.	30 Minutes

Class: Nursery **Subject:** Math

- Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).
- Appreciate the students' participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

What is the sound of number **/1/**?	How many rooster are there?
How many houses are there?	How many beaks/ tails does the rooster has?

- Without telling them the moral of the story, ask the students "What did they get from the story?"
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story, you must use your body language, have expression in your voice with varying volume and stress.
- Use your prepared flash cards in story telling process.
- Encourage their participation in natural environment.
- Ask every student to share their views.
- Ask the students to look at the "page no. 13" on the textbook,
- Show the children the name and sound of the Number '1' by using the flash cards.
- In the vocabulary of the story, mark the sound of '1' first, then ask the children.
- Instruct the children to look carefully at the pages of number '1' on the textbook. Then turn your finger on '1' five to seven times.
- Read the story questions given at the bottom of the page "12" and ask the children the number that come in it, the opening sound is / one /.

Assessment: 5 Minutes

To assess the students, ask them some questions, i.e.:

- What is the name and sound of the Number you have read just now?
- How many objects are required for number "1".

Homework:

Ask the students to look carefully at the Number and objects given on the textbook, pg. no 12, 13.

- Identify the images given on pg. no. 12 of the textbook.

Evaluation of Learning:

Evaluation of Teaching:

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Introduction to the Vocabulary of the Number **"1"**
Period (s) / Time: 1 / 40 min **Term:** 1st
Week: 2 **Day:** 3

Students' Learning Objectives:
By the end of the session, the students will be able to:

- learn the poem orally.
- demonstrate the poem with actions.
- enhance their listening, speaking and imagination skills.

Equipment & Material Required:
Audio Visual Aids (Number "1" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: rowdy, rooster, cukuro, coo, awaken,

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the students, i.e.: ➢ Have you ever listened any rhyme? ➢ Did you ever see a rooster?	5 Minutes
Development **Model Reading:** • Paste the flash cards of the poem on the whiteboard. • Tell the students that they are going to learn a poem. **Demonstration:** • Teach the rhyme in three simple steps: ➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme), ➢ **recognizing rhyme** (the child can identify two words that rhyme), ➢ **producing rhyme** (a child can think of a word that rhymes with another). • Encourage their participation. • Play the CD and ask the students to listen this rhyme. • After listening the audio visual aids, read the rhyme with intonation and stress. **Rhyme:** One rowdy rooster says; Co cukuroo coo, I have awaken;	30 Minutes

What about you?

- While reciting the rhyme you must use your body language, have expressions in your voice with varying volume and stress.
- Ask the students to repeat the rhyme after you with intonation.
- Repeat the rhyme at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhyme with intonation and physical expressions.
- Encourage their participation in natural environment.

Practice Activities:

- After that ask the students to open the textbook on page no. 13.
- Put your finger to the Number /1/ and then read.
- Help them remember the sound of the Number /1/ by using the picture as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example, say:** student puts his finger on Number /1/ and say *one is for o-o-ne*.

Put your finger on the page and tell me where **'1'** is?	Put your finger on the page and tell where the **'dolphin'** is?
Put your finger on the page and tell where the **'jellyfish'** is?	Put your finger on the page and tell where the **'cat'** is?

- Write the "1" on the whiteboard and say the Number name and voice.
- Repeat the Number "1" and its voice at least 4-5 times and then tell more vocabulary starting with the Number "1".
  - **For Example:** **/1/** dolphin, **/1/** jellyfish, **/1/** cat
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Now, describe the "Moral Values" to the students given at the edge of page no. 12.
- Ask the children to open page no. 13 of the textbook and do the activity 1.

Assessment: 5 Minutes

- Place some different objects or pictures of the objects having with "1" number in the class, such as a banana, a rubber and a toy, etc.
- Ask the students at a time to find an object or a picture which have number "1".
- Ask them to name the object while stressing on the number name and sound. Or
- Show the pictures of a banana, a rubber, toy in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening number sound.

Homework:

Ask the students to look carefully at the Number and objects on the textbook, pg. no 12-13.

- Identify the images given on pg. no. 12 of the textbook.
- Ask the students to tracing number and number word activity 1 of the textbook given on page no. 13.

Evaluation of Learning:

Class: Nursery **Subject:** Math

Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): The Structure and Writing of the numeral number **"1"** and number word **"one"**.
Period (s) / Time: 1 / 40 min **Term:** 1st
Week: 2 **Day:** 4

Students' Learning Objectives:
By the end of the session, the students will be able to:

- read, trace and write the numeral Number "1" and number word "one".
- recognize number "1" sound and its vocabulary words listed in textbook.
- draw straight lines using fine motor skills in preparation of writing Number "1".
- hold or grip a pencil in a correct way to form Number "1".

Equipment & Material Required:
Textbook, Alphabet Charts, Whiteboard, Board Marker, Duster, Sand Tray

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary:

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 13. ➢ Can you recognize the objects starting with the Number "1"? ➢ Point out the body parts that are "1" in number. ➢ How many dots are in number "1"?	5 Minutes
<u>Development</u> **Model Reading:** • Tell the students that they are going to learn to write the numeral number "1" and number word "one" • Explain that they are going to learn how to write the numeral number "1" and number word "one". • Point to "1" on the number wall chart. Ask: What sound does this make? Praise and say: Yes, /One/ … /1/ for dolphin! Yes, /One/ … /1/ for jellyfish! Yes, /One/ … /1/ for cat! • Show the students how to write the numeral number '1' on the board. Sound out /1/ one as you write it and then written in word "One". • Ask the students to make "1" standing lines and tell them that this is number "one". • Number "1" stands for single object. • After that tell the student write numeral number "1" is written as a word like "One".	30 Minutes

Class: Nursery **Subject:** Math

• Introduce some singular objects to students to enhance their learning. For instance tell the students that we all have one nose or one tongue etc. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you. • Tell them that Numbers can change their forms and their sounds. • Write the numeral Number "1" and number in word "one" on the whiteboard or paste flashcards of the Number "1" and "one" on the whiteboard. • Repeat the sound of numeral number "1" and number word "one". • Encourage the students to recognize the sound of Number "1". • Instruct the students how to write the Number "1" by using your finger and write with it on flashcard of Number "1". When writing, say the instructions like; One standing line makes our numeral number one (1). • Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor. **<u>Practice Activities:</u>** • Give the students writing boards and markers or loose sheets and pencils for writing practice. • Give them flash cards and ask them to pick the flash cards having the numeral number "1" and number word "one". • Ask the students to complete the tracing activity on textbook pg. no. 13. • Help and guide them wherever needed.	
Assessment: • Assess the students by checking their written work. ➢ Are the children able to form the numeral number "1" and number word "one" correctly? ➢ Do they recognize the number '1' words?	5 Minutes
Homework: Assign the students to draw tail activity 2 pg. no. 13 of the textbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Different activities of the Number **"1"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 2 **Day:** 5

Students' Learning Objectives:

By the end of the session, the students will be able to:

- recognize with Number "1" by using spindle boxes activity.
- Practice and formation of Number "1" by using Sandpaper Number activity.

Equipment & Material Required:

Cut out of sandpaper and mounted on separate green boards, Two boxes exactly the same, each with five compartments. At the back of each compartment is painted a symbol in black, starting from 0 and progressing serially up to 13, A container with 45 spindles.

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary:

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 13. ➢ Can you recognize the objects starting with the Number "1"? ➢ Look at your classroom and count the things that are "1" in number.	5 Minutes
Development **Model Reading:** • Greet learners by saying Assalam-o-Alaikum. Have the students come together as a group. • To motivate the students, begin by saying, "Today we'll be learning about number. Raise your hands if anyone of you know any number." • Randomly select students to share the numbers they know. This taps into their prior knowledge. • Paste number "1" flashcard on the board and let the student know that today we learning numbers and the number is "1". **Activity: 1** • Firstly divide the students in many pairs or groups and tell them we are going to Spindle box activity. • Introduce the students to the materials on the table and ask him to take it to your table.	30 Minutes

Class: Nursery **Subject:** Math

- Identify the compartments and numbers that the students knows. Point to them all, one at a time, and ask the students to name the number.
- Tell the students that these numbers will tell us how many spindles to put in the box.
- Point to number "1". Ask the students to read it and then say, "We will put 1 spindle in this box."
- Place a spindle in the basket.
- Do this activity own your own
- Ask the children to take turns doing this activity one by one and the teacher goes around the class to review. Help children where needed.
- Have the children place the correct spindles in the compartments according to the numbered "1".
- Then ask the students to take it out of the spindles and put it back in the basket and tell him how many spindles he has kept.

Activity: 2

- Firstly divide the students in many pairs or groups and tell them we are going to Sandpaper Numbers activity.
- Introduce the students to carefully carry the box of Sandpaper Numbers to the left side of the table.
- Take the 1-card from the box and put it on the table in front of the Students.
- Slowly trace the number with the 2 primary fingers of you dominant hand and say, "This is one. One."
- Repeat the previous step 2 times.
- Ask the students if they would like to trace the 1-card and name the number 3 times, the slide the card to the left of the main work space.
- Repeat these steps with the 2-card and the 3-card.
- Evaluate the Students recognition of the numbers by asking them to show you, trace, and name a random number from the 3 cards that are out.
- Complete the previous step with each of the 3 cards.
- Begin the recall phase of the lesson by pointing to each of the 3 cards at random and asking the child to trace and name each one.
- Have the child return the material to the shelf.

Practice Activities:

- Give the students spare time and required materials of both activities to make practice.
- Give them Spindle box, Sandpaper Numbers box and ask them to do activity of the Number "1".
- Ask the students to complete the matching number activity "1" on textbook pg. no. 13.
- Help and guide them wherever needed.

Assessment: 5 Minutes

- Assess the students by checking their written work.
  - ➢ Are the student able to form the Numbers correctly?

Class: Nursery **Subject:** Math

➢ Do they recognize the number '1' words?	
Homework: Assign the students to solve the colouring activity pg. no. 12 of the textbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

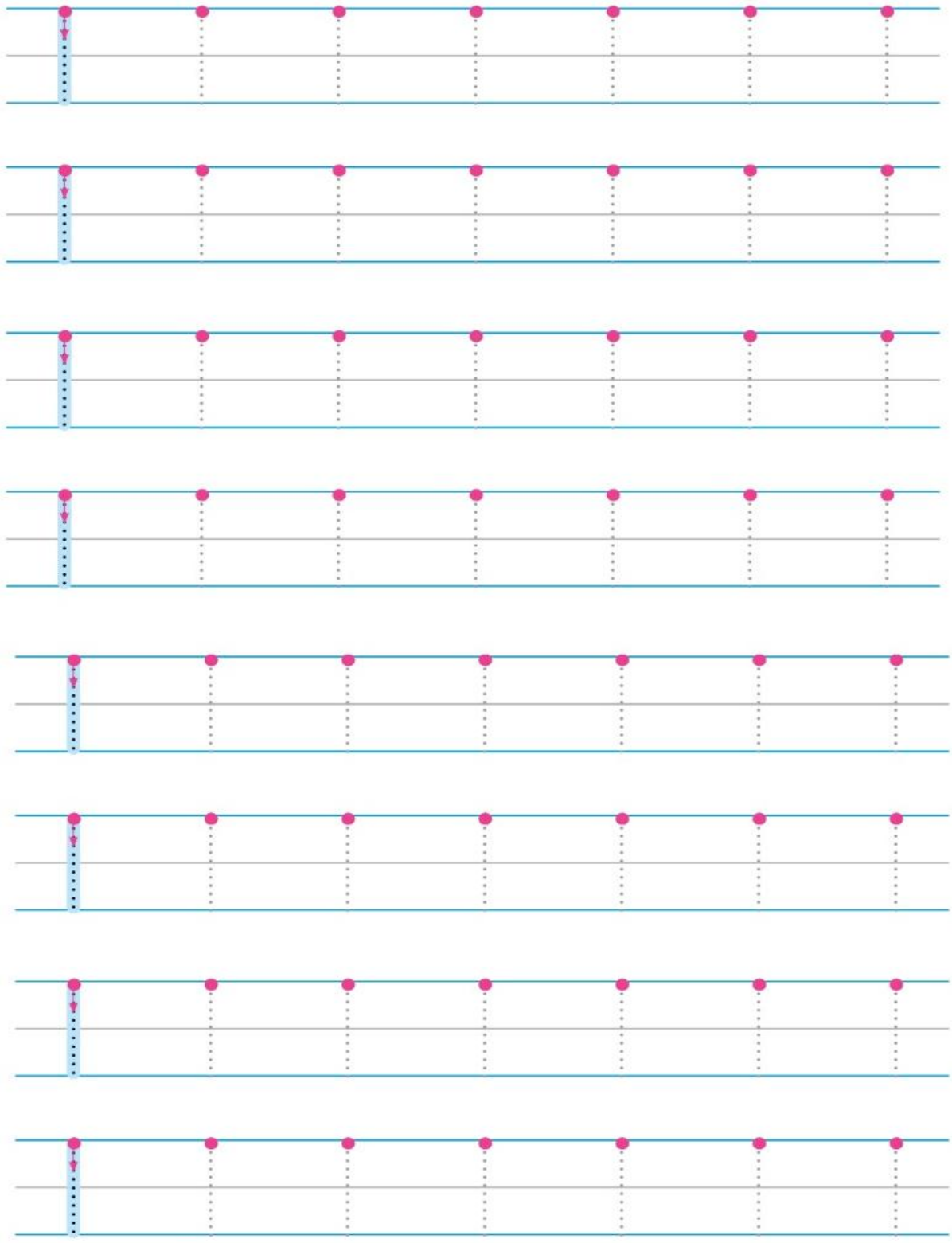
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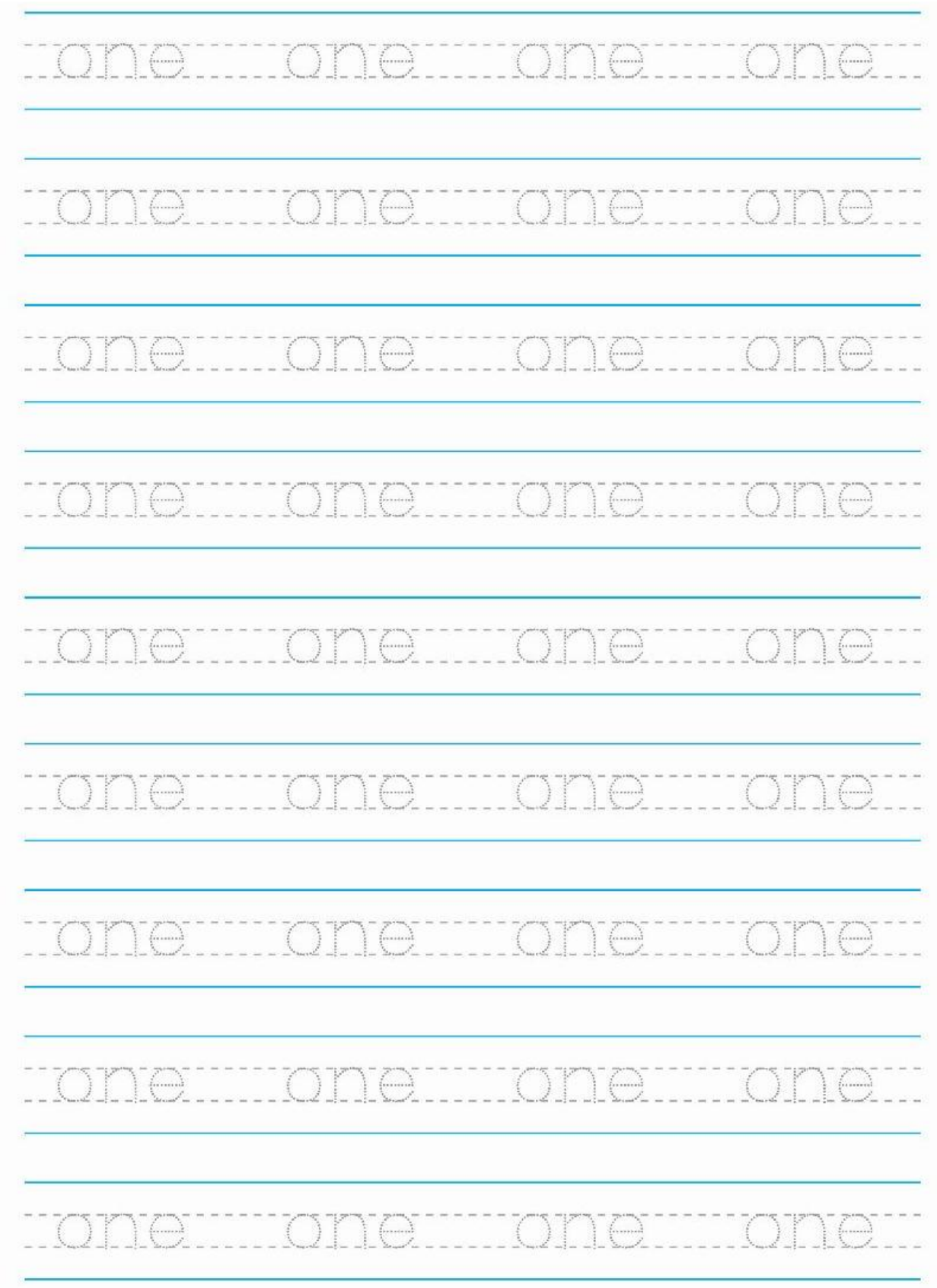
Class: Nursery **Subject:** Math

Worksheet of number & number word "1" (For Day 4)

(Take a print and do practice on it)



Class: Nursery **Subject:** Math



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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Introduction to the Number **"2"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 3 **Day:** 1

Students' Learning Objectives:

By the end of the session, the students will be able to:

- answer the questions by listening the story carefully.
- recognize the name, sound and graphical representation of the Number "2".
- pronounce the number word starting with the Number "2" correctly.
- identify the images which are starting with the Number "2".

Equipment & Material Required:

Audio Visual Aids (Number "2" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: cow, milk, moo, moo, friendly, ears,

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a bridge picture in the classroom. Ask some questions about it. ➢ What is it? ➢ Have you ever see cow before? ➢ Do you like to drink milk?	5 Minutes
<u>Development</u> **Model Reading & Methodology:** • Tell the students that we are going to start learning about numbers. Raise your hands if anyone of you knows any number." • Raise your hands if anyone of you knows any number." • Explain them that we are going to read the second Number "2". • Show them the flash cards of the Number "2" and introduce its sound "two". • Explain them the sound of the number '2' is / two /. • Show them number "2" flashcard and instruct the children to say the name of the number, i.e. '2' and emphasize the sound / two /. • Tell the story of number '2' with proper impressions, showing the pictures given on pages 14, of the textbook.	30 Minutes

Class: Nursery **Subject:** Math

- Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).
- Appreciate the students' participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

What is the sound of number **/2/**?	How many cows are there in the picture?
How many ears do you have?	How many tails a cow has?

- Without telling them the moral of the story, ask the students "What did they get from the story?"
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story, you must use your body language, have expression in your voice with varying volume and stress.
- Use your prepared flash cards in story telling process.
- Encourage their participation in natural environment.
- Ask every student to share their views.
- Ask the students to look at the "page no. 14" on the textbook,
- Show the children the name and sound of the Number '2' by using the flash cards.
- In the vocabulary of the story, mark the sound of '2' first, then ask the children.
- Instruct the children to look carefully at the pages of number '2' on the textbook. Then turn your finger on '2' five to seven times.
- Read the story given at the bottom of the page "14" and ask the children the number that come in it, the opening sound is / two /.

Assessment: 5 Minutes

To assess the students, ask them some questions, i.e.:

- What is the name and sound of the Number you have read just now?
- How many objects are required for number "2".

Homework:

Ask the students to look carefully at the Number and objects given on the textbook, pg. no 14.

- Identify the images given on pg. no. 14 of the textbook.

Evaluation of Learning:

Evaluation of Teaching:

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Introduction to the Vocabulary of the Number **"2"**
Period (s) / Time: 1 / 40 min **Term:** 1st
Week: 3 **Day:** 2

Students' Learning Objectives:
By the end of the session, the students will be able to:

- learn the poem orally.
- demonstrate the poem with actions.
- enhance their listening, speaking and imagination skills.

Equipment & Material Required:
Audio Visual Aids (Number "2" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: Two, ear, hands, feet, legs, flowers, cow

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the students, i.e.: ➢ Have you ever listened any rhyme? ➢ What is the colour of cow? ➢ What is the colour of cow milk?	5 Minutes
Development **Model Reading:** • Paste the flash cards of the poem on the whiteboard. • Tell the students that they are going to learn a poem. **Demonstration:** • Teach the rhyme in three simple steps: ➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme), ➢ **recognizing rhyme** (the child can identify two words that rhyme), ➢ **producing rhyme** (a child can think of a word that rhymes with another). • Encourage their participation. • Play the CD and ask the students to listen this rhyme. • After listening the audio visual aids, read the rhyme with intonation and stress. **Rhyme:** Two friendly cows say; Moo, moo moo;	30 Minutes

Drink my milk everyday;
Do your work and go to play.

- While reciting the rhyme you must use your body language, have expressions in your voice with varying volume and stress.
- Ask the students to repeat the rhyme after you with intonation.
- Repeat the rhyme at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhyme with intonation and physical expressions.
- Encourage their participation in natural environment.

Practice Activities:

- After that ask the students to open the textbook on page no. 14.
- Put your finger to the Number /2/ and then read.
- Help them remember the sound of the Number /2/ by using the picture as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example, say:** student puts his finger on Number /2/ and say *two is for t-t-wo*.

Put your finger on the page and tell me where **'2'** is?	Put your finger on the page and tell where the **'eye'** is?
Put your finger on the page and tell where the **'feet'** is?	Put your finger on the page and tell where the **'flower'** is?

- Write the "2" on the whiteboard and say the Number name and voice.
- Repeat the Number "2" and its voice at least 4-5 times and then tell more vocabulary starting with the Number "2".
  - **For Example:** **/2/** flowers, **/2/** ears, **/2/** eyes
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Now, describe the "Moral Values" to the students given at the edge of page no. 14.
- Ask the children to open page no. 15 of the textbook and do the activity 1.

Assessment: 5 Minutes

- Place some different objects or pictures of the objects having with "2" number in the class, such as a bags, toy cycles and pencils, etc.
- Ask the students at a time to find an object or a picture which have number "2".
- Ask them to name the object while stressing on the number name and sound. Or
- Show the pictures of "2" pears, "2" rackets, 2 parrot in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening number sound.

Homework:

Ask the students to look carefully at the Number and objects on the textbook, pg. no 14-15.

- Ask the students to solve the count, colour and circle activity given on pg. no. 15 of the textbook.

Class: Nursery **Subject:** Math

• Ask the students to tracing number and number word activity 1 of the textbook given on page no. 15.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): The Structure and Writing of the numeral number **"2"** and number word **"two"**.

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 3 **Day:** 3

Students' Learning Objectives:

By the end of the session, the students will be able to:

- read, trace and write the numeral number "2" and number word "two".
- recognise number "2" sound and its vocabulary words listed in textbook.
- draw straight lines using fine motor skills in preparation of writing Number "2".
- hold or grip a pencil in a correct way to form Number "2".

Equipment & Material Required:

Textbook, Alphabet Charts, Whiteboard, Board Marker, Duster, Sand Tray

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary:

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 15. ➢ Can you count the objects which represent the Number "2"? ➢ Name a vehicle with two wheels. ➢ How is a cow useful for us?	5 Minutes
<u>Development</u> **Model Reading:** • Tell the students that they are going to learn to write the numeral number "2" and number word "two". • Explain that they are going to learn how to write the numeral number "2" and number word "two". • Point to "2" on the number wall chart. Ask: What sound does this make? Praise and say: Yes, /Two/ … /2/ for flowers! Yes, /Two/ … /2/ for hands! Yes, /Two/ … /2/ for feet! • Show the students how to write the numeral number '2' on the board. Sound out /2/ two as you write it and then written in word "two". . • Ask the students to make number two a curve and a sleeping line to the bottom makes our number two (2). • Number "2" stands for double objects and it comes after number "1".	30 Minutes

Class: Nursery **Subject:** Math

• After that tell the student write numeral number "2" is written as a word like "Two". • Introduce some plurals objects to students to enhance their learning. For instance tell the students that we all have two ears or two eyes etc. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you. • Tell them that Numbers can change their forms and their sounds. • Write the numeral Number "2" and number in word "two" on the whiteboard or paste flashcards of the Number "2" and "two" on the whiteboard. • Repeat the sound of numeral number "2" and number word "two". • Encourage the students to recognize the sound of Number "2". • Instruct the students how to write the Number "2" by using your finger and write with it on flashcard of Number "2". When writing, say the instructions like; a curve and a sleeping line to the bottom makes our numeral number two (2). • Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor. **Practice Activities:** • Give the students writing boards and markers or loose sheets and pencils for writing practice. • Give them flash cards and ask them to pick the flash cards having the numeral number "2" and number word "two". • Ask the students to complete the tracing activity on textbook pg. no. 15. • Help and guide them wherever needed.	
Assessment: • Assess the students by checking their written work. ➢ Are the children able to form the numeral number "2" and number word "two" correctly? ➢ Do they recognize the number '2' words?	5 Minutes
Homework: Assign the students to draw circle activity pg. no. 37 of the textbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Different activities of the Number **"2"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 3 **Day:** 4

Students' Learning Objectives:

By the end of the session, the students will be able to:

- Write number "2" by using Sand tray activity.
- Practise the number "2" by using printable tracing worksheet.

Equipment & Material Required:

Textbook, Flash Pictures, Whiteboard, Board Marker, Duster, sand tray, worksheet print, colour

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary:

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 15. ➢ Can you count the objects which represent the Number "2"? ➢ What does a cow eat? ➢ Have you ever banana milk shake?	5 Minutes
<u>Development</u> **Model Reading:** • Greet learners by saying Assalam-o-Alaikum. Have the students come together as a group. • To motivate the students, begin by saying, "Today we'll be learning writing practise of numeral number "2" number word "two". Raise your hands if anyone of you know any number." • Randomly select students to share the numbers they know. This taps into their prior knowledge. • Paste numeral number "2" number word "two" flashcard on the board and let the student know that today we learning writing practise of numeral number "2" number word "two". **<u>Activity: 1</u>** • Firstly divide the students in many pairs or groups and tell them we are going to sand tray activity.	30 Minutes

Class: Nursery **Subject:** Math

• Introduce the students to the material like sand tray on the table and ask him to take it to your table. • Write the numeral number "2" number word "two" on the whiteboard or paste flashcards of the numeral number "2" number word "two" on the whiteboard. • Tell the students that Number "2" stands for single object. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you. • Instruct the students how to write the numeral number "2" number word "two" by using your finger in the sand tray. When writing, say the instructions like; a curve and a sleeping line to the bottom makes our number two (2). • Ask the students to practise this one by one by writing in the sand tray more than three to five time. **Activity: 2** • After doing Activity 1. • Tell them we are going to practice numeral number "2" number word "two" by using printable tracing worksheet. • Distribute the tracing worksheet numeral number "2" number word "two" all the students. • Instruct the students how to write the tracing numeral number "2" number word "two" by using your pencil in the worksheet. • When the tracing activity is complete, ask the student to fill in the colour of your own choice on the picture of numeral number "2" number word "two" in the worksheet. • Ask the student to fill in the colour of your own choice on the picture in the worksheet as well. **Practice Activities:** • Give the students sand tray for practice. • Ask the Students to take turns doing this activity one by one and the teacher goes around the class to review. • Help and guide them wherever needed.	
Assessment: • Assess the students by checking their written work. ➢ Are the student able to form the Numbers correctly? ➢ What does the number "2" stand for?	5 Minutes
Homework: Assign the students to practice trace activity of numeral number "2" number word "two" as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Introduction to the Number **"3"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 3 **Day:** 5

Students' Learning Objectives:

By the end of the session, the students will be able to:

- answer the questions by listening the story carefully.
- recognize the name, sound and graphical representation of the Number "3".
- pronounce the number word starting with the Number "3" correctly.
- identify the images which are starting with the Number "3".

Equipment & Material Required:

Audio Visual Aids (Number "3" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: grumpy, goats, eating fresh, green, grass, beautiful,

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a goat toy or picture in the classroom. Ask some questions about it. ➢ What is it? ➢ Have you ever see goat before? ➢ Do you ever eat goat meat?	5 Minutes
<u>Development</u> **Model Reading & Methodology:** • Tell the students that we are going to start learning about numbers. Raise your hands if anyone of you knows any number." • Raise your hands if anyone of you knows any number." • Explain them that we are going to read the third Number "3". • Show them the flash cards of the Number "3" and introduce its sound "three". • Explain them the sound of the number '3' is / three /. • Show them number "3" flashcard and instruct the children to say the name of the number, i.e. '3' and emphasize the sound / three /. • Tell the story of number '3' with proper impressions, showing the pictures given on pages 16, of the textbook.	30 Minutes

Class: Nursery **Subject:** Math

- Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).
- Appreciate the students' participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

What is the sound of number **/3/**?	How many goats are there in the image?
How many wheels does your tricycle has?	How many dots do you see below the image?

- Without telling them the moral of the story, ask the students "What did they get from the story?"
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story, you must use your body language, have expression in your voice with varying volume and stress.
- Use your prepared flash cards in story telling process.
- Encourage their participation in natural environment.
- Ask every student to share their views.
- Ask the students to look at the "page no. 17" on the textbook,
- Show the children the name and sound of the Number '3' by using the flash cards.
- In the vocabulary of the story, mark the sound of '3' first, then ask the children.
- Instruct the children to look carefully at the pages of number '3' on the textbook. Then turn your finger on '3' five to seven times.
- Read the story given at the bottom of the page "16" and ask the children the number that come in it, the opening sound is / three /.

Assessment: 5 Minutes

To assess the students, ask them some questions, i.e.:

- What is the name and sound of the Number you have read just now?
- How many objects are required for number "3".

Homework:

Ask the students to look carefully at the Number and objects given on the textbook, pg. no 16, 17.

- Identify the images given on pg. no. 16 of the textbook.

Evaluation of Learning:

Evaluation of Teaching:

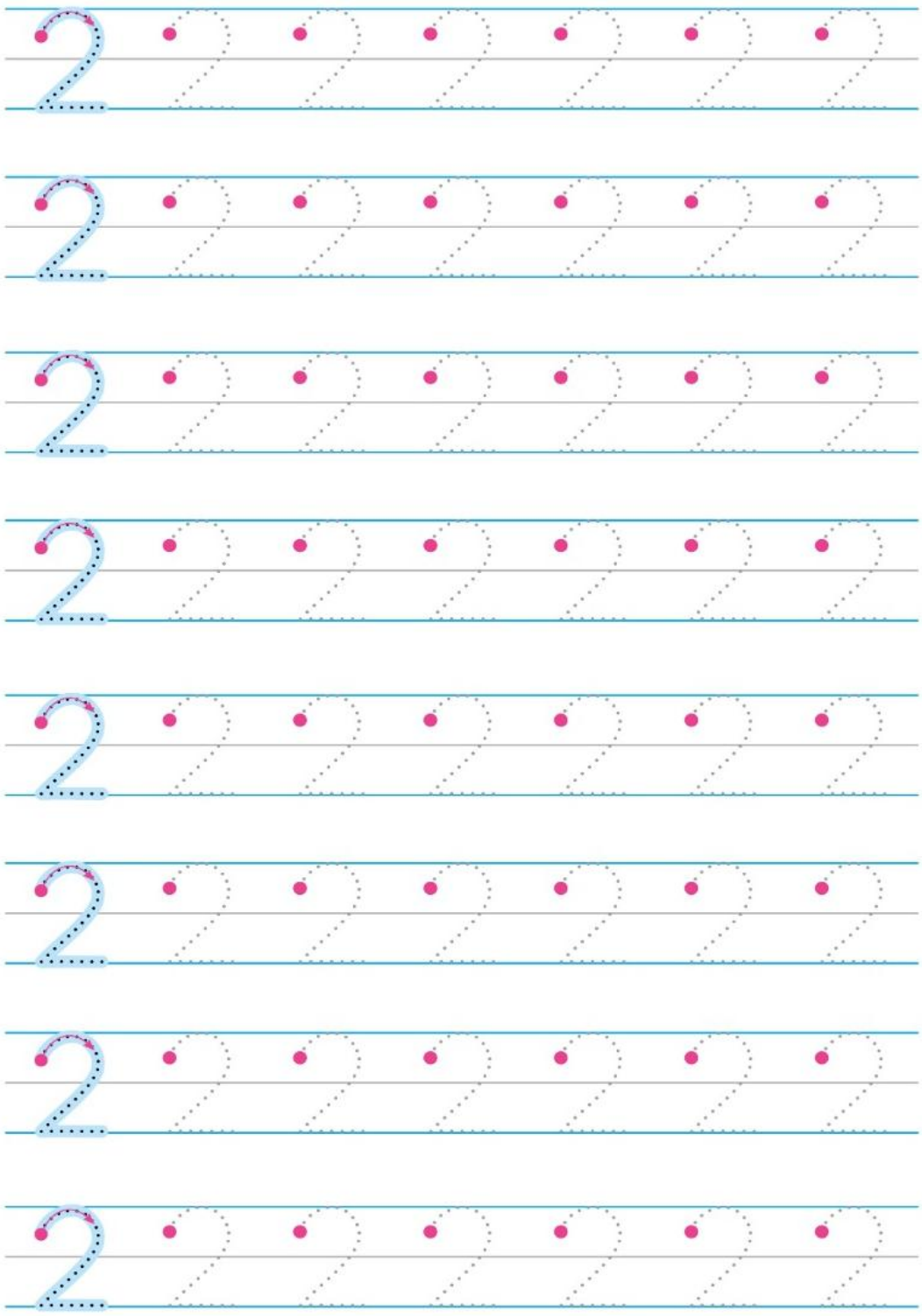
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Worksheet of number & number word "2" (For Day 3)

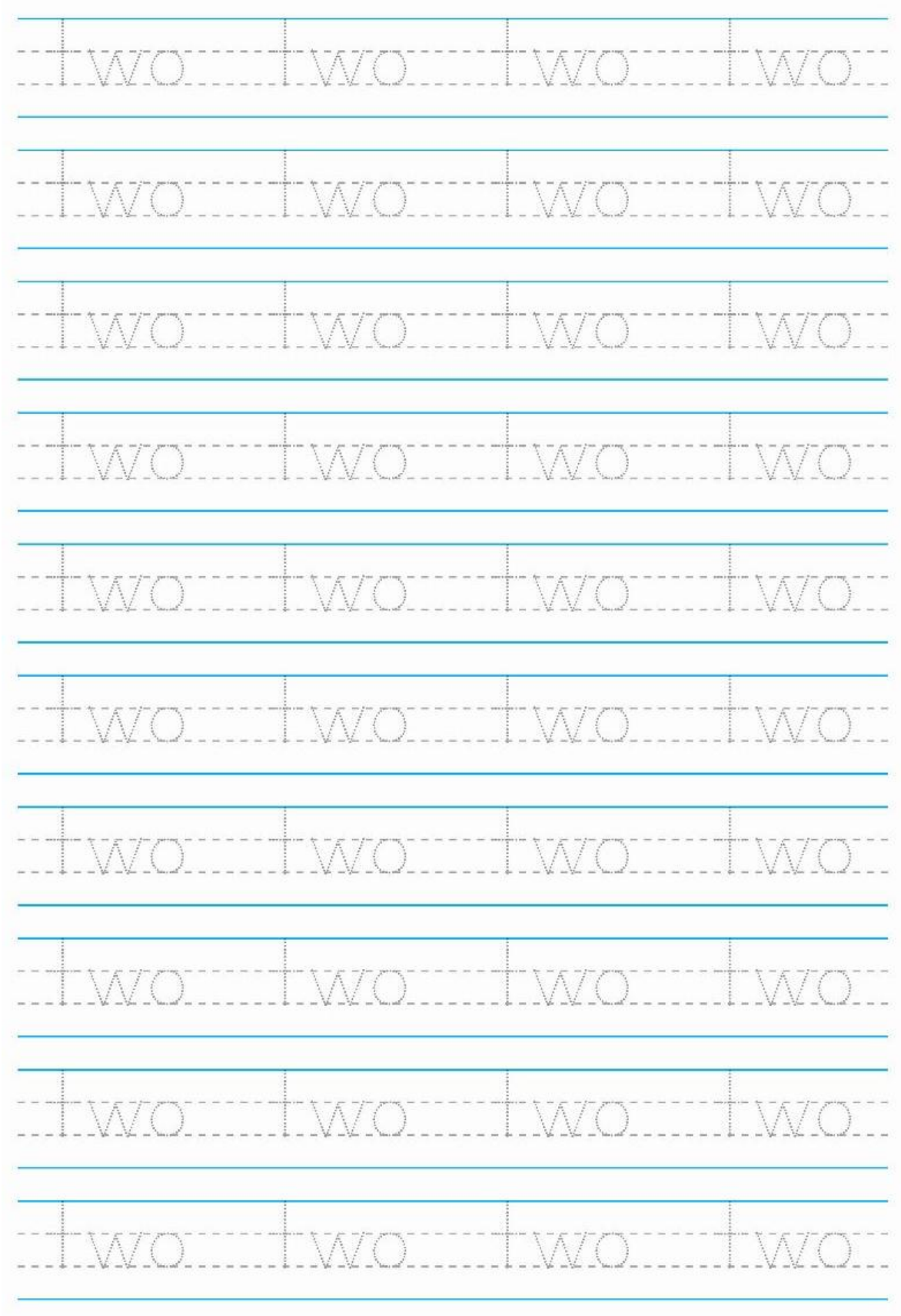
(Take a print and do practice on it)



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Class: Nursery **Subject:** Math



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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Introduction to the Vocabulary of the Number **"3"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 4 **Day:** 1

Students' Learning Objectives:

By the end of the session, the students will be able to:

- learn the poem orally.
- demonstrate the poem with actions.
- enhance their listening, speaking and imagination skills.

Equipment & Material Required:

Audio Visual Aids (Number "3" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: baa, baa, goats, grumpy, goats, day, pass, grass, fresh

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the students, i.e.: ➢ Have you ever listened any rhyme? ➢ What is the colour of goat? ➢ Did you ever see goat before?	5 Minutes
Development **Model Reading:** • Paste the flash cards of the poem on the whiteboard. • Tell the students that they are going to learn a poem. **Demonstration:** • Teach the rhyme in three simple steps: ➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme), ➢ **recognizing rhyme** (the child can identify three words that rhyme), ➢ **producing rhyme** (a child can think of a word that rhymes with another). • Encourage their participation. • Play the CD and ask the students to listen this rhyme. • After listening the audio visual aids, read the rhyme with intonation and stress. **Rhyme:** Three grumpy goats say; baa, baa, baa,	30 Minutes

Class: Nursery **Subject:** Math

Eating fresh and green grass,
What a beautiful day to pass.

- While reciting the rhyme you must use your body language, have expressions in your voice with varying volume and stress.
- Ask the students to repeat the rhyme after you with intonation.
- Repeat the rhyme at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhyme with intonation and physical expressions.
- Encourage their participation in natural environment.

Practice Activities:

- After that ask the students to open the textbook on page no. 16.
- Put your finger to the Number /3/ and then read.
- Help them remember the sound of the Number /3/ by using the picture as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example, say:** student puts his finger on Number /3/ and say *three is for t-th-ree*.

Put your finger on the page and tell me where **'3'** is?	Put your finger on the page and tell where the **'pandas** is?
Put your finger on the page and tell where the **'monkeys'** is?	Put your finger on the page and tell where the **'goats'** is?

- Write the "3" on the whiteboard and say the Number name and voice.
- Repeat the Number "3" and its voice at least 4-5 times and then tell more vocabulary starting with the Number "3".
  - **For Example:** **/3/** goats, **/3/** Pandas, **/3/** Monkeys
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Now, describe the "Moral Values" to the students given at the edge of page no. 16.
- Ask the children to open page no. 17 of the textbook and do the activity 1.

Assessment: 5 Minutes

- Place some different objects or pictures of the objects having with "3" number in the class, such as an oranges, toy cars and pencils, etc.
- Ask the students at a time to find an object or a picture which have number "3".
- Ask them to name the object while stressing on the number name and sound. Or
- Show the pictures of "1" lion, "1" bus, "1" toy in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening number sound.

Homework:

Ask the students to look carefully at the Number and objects on the textbook, pg. no 16-17.

- Identify the images given on pg. no. 16 of the textbook.
- Ask the students to tracing number and number word activity 1 of the textbook given on page no. 17.

Class: Nursery **Subject:** Math

Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): The Structure and Writing of the numeral number **"3"** and number word **"three"**.
Period (s) / Time: 1 / 40 min **Term:** 1st
Week: 4 **Day:** 2

Students' Learning Objectives:
By the end of the session, the students will be able to:

- read, trace and write the numeral Number "3" and number word "three".
- recognise number "3" sound and its vocabulary words listed in textbook.
- draw straight lines using fine motor skills in preparation of writing Number "3".
- hold or grip a pencil in a correct way to form Number "3".

Equipment & Material Required:
Textbook, Alphabet Charts, Whiteboard, Board Marker, Duster, Sand Tray

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary:.

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 17. ➢ Can you count the objects which represent the Number "3"? ➢ How many dots in number "3"? ➢ What is the food of goat?	5 Minutes
<u>Development</u> **Model Reading:** • Tell the students that they are going to learn to write the numeral number "3" and number word "three". • Explain that they are going to learn how to write the numeral number "3" and number word "three". • Point to "3" on the number wall chart. Ask: What sound does this make? Praise and say: Yes, /Three/ … /3/ for pandas! Yes, /Three/ … /3/ for monkeys! • Show the students how to write the numeral number '3' on the board. Sound out /3/ three as you write it and then written in word "Three". • Ask the students to make number three curve to the middle and curve to the bottom makes our number three (3). • Number "3" stands for three objects and it comes after number "2".	30 Minutes

Class: Nursery **Subject:** Math

• After that tell the student write numeral number "3" is written as a word like "Three". • Introduce some plurals objects to students to enhance their learning. For instance tell the students that a tricycle have three wheels and Ricksha have also three wheels etc. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you. • Tell them that Numbers can change their forms and their sounds. • Write the numeral number "3" and number word "three" on the whiteboard or paste flashcards of the Number "3" and "three" on the whiteboard. • Repeat the sound of numeral number "3" and number word "three". • Encourage the students to recognize the sound of Number "3". • Instruct the students how to write the Number "3" by using your finger and write with it on flashcard of Number "3". When writing, say the instructions like; a curve to the middle and curve to the bottom makes our number three (3). • Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor. **Practice Activities:** • Give the students writing boards and markers or loose sheets and pencils for writing practice. • Give them flash cards and ask them to pick the flash cards having the numeral number "3" and number word "three". • Ask the students to complete the tracing activity on textbook pg. no. 17. • Help and guide them wherever needed.	
Assessment: • Assess the students by checking their written work. ➢ Are the children able to form the numeral number "3" and number word "three" correctly? ➢ Do they recognize the number '3' words?	5 Minutes
Homework: Assign the students to count and colour activity pg. no. 17 of the textbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Different activities of the Number **"3"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 4 **Day:** 3

Students' Learning Objectives:

By the end of the session, the students will be able to:

- recognize with Number "3" by using spindle boxes activity.
- Practice and formation of Number "3" by using Sandpaper Number activity.

Equipment & Material Required:

Cut out of sandpaper and mounted on separate green boards, Three boxes exactly the same, each with five compartments. At the back of each compartment is painted a symbol in black, starting from 0 and progressing serially up to 17, A container with 45 spindles.

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary:

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 17. ➢ Can you recognize the objects starting with the Number "3"? ➢ Name a vehicle with three wheels?	5 Minutes
Development **Model Reading:** • Greet learners by saying Assalam-o-Alaikum. Have the students come together as a group. • To motivate the students, begin by saying, "Today we'll be learning about number. Raise your hands if anyone of you know any number." • Randomly select students to share the numbers they know. This taps into their prior knowledge. • Paste number "3" flashcard on the board and let the student know that today we learning numbers and the number is "3". **Activity: 1** • Firstly divide the students in many pairs or groups and tell them we are going to Spindle box activity. • Introduce the students to the materials on the table and ask him to take it to your table.	30 Minutes

Class: Nursery **Subject:** Math

- Identify the compartments and numbers that the students knows. Point to them all, one at a time, and ask the students to name the number.
- Tell the students that these numbers will tell us how many spindles to put in the box.
- Point to number "3". Ask the students to read it and then say, "We will put "3" spindle in this box."
- Place spindles in the compartment.
- Do this activity own your own.
- Ask the children to take turns doing this activity one by one and the teacher goes around the class to review. Help children where needed.
- Have the children place the correct spindles in the compartments according to the number "3".
- Then ask the students to take it out of the spindles and put it back in the basket and tell him how many spindles he has kept.

Activity: 2

- Firstly divide the students in many pairs or groups and tell them we are going to Sandpaper Numbers activity.
- Introduce the students to carefully carry the box of Sandpaper Numbers to the left side of the table.
- Take the 1-card from the box and put it on the table in front of the Students.
- Slowly trace the number with the 2 primary fingers of you dominant hand and say, "This is three. Three."
- Repeat the previous step 2 times.
- Ask the students if they would like to trace the 1-card and name the number 3 times, the slide the card to the left of the main work space.
- Repeat these steps with the 2-card and the 3-card.
- Evaluate the Students recognition of the numbers by asking them to show you, trace, and name a random number from the 3 cards that are out.
- Complete the previous step with each of the 3 cards.
- Begin the recall phase of the lesson by pointing to each of the 3 cards at random and asking the child to trace and name each one.
- Have the child return the material to the shelf.

Practice Activities:

- Give the students spare time and required materials of both activities to make practice.
- Give them Spindle box, Sandpaper Numbers box and ask them to do activity of the Number "3".
- Ask the students to complete the tracing activity "3" on textbook pg. no. 17.
- Help and guide them wherever needed.

Assessment: 5 Minutes

- Assess the students by checking their written work.
  - Are the student able to form the Numbers correctly?

Class: Nursery **Subject:** Math

➢ Do they recognize the number '3' words?	
Homework: Assign the students to count, colour and circle the correct number activity pg. no. 17 of the textbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Introduction to the Number **"4"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 4 **Day:** 4

Students' Learning Objectives:

By the end of the session, the students will be able to:

- answer the questions by listening the story carefully.
- recognize the name, sound and graphical representation of the Number "4".
- pronounce the number word starting with the Number "4" correctly.
- identify the images which are starting with the Number "4".

Equipment & Material Required:

Audio Visual Aids (Number "4" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: ducks, drake, quacks, four, drum, chance,

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take toy duck or picture of duck in the classroom. Ask some questions about it. ➢ What is it? ➢ Have you ever see duck before? ➢ Which colour of duck?	5 Minutes
<u>Development</u> **Model Reading & Methodology:** • Tell the students that we are going to start learning about numbers. Raise your hands if anyone of you knows any number." • Raise your hands if anyone of you knows any number." • Explain them that we are going to read the fourth Number "4". • Show them the flash cards of the Number "4" and introduce its sound "Four". • Explain them the sound of the number '4' is / four /. • Show them number "4" flashcard and instruct the children to say the name of the number, i.e. '4' and emphasize the sound / four /. • Tell the story of number '4' with proper impressions, showing the pictures given on pages 18, of the textbook.	30 Minutes

Class: Nursery **Subject:** Math

- Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).
- Appreciate the students' participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

What is the sound of number **/4/**?	How many ducks are there in the image?
How many legs does a cow has?	How many wheels does a car has?

- Without telling them the moral of the story, ask the students "What did they get from the story?"
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story, you must use your body language, have expression in your voice with varying volume and stress.
- Use your prepared flash cards in story telling process.
- Encourage their participation in natural environment.
- Ask every student to share their views.
- Ask the students to look at the "page no. 18" on the textbook,
- Show the children the name and sound of the Number '4' by using the flash cards.
- In the vocabulary of the story, mark the sound of '4' first, then ask the children.
- Instruct the children to look carefully at the pages of number '4' on the textbook. Then turn your finger on '4' five to seven times.
- Read the story given at the bottom of the page "18" and ask the children the number that come in it, the opening sound is / four /.

Assessment: 5 Minutes

To assess the students, ask them some questions, i.e.:

- What is the name and sound of the Number you have read just now?
- How many objects are required for number "4".

Homework:

Ask the students to look carefully at the Number and objects given on the textbook, pg. no 18.

- Identify the images given on pg. no. 18 of the textbook.

Evaluation of Learning:

Evaluation of Teaching:

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Introduction to the Vocabulary of the Number **"4"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 4 **Day:** 5

Students' Learning Objectives:

By the end of the session, the students will be able to:

- learn the poem orally.
- demonstrate the poem with actions.
- enhance their listening, speaking and imagination skills.

Equipment & Material Required:

Audio Visual Aids (Number "4" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: four, duck, drum, drake, quack, dance, chance

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the students, i.e.: ➢ Have you ever listened any rhyme? ➢ What is the colour of ducks? ➢ What did the ducks do when they have a chance?	5 Minutes
Development **Model Reading:** • Paste the flash cards of the poem on the whiteboard. • Tell the students that they are going to learn a poem. **Demonstration:** • Teach the rhyme in Four simple steps: ➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme), ➢ **recognizing rhyme** (the child can identify Four words that rhyme), ➢ **producing rhyme** (a child can think of a word that rhymes with another). • Encourage their participation. • Play the CD and ask the students to listen this rhyme. • After listening the audio visual aids, read the rhyme with intonation and stress. **Rhyme:** A drum has a drake; The four ducks say:	30 Minutes

quack, quack, quack
The four ducks dance,
When they have a chance.

- While reciting the rhyme you must use your body language, have expressions in your voice with varying volume and stress.
- Ask the students to repeat the rhyme after you with intonation.
- Repeat the rhyme at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhyme with intonation and physical expressions.
- Encourage their participation in natural environment.

Practice Activities:

- After that ask the students to open the textbook on page no. 18.
- Put your finger to the Number /4/ and then read.
- Help them remember the sound of the Number /4/ by using the picture as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example, say:** student puts his finger on Number /4/ and say *Four is for f-fo-ur*.

Put your finger on the page and tell me where **'4'** is?	Put your finger on the page and tell where the **'ducks** is?
Put your finger on the page and tell where the **'sparrows'** is?	Put your finger on the page and tell where the **'chairs'** is?

- Write the "4" on the whiteboard and say the Number name and voice.
- Repeat the Number "4" and its voice at least 4-5 times and then tell more vocabulary starting with the Number "4".
  - **For Example:** **/4/** ducks, **/4/** sparrows, **/4/** chairs
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Now, describe the "Moral Values" to the students given at the edge of page no. 18.
- Ask the children to open page no. 19 of the textbook and do the activity 1.

Assessment: 5 Minutes

- Place some different objects or pictures of the objects having with "4" number in the class, such as a balls, toy motor bike and lunch box, etc.
- Ask the students at a time to find an object or a picture which have number "4".
- Ask them to name the object while stressing on the number name and sound. Or
- Show the pictures of "4" balls, "4" toy motor bike, "4" lunch box in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening number sound.

Homework:

Ask the students to look carefully at the Number and objects on the textbook, pg. no 18-19.

- Identify the images given on pg. no. 18 of the textbook.

Class: Nursery **Subject:** Math

• Ask the students to solve count and write activity of the textbook given on page no. 19.	
Evaluation of Learning:	
Evaluation of Teaching:	

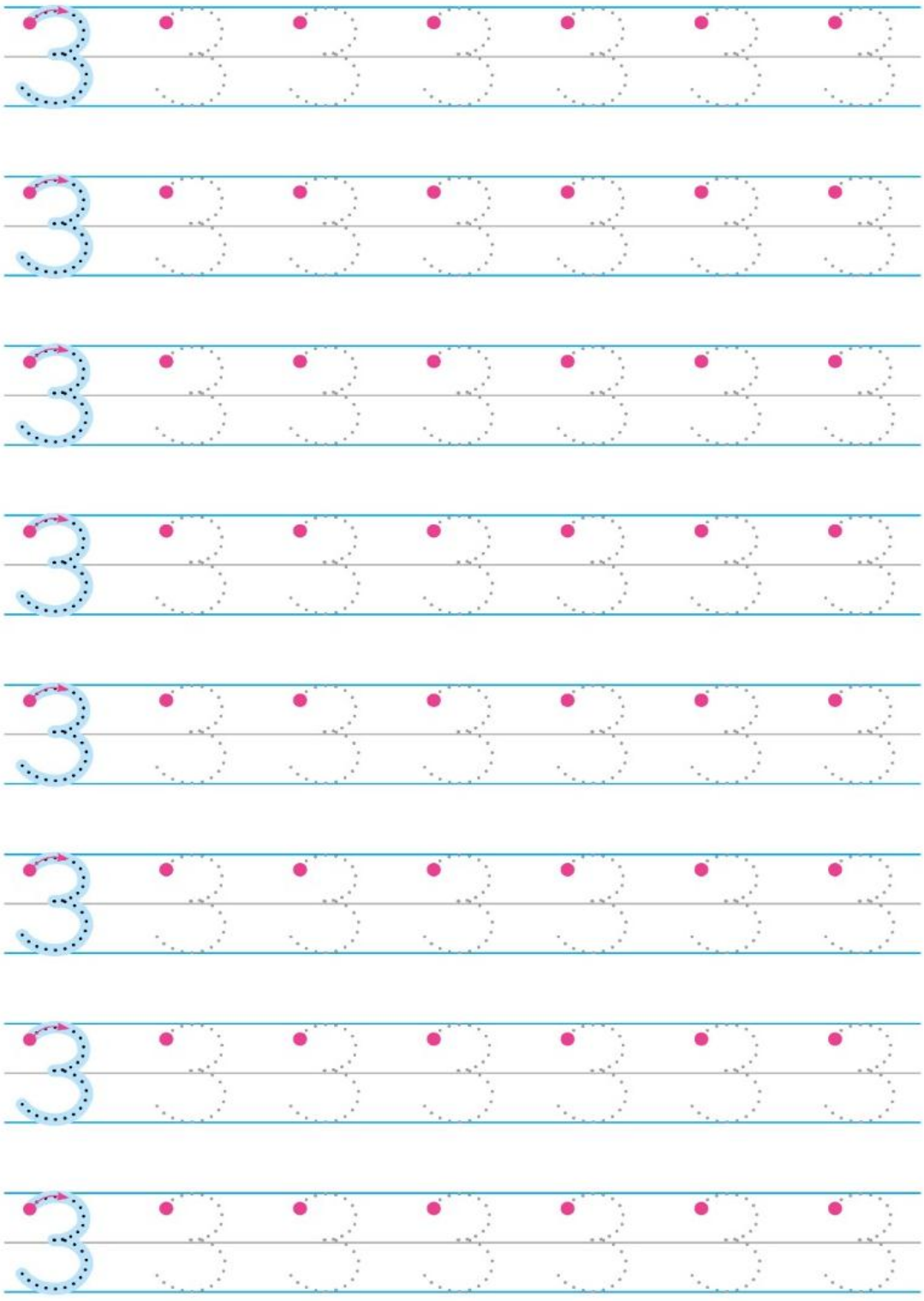
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Class: Nursery **Subject:** Math

Worksheet of number & number word “3” (For Day 2)

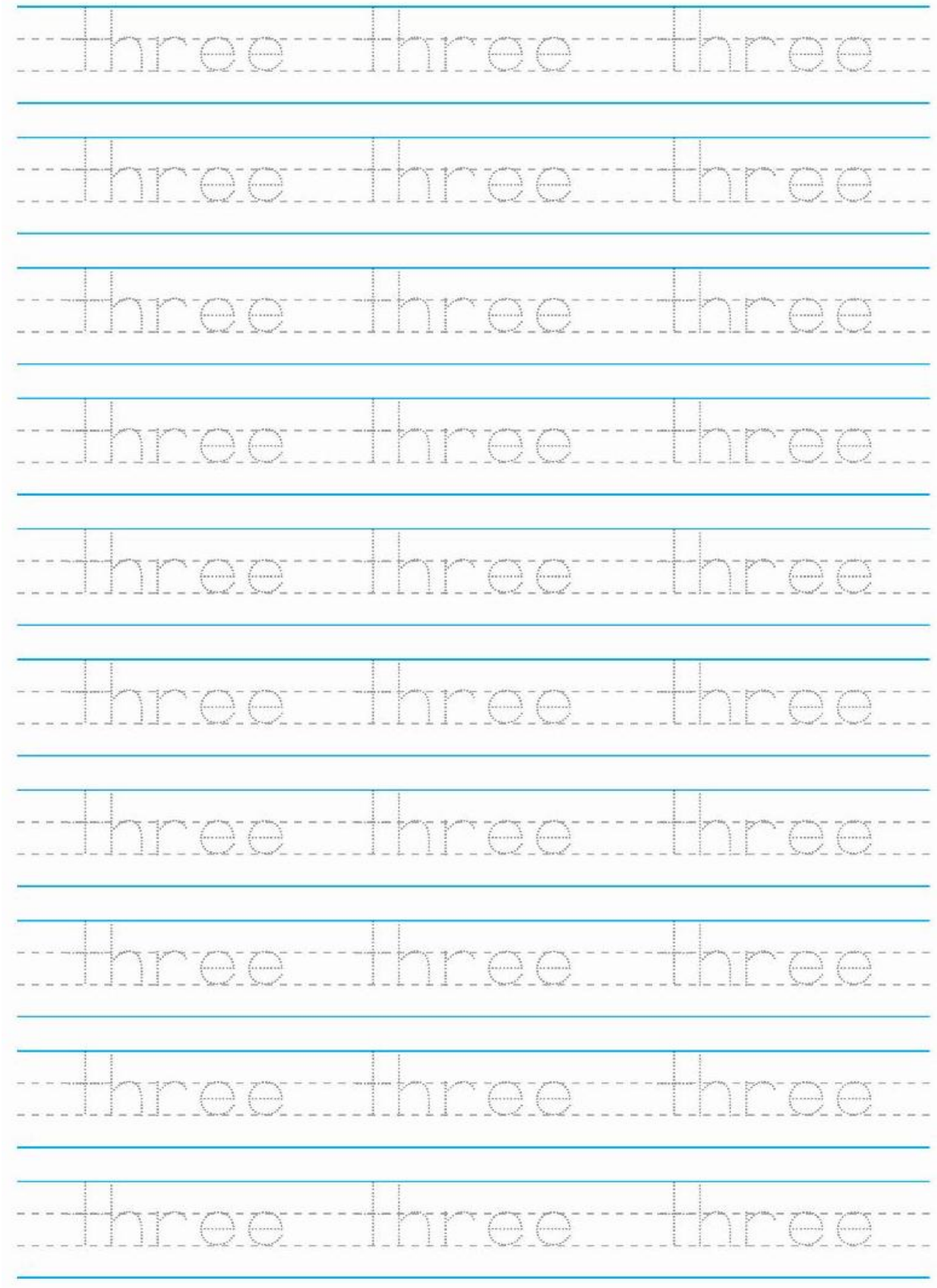
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Class: Nursery **Subject:** Math



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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): The Structure and Writing of the numeral number **"4"** and number word **"four"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 5 **Day:** 1

Students' Learning Objectives:

By the end of the session, the students will be able to:

- read, trace and write the numeral number "4" and number word "four".
- recognise number "4" sound and its vocabulary words listed in textbook.
- draw straight lines using fine motor skills in preparation of writing Number "4".
- hold or grip a pencil in a correct way to form Number "4".

Equipment & Material Required:

Textbook, Alphabet Charts, Whiteboard, Board Marker, Duster, Sand Tray

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: parrot, sparrow, pigeon, chair.

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 19. ➢ Can you count the objects which represent the Number "4"? ➢ How many legs are chair has? ➢ Name the animal which has four legs?	5 Minutes
<u>Development</u> **Model Reading:** • Tell the students that they are going to learn to write the numeral number "4" and number word "four". • Explain that they are going to learn how to write the numeral number "4" and number word "four". • Point to "4" on the number wall chart. Ask: What sound does this make? Praise and say: Yes, /Four/ … /4/ for ducks! Yes, /Four/ … /4/ for sparrows! • Show the students how to write the numeral number '4' on the board. Sound out /4/ four as you write it and then written in word "four". • Ask the students to make number Four a slanting line sleeping line and a standing line makes our number four (4). • Number "4" stands for four objects and it comes after number "3".	30 Minutes

Class: Nursery **Subject:** Math

• After that tell the student write numeral number "4" is written as a word like "Four". • Introduce some plurals objects to students to enhance their learning. For instance tell the students that a car have four wheels and van have also four wheels etc. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you. • Tell them that Numbers can change their forms and their sounds. • Write the numeral number "4" and number word "four" on the whiteboard or paste flashcards of the numeral number "4" and number word "four" on the whiteboard. • Repeat the sound of numeral number "4" and number word "four". • Encourage the students to recognize the sound of Number "4". • Instruct the students how to write the Number "4" by using your finger and write with it on flashcard of Number "4". When writing, say the instructions like; a slanting line sleeping line and a standing line makes our number four (4). • Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor. **Practice Activities:** • Give the students writing boards and markers or loose sheets and pencils for writing practice. • Give them flash cards and ask them to pick the flash cards having the numeral number "4" and number word "four". • Ask the students to complete the tracing activity on textbook pg. no. 19. • Help and guide them wherever needed.	
Assessment: • Assess the students by checking their written work. ➢ Are the children able to form the numeral number "4" and number word "four" correctly? ➢ Do they recognize the number '4' words?	5 Minutes
Homework: Assign the students to draw chair legs activity pg. no. 19 of the textbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Different activities of the Number **"4"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 5 **Day:** 2

Students' Learning Objectives:

By the end of the session, the students will be able to:

- recognize with Number "4" by using spindle boxes activity.
- Practice and formation of Number "4" by using Sandpaper Number activity.

Equipment & Material Required:

Cut out of sandpaper and mounted on separate green boards, Four boxes exactly the same, each with five compartments. At the back of each compartment is painted a symbol in black, starting from 0 and progressing serially up to 23, A container with 45 spindles.

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary:

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 19. ➢ Use 4 ice cream sticks to make a square. ➢ Name a things with four legs?	5 Minutes
Development **Model Reading:** • Greet learners by saying Assalam-o-Alaikum. Have the students come together as a group. • To motivate the students, begin by saying, "Today we'll be learning about number. Raise your hands if anyone of you know any number." • Randomly select students to share the numbers they know. This taps into their prior knowledge. • Paste number "4" flashcard on the board and let the student know that today we learning numbers and the number is "4". **Activity: 1** • Firstly divide the students in many pairs or groups and tell them we are going to Spindle box activity. • Introduce the students to the materials on the table and ask him to take it to your table.	30 Minutes

Class: Nursery **Subject:** Math

- Identify the compartments and numbers that the students knows. Point to them all, one at a time, and ask the students to name the number.
- Tell the students that these numbers will tell us how many spindles to put in the box.
- Point to number "4". Ask the students to read it and then say, "We will put "4" spindle in this box."
- Place spindles in the compartment.
- Do this activity own your own.
- Ask the children to take turns doing this activity one by one and the teacher goes around the class to review. Help children where needed.
- Have the children place the correct spindles in the compartments according to the number "4".
- Then ask the students to take it out of the spindles and put it back in the basket and tell him how many spindles he has kept.

Activity: 2

- Firstly divide the students in many pairs or groups and tell them we are going to Sandpaper Numbers activity.
- Introduce the students to carefully carry the box of Sandpaper Numbers to the left side of the table.
- Take the 1-card from the box and put it on the table in front of the Students.
- Slowly trace the number with the 2 primary fingers of you dominant hand and say, "This is Four. Four."
- Repeat the previous step 2 times.
- Ask the students if they would like to trace the 1-card and name the number 3 times, the slide the card to the left of the main work space.
- Repeat these steps with the 2-card and the 3-card.
- Evaluate the Students recognition of the numbers by asking them to show you, trace, and name a random number from the 3 cards that are out.
- Complete the previous step with each of the 3 cards.
- Begin the recall phase of the lesson by pointing to each of the 3 cards at random and asking the child to trace and name each one.
- Have the child return the material to the shelf.

Practice Activities:

- Give the students spare time and required materials of both activities to make practice.
- Give them Spindle box, Sandpaper Numbers box and ask them to do activity of the Number "4".
- Ask the students to complete the tracing activity "4" on textbook pg. no. 19.
- Help and guide them wherever needed.

Assessment: 5 Minutes

- Assess the students by checking their written work.
  - Are the student able to form the Numbers correctly?

Class: Nursery **Subject:** Math

➢ Do they recognize the number '4' words?	
Homework: Assign the students to solve the count and match activity 2 pg. no. 19 of the textbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Introduction to the Number **"5"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 5 **Day:** 3

Students' Learning Objectives:

By the end of the session, the students will be able to:

- answer the questions by listening the story carefully.
- recognize the name, sound and graphical representation of the Number "5".
- pronounce the number word starting with the Number "5" correctly.
- identify the images which are starting with the Number "5".

Equipment & Material Required:

Audio Visual Aids (Number "5" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: little, mice, five, playing, tall, long, face, small, chin.

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take five keys or keys picture in the classroom. Ask some questions about it. ➢ What is it? ➢ Have you ever see key before? ➢ Which material is use to make key?	5 Minutes
<u>Development</u> **Model Reading & Methodology:** • Tell the students that we are going to start learning about numbers. Raise your hands if anyone of you knows any number." • Raise your hands if anyone of you knows any number." • Explain them that we are going to read the fifth Number "5". • Show them the flash cards of the Number "5" and introduce its sound "Five". • Explain them the sound of the number '5' is / five /. • Show them number "5" flashcard and instruct the children to say the name of the number, i.e. '5' and emphasize the sound / five /. • Tell the story of number '5' with proper impressions, showing the pictures given on pages 20, of the textbook.	30 Minutes

Class: Nursery **Subject:** Math

- Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).
- Appreciate the students' participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

What is the sound of number **/5/**?	How many mice were there in the image?
Where did one of the mice stand?	Where the mice play together?

- Without telling them the moral of the story, ask the students "What did they get from the story?"
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story, you must use your body language, have expression in your voice with varying volume and stress.
- Use your prepared flash cards in story telling process.
- Encourage their participation in natural environment.
- Ask every student to share their views.
- Ask the students to look at the "page no. 20" on the textbook,
- Show the children the name and sound of the Number '5' by using the flash cards.
- In the vocabulary of the story, mark the sound of '5' first, then ask the children.
- Instruct the children to look carefully at the pages of number '5' on the textbook. Then turn your finger on '5' five to seven times.
- Read the story given at the bottom of the page "20" and ask the children the number that come in it, the opening sound is / five /.

Assessment: 5 Minutes

To assess the students, ask them some questions, i.e.:

- What is the name and sound of the Number you have read just now?
- How many objects are required for number "5".

Homework:

Ask the students to look carefully at the Number and objects given on the textbook, pg. no 20.

- Identify the images given on pg. no. 20 of the textbook.

Evaluation of Learning:

Evaluation of Teaching:

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Introduction to the Vocabulary of the Number **"5"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 5 **Day:** 4

Students' Learning Objectives:

By the end of the session, the students will be able to:

- learn the poem orally.
- demonstrate the poem with actions.
- enhance their listening, speaking and imagination skills.

Equipment & Material Required:

Audio Visual Aids (Number "5" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: little, mice, five, playing, tall, long, face, small, chin.

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the students, i.e.: ➢ Have you ever listened any rhyme? ➢ What is the colour of all mice? ➢ Did you ever see mouse in you home?	5 Minutes
Development **Model Reading:** • Paste the flash cards of the poem on the whiteboard. • Tell the students that they are going to learn a poem. **Demonstration:** • Teach the rhyme in Five simple steps: ➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme), ➢ **recognizing rhyme** (the child can identify Five words that rhyme), ➢ **producing rhyme** (a child can think of a word that rhymes with another). • Encourage their participation. • Play the CD and ask the students to listen this rhyme. • After listening the audio visual aids, read the rhyme with intonation and stress. **Rhyme:** Five little mice Playing in the park.	30 Minutes

Class: Nursery **Subject:** Math

Their tails are long,
Their faces are small,
They haven't any chin at all.

- While reciting the rhyme you must use your body language, have expressions in your voice with varying volume and stress.
- Ask the students to repeat the rhyme after you with intonation.
- Repeat the rhyme at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhyme with intonation and physical expressions.
- Encourage their participation in natural environment.

Practice Activities:

- After that ask the students to open the textbook on page no. 21.
- Put your finger to the Number /5/ and then read.
- Help them remember the sound of the Number /5/ by using the picture as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example, say:** student puts his finger on Number /5/ and say *Five is for f-fi-ve*.

Put your finger on the page and tell me where **'5'** is?	Put your finger on the page and tell where the **'mouse** is?
Put your finger on the page and tell where the **'see-saw'** is?	Put your finger on the page and tell where the **'park'** is?

- Write the "5" on the whiteboard and say the Number name and voice.
- Repeat the Number "5" and its voice at least 4-5 times and then tell more vocabulary starting with the Number "5".
  - **For Example:** **/5/** mice, **/5/** balloons, **/5/** fish
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Now, describe the "Moral Values" to the students given at the edge of page no. 20.
- Ask the children to open page no. 21 of the textbook and do the activity 1.

Assessment: 5 Minutes

- Place some different objects or pictures of the objects having with "5" number in the class, such as an eggs, toy chicks and erasers, etc.
- Ask the students at a time to find an object or a picture which have number "5".
- Ask them to name the object while stressing on the number name and sound. Or
- Show the pictures of "5" rulers, "5" pears, "5" pens in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening number sound.

Homework:

Ask the students to look carefully at the Number and objects on the textbook, pg. no 20-21.

- Identify the images given on pg. no. 20 of the textbook.

Class: Nursery **Subject:** Math

• Ask the students to tracing number and number word activity 1 of the textbook given on page no. 21.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): The Structure and Writing of the numeral number **"5"** and number word **"five"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 5 **Day:** 5

Students' Learning Objectives:

By the end of the session, the students will be able to:

- read, trace and write the numeral number "5" and number word "five".
- recognise number "5" sound and its vocabulary words listed in textbook.
- draw straight lines using fine motor skills in preparation of writing Number "5".
- hold or grip a pencil in a correct way to form Number "5".

Equipment & Material Required:

Textbook, Alphabet Charts, Whiteboard, Board Marker, Duster, Sand Tray

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: finger, hand, mice.

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 20. ➢ Can you count the objects which represent the Number "5"? ➢ Where do the mice live? ➢ How many fingers do you have in one hand?	5 Minutes
Development **Model Reading:** • Tell the students that they are going to learn to write the numeral number "5" and number word "five". • Explain that they are going to learn how to write the numeral number "5" and number word "five". • Point to "5" on the number wall chart. Ask: What sound does this make? Praise and say: Yes, /Five/ … /5/ for mice! Yes, /Five/ … /5/ for fish! • Show the students how to write the numeral number '5' on the board. Sound out /5/ five as you write it. • Ask the students to make number Five a sleeping line a standing line and a curve to the bottom makes our number five (5). • Number "5" stands for five objects and it comes after number "4".	30 Minutes

Class: Nursery **Subject:** Math

• After that tell the student write numeral number "5" is written as a word like "Five". • Introduce some plurals objects to students to enhance their learning. For instance tell the students that a star have five corner and we have also five fingers in our hand, etc. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you. • Tell them that Numbers can change their forms and their sounds. • Write the numeral number "5" and number word "five" on the whiteboard or paste flashcards of the numeral number "5" and number word "five" on the whiteboard. • Repeat the sound of numeral number "5" and number word "five". • Encourage the students to recognize the sound of Number "5". • Instruct the students how to write the Number "5" by using your finger and write with it on flashcard of Number "5". When writing, say the instructions like; a sleeping line a standing line and a curve to the bottom makes our number five (5). • Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor. **Practice Activities:** • Give the students writing boards and markers or loose sheets and pencils for writing practice. • Give them flash cards and ask them to pick the flash cards having the numeral number "5" and number word "five". • Ask the students to complete the tracing activity on textbook pg. no. 21. • Help and guide them wherever needed.	
Assessment: • Assess the students by checking their written work. ➢ Are the children able to form the numeral number "5" and number word "five" correctly? ➢ Do they recognize the number '5' words?	5 Minutes
Homework: Assign the students to draw balloon activity pg. no. 21 of the textbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

Class: Nursery **Subject:** Math

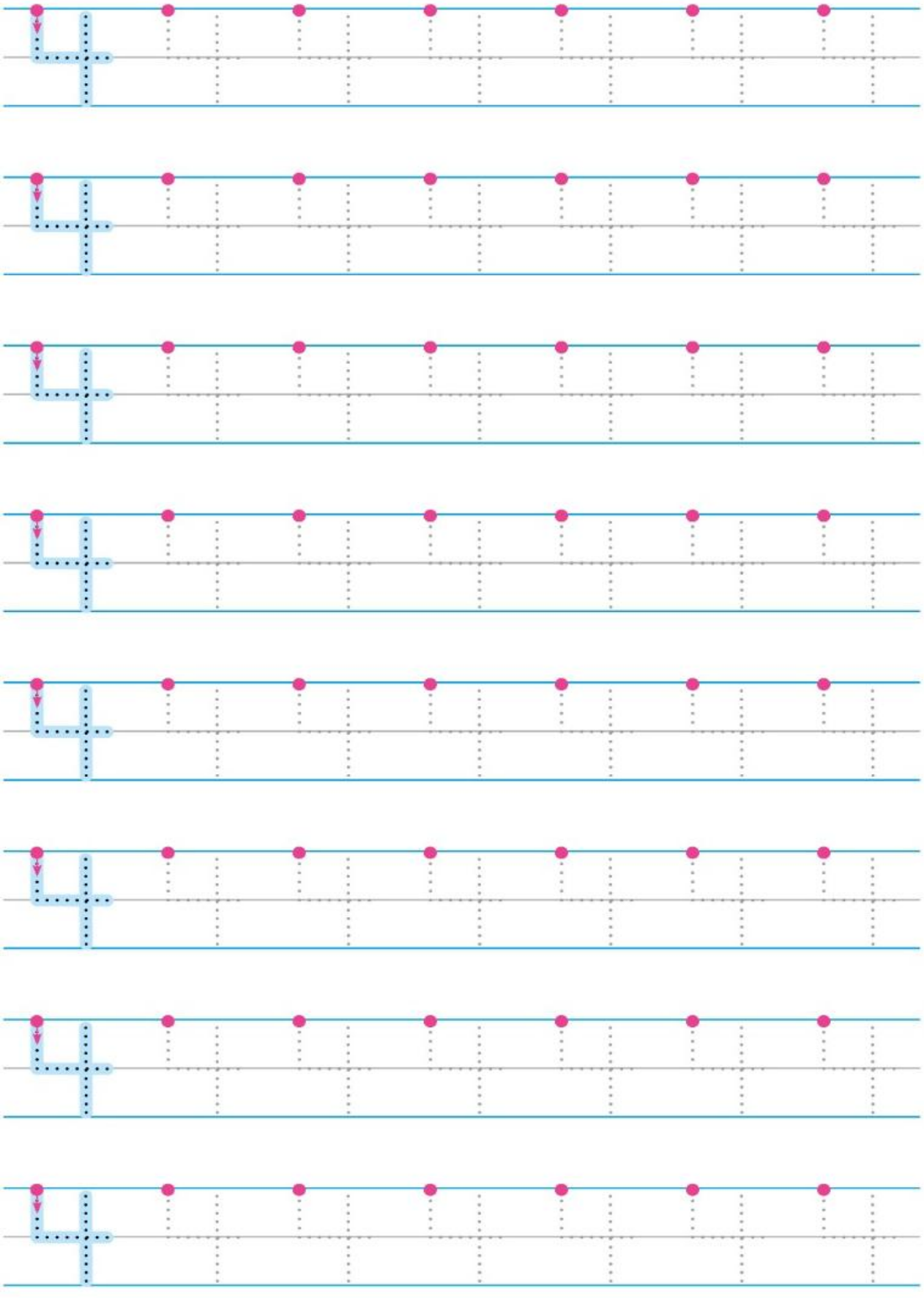
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Class: Nursery **Subject:** Math

Worksheet of number & number word “4” (For Day 2)

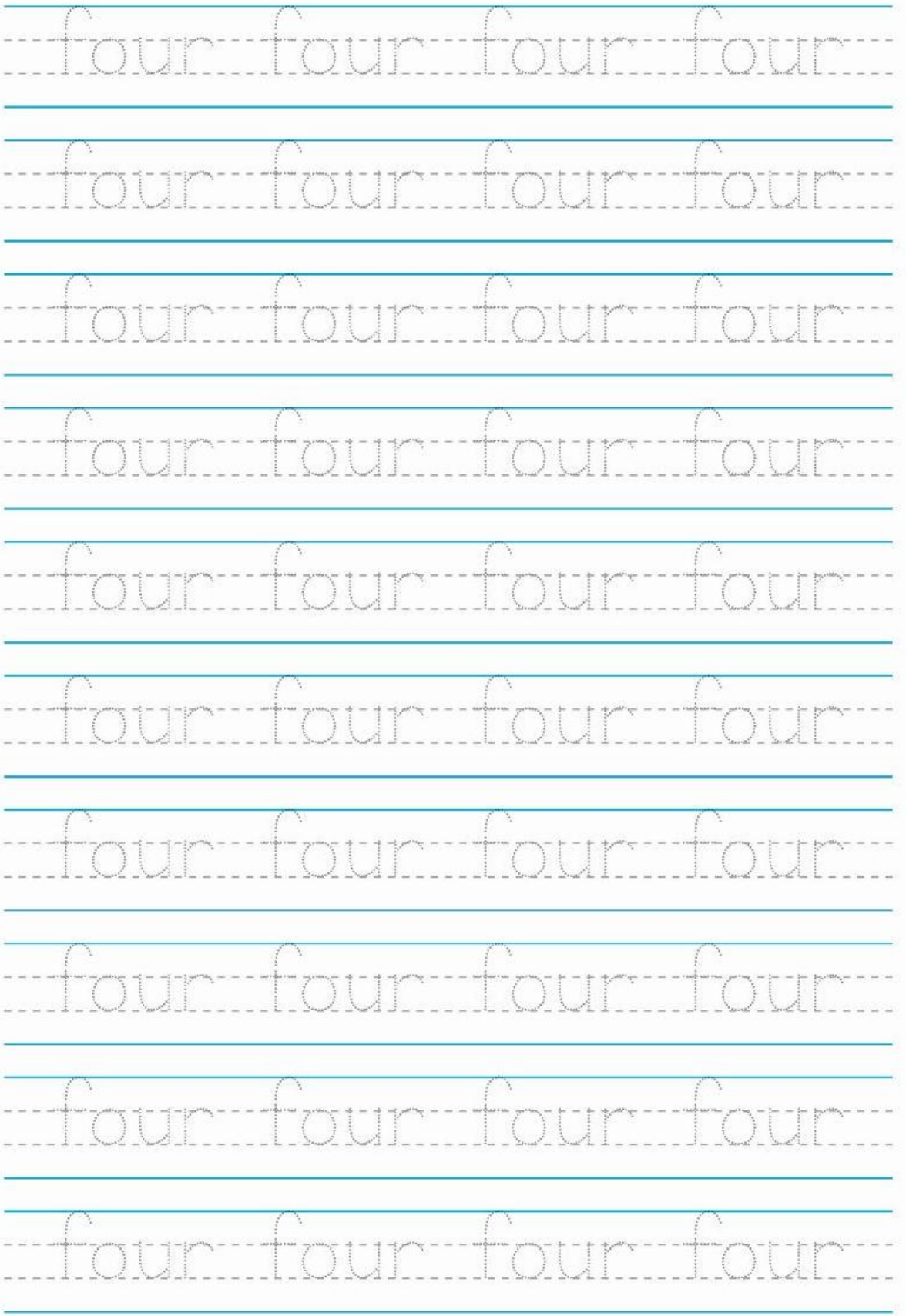
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Class: Nursery **Subject:** Math



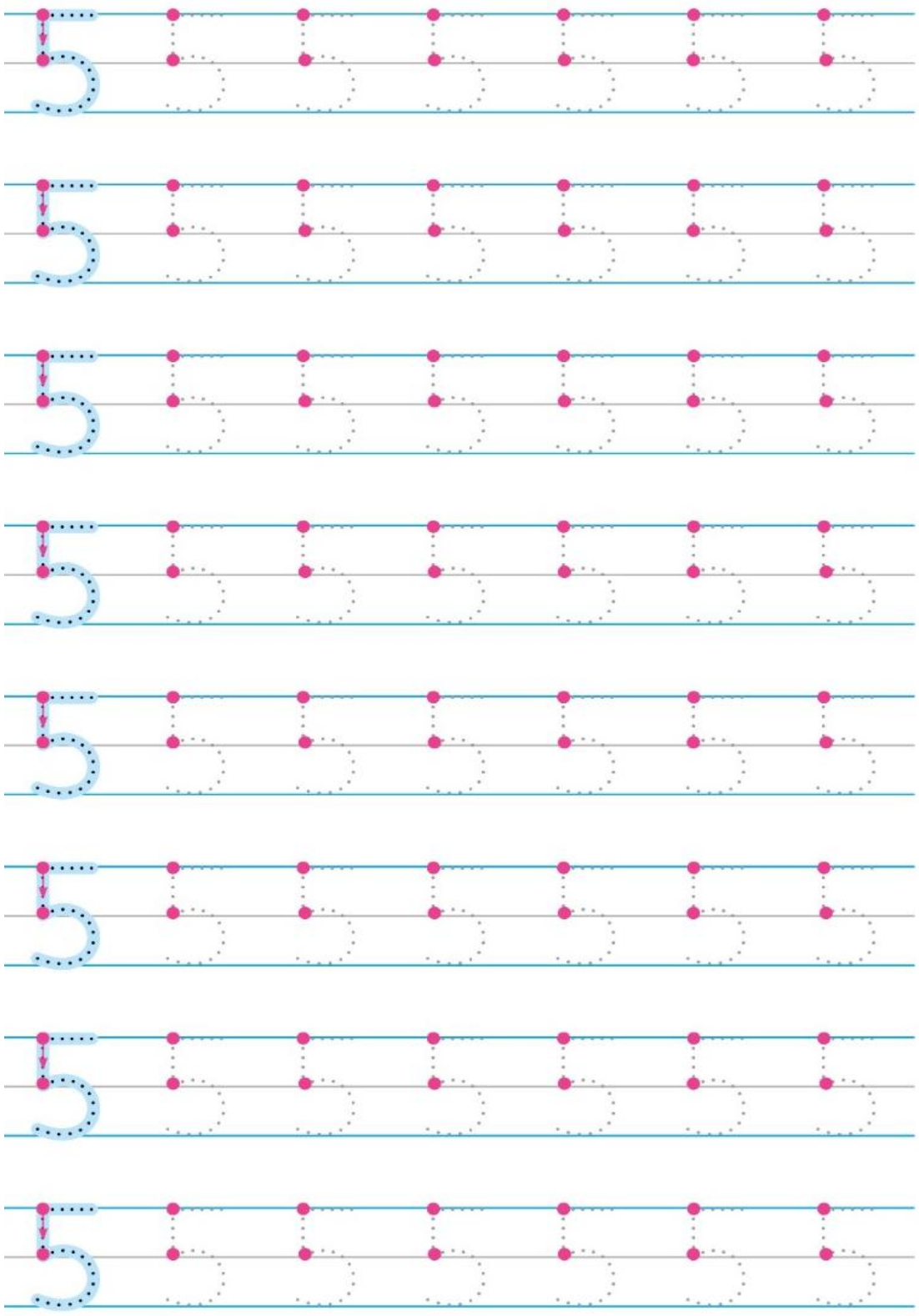
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Class: Nursery **Subject:** Math

Worksheet of number & number word "5" (For Day 5)

(Take a print and do practice on it)



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Class: Nursery **Subject:** Math



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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Different activities of the Number **"5"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 6 **Day:** 1

Students' Learning Objectives:

By the end of the session, the students will be able to:

- recognize with Number "5" by using spindle boxes activity.
- Practice and formation of Number "5" by using Sandpaper Number activity.

Equipment & Material Required:

Cut out of sandpaper and mounted on separate green boards, Five boxes exactly the same, each with five compartments. At the back of each compartment is painted a symbol in black, starting from 0 and progressing serially up to 27, A container with 45 spindles.

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary:

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 21. ➢ How many fingers do you have in a hand? ➢ Look at your home and count the things that are "5" in number	5 Minutes
Development **Model Reading:** • Greet learners by saying Assalam-o-Alaikum. Have the students come together as a group. • To motivate the students, begin by saying, "Today we'll be learning about number. Raise your hands if anyone of you know any number." • Randomly select students to share the numbers they know. This taps into their prior knowledge. • Paste number "5" flashcard on the board and let the student know that today we learning numbers and the number is "5". **Activity: 1** • Firstly divide the students in many pairs or groups and tell them we are going to Spindle box activity. • Introduce the students to the materials on the table and ask him to take it to your table.	30 Minutes

- Identify the compartments and numbers that the students knows. Point to them all, one at a time, and ask the students to name the number.
- Tell the students that these numbers will tell us how many spindles to put in the box.
- Point to number “5”. Ask the students to read it and then say, "We will put “5” spindle in this box."
- Place spindles in the compartment.
- Do this activity own your own.
- Ask the children to take turns doing this activity one by one and the teacher goes around the class to review. Help children where needed.
- Have the children place the correct spindles in the compartments according to the number “5”.
- Then ask the students to take it out of the spindles and put it back in the basket and tell him how many spindles he has kept.

Activity: 2

- Firstly divide the students in many pairs or groups and tell them we are going to Sandpaper Numbers activity.
- Introduce the students to carefully carry the box of Sandpaper Numbers to the left side of the table.
- Take the 1-card from the box and put it on the table in front of the Students.
- Slowly trace the number with the 2 primary fingers of you dominant hand and say, “This is Five. Five.”
- Repeat the previous step 2 times.
- Ask the students if they would like to trace the 1-card and name the number 3 times, the slide the card to the left of the main work space.
- Repeat these steps with the 2-card and the 3-card.
- Evaluate the Students recognition of the numbers by asking them to show you, trace, and name a random number from the 3 cards that are out.
- Complete the previous step with each of the 3 cards.
- Begin the recall phase of the lesson by pointing to each of the 3 cards at random and asking the child to trace and name each one.
- Have the child return the material to the shelf.

Practice Activities:

- Give the students spare time and required materials of both activities to make practice.
- Give them Spindle box, Sandpaper Numbers box and ask them to do activity of the Number “5”.
- Ask the students to complete the count and circle number activity “5” on textbook pg. no. 21.
- Help and guide them wherever needed.

Assessment: 5 Minutes

- Assess the students by checking their written work.

Class: Nursery **Subject:** Math

➢ Are the student able to form the Numbers correctly? ➢ Do they recognize the number '5' words?	
Homework: Assign the students to draw and colouring activity pg. no. 21, 30 of the textbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Revision the Numbers **"1, 2, 3, 4, 5"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 6 **Day:** 2

Students' Learning Objectives:

By the end of the session, the students will be able to:

- revise the rhyme with proper actions.
- revise their listening, speaking and imagination skills.
- revise the reading, tracing and writing of "1, 2, 3, 4, 5" and number words.
- revise "1, 2, 3, 4, 5" sound and their vocabulary words listed in textbook.

Equipment & Material Required:

Audio Visual Aids (Numbers "1, 2, 3, 4, 5"), Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: roaster, house, garden, cat, tail, starfish, jellyfish, dolphin, cow, milk, moo, moo, friendly, ears, grumpy, goats, eating fresh, green, grass, beautiful, ducks, drake, quacks, four, drum, chance, little, mice, five, playing, tall, long, face, small, chin.

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the students, i.e.: ➢ Have you ever see cow before? ➢ Have you ever see duck before? ➢ Have you ever eaten an egg?	5 Minutes
Development **Practice Activities:** • Paste the flash cards of the poems on the whiteboard. • Tell the students that they are going to revise the previous lessons. • Revise the rhymes in three simple steps: ➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme), ➢ **recognizing rhyme** (the child can identify two words that rhyme), ➢ **producing rhyme** (a child can think of a word that rhymes with another). • Encourage their participation. • Ask the children which of the poems they have read so far, has they liked the most? • Play their favourite poem CD. After each poem, ask which Numbers is this poem?	30 Minutes

Class: Nursery **Subject:** Math

- While reciting the rhymes you must use your body language, have expressions in your voice with varying volume and stress.
- Ask the students to repeat the rhymes after you with intonation.
- Repeat the rhymes at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhymes with intonation and physical expressions.
- Ask for the name and sound of the Numbers. Also ask for the names of the things that start with the Numbers 1, 2, 3, 4, 5.
- Then open the Math textbook, pg. no. 12 to 21 and read each number turn by turn.
- Encourage their participation in natural environment.
- Put your finger to the Numbers 1, 2, 3, 4, 5 and then read.
- Help them remember the sound of the Numbers by using the pictures as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example, say:** student puts his finger on number /1/ and say *one is for o-o-ne*.

Put your finger on the pages and tell me where **'1, 2, 3, 4, 5'** is?	Put your finger on the page and tell where the **'rooster'** is?
Put your finger on the page and tell where the **'cows'** are?	Put your finger on the page and tell where the **'goats'** are?
Put your finger on the page and tell where the **'ducks'** are?	Put your finger on the page and tell where the **'mice'** are?

- Repeat the Numbers "1, 2, 3, 4, 5" and their voices at least 4-5 times and then tell more vocabulary starting with the Numbers "1, 2, 3, 4, 5".
- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Show the students how to write the Numbers and number words '1, 2, 3, 4, 5' on the board.
- Help the students to solve the given Reinforcement activities pg. no. 13, 15, 17, 19, 21, 22, 23 of the textbook.

Assessment: 5 Minutes

- Place some objects or pictures of the objects having with "1, 2, 3, 4, 5" numbers in the class.
- Ask the students at a time to find an object or a picture which have with "1, 2, 3, 4, 5" numbers.
- Show the pictures of a rooster, ducks, cows, goats, mice in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening number sound.

Homework:

Class: Nursery **Subject:** Math

Ask the students to look carefully at the Numbers and objects on the textbook pg. no. 12-21. • Identify the images given on pg. no. 12-21 of the textbook. • Practise all the activities given on pg. no. 13, 15, 17, 19, 21, 22, 23 of the textbook. • Practise the Numbers "1, 2, 3, 4, 5" as written activity.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): One to One Correspondence & "More & Less"
Period (s) / Time: 1 / 40 min **Term:** 1st
Week: 6 **Day:** 3

Students' Learning Objectives:
By the end of the session, the students will be able to:

- identify one to one correspondence and More and Less objects from their surroundings.
- differentiate between More and Less objects.
- sort one to one correspondence and Less objects as More and Less.

Equipment & Material Required:
Textbook, Objects of Less Sizes, Flashcards of one to one correspondence and More and Less Objects, Picture Cards of Less objects, Blank Pages, Whiteboard, Board Marker, Duster.

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: animals, mother, baby, colour, more, less, pear, apple, banana, orange,

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a one to one correspondence object in the classroom. Ask some questions about it. ➢ What is it? ➢ Have you ever seen cow baby before? ➢ How many colours of caps do you see?	5 Minutes
<u>Development</u> **Model Reading & Methodology:** • Tell the students that we are going to start learning about one to one correspondence and More & Less. Raise your hands if anyone of you knows any More and Less object." • Raise your hands if anyone of you knows any one to one correspondence animals." • Practice this with students and encourage their participation. • Draw or paste three picture cards of Less objects (varying in Less) on the white board. • Ask the students to identify the More object. Write More object name under it. • Tell the students that the other object is "Less" in shape as compare to the previous object and label that object as "Less". • Now, remove the More object and label of Less object. Paste or draw any object which is Less as compare to the object which you labeled as "Less" previously.	30 Minutes

Class: Nursery **Subject:** Math

• Again, ask the students to identify the More object between these two objects. • The object which you label as Less become More as compare to the other object and other object is Less. • Repeat the process with Less objects so students can grasp the comparative concept. • After doing much practice, have students gather in a circle and have basket full of Less objects having Less shapes. • Start by comparing any two objects of Less shapes. One object in right hand and other in left hand to identify the Shape difference. Ask the students to identify which one is More and which one is Less. • Encourage students to take the objects in their hands one by one to feel the difference in shape. • Explain the concept of Less shapes with everyday examples. • Tell any imaginary story of More and Less with proper impressions, showing the pictures given on pages 48, of the textbook. • Now, tell them the story by using TPI (Total Personal Interaction) method. • For telling a story, you must use your body language, have expression in your voice with varying volume and stress. • Paste flashcards of Less objects and demonstrate which the More objects are and which are Less. • Ask the students to look at the "page no. 24, 25" on the textbook, • In the vocabulary of the object, mark the one to one correspondence and More & Less object, then ask the children. • Instruct the children to look carefully at the pages of '24, 25' on the textbook. Then mark your finger on 'More and Less' object. And then solve the **activity** on the page "24, 25"	
Assessment: To assess the students, ask them some questions, i.e.: • What is the colour of apple? • What is the colour of banana?	5 Minutes
Homework: Ask the students to look carefully at the one to one correspondence and More & Less and objects given on the textbook, pg. no 24, 25. • Identify the images and solve the **activity** given on pg. no. 24, 25 of the textbook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Introduction to the Number **"6"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 6 **Day:** 4

Students' Learning Objectives:

By the end of the session, the students will be able to:

- answer the questions by listening the story carefully.
- recognize the name, sound and graphical representation of the Number "6".
- pronounce the number word starting with the Number "6" correctly.
- identify the images which are starting with the Number "6".

Equipment & Material Required:

Audio Visual Aids (Number "6" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: six, mushroom, room, wearing funny, hats, morning.

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take six mushrooms or mushrooms picture in the classroom. Ask some questions about it. ➢ What is it? ➢ Have you ever see mushroom before? ➢ What is the colour of mushroom?	5 Minutes
<u>Development</u> **Model Reading & Methodology:** • Tell the students that we are going to start learning about numbers. Raise your hands if anyone of you knows any number." • Raise your hands if anyone of you knows any number." • Explain them that we are going to read the fifth Number "6". • Show them the flash cards of the Number "6" and introduce its sound "Six". • Explain them the sound of the number '6' is / six /. • Show them number "6" flashcard and instruct the children to say the name of the number, i.e. '6' and emphasize the sound / six /. • Tell the story of number '6' with proper impressions, showing the pictures given on pages 26, of the textbook.	30 Minutes

Class: Nursery **Subject:** Math

- Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).
- Appreciate the students' participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

What is the sound of number **/6/**?	How many mushrooms are there in the image?
Name the objects at you home that are six (6) in number.	How many colour of all the mushrooms in the image?

- Without telling them the moral of the story, ask the students "What did they get from the story?"
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story, you must use your body language, have expression in your voice with varying volume and stress.
- Use your prepared flash cards in story telling process.
- Encourage their participation in natural environment.
- Ask every student to share their views.
- Ask the students to look at the "page no. 26" on the textbook,
- Show the children the name and sound of the Number '6' by using the flash cards.
- In the vocabulary of the story, mark the sound of '6' first, then ask the children.
- Instruct the children to look carefully at the pages of number '6' on the textbook. Then turn your finger on '6' six to seven times.
- Read the story given at the bottom of the page "26" and ask the children the number that come in it, the opening sound is / six /.

Assessment: 5 Minutes

To assess the students, ask them some questions, i.e.:

- What is the name and sound of the Number you have read just now?
- How many objects are required for number "6".

Homework:

Ask the students to look carefully at the Number and objects given on the textbook, pg. no 26.

- Identify the images given on pg. no. 26 of the textbook.

Evaluation of Learning:

Evaluation of Teaching:

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Introduction to the Vocabulary of the Number **"6"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 6 **Day:** 5

Students' Learning Objectives:

By the end of the session, the students will be able to:

- learn the poem orally.
- demonstrate the poem with actions.
- enhance their listening, speaking and imagination skills.

Equipment & Material Required:

Audio Visual Aids (Number "6" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: mushrooms, home, colour, six.

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the students, i.e.: ➢ Have you ever listened any rhyme? ➢ What is the colour of mushrooms? ➢ Where do we see mushroom?	5 Minutes
Development **Model Reading:** • Paste the flash cards of the poem on the whiteboard. • Tell the students that they are going to learn a poem. **Demonstration:** • Teach the rhyme in Six simple steps: ➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme), ➢ **recognizing rhyme** (the child can identify Six words that rhyme), ➢ **producing rhyme** (a child can think of a word that rhymes with another). • Encourage their participation. • Play the CD and ask the students to listen this rhyme. • After listening the audio visual aids, read the rhyme with intonation and stress. **Rhyme:** Six tiny mushrooms, In the room,	30 Minutes

Wearing funny hats
When the morning sun blooms.

- While reciting the rhyme you must use your body language, have expressions in your voice with varying volume and stress.
- Ask the students to repeat the rhyme after you with intonation.
- Repeat the rhyme at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhyme with intonation and physical expressions.
- Encourage their participation in natural environment.

Practice Activities:

- After that ask the students to open the textbook on page no. 26.
- Put your finger to the Number /6/ and then read.
- Help them remember the sound of the Number /6/ by using the picture as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example, say:** student puts his finger on Number /6/ and say *Six is for s-si-x.*

Put your finger on the page and tell me where **'6'** is?	Put your finger on the page and tell where the **'mushrooms'** is?
Put your finger on the page and tell where the **'little boy'** is?	Put your finger on the page and tell where the **'pots'** is?

- Write the "6" on the whiteboard and say the Number name and voice.
- Repeat the Number "6" and its voice at least 4-5 times and then tell more vocabulary starting with the Number "6".
  - **For Example:** **/6/** mushroom, **/6/** pots
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Now, describe the "Moral Values" to the students given at the edge of page no. 26.
- Ask the children to open page no. 27 of the textbook and do the activity 1.

Assessment: 5 Minutes

- Place some different objects or pictures of the objects having with "6" number in the class, such as flowers, colour pencil and sharpener, etc.
- Ask the students at a time to find an object or a picture which have number "6".
- Ask them to name the object while stressing on the number name and sound. Or
- Show the pictures of "6" pencils, "6" apple, "6" carrots in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening number sound.

Homework:

Ask the students to look carefully at the Number and objects on the textbook, pg. no 26-27.

- Identify the images given on pg. no. 26 of the textbook.

Class: Nursery **Subject:** Math

• Ask the students to tracing number and number word activity 1 of the textbook given on page no. 27.	
Evaluation of Learning:	
Evaluation of Teaching:	

Class: Nursery **Subject:** Math

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): The Structure and Writing of the numeral number **"6"** and number word **"six"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 7 **Day:** 1

Students' Learning Objectives:

By the end of the session, the students will be able to:

- read, trace and write the numeral number "6" and number word "six".
- recognize number "6" sound and its vocabulary words listed in textbook.
- draw straight lines using fine motor skills in preparation of writing Number "6".
- hold or grip a pencil in a correct way to form Number "6".

Equipment & Material Required:

Textbook, Alphabet Charts, Whiteboard, Board Marker, Duster, Sand Tray

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary:.

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 27. ➢ Can you count the objects which represent the Number "6"? ➢ How many legs an ants has? ➢ What is the colour of ant?	5 Minutes
<u>Development</u> **Model Reading:** • Tell the students that they are going to learn to write the numeral number "6" and number word "six". • Explain that they are going to learn how to write the numeral number "6" and number word "six". • Point to "6" on the number wall chart. Ask: What sound does this make? Praise and say: Yes, /Six/ … /6/ for mushrooms! Yes, /Six/ … /6/ for pots! • Show the students how to write the numeral number '6' on the board. Sound out /6/ six as you write it and then written in word "six". • Ask the students to make number six a curve and a circle makes my number six (6). • Number "6" stands for six objects and it comes after number "5". • After that tell the student write numeral number "6" is written as a word like "six".	30 Minutes

Class: Nursery **Subject:** Math

• Introduce some plurals objects to students to enhance their learning. For instance tell the students that an insect have six legs and big van or truck have also six wheel, etc. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you. • Tell them that Numbers can change their forms and their sounds. • Write the numeral number "6" and number word "six" on the whiteboard or paste flashcards of the numeral number "6" and number word "six" on the whiteboard. • Repeat the sound of numeral number "6" and number word "six". • Encourage the students to recognize the sound of Number "6". • Instruct the students how to write the Number "6" by using your finger and write with it on flashcard of Number "6". When writing, say the instructions like; a curve and a circle makes our numeral number six (6). • Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor. **Practice Activities:** • Give the students writing boards and markers or loose sheets and pencils for writing practice. • Give them flash cards and ask them to pick the flash cards having the numeral number "6" and number word "six". • Ask the students to complete the tracing activity on textbook pg. no. 27. • Help and guide them wherever needed.	
Assessment: • Assess the students by checking their written work. ➢ Are the children able to form the numeral number "6" and number word "six" correctly? ➢ Do they recognize the number '6' words?	5 Minutes
Homework: Assign the students to colour the blocks according to the given numbers activity pg. no. 27 of the textbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Different activities of the Number **"6"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 7 **Day:** 2

Students' Learning Objectives:

By the end of the session, the students will be able to:

- Write number "6" by using Sand tray activity.
- Practise the number "6" by using printable tracing worksheet.

Equipment & Material Required:

Textbook, Flash Pictures, Whiteboard, Board Marker, Duster, sand tray, worksheet print, colour

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary:

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 27. ➢ Can you count the objects which represent the Number "6"? ➢ How many dots in number '6'? ➢ How many legs an ants has?	5 Minutes
Development **Model Reading:** • Greet learners by saying Assalam-o-Alaikum. Have the students come together as a group. • To motivate the students, begin by saying, "Today we'll be learning writing practise of number "6". Raise your hands if anyone of you know any number." • Randomly select students to share the numbers they know. This taps into their prior knowledge. • Paste number "6" flashcard on the board and let the student know that today we learning writing practise of number "6". **Activity: 1** • Firstly divide the students in many pairs or groups and tell them we are going to sand tray activity. • Introduce the students to the material like sand tray on the table and ask him to take it to your table.	30 Minutes

Class: Nursery **Subject:** Math

• Write the Number "6" on the whiteboard or paste flashcards of the Number "6" on the whiteboard. • Tell the students that Number "6" stands for single object. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you. • Instruct the students how to write the Number "6" by using your finger in the sand tray. When writing, say the instructions like; a curve and a circle makes my number six (6). • Ask the students to practise this one by one by writing in the sand tray more than Six to six time. **Activity: 2** • After doing Activity 1. • Tell them we are going to practice number "6" by using printable tracing worksheet. • Distribute the tracing worksheet of number "6" all the students. • Instruct the students how to write the tracing Number "6" by using your pencil in the worksheet. • When the tracing activity is complete, ask the student to fill in the colour of your own choice on the picture of number "6" in the worksheet. • Ask the student to fill in the colour of your own choice on the picture in the worksheet as well. **Practice Activities:** • Give the students sand tray for practice. • Ask the Students to take turns doing this activity one by one and the teacher goes around the class to review. • Help and guide them wherever needed.	
Assessment: • Assess the students by checking their written work. ➢ Are the student able to form the Numbers correctly? ➢ What does the number "6" stand for?	5 Minutes
Homework: Assign the students to practice trace activity of number "6" as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Introduction to the Number **"7"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 7 **Day:** 3

Students' Learning Objectives:

By the end of the session, the students will be able to:

- answer the questions by listening the story carefully.
- recognize the name, sound and graphical representation of the Number "7".
- pronounce the number word starting with the Number "7" correctly.
- identify the images which are starting with the Number "7".

Equipment & Material Required:

Audio Visual Aids (Number "7" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: seven, cats, meow, little, kitten, cuddle, play, sofa, lay

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take seven cats toy or cats picture in the classroom. Ask some questions about it. ➢ What is it? ➢ Have you ever see a cat before? ➢ Which colour of cat do you like the most?	5 Minutes
<u>Development</u> **Model Reading & Methodology:** • Tell the students that we are going to start learning about numbers. Raise your hands if anyone of you knows any number." • Raise your hands if anyone of you knows any number." • Explain them that we are going to read the fifth Number "7". • Show them the flash cards of the Number "7" and introduce its sound "Seven". • Explain them the sound of the number '7' is / seven /. • Show them number "7" flashcard and instruct the children to say the name of the number, i.e. '7' and emphasize the sound / seven /. • Tell the story of number '7' with proper impressions, showing the pictures given on pages 28, of the textbook.	30 Minutes

Class: Nursery **Subject:** Math

- Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).
- Appreciate the students' participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

What is the sound of number **/7/**?	How many cats are there in the images?
How many days in a week?	How many dots in the seven number?

- Without telling them the moral of the story, ask the students "What did they get from the story?"
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story, you must use your body language, have expression in your voice with varying volume and stress.
- Use your prepared flash cards in story telling process.
- Encourage their participation in natural environment.
- Ask every student to share their views.
- Ask the students to look at the "page no. 28" on the textbook,
- Show the children the name and sound of the Number '7' by using the flash cards.
- In the vocabulary of the story, mark the sound of '7' first, then ask the children.
- Instruct the children to look carefully at the pages of number '7' on the textbook. Then turn your finger on '7' seven to seven times.
- Read the story given at the bottom of the page "28" and ask the children the number that come in it, the opening sound is / seven /.

Assessment: 5 Minutes

To assess the students, ask them some questions, i.e.:

- What is the name and sound of the Number you have read just now?
- How many objects are required for number "7".

Homework:

Ask the students to look carefully at the Number and objects given on the textbook, pg. no 28.

- Identify the images given on pg. no. 28 of the textbook.

Evaluation of Learning:

Evaluation of Teaching:

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Introduction to the Vocabulary of the Number **"7"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 7 **Day:** 4

Students' Learning Objectives:

By the end of the session, the students will be able to:

- learn the poem orally.
- demonstrate the poem with actions.
- enhance their listening, speaking and imagination skills.

Equipment & Material Required:

Audio Visual Aids (Number "7" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: Cats, kitten, cuddle, play, sofa, lay, meow, meow, seven.

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the students, i.e.: ➢ Have you ever listened any rhyme? ➢ What are the colour of cats? ➢ Where do we see these colourful of cats?	5 Minutes
Development **Model Reading:** • Paste the flash cards of the poem on the whiteboard. • Tell the students that they are going to learn a poem. **Demonstration:** • Teach the rhyme in Seven simple steps: ➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme), ➢ **recognizing rhyme** (the child can identify Seven words that rhyme), ➢ **producing rhyme** (a child can think of a word that rhymes with another). • Encourage their participation. • Play the CD and ask the students to listen this rhyme. • After listening the audio visual aids, read the rhyme with intonation and stress. **Rhyme:** Meow, meow, meow, Seven little kittens,	30 Minutes

Have lost their mittens,
They cuddle and play,
on my sofa they lay.

- While reciting the rhyme you must use your body language, have expressions in your voice with varying volume and stress.
- Ask the students to repeat the rhyme after you with intonation.
- Repeat the rhyme at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhyme with intonation and physical expressions.
- Encourage their participation in natural environment.

Practice Activities:

- After that ask the students to open the textbook on page no. 29.
- Put your finger to the Number /7/ and then read.
- Help them remember the sound of the Number /7/ by using the picture as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example, say:** student puts his finger on Number /7/ and say *Seven is for s-se-ven*.

Put your finger on the page and tell me where **'7'** is?	Put your finger on the page and tell where the **'hats'** is?
Put your finger on the page and tell where the **'shirts'** is?	Put your finger on the page and tell where the **'purse'** is?

- Write the "7" on the whiteboard and say the Number name and voice.
- Repeat the Number "7" and its voice at least 4-5 times and then tell more vocabulary starting with the Number "7".
  - **For Example:** **/7/** hats, **/7/** shirts
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Now, describe the "Moral Values" to the students given at the edge of page no. 28.
- Ask the children to open page no. 29 of the textbook and do the activity 1.

Assessment: 5 Minutes

- Place some different objects or pictures of the objects having with "7" number in the class, such as flowers, colour pencil and sharpener, etc.
- Ask the students at a time to find an object or a picture which have number "7".
- Ask them to name the object while stressing on the number name and sound. Or
- Show the pictures of "7" bananas, "7" apple, "7" pear in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening number sound.

Homework:

Ask the students to look carefully at the Number and objects on the textbook, pg. no 28-29.

- Identify the images given on pg. no. 28 of the textbook.

Class: Nursery **Subject:** Math

• Ask the students to tracing number and number word activity 1 of the textbook given on page no. 29.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): The Structure and Writing of the numeral number **"7"** and number word **"seven"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 7 **Day:** 5

Students' Learning Objectives:

By the end of the session, the students will be able to:

- read, trace and write the numeral number "7" and number word "seven".
- recognise number "7" sound and its vocabulary words listed in textbook.
- draw straight lines using fine motor skills in preparation of writing Number "7".
- hold or grip a pencil in a correct way to form Number "7".

Equipment & Material Required:

Textbook, Alphabet Charts, Whiteboard, Board Marker, Duster, Sand Tray

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary:

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 29. ➢ Can you count the objects which represent the Number "7"? ➢ How many shoes are there in page no 29? ➢ How many dots are in "7" number?	5 Minutes
<u>Development</u> **Model Reading:** • Tell the students that they are going to learn to write the numeral number "7" and number word "seven". • Explain that they are going to learn how to write the numeral number "7" and number word "seven". • Point to "7" on the number wall chart. Ask: What sound does this make? Praise and say: Yes, /Seven/ … /7/ for cats! Yes, /Seven/ … /7/ for hats! • Show the students how to write the numeral number '7' on the board. Sound out /7/ seven as you write it and then written in word "seven". • Ask the students to make number seven a sleeping line and the slanting line makes my number seven (7). • Number "7" stands for seven objects and it comes after number "6".	30 Minutes

Class: Nursery **Subject:** Math

• After that tell the student write numeral number "7" is written as a word like "Seven". • Introduce some plurals objects to students to enhance their learning. For instance tell the students that an insect have seven days of a week. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you. • Tell them that Numbers can change their forms and their sounds. • Write the numeral number "7" and number word "seven" on the whiteboard or paste flashcards of the numeral number "7" and number word "seven" on the whiteboard. • Repeat the sound of numeral number "7" and number word "seven". • Encourage the students to recognize the sound of Number "7". • Instruct the students how to write the Number "7" by using your finger and write with it on flashcard of Number "7". When writing, say the instructions like; a sleeping line and the slanting line makes our numeral number seven (7). • Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor. **Practice Activities:** • Give the students writing boards and markers or loose sheets and pencils for writing practice. • Give them flash cards and ask them to pick the flash cards having the numeral number "7" and number word "seven". • Ask the students to complete the tracing activity on textbook pg. no. 29. • Help and guide them wherever needed.	
Assessment: • Assess the students by checking their written work. ➢ Are the children able to form the numeral number "7" and number word "seven" correctly? ➢ Do they recognize the number '7' words?	5 Minutes
Homework: Assign the students to count and colour activity 2 pg. no. 29 of the textbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

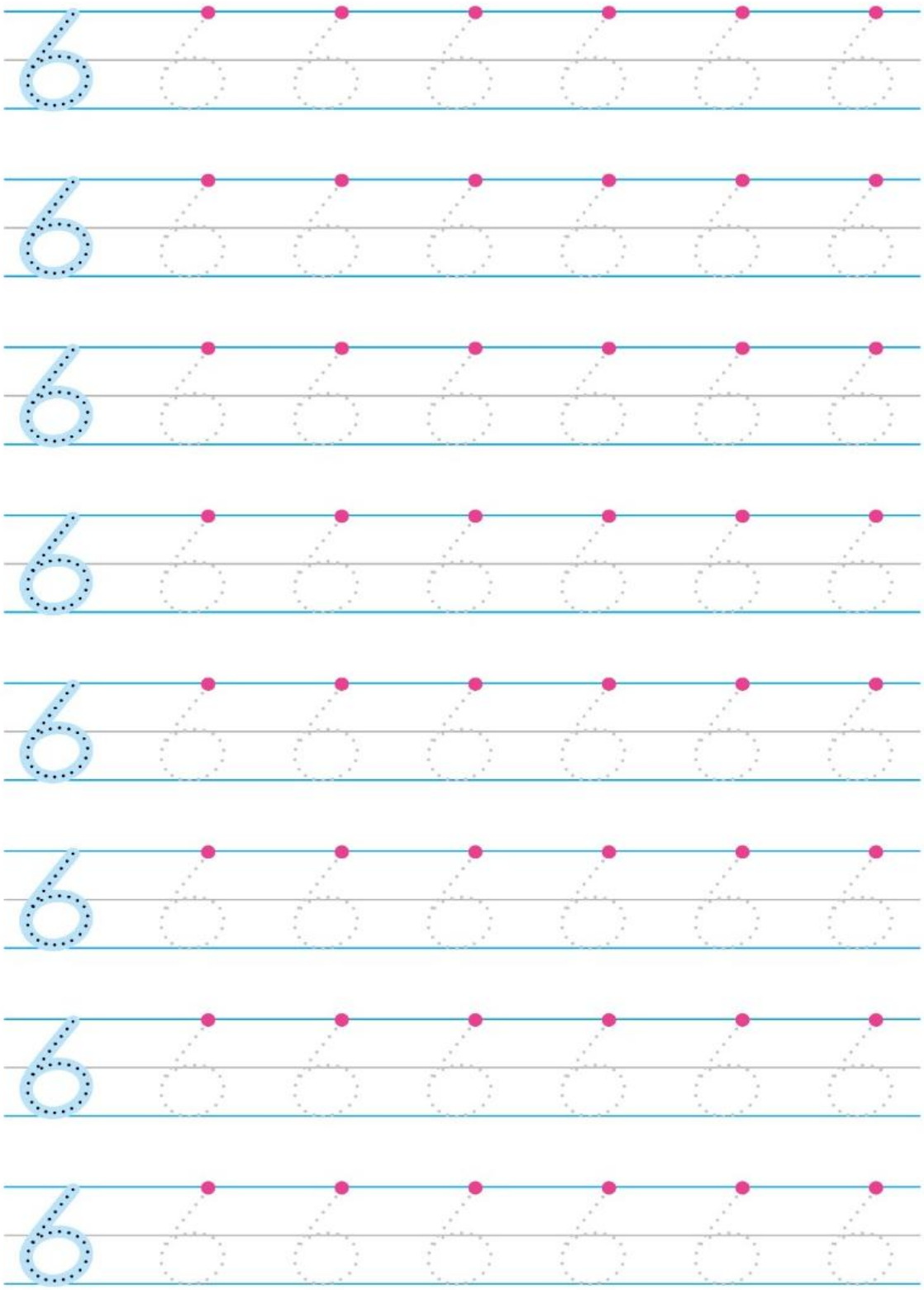
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Class: Nursery **Subject:** Math

Worksheet of number & number word "6" (For Day 2)

(Take a print and do practice on it)



Class: Nursery **Subject:** Math

six six six six

six six six six

six six six six

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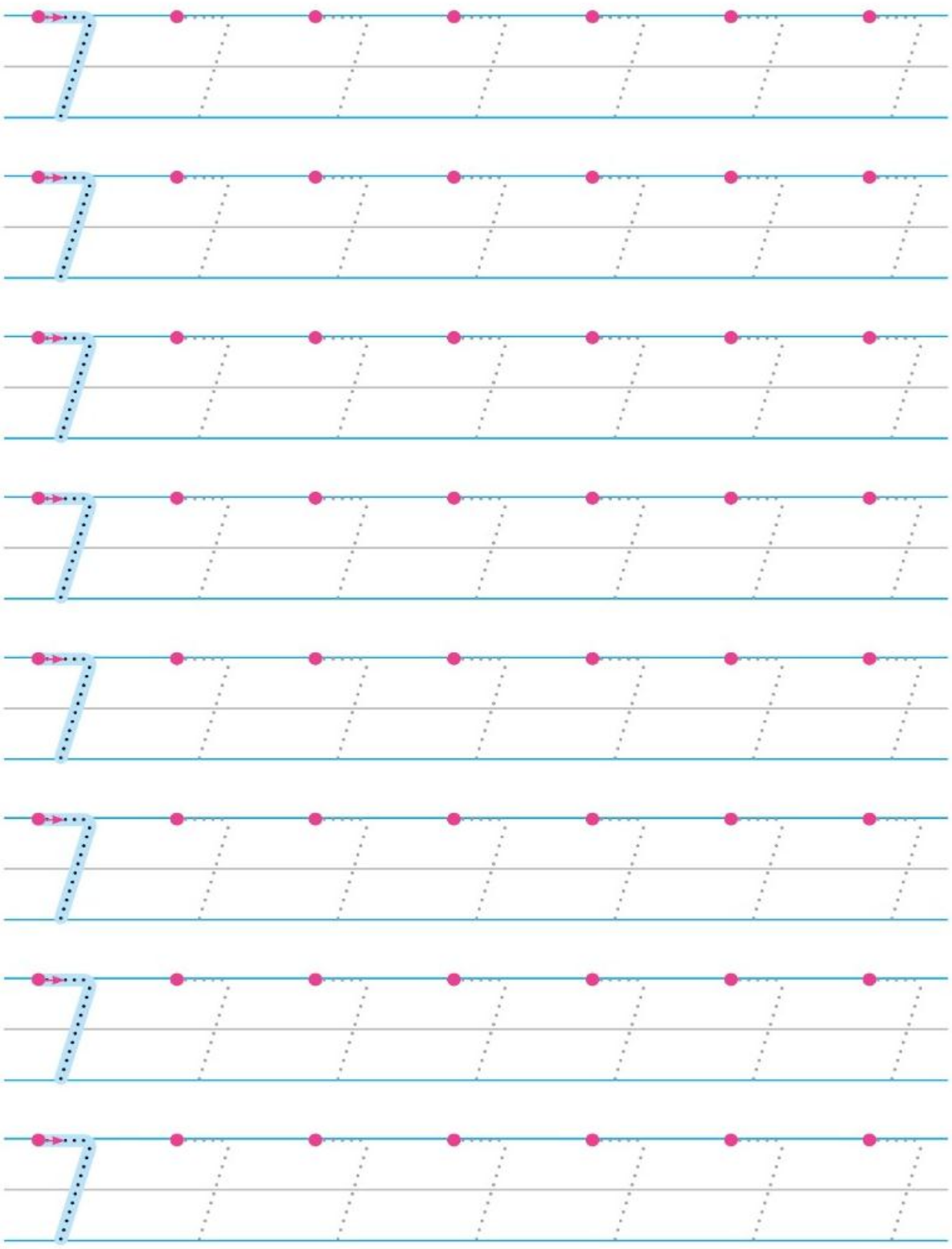
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Class: Nursery **Subject:** Math

Worksheet of number & number word "7" (For Day 5)

(Take a print and do practice on it)



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Class: Nursery **Subject:** Math



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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Different activities of the Number **"7"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 8 **Day:** 1

Students' Learning Objectives:

By the end of the session, the students will be able to:

- recognize with Number "7" by using spindle boxes activity.
- Practice and formation of Number "7" by using Sandpaper Number activity.

Equipment & Material Required:

Cut out of sandpaper and mounted on separate green boards, Seven boxes exactly the same, each with seven compartments. At the back of each compartment is painted a symbol in black, starting from 0 and progressing serially up to 29, A container with 45 spindles.

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary:

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 29. ➢ What are the colour of cats? ➢ Which colour of cats do you like the most?	5 Minutes
Development **Model Reading:** • Greet learners by saying Assalam-o-Alaikum. Have the students come together as a group. • To motivate the students, begin by saying, "Today we'll be learning about number. Raise your hands if anyone of you know any number." • Randomly select students to share the numbers they know. This taps into their prior knowledge. • Paste number "7" flashcard on the board and let the student know that today we learning numbers and the number is "7". **Activity: 1** • Firstly divide the students in many pairs or groups and tell them we are going to Spindle box activity. • Introduce the students to the materials on the table and ask him to take it to your table.	30 Minutes

- Identify the compartments and numbers that the students knows. Point to them all, one at a time, and ask the students to name the number.
- Tell the students that these numbers will tell us how many spindles to put in the box.
- Point to number "7". Ask the students to read it and then say, "We will put "7" spindle in this box."
- Place spindles in the compartment.
- Do this activity own your own.
- Ask the children to take turns doing this activity one by one and the teacher goes around the class to review. Help children where needed.
- Have the children place the correct spindles in the compartments according to the number "7".
- Then ask the students to take it out of the spindles and put it back in the basket and tell him how many spindles he has kept.

Activity: 2

- Firstly divide the students in many pairs or groups and tell them we are going to Sandpaper Numbers activity.
- Introduce the students to carefully carry the box of Sandpaper Numbers to the left side of the table.
- Take the 1-card from the box and put it on the table in front of the Students.
- Slowly trace the number with the 2 primary fingers of you dominant hand and say, "This is Seven. Seven."
- Repeat the previous step 2 times.
- Ask the students if they would like to trace the 1-card and name the number 3 times, the slide the card to the left of the main work space.
- Repeat these steps with the 2-card and the 3-card.
- Evaluate the Students recognition of the numbers by asking them to show you, trace, and name a random number from the 3 cards that are out.
- Complete the previous step with each of the 3 cards.
- Begin the recall phase of the lesson by pointing to each of the 3 cards at random and asking the child to trace and name each one.
- Have the child return the material to the shelf.

Practice Activities:

- Give the students spare time and required materials of both activities to make practice.
- Give them Spindle box, Sandpaper Numbers box and ask them to do activity of the Number "7".
- Ask the students to complete the colouring activity of number "7" on textbook pg. no.29.
- Help and guide them wherever needed.

Assessment: 5 Minutes

- Assess the students by checking their written work.
  - Are the student able to form the Numbers correctly?

Class: Nursery **Subject:** Math

➢ Do they recognize the number '7' words?	
Homework: Assign the students to count the cats and recognize its colour activity pg. no. 28 of the textbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Introduction to the Number **"8"**

Period (s) / Time: 1 / 46 min **Term:** 1st

Week: 8 **Day:** 2

Students' Learning Objectives:

By the end of the session, the students will be able to:

- answer the questions by listening the story carefully.
- recognize the name, sound and graphical representation of the Number "8".
- pronounce the number word starting with the Number "8" correctly.
- identify the images which are starting with the Number "8".

Equipment & Material Required:

Audio Visual Aids (Number "8" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: trees, birds, chirping, fly, day, grass, leaves,

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take eight bird's feathers or birds feather picture in the classroom. Ask some questions about it. ➢ What is it? ➢ Have you ever see birds feather before? ➢ What is the colour of bird feather?	5 Minutes
<u>Development</u> **Model Reading & Methodology:** • Tell the students that we are going to start learning about numbers. Raise your hands if anyone of you knows any number." • Raise your hands if anyone of you knows any number." • Explain them that we are going to read the fifth Number "8". • Show them the flash cards of the Number "8" and introduce its sound "Eight". • Explain them the sound of the number '8' is / eight /. • Show them number "8" flashcard and instruct the children to say the name of the number, i.e. '8' and emphasize the sound / eight /. • Tell the story of number '8' with proper impressions, showing the pictures given on pages 30, of the textbook.	30 Minutes

Class: Nursery **Subject:** Math

- Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).
- Appreciate the students' participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

What is the sound of number **/8/**?	How many birds are there in the image?
How many trees are there in the image?	What did the boy do in the image?

- Without telling them the moral of the story, ask the students "What did they get from the story?"
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story, you must use your body language, have expression in your voice with varying volume and stress.
- Use your prepared flash cards in story telling process.
- Encourage their participation in natural environment.
- Ask every student to share their views.
- Ask the students to look at the "page no. 30" on the textbook,
- Show the children the name and sound of the Number '8' by using the flash cards.
- In the vocabulary of the story, mark the sound of '8' first, then ask the children.
- Instruct the children to look carefully at the pages of number '8' on the textbook. Then turn your finger on '8' eight to eight times.
- Read the story given at the bottom of the page "30" and ask the children the number that come in it, the opening sound is / eight /.

Assessment: 5 Minutes

To assess the students, ask them some questions, i.e.:

- What is the name and sound of the Number you have read just now?
- How many objects are required for number "8".

Homework:

Ask the students to look carefully at the Number and objects given on the textbook, pg. no 30.

- Identify the images given on pg. no. 30 of the textbook.

Evaluation of Learning:

Evaluation of Teaching:

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Introduction to the Vocabulary of the Number **"8"**

Period (s) / Time: 1 / 46 min **Term:** 1st

Week: 8 **Day:** 3

Students' Learning Objectives:

By the end of the session, the students will be able to:

- learn the poem orally.
- demonstrate the poem with actions.
- enhance their listening, speaking and imagination skills.

Equipment & Material Required:

Audio Visual Aids (Number "8" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: eight, birds, tree, plane, bees, fly, whole, day, long, tree, chriping.

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the students, i.e.: ➢ Have you ever listened any rhyme? ➢ What did the bird do whole day? ➢ Where do the birds live?	5 Minutes
Development **Model Reading:** • Paste the flash cards of the poem on the whiteboard. • Tell the students that they are going to learn a poem. **Demonstration:** • Teach the rhyme in Eight simple steps: ➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme), ➢ **recognizing rhyme** (the child can identify Eight words that rhyme), ➢ **producing rhyme** (a child can think of a word that rhymes with another). • Encourage their participation. • Play the CD and ask the students to listen this rhyme. • After listening the audio visual aids, read the rhyme with intonation and stress. **Rhyme:** Chirping on the tree Eight little birds, I see	30 Minutes

They fly around and sing a song
The whole day long.

- While reciting the rhyme you must use your body language, have expressions in your voice with varying volume and stress.
- Ask the students to repeat the rhyme after you with intonation.
- Repeat the rhyme at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhyme with intonation and physical expressions.
- Encourage their participation in natural environment.

Practice Activities:

- After that ask the students to open the textbook on page no. 31.
- Put your finger to the Number /8/ and then read.
- Help them remember the sound of the Number /8/ by using the picture as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example, say:** student puts his finger on Number /8/ and say *Eight is for e-ei-ght.*

Put your finger on the page and tell me where **'8'** is?	Put your finger on the page and tell where the **'plane'** is?
Put your finger on the page and tell where the **'bees'** is?	Put your finger on the page and tell where the **'fish'** is?

- Write the "8" on the whiteboard and say the Number name and voice.
- Repeat the Number "8" and its voice at least 4-5 times and then tell more vocabulary starting with the Number "8".
  - **For Example:** **/8/** bees, **/8/** plane
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Now, describe the "Moral Values" to the students given at the edge of page no. 30.
- Ask the children to open page no. 31 of the textbook and do the activity 1.

Assessment: 5 Minutes

- Place some different objects or pictures of the objects having with "8" number in the class, such as parrot, balloons and books, etc.
- Ask the students at a time to find an object or a picture which have number "8".
- Ask them to name the object while stressing on the number name and sound. Or
- Show the pictures of "8" spoons, "8" cotton bud, "8" flowers in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening number sound.

Homework:

Ask the students to look carefully at the Number and objects on the textbook, pg. no 30-31.

- Identify the images given on pg. no. 30 of the textbook.

Class: Nursery **Subject:** Math

• Ask the students to tracing number and number word activity 1 of the textbook given on page no. 31.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): The Structure and Writing of the numeral number **"8"** and number word **"eight"**

Period (s) / Time: 1 / 46 min **Term:** 1st

Week: 8 **Day:** 4

Students' Learning Objectives:

By the end of the session, the students will be able to:

- read, trace and write the numeral number "8" and number word "eight".
- recognise number "8" sound and its vocabulary words listed in textbook.
- draw straight lines using fine motor skills in preparation of writing Number "8".
- hold or grip a pencil in a correct way to form Number "8".

Equipment & Material Required:

Textbook, Alphabet Charts, Whiteboard, Board Marker, Duster, Sand Tray

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary:

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 31. ➢ Can you count the objects which represent the Number "8"? ➢ What do the colour of leaves? ➢ Where do the bee fly?	5 Minutes
<u>Development</u> **Model Reading:** • Tell the students that they are going to learn to write the numeral number "8" and number word "eight". • Explain that they are going to learn how to write the numeral number "8" and number word "eight". • Point to "8" on the number wall chart. Ask: What sound does this make? Praise and say: Yes, /Eight/ … /8/ for birds! Yes, /Eight/ … /8/ for plane! • Show the students how to write the numeral number '8' on the board. Sound out /8/ eight as you write it and then written in word "eight". • Ask the students to make a 's' and shut the gate makes my numeral number eight (8). • Number "8" stands for eight objects and it comes after number "7". • After that tell the student write numeral number "8" is written as a word like "Eight".	30 Minutes

Class: Nursery **Subject:** Math

• Introduce some plurals objects to students to enhance their learning. For instance tell the students that an insect have eight legs and big van or truck have also eight wheel, etc. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you. • Tell them that Numbers can change their forms and their sounds. • Write the numeral number "8" and number word "eight" on the whiteboard or paste flashcards of the numeral number "8" and number word "eight" on the whiteboard. • Repeat the sound of numeral number "8" and number word "eight". • Encourage the students to recognize the sound of Number "8". • Instruct the students how to write the Number "8" by using your finger and write with it on flashcard of Number "8". When writing, say the instructions like; make a 's' and shut the gate makes my number eight (8). • Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor. **<u>Practice Activities:</u>** • Give the students writing boards and markers or loose sheets and pencils for writing practice. • Give them flash cards and ask them to pick the flash cards having the numeral number "8" and number word "eight". • Ask the students to complete the tracing activity on textbook pg. no. 31. • Help and guide them wherever needed.	
Assessment: • Assess the students by checking their written work. ➢ Are the children able to form the numeral number "8" and number word "eight" correctly? ➢ Do they recognize the number '8' words?	5 Minutes
Homework: Assign the students to count, colour activity pg. no. 31 of the test book as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Different activities of the Number **"8"**

Period (s) / Time: 1 / 46 min **Term:** 1st

Week: 8 **Day:** 5

Students' Learning Objectives:

By the end of the session, the students will be able to:

- recognize with Number "8" by using spindle boxes activity.
- Practice and formation of Number "8" by using Sandpaper Number activity.

Equipment & Material Required:

Cut out of sandpaper and mounted on separate green boards, Eight boxes exactly the same, each with eight compartments. At the back of each compartment is painted a symbol in black, starting from 0 and progressing serially up to 45, A container with 45 spindles.

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary:

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 31. ➢ How birds can fly in the air? ➢ Where do the birds live?	5 Minutes
Development **Model Reading:** • Greet learners by saying Assalam-o-Alaikum. Have the students come together as a group. • To motivate the students, begin by saying, "Today we'll be learning about number. Raise your hands if anyone of you know any number." • Randomly select students to share the numbers they know. This taps into their prior knowledge. • Paste number "8" flashcard on the board and let the student know that today we learning numbers and the number is "8". **Activity: 1** • Firstly divide the students in many pairs or groups and tell them we are going to Spindle box activity. • Introduce the students to the materials on the table and ask him to take it to your table.	30 Minutes

Class: Nursery **Subject:** Math

- Identify the compartments and numbers that the students knows. Point to them all, one at a time, and ask the students to name the number.
- Tell the students that these numbers will tell us how many spindles to put in the box.
- Point to number "8". Ask the students to read it and then say, "We will put "8" spindle in this box."
- Place spindles in the compartment.
- Do this activity own your own.
- Ask the children to take turns doing this activity one by one and the teacher goes around the class to review. Help children where needed.
- Have the children place the correct spindles in the compartments according to the number "8".
- Then ask the students to take it out of the spindles and put it back in the basket and tell him how many spindles he has kept.

Activity: 2

- Firstly divide the students in many pairs or groups and tell them we are going to Sandpaper Numbers activity.
- Introduce the students to carefully carry the box of Sandpaper Numbers to the left side of the table.
- Take the 1-card from the box and put it on the table in front of the Students.
- Slowly trace the number with the 2 primary fingers of you dominant hand and say, "This is Eight. Eight."
- Repeat the previous step 2 times.
- Ask the students if they would like to trace the 1-card and name the number 3 times, the slide the card to the left of the main work space.
- Repeat these steps with the 2-card and the 3-card.
- Evaluate the Students recognition of the numbers by asking them to show you, trace, and name a random number from the 3 cards that are out.
- Complete the previous step with each of the 3 cards.
- Begin the recall phase of the lesson by pointing to each of the 3 cards at random and asking the child to trace and name each one.
- Have the child return the material to the shelf.

Practice Activities:

- Give the students spare time and required materials of both activities to make practice.
- Give them Spindle box, Sandpaper Numbers box and ask them to do activity of the Number "8".
- Ask the students to complete the tracing activity "8" on textbook pg. no. 31.
- Help and guide them wherever needed.

Assessment: 5 Minutes

- Assess the students by checking their written work.
  - Are the student able to form the Numbers correctly?

Class: Nursery **Subject:** Math

➢ Do they recognize the number '8' words?	
Homework: Assign the students to solve count and circle activity pg. no. 31 as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

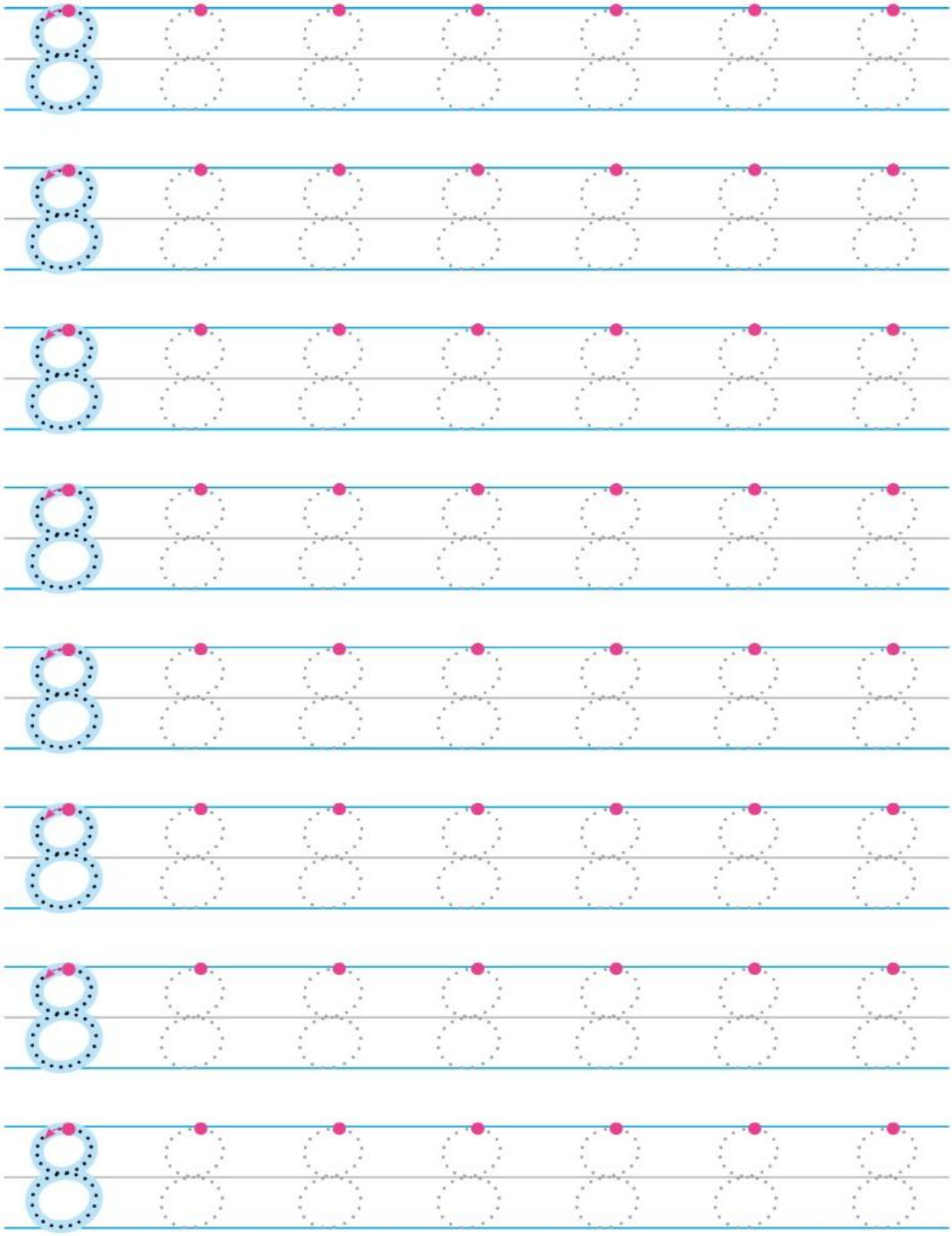
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Class: Nursery **Subject:** Math

Worksheet of number & number word “8” (For Day 4)

(Take a print and do practice on it)



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Class: Nursery **Subject:** Math



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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Introduction to the Number **"9"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 9 **Day:** 1

Students' Learning Objectives:

By the end of the session, the students will be able to:

- answer the questions by listening the story carefully.
- recognize the name, sound and graphical representation of the Number "9".
- pronounce the number word starting with the Number "9" correctly.
- identify the images which are starting with the Number "9".

Equipment & Material Required:

Audio Visual Aids (Number "9" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: little, fish, water, clear, play, swim, away, pool.

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take nine fish or fish picture in the classroom. Ask some questions about it. ➢ What is it? ➢ Do you like to play with fish? ➢ Which colour of fish you like most?	5 Minutes
<u>Development</u> **Model Reading & Methodology:** • Tell the students that we are going to start learning about numbers. Raise your hands if anyone of you knows any number." • Raise your hands if anyone of you knows any number." • Explain them that we are going to read the fifth Number "9". • Show them the flash cards of the Number "9" and introduce its sound "Nine". • Explain them the sound of the number '9' is / nine /. • Show them number "9" flashcard and instruct the children to say the name of the number, i.e. '9' and emphasize the sound / nine /. • Tell the story of number '9' with proper impressions, showing the pictures given on pages 32, of the textbook.	30 Minutes

Class: Nursery **Subject:** Math

- Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).
- Appreciate the students' participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

What is the sound of number **/9/**?	How many fish are there in the image?
Who swim in the pool?	What does Ahmed want to play with?

- Without telling them the moral of the story, ask the students "What did they get from the story?"
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story, you must use your body language, have expression in your voice with varying volume and stress.
- Use your prepared flash cards in story telling process.
- Encourage their participation in natural environment.
- Ask every student to share their views.
- Ask the students to look at the "page no. 32" on the textbook,
- Show the children the name and sound of the Number '9' by using the flash cards.
- In the vocabulary of the story, mark the sound of '9' first, then ask the children.
- Instruct the children to look carefully at the pages of number '9' on the textbook. Then turn your finger on '9' nine to seven times.
- Read the story given at the bottom of the page "32" and ask the children the number that come in it, the opening sound is / nine /.

Assessment: 5 Minutes

To assess the students, ask them some questions, i.e.:

- What is the name and sound of the Number you have read just now?
- How many objects are required for number "9".

Homework:

Ask the students to look carefully at the Number and objects given on the textbook, pg. no 32.

- Identify the images given on pg. no. 32 of the textbook.

Evaluation of Learning:

Evaluation of Teaching:

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Introduction to the Vocabulary of the Number **"9"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 9 **Day:** 2

Students' Learning Objectives:

By the end of the session, the students will be able to:

- learn the poem orally.
- demonstrate the poem with actions.
- enhance their listening, speaking and imagination skills.

Equipment & Material Required:

Audio Visual Aids (Number "9" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: nine, pool, little, fish, play, cool, swim away, ahmed.

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the students, i.e.: ➢ Have you ever listened any rhyme? ➢ Where do the fish live? ➢ How can we go under water?	5 Minutes
Development **Model Reading:** • Paste the flash cards of the poem on the whiteboard. • Tell the students that they are going to learn a poem. **Demonstration:** • Teach the rhyme in Nine simple steps: ➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme), ➢ **recognizing rhyme** (the child can identify Nine words that rhyme), ➢ **producing rhyme** (a child can think of a word that rhymes with another). • Encourage their participation. • Play the CD and ask the students to listen this rhyme. • After listening the audio visual aids, read the rhyme with intonation and stress. **Rhyme:** Nine little fish playing in a pool, Down in the water, clear and cool,	30 Minutes

Ahmed say "Can I play?"
But the nine little fish,
Swim, swim, away.

- While reciting the rhyme you must use your body language, have expressions in your voice with varying volume and stress.
- Ask the students to repeat the rhyme after you with intonation.
- Repeat the rhyme at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhyme with intonation and physical expressions.
- Encourage their participation in natural environment.

Practice Activities:

- After that ask the students to open the textbook on page no. 32.
- Put your finger to the Number /9/ and then read.
- Help them remember the sound of the Number /9/ by using the picture as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example, say:** student puts his finger on Number /9/ and say *Nine is for n-ni-ne*.

Put your finger on the page and tell me where **'9'** is?	Put your finger on the page and tell where the **'hen'** is?
Put your finger on the page and tell where the **'eggs** is?	Put your finger on the page and tell where the **'circles'** is?

- Write the "9" on the whiteboard and say the Number name and voice.
- Repeat the Number "9" and its voice at least 4-5 times and then tell more vocabulary starting with the Number "9".
  - **For Example:** **/9/** fish, **/9/** eggs
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Now, describe the "Moral Values" to the students given at the edge of page no. 32.
- Ask the children to open page no. 33 of the textbook and do the activity 1.

Assessment: 5 Minutes

- Place some different objects or pictures of the objects having with "9" number in the class, such as beats, leaves and erasers, etc.
- Ask the students at a time to find an object or a picture which have number "9".
- Ask them to name the object while stressing on the number name and sound. Or
- Show the pictures of "9" pen, "9" cherries, "9" carrots in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening number sound.

Homework:

Ask the students to look carefully at the Number and objects on the textbook, pg. no 32-33.

- Identify the images given on pg. no. 32 of the textbook.

Class: Nursery **Subject:** Math

• Ask the students to solve the count and tracing activity of the textbook given on page no. 33.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): The Structure and Writing of the numeral number **"9"** and number word **"nine"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 9 **Day:** 3

Students' Learning Objectives:

By the end of the session, the students will be able to:

- read, trace and write the numeral number "9" and number word "nine".
- recognize number "9" sound and its vocabulary words listed in textbook.
- draw straight lines using fine motor skills in preparation of writing Number "9".
- hold or grip a pencil in a correct way to form Number "9".

Equipment & Material Required:

Textbook, Alphabet Charts, Whiteboard, Board Marker, Duster, Sand Tray

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary:

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 33. ➢ Can you count the objects which represent the Number "9"? ➢ What do we get from hen? ➢ Do you like to eat egg?	5 Minutes
Development **Model Reading:** • Tell the students that they are going to learn to write the numeral number "9" and number word "nine". • Explain that they are going to learn how to write the numeral number "9" and number word "nine". • Point to "9" on the number wall chart. Ask: What sound does this make? Praise and say: Yes, /Nine/ … /9/ for fish! Yes, /Nine/ … /9/ for eggs! • Show the students how to write the numeral number '9' on the board. Sound out /9/ nine as you write it and then written in word "nine". • Ask the students to make number nine a circle and a standing line makes my number nine (9). • Number "9" stands for nine objects and it comes after number "8".	30 Minutes

Class: Nursery **Subject:** Math

• After that tell the student write numeral number "9" is written as a word like "Nine". • Introduce some plurals objects to students to enhance their learning. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you. • Tell them that Numbers can change their forms and their sounds. • Write the numeral number "9" and number word "nine" on the whiteboard or paste flashcards of the numeral number "9" and number word "nine" on the whiteboard. • Repeat the sound of numeral number "9" and number word "nine". • Encourage the students to recognize the sound of Number "9". • Instruct the students how to write the Number "9" by using your finger and write with it on flashcard of Number "9". When writing, say the instructions like; a circle and a standing line makes my numeral number nine (9). • Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor. **Practice Activities:** • Give the students writing boards and markers or loose sheets and pencils for writing practice. • Give them flash cards and ask them to pick the flash cards having the numeral number "9" and number word "nine". • Ask the students to complete the tracing activity on textbook pg. no. 33. • Help and guide them wherever needed.	
Assessment: • Assess the students by checking their written work. ➢ Are the children able to form the numeral number "9" and number word "nine" correctly? ➢ Do they recognize the number '9' words?	5 Minutes
Homework: Assign the students to draw correct numbers activity pg. no. 33 of the textbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Different activities of the Number **"9"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 9 **Day:** 4

Students' Learning Objectives:

By the end of the session, the students will be able to:

- recognize with Number "9" by using spindle boxes activity.
- Practice and formation of Number "9" by using Sandpaper Number activity.

Equipment & Material Required:

Cut out of sandpaper and mounted on separate green boards, Nine boxes exactly the same, each with nine compartments. At the back of each compartment is painted a symbol in black, starting from 0 and progressing serially up to 55, A container with 45 spindles.

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary:

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 33. ➢ Do you ever eat egg before? ➢ What did colour of egg?	5 Minutes
Development **Model Reading:** • Greet learners by saying Assalam-o-Alaikum. Have the students come together as a group. • To motivate the students, begin by saying, "Today we'll be learning about number. Raise your hands if anyone of you know any number." • Randomly select students to share the numbers they know. This taps into their prior knowledge. • Paste number "9" flashcard on the board and let the student know that today we learning numbers and the number is "9". **Activity: 1** • Firstly divide the students in many pairs or groups and tell them we are going to Spindle box activity. • Introduce the students to the materials on the table and ask him to take it to your table.	30 Minutes

Class: Nursery **Subject:** Math

- Identify the compartments and numbers that the students knows. Point to them all, one at a time, and ask the students to name the number.
- Tell the students that these numbers will tell us how many spindles to put in the box.
- Point to number "9". Ask the students to read it and then say, "We will put "9" spindle in this box."
- Place spindles in the compartment.
- Do this activity own your own.
- Ask the children to take turns doing this activity one by one and the teacher goes around the class to review. Help children where needed.
- Have the children place the correct spindles in the compartments according to the number "9".
- Then ask the students to take it out of the spindles and put it back in the basket and tell him how many spindles he has kept.

Activity: 2

- Firstly divide the students in many pairs or groups and tell them we are going to Sandpaper Numbers activity.
- Introduce the students to carefully carry the box of Sandpaper Numbers to the left side of the table.
- Take the 1-card from the box and put it on the table in front of the Students.
- Slowly trace the number with the 2 primary fingers of you dominant hand and say, "This is Nine. Nine."
- Repeat the previous step 2 times.
- Ask the students if they would like to trace the 1-card and name the number 3 times, the slide the card to the left of the main work space.
- Repeat these steps with the 2-card and the 3-card.
- Evaluate the Students recognition of the numbers by asking them to show you, trace, and name a random number from the 3 cards that are out.
- Complete the previous step with each of the 3 cards.
- Begin the recall phase of the lesson by pointing to each of the 3 cards at random and asking the child to trace and name each one.
- Have the child return the material to the shelf.

Practice Activities:

- Give the students spare time and required materials of both activities to make practice.
- Give them Spindle box, Sandpaper Numbers box and ask them to do activity of the Number "9".
- Ask the students to complete the tracing activity "9" on textbook pg. no. 33.
- Help and guide them wherever needed.

Assessment: 5 Minutes

- Assess the students by checking their written work.
  - Are the student able to form the Numbers correctly?

Class: Nursery **Subject:** Math

➢ Do they recognize the number '9' words?	
Homework: Assign the students to count the fish and recognize its colour activity pg. no. 32 of the textbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Introduction of Number "0"

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 1 **Day:** 1

Students' Learning Objectives:

By the end of the session, the students will be able to:

- answer the questions by listening the story carefully.
- recognize the name, sound and graphical representation of the Number "10".
- pronounce the number word starting with the Number "10" correctly.
- identify the images which are starting with the Number "10".

Equipment & Material Required:

Audio Visual Aids (Number "10" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: dream, person, eggs, build, castles, chickens, goats, selling, broke.

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take ten eggs or eggs picture in the classroom. Ask some questions about it. ➢ What is it? ➢ Do you like to eat egg? ➢ What is the colour of egg?	5 Minutes
<u>Development</u> **Model Reading & Methodology:** • Tell the students that we are going to start learning about numbers. Raise your hands if anyone of you knows any number." • Raise your hands if anyone of you knows any number." • Explain them that we are going to read the tenth Number "10". • Show them the flash cards of the Number "10" and introduce its sound "Ten". • Explain them the sound of the number '10' is / ten /. • Show them number "10" flashcard and instruct the children to say the name of the number, i.e. '10' and emphasize the sound / ten /. • Tell the story of number '10' with proper impressions, showing the pictures given on pages 58, of the textbook.	30 Minutes

Class: Nursery **Subject:** Math

- Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).
- Appreciate the students' participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

What is the sound of number **/10/**?	What kind of man was Sheikh Chilli?
What does he start making in the air?	What did he want to sell and become rich?

- Without telling them the moral of the story, ask the students "What did they get from the story?"
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story, you must use your body language, have expression in your voice with varying volume and stress.
- Use your prepared flash cards in story telling process.
- Encourage their participation in natural environment.
- Ask every student to share their views.
- Ask the students to look at the "page no. 58" on the textbook,
- Show the children the name and sound of the Number '10' by using the flash cards.
- In the vocabulary of the story, mark the sound of '10' first, then ask the children.
- Instruct the children to look carefully at the pages of number '10' on the textbook. Then turn your finger on '10' ten to seven times.
- Read the story given at the bottom of the page "58" and ask the children the number that come in it, the opening sound is / ten /.

Assessment: 5 Minutes

To assess the students, ask them some questions, i.e.:

- What is the name and sound of the Number you have read just now?
- How many objects are required for number "10".

Homework:

Ask the students to look carefully at the Number and objects given on the textbook, pg. no 58.

- Identify the images given on pg. no. 58 of the textbook.

Evaluation of Learning:

Evaluation of Teaching:

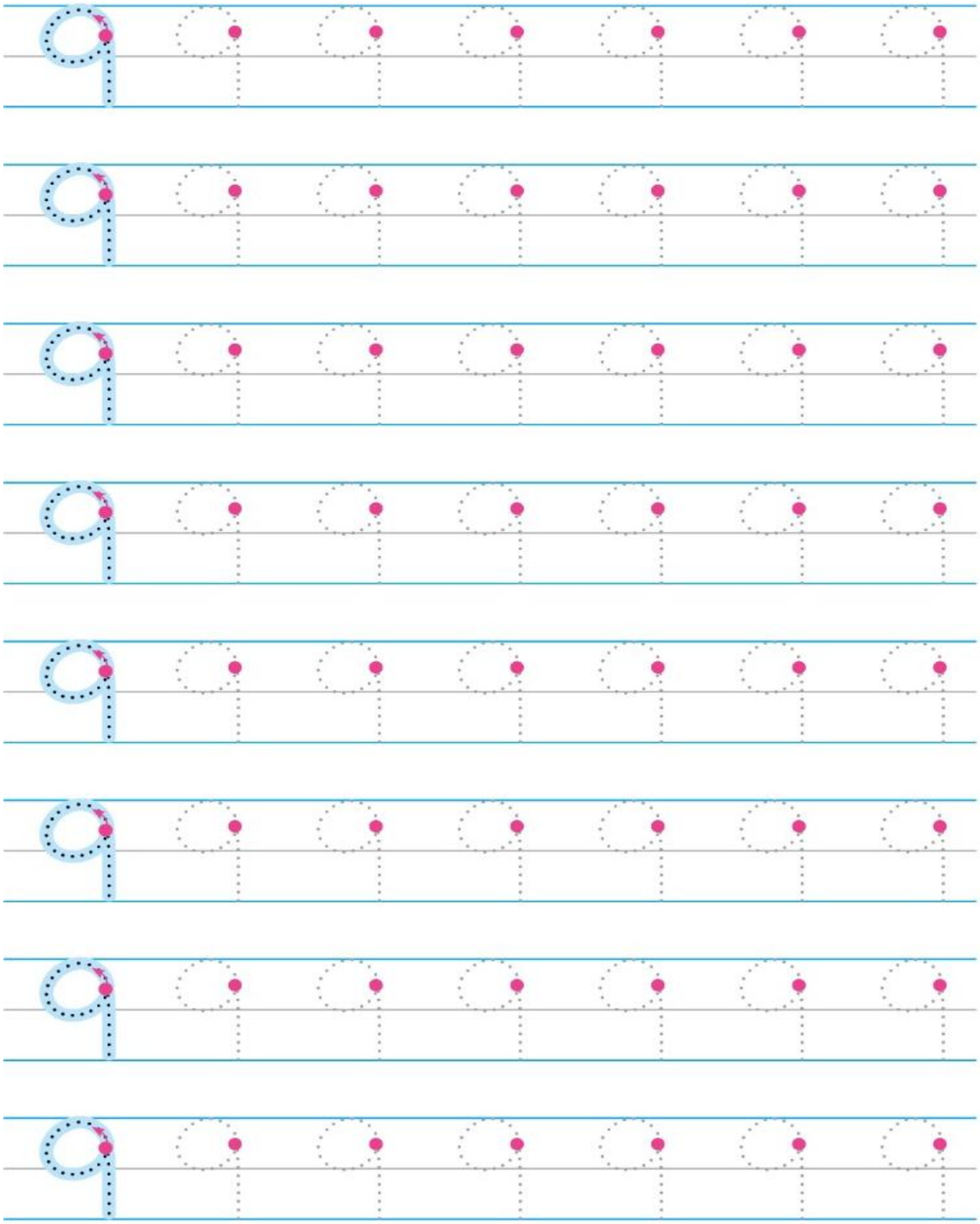
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Class: Nursery **Subject:** Math

Worksheet of number & number word "9" (For Day 4)

(Take a print and do practice on it)



Class: Nursery **Subject:** Math



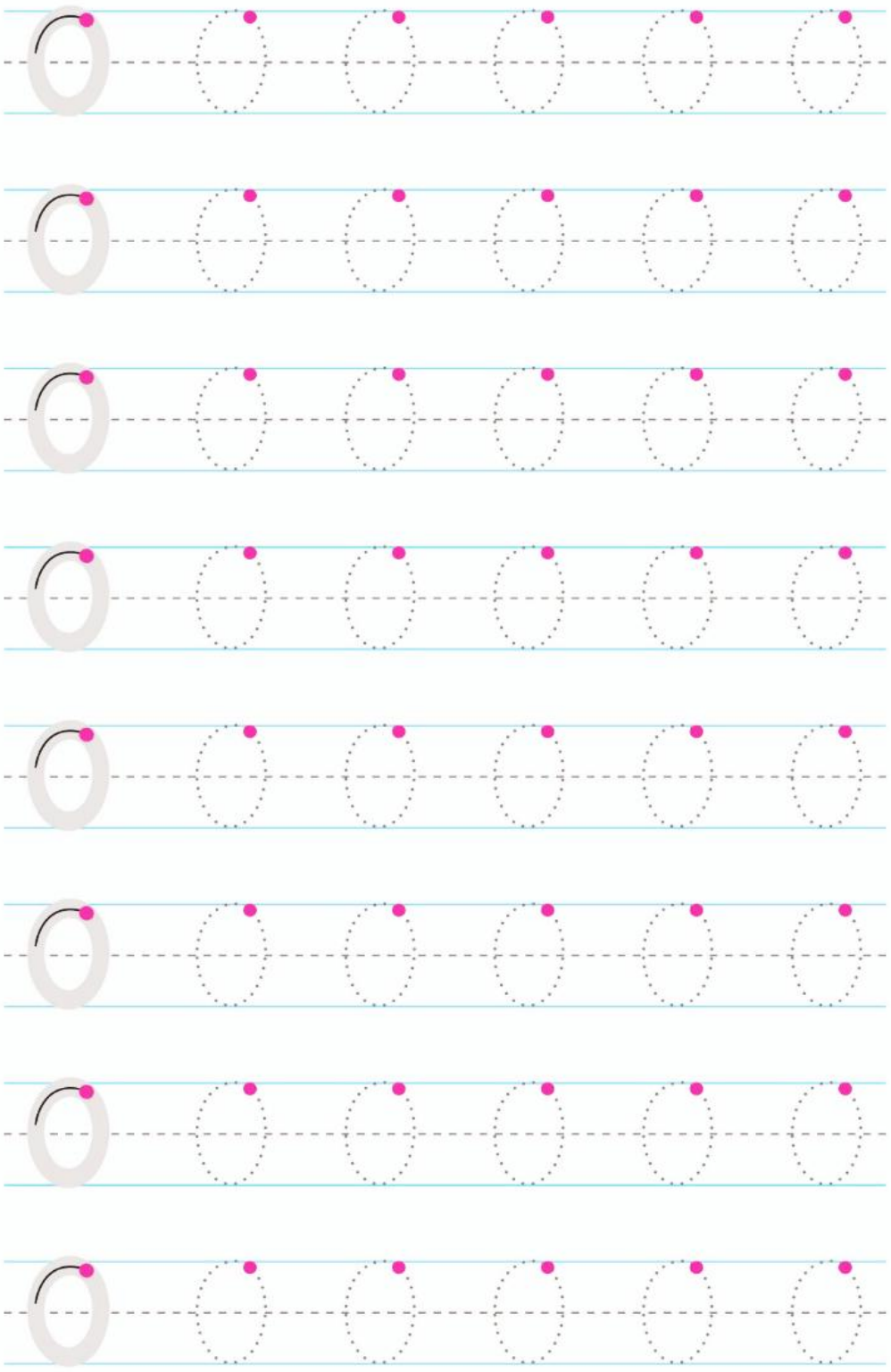
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Class: Nursery **Subject:** Math

Worksheet of number & number word "0" (For Day 5)

(Take a print and do practice on it)



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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Introduction to the Number **"10"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 10 **Day:** 1

Students' Learning Objectives:

By the end of the session, the students will be able to:

- answer the questions by listening the story carefully.
- recognize the name, sound and graphical representation of the Number "10".
- pronounce the number word starting with the Number "10" correctly.
- identify the images which are starting with the Number "10".

Equipment & Material Required:

Audio Visual Aids (Number "10" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: balloon, rise, air, fly, colour, sky, kite, hands, fingers.

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take ten balloons or balloons picture in the classroom. Ask some questions about it. ➢ What is it? ➢ Do you like to play with balloon? ➢ Which colour of balloon do you like?	5 Minutes
<u>Development</u> **Model Reading & Methodology:** • Tell the students that we are going to start learning about numbers. Raise your hands if anyone of you knows any number." • Raise your hands if anyone of you knows any number." • Explain them that we are going to read the tenth Number "10". • Show them the flash cards of the Number "10" and introduce its sound "Ten". • Explain them the sound of the number '10' is / ten /. • Show them number "10" flashcard and instruct the children to say the name of the number, i.e. '10' and emphasize the sound / ten /. • Tell the story of number '10' with proper impressions, showing the pictures given on pages 36, of the textbook.	30 Minutes

Class: Nursery **Subject:** Math

- Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).
- Appreciate the students' participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

What is the sound of number **/10/**?	How many balloons are there in the image?
How many dots are in number "**10**"?	Who is holding the balloons?

- Without telling them the moral of the story, ask the students "What did they get from the story?"
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story, you must use your body language, have expression in your voice with varying volume and stress.
- Use your prepared flash cards in story telling process.
- Encourage their participation in natural environment.
- Ask every student to share their views.
- Ask the students to look at the "page no. 36" on the textbook,
- Show the children the name and sound of the Number '10' by using the flash cards.
- In the vocabulary of the story, mark the sound of '10' first, then ask the children.
- Instruct the children to look carefully at the pages of number '10' on the textbook. Then turn your finger on '10' ten to seven times.
- Read the story given at the bottom of the page "36" and ask the children the number that come in it, the opening sound is / ten /.

Assessment: 5 Minutes

To assess the students, ask them some questions, i.e.:

- What is the name and sound of the Number you have read just now?
- How many objects are required for number "10".

Homework:

Ask the students to look carefully at the Number and objects given on the textbook, pg. no 36.

- Identify the images given on pg. no. 36 of the textbook.

Evaluation of Learning:

Evaluation of Teaching:

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Introduction to the Vocabulary of the Number **"10"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 10 **Day:** 2

Students' Learning Objectives:

By the end of the session, the students will be able to:

- learn the poem orally.
- demonstrate the poem with actions.
- enhance their listening, speaking and imagination skills.

Equipment & Material Required:

Audio Visual Aids (Number "10" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: Ten, balloons, kite, fly, sky, blue, red, white

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the students, i.e.: ➢ Have you ever listened any rhyme? ➢ What are the colour of balloons? ➢ Where are the balloons flying?	5 Minutes
<u>Development</u> **Model Reading:** • Paste the flash cards of the poem on the whiteboard. • Tell the students that they are going to learn a poem. **Demonstration:** • Teach the rhyme in Ten simple steps: ➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme), ➢ **recognizing rhyme** (the child can identify Ten words that rhyme), ➢ **producing rhyme** (a child can think of a word that rhymes with another). • Encourage their participation. • Play the CD and ask the students to listen this rhyme. • After listening the audio visual aids, read the rhyme with intonation and stress. **Rhyme:** Ten balloons fly, Up, up in the sky.	30 Minutes

They are red, blue and white.
And they fly like a kite.

- While reciting the rhyme you must use your body language, have expressions in your voice with varying volume and stress.
- Ask the students to repeat the rhyme after you with intonation.
- Repeat the rhyme at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhyme with intonation and physical expressions.
- Encourage their participation in natural environment.

Practice Activities:

- After that ask the students to open the textbook on page no. 36.
- Put your finger to the Number /10/ and then read.
- Help them remember the sound of the Number /10/ by using the picture as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example, say:** student puts his finger on Number /10/ and say *Ten is for t-te-n*.

Put your finger on the page and tell me where **'10'** is?	Put your finger on the page and tell where the **'balloons'** is?
Put your finger on the page and tell where the **'girl'** is?	Put your finger on the page and tell where the **'dog'** is?

- Write the "10" on the whiteboard and say the Number name and voice.
- Repeat the Number "10" and its voice at least 4-5 times and then tell more vocabulary starting with the Number "10".
  - **For Example:** **/10/** balloons, **/10/** fingers
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Now, describe the "Moral Values" to the students given at the edge of page no. 36.
- Ask the children to open page no. 37 of the textbook and do the activity 1.

Assessment: 5 Minutes

- Place some different objects or pictures of the objects having with "10" number in the class, such as rubber, colour pencil and bananas, etc.
- Ask the students at a time to find an object or a picture which have number "10".
- Ask them to name the object while stressing on the number name and sound. Or
- Show the pictures of "10" spoons, "10" grapes, "10" leaves in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening number sound.

Homework:

Ask the students to look carefully at the Number and objects on the textbook, pg. no 36, 37.

- Ask the students to count and write the correct number activity given on pg. no. 37 of the textbook.

Class: Nursery **Subject:** Math

• Ask the students to draw and colour of activity of the textbook given on page no. 37.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): The Structure and Writing of the numeral number **"10"** and number word **"ten"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 10 **Day:** 3

Students' Learning Objectives:

By the end of the session, the students will be able to:

- read, trace and write the numeral number "10" and number word "ten".
- recognize number "10" sound and its vocabulary words listed in textbook.
- draw straight lines using fine motor skills in preparation of writing Number "10".
- hold or grip a pencil in a correct way to form Number "10".

Equipment & Material Required:

Textbook, Alphabet Charts, Whiteboard, Board Marker, Duster, Sand Tray

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary:

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 37. ➢ Can you count the objects which represent the Number "10"? ➢ How many fingers do we have in two hands? ➢ How many balloons are given in the image?	5 Minutes
<u>Development</u> **Model Reading:** • Tell the students that they are going to learn to write the numeral number "10" and number word "ten". • Explain that they are going to learn how to write the numeral number "10" and number word "ten". • Point to "10" on the number wall chart. Ask: What sound does this make? Praise and say: Yes, /Ten/ … /10/ for balloons! Yes, /Ten/ … /10/ for fingers! • Show the students how to write the numeral number '10' on the board. Sound out /10/ ten as you write it and then written in word "ten". • Ask the students to make number ten first a line then a zero makes my number ten (10). • Number "10" stands for ten objects and it comes after number "9". • After that tell the student write numeral number "10" is written as a word like "Ten".	30 Minutes

Class: Nursery **Subject:** Math

• Introduce some plurals objects to students to enhance their learning. For instance tell the students that we have ten finger in our hands and we have also ten fingers in our foot etc. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you. • Tell them that Numbers can change their forms and their sounds. • Write the numeral number "10" and number word "ten" on the whiteboard or paste flashcards of the numeral number "10" and number word "ten" on the whiteboard. • Repeat the sound of numeral number "10" and number word "ten". • Encourage the students to recognize the sound of Number "10". • Instruct the students how to write the Number "10" by using your finger and write with it on flashcard of Number "10". When writing, say the instructions like; first a line then a zero makes my numeral number ten (10). • Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor. **Practice Activities:** • Give the students writing boards and markers or loose sheets and pencils for writing practice. • Give them flash cards and ask them to pick the flash cards having the numeral number "10" and number word "ten". • Ask the students to complete the tracing activity on textbook pg. no. 37. • Help and guide them wherever needed.	
Assessment: • Assess the students by checking their written work. ➢ Are the children able to form the numeral number "10" and number word "ten" correctly? ➢ Do they recognize the number '10' words?	5 Minutes
Homework: Assign the students to practice trace activity of number "10" as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Different activities of the Number **"10"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 10 **Day:** 4

Students' Learning Objectives:

By the end of the session, the students will be able to:

- Write number "10" by using Sand tray activity.
- Practise the number "10" by using printable tracing worksheet.

Equipment & Material Required:

Textbook, Flash Pictures, Whiteboard, Board Marker, Duster, sand tray, worksheet print, colour

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary:

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 36. ➢ Can you count the objects which represent the Number "10"? ➢ How many balloons is the girl holding? ➢ How many dots in number "10"?	5 Minutes
<u>Development</u> **Model Reading:** • Greet learners by saying Assalam-o-Alaikum. Have the students come together as a group. • To motivate the students, begin by saying, "Today we'll be learning writing practise of number "10". Raise your hands if anyone of you know any number." • Randomly select students to share the numbers they know. This taps into their prior knowledge. • Paste number "10" flashcard on the board and let the student know that today we learning writing practise of number "10". **<u>Activity: 1</u>** • Firstly divide the students in many pairs or groups and tell them we are going to sand tray activity. • Introduce the students to the material like sand tray on the table and ask him to take it to your table.	30 Minutes

Class: Nursery **Subject:** Math

• Write the Number "10" on the whiteboard or paste flashcards of the Number "10" on the whiteboard. • Tell the students that Number "10" stands for single object. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you. • Instruct the students how to write the Number "10" by using your finger in the sand tray. When writing, say the instructions like; first a line then a zero makes my number ten (10). • Ask the students to practise this one by one by writing in the sand tray more than Ten to ten time. **Activity: 2** • After doing Activity 1. • Tell them we are going to practice number "10" by using printable tracing worksheet. • Distribute the tracing worksheet of number "10" all the students. • Instruct the students how to write the tracing Number "10" by using your pencil in the worksheet. • When the tracing activity is complete, ask the student to fill in the colour of your own choice on the picture of number "10" in the worksheet. • Ask the student to fill in the colour of your own choice on the picture in the worksheet as well. **Practice Activities:** • Give the students sand tray for practice. • Ask the Students to take turns doing this activity one by one and the teacher goes around the class to review. • Help and guide them wherever needed.	
Assessment: • Assess the students by checking their written work. ➢ Are the student able to form the Numbers correctly? ➢ What does the number "10" stand for?	5 Minutes
Homework: Assign the students to practice trace activity of number "10" as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Revision the Numbers **"6, 7, 8, 9, 10"**
Period (s) / Time: 1 / 40 min **Term:** 1st
Week: 10 **Day:** 5

Students' Learning Objectives:
By the end of the session, the students will be able to:

- revise the rhyme with proper actions.
- revise their listening, speaking and imagination skills.
- revise the reading, tracing and writing of "6, 7, 8, 9, 10" and number words.
- revise "6, 7, 8, 9, 10" sound and their vocabulary words listed in textbook.

Equipment & Material Required:
Audio Visual Aids (Numbers "6, 7, 8, 9, 10"), Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: six, mushroom, room, wearing funny, hats, morning, seven, cats, meow, little, kitten, cuddle, play, sofa, lay, trees, birds, chirping, fly, day, grass, leaves, little, fish, water, clear, play, swim, away, pool, balloon, rise, air, fly, colour, sky, kite, hands, fingers.

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the students, i.e.: ➢ Have you ever see mushroom before? ➢ Which colour of cat do you like the most? ➢ What is the colour of bird feather? ➢ Do you like to play with fish?	5 Minutes
Development **Practice Activities:** • Paste the flash cards of the poems on the whiteboard. • Tell the students that they are going to revise the previous lessons. • Revise the rhymes in three simple steps: ➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme), ➢ **recognizing rhyme** (the child can identify two words that rhyme), ➢ **producing rhyme** (a child can think of a word that rhymes with another). • Encourage their participation.	30 Minutes

Class: Nursery **Subject:** Math

- Ask the children which of the poems they have read so far, has they liked the most?
- Play their favourite poem CD. After each poem, ask which Numbers is this poem?
- While reciting the rhymes you must use your body language, have expressions in your voice with varying volume and stress.
- Ask the students to repeat the rhymes after you with intonation.
- Repeat the rhymes at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhymes with intonation and physical expressions.
- Ask for the name and sound of the Numbers. Also ask for the names of the things that start with the Numbers 6, 7, 8, 9, 10.
- Then open the Math textbook, pg. no. 26 to 37 and read each number turn by turn.
- Encourage their participation in natural environment.
- Put your finger to the Numbers 6, 7, 8, 9, 10 and then read.
- Help them remember the sound of the Numbers by using the pictures as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example, say:** student puts his finger on number /6/ and say *six is for s-i-x*.

Put your finger on the pages and tell me where **'6, 7, 8, 9, 10'** is?	Put your finger on the page and tell where the **'mushrooms'** is?
Put your finger on the page and tell where the **'cats'** are?	Put your finger on the page and tell where the **'birds'** are?
Put your finger on the page and tell where the **'fish'** are?	Put your finger on the page and tell where the **'balloons'** are?

- Repeat the Numbers "6, 7, 8, 9, 10" and their voices at least 4-5 times and then tell more vocabulary starting with the Numbers "6, 7, 8, 9, 10".
- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Show the students how to write the Numbers and number words '6, 7, 8, 9, 10' on the board.
- Help the students to solve the given Reinforcement activities pg. no. 27, 29, 31, 33, 37 of the textbook.

Assessment: 5 Minutes

- Place some objects or pictures of the objects having with "6, 7, 8, 9, 10" numbers in the class.
- Ask the students at a time to find an object or a picture which have with "6, 7, 8, 9, 10" numbers.
- Show the pictures of a mushroom, cats, birds, fish, balloons in front of the students for testing.

➢ Ask the names of the pictures. ➢ Ask their opening number sound.	
Homework: Ask the students to look carefully at the Numbers and objects on the textbook pg. no. 26 to 37. • Identify the images given on pg. no. 26 to 37 of the textbook. • Practise all the activities given on pg. no. 27, 29, 31, 33, 37 of the textbook. • Practise the Numbers "6, 7, 8, 9, 10" as written activity.	
Evaluation of Learning:	
Evaluation of Teaching:	

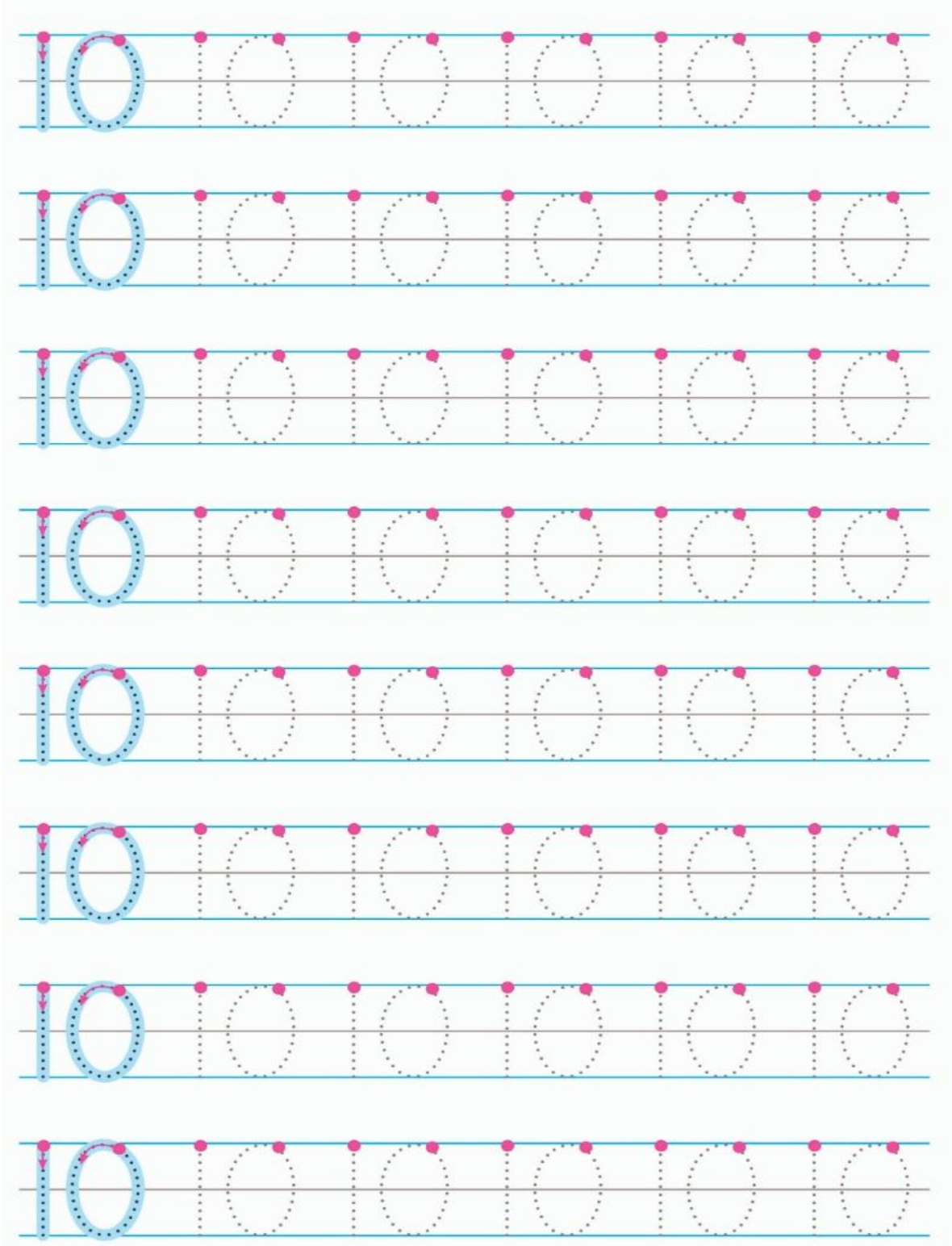
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Class: Nursery **Subject:** Math

Worksheet of number & number word “10” (For Day 3)

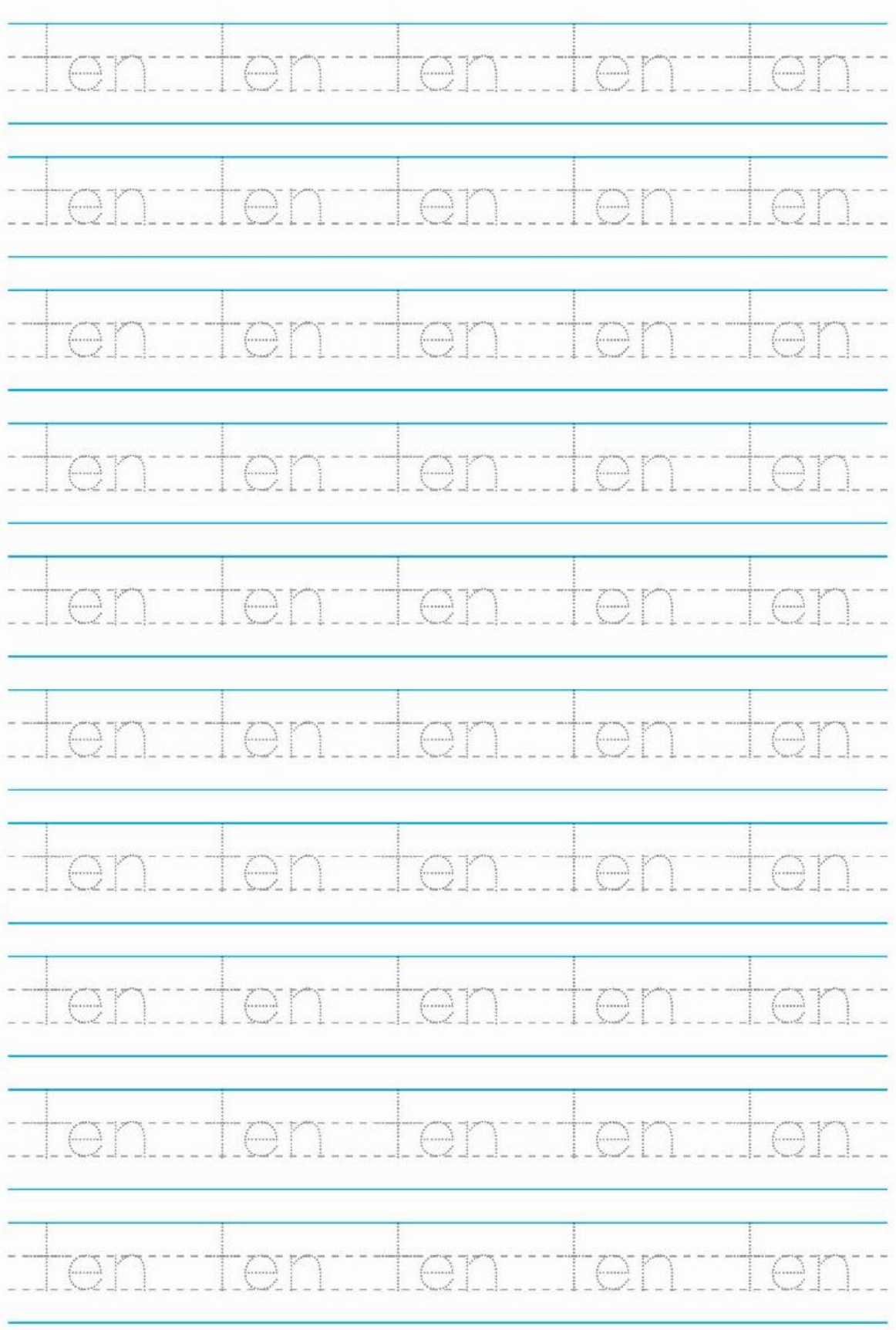
(Take a print and do practice on it)



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Class: Nursery **Subject:** Math



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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Introduction of "Ordinal numbers"

Period (s) / Time: 1 / 40 min **Term:** 2nd

Week: 11 **Day:** 1

Students' Learning Objectives:

By the end of the session, the students will be able to:

- count and write in ordinal numbers.
- name the position of objects.
- identify the different position from the different competition.

Equipment & Material Required:

Audio Visual Aids (Story characters) Textbook, Objects of Different Sizes, Flashcards of Big and Small Objects, Loose Sheets, Cutting of Chart Paper in Different Sizes, Whiteboard, Board Marker, Duster.

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: ordinal, number, lion, snake, elephant, running,

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a picture of different animals in a queue sequence in the classroom. Ask some questions about it. ➢ What is it? ➢ Which is the first in the queue? ➢ Name the animal which is in last in queue?	5 Minutes
<u>Development</u> **Model Reading & Methodology:** • Tell the students that we are going to start learning about introduction of (ordinal numbers). Raise your hands if anyone of you knows any positions." • Raise your hands if anyone of you knows any position name." • **Opening to lesson:** Show them a big chart of different racing cars which is running on the road, and introduce the concept of ordinal numbers. • Explain them "A number that tells the position of something or objects in a list. Like 1st, 2nd, 3rd, 4th, 5th, etc. • Paste the picture of racing car on the white board. And tell them the exact position of each car.	30 Minutes

Class: Nursery **Subject:** Math

- Tell the imaginary story of ordinal numbers with proper impressions, showing the pictures given on pages 42, of the textbook.
- Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).
- Appreciate the students' participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

What is the story about?	Name the character of animals?
Name the animal which is 1st in the queue?	Which animal is the 2nd in the queue.

- Without telling them the moral of the story, ask the students "What did they get from the story?"
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story, you must use your body language, have expression in your voice with varying volume and stress.
- Paste flashcards of different ordinal objects and demonstrate which the 1st, 2nd, 3rd, 4th, etc.
- Ask the students to look at the "page no. 42" on the textbook,
- In the vocabulary of the story, mark the position of different animals and different object, then ask the children.
- Instruct the children to look carefully at the pages of '42' on the textbook. Then mark your finger on 'ordinal number' object. And then solve the colour **activities** on the page "42"

Assessment: 5 Minutes

To assess the students, ask them some questions, i.e.:

- What is the concept of the story you have read just now?
- Which position do you like in ordinal number?

Homework:

Ask the students to look carefully at the Ordinal number and objects given on the textbook, pg. no 42.

- Identify the images and fill colour **activity** given on pg. no. 42 of the textbook.

Evaluation of Learning:

Evaluation of Teaching:

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Reinforcement of "Ordinal numbers"
Period (s) / Time: 1 / 40 min **Term:** 2nd
Week: 11 **Day:** 2

Students' Learning Objectives:
By the end of the session, the students will be able to:

- count and write in ordinal numbers.
- name different position of objects.
- identify the different position from the different competition.

Equipment & Material Required:
Audio Visual Aids Textbook, Objects of Different Sizes, Flashcards of Big and Small Objects, Loose Sheets, Cutting of Chart Paper in Different Sizes, Whiteboard, Board Marker, Duster.

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: ordinal, number, fruits, bat, cap, ball,

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a picture of running boys on racing track in a queue sequence in the classroom. Ask some questions about it. ➢ What is it? ➢ Which is the 2nd in the queue?	5 Minutes
<u>Development</u> **Model Reading & Methodology:** • Tell the students that we are going to revise the introduction of (ordinal numbers). Raise your hands if anyone of you knows any positions." • Raise your hands if anyone of you knows any position name." • **Opening to lesson:** Ask the students if they can define ordinal numbers. Explain them with demonstration. • Explain that ordinal numbers state a position or place where something is. For instance, in a race with three people: ➢ Someone comes in <u>first</u> place. ➢ Someone comes in <u>second</u> place. ➢ Someone comes in <u>third</u> place.	30 Minutes

- The ordinal numbers are usually similar to the actual numbers they represent. At this age, it is best to do a few numbers at a time.

Activities:

- With this activity, you can use everyday items such as those you will find in school. When teaching ordinal numbers work in increment of three to five to allow students to absorb the information. As they become more knowledgeable in the topic you can start adding more numbers.
- Place five items on the teacher's desk. For instance, chalk, marker, duster, glue, pen. Using these five items ask the students various questions such as:
  - Which place is the glue in?
  - Which item is in the fifth place?
  - Which place is the chalk in?
  - Which item is in first place?
- After working through this a few times, shuffle the items around so that they are in different places. As the students grasp the concept better, add in more items until you are up to 10.
- Have students line up in two groups parallel to each other. Every student will call out his or her ordinal number…. First, second, etc… There will be a matching ordinal number for each team. So, each team will be a matching ordinal number for each team. Each team will have a first, a second, etc. Place a small item such as ball in the middle of the room.
- Call out different ordinal numbers. The student who represents the ordinal number called must race to steal the ball. So, you say, first! The first player on each team races to catch the ball.
- Keep score as to who "steals the ball" successfully each time. The game gives a great hand on approach to ordinal numbers while the students are actually representing the numbers.
- Mini activity: write numbers 1 – 10 on the board, and 'have every student come up to the board (one for each number you write) and change it into an ordinal number by adding 'th', 'st', 'nd', or 'rd' at the end'.
- Pause after 'ordinal numbers in everyday life' have each student think of an example of when they use, see, hear or read ordinal numbers in everyday life.
- Since ordinal numbers have nothing to do with amount but rather with position, do not start off by using numbers but instead use images of other vocabulary words to simulate a race on the board. You can talk with your students about the positions of each item by saying for example "the dog is first and the cat is second."
  Begin with just a few words or images on the board and work your way up to give students practice using the first ten ordinal numbers. Introduce the word in last as this is position related vocabulary word. Once students understand the meaning of these words, you can use number flashcards for practice.

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• Instruct the children to look carefully at the pages of '42' on the textbook. Then mark your finger on 'ordinal number' object. And then solve the colour **activitys** on the page "43"	
Assessment: To assess the students, ask them some questions, i.e.: • What is the concept of the story you have read just now? • Which position do you like in ordinal number?	5 Minutes
Homework: Ask the students to look carefully at the Ordinal number and objects given on the textbook, pg. no 42, 43. • Identify the images and draw and colour **activity** given on pg. no. 43 of the textbook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Introduction to the Number **"11"**

Period (s) / Time: 1 / 40 min **Term:** 2nd

Week: 11 **Day:** 3

Students' Learning Objectives:

By the end of the session, the students will be able to:

- recognize the name, sound and graphical representation of the Number "11".
- pronounce the number word starting with the Number "11" correctly.
- identify the images which are starting with the Number "11".

Equipment & Material Required:

Audio Visual Aids (Number "11") Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: gifts, birthday, friends, eleven,

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take "11" numbers flash card in the classroom. Ask some questions about it. ➢ What is it? ➢ How many object are in number "11"? ➢ Can you pronounce the number word of number "11"?	5 Minutes
<u>Development</u> **Model Reading & Methodology:** • Tell the students that we are going to start learning about Auxiliary numbers. Raise your hands if anyone of you knows any auxiliary number." • Raise your hands if anyone of you knows any auxiliary number." • Explain them that we are going to read the eleventh Number "11". • Show them the flash cards of the Number "11" and introduce its sound "eleven". • Explain them the sound of the number '11' is / eleven /. • Show them number "11" flashcard and instruct the children to say the name of the number, i.e. '11' and emphasize the sound / eleven /. • Create an imagination story about number "11". • Tell the story of number '11' with proper impressions, showing the relevant pictures.	30 Minutes

Class: Nursery **Subject:** Math

• Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination). • Appreciate the students' participation and encourage their answers. **Demonstration:** • Ask the students to make two standing lines and tell them that this is number "11". • Number "11" stands for eleven objects and it comes after number "10". • Introduce some eleven objects to students to enhance their learning. For instance, paste eleven parrots card on the board and let the students count them and then paste number card of "11". • Now ask them to come and do the "Sand Paper" activity. Always demonstrate the activity first and then let the students do that. Use first two fingers for this activity. While dragging the fingers, say the instructions; starting from the top, make a standing line and stop. Again starting from the top and make another standing line and stop. This is number "11". • Do the "Number board and wired beads" activity with students. Place the number board and wired beads on mat and fix the number "11" on number board. Then, take one golden string of ten beads and place next to the number board. Now, take one bead of red color and place next to the golden beads string of ten. • Tell the students that we need one ten and one to make the number "11".	
Assessment: To assess the students, ask them some questions, i.e.: • What is the name and sound of the Number you have read just now? • How many objects are required for number "11".	5 Minutes
Homework: Ask the students to look carefully at the Number and objects given on the textbook, pg. no 44. • Identify the images given on pg. no. 44 of the textbook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): The Structure and Writing of the Number **"11"**
Period (s) / Time: 1 / 40 min **Term:** 2nd
Week: 11 **Day:** 4

Students' Learning Objectives:
By the end of the session, the students will be able to:

- read, count, trace and write the Number "11".
- recognize number "11" sound.
- hold or grip a pencil in a correct way to form Number "11".
- Write number "11" by using Sand tray activity.
- Practise the number "11" by using printable tracing worksheet.

Equipment & Material Required:
Textbook, Flash Pictures, Whiteboard, Board Marker, Duster, sand tray, worksheet print, colour.

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: Butterfly, fish, birds, rockets, eleven

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 44. ➢ Can you count the objects which represent the Number "11"? ➢ What is the colour of gifts? ➢ When do we get the gift?	5 Minutes
<u>Development</u> **Model Reading:** • Tell the students that they are going to learn to write the Number "11" • Explain that they are going to learn how to write the Number "11". • Point to "11" on the number wall chart. Ask: What sound does this make? Praise and say: Yes, /Eleven/ … /11/ for gifts! Yes, /Eleven/ … /11/ for rockets! • Show the students how to write the number '11' on the board. Sound out /11/ eleven as you write it. • Ask the students to make two standing lines and tell them that this is number "11". • Number "11" stands for eleven objects. • Introduce some Plural objects to students to enhance their learning. For instance tell the students that we all have one nose or one tongue etc.	30 Minutes

- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Tell them that Numbers can change their forms and their sounds.
- Write the Number "11" on the whiteboard or paste flashcards of the Number "11" on the whiteboard.
- Repeat the sound of Number "11".
- Encourage the students to recognize the sound of Number "11".
- Instruct the students how to write the Number "11" by using your finger and write with it on flashcard of Number "11". When writing, say the instructions like; make two standing lines and tell them that this is number "11".
- Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor.

Activity: 1

- Firstly divide the students in many pairs or groups and tell them we are going to sand tray activity.
- Introduce the students to the material like sand tray on the table and ask him to take it to your table.
- Write the Number "11" on the whiteboard or paste flashcards of the Number "11" on the whiteboard.
- Tell the students that Number "11" stands for single object.
- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Instruct the students how to write the Number "11" by using your finger in the sand tray. When writing, say the instructions like; make two standing lines and tell them that this is number "11".
- Ask the students to practise this one by one by writing in the sand tray more than three to five time.

Activity: 2

- After doing Activity 1.
- Tell them we are going to practice number "11" by using printable tracing worksheet.
- Distribute the tracing worksheet of number "11" all the students.
- Instruct the students how to write the tracing Number "11" by using your pencil in the worksheet.
- When the tracing activity is complete, ask the student to fill in the colour of their choice on the picture number "11" in the worksheet.
- Ask the student to fill in the colour of their own choice on the picture in the worksheet as well.

Practice Activities:

- Give the students sand tray for practice.

Class: Nursery **Subject:** Math

• Give the students writing boards and markers or loose sheets and pencils for writing practice. • Give them flash cards and ask them to pick the flash cards having the Number "11". • Ask the students to complete the tracing activity on textbook pg. no. 44 & 45. • Help and guide them wherever needed.	
Assessment: • Assess the students by checking their written work. ➢ Are the children able to form the Numbers correctly? ➢ Do they recognize the number '11' words?	5 Minutes
Homework: As Assign the students to solve the count and write activity on pg. no. 45 as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Introduction to the Number **"12"**

Period (s) / Time: 1 / 40 min **Term:** 2nd

Week: 11 **Day:** 5

Students' Learning Objectives:

By the end of the session, the students will be able to:

- recognize the name, sound and graphical representation of the Number "12".
- pronounce the number word starting with the Number "12" correctly.
- identify the images which are starting with the Number "12".

Equipment & Material Required:

Audio Visual Aids (Number "12") Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: cars, roads, track, speed, play, twelve

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take "12" numbers flash card in the classroom. Ask some questions about it. ➢ What is it? ➢ How many object in number "12"? ➢ Can you pronounce the number word of number "12"?	5 Minutes
Development **Model Reading & Methodology:** • Tell the students that we are going to start learning about Auxiliary numbers. Raise your hands if anyone of you knows any auxiliary number." • Raise your hands if anyone of you knows any auxiliary number." • Explain them that we are going to read the twelfth number "12". • Show them the flash cards of the Number "12" and introduce its sound "twelve". • Explain them the sound of the number '12' is / twelve /. • Show them number "12" flashcard and instruct the children to say the name of the number, i.e. '12' and emphasize the sound / twelve /. • Create an imagination story about number "12". • Tell the story of number '12' with proper impressions, showing the relevant pictures.	30 Minutes

Class: Nursery **Subject:** Math

• Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination). • Appreciate the students' participation and encourage their answers. **Demonstration:** • Ask the students to make number 12 starting from the top, make a standing line and stop. Again starting from the top, go round, come down and make a sleeping line. This is number "12" or you could simply tell them that you need to write one and two to make the number "12" • Number "12" stands for twelve objects and it comes after number "11". • Introduce some twelve objects to students to enhance their learning. For instance, paste twelve parrots card on the board and let the students count them and then paste number card of "12". • Now ask them to come and do the "Sand Paper" activity. Always demonstrate the activity first and then let the students do that. Use first two fingers for this activity. While dragging the fingers, say the instructions; starting from the top, make a standing line and stop. Again starting from the top and make another standing line and stop. This is number "12". • Do the "Number board and wired beads" activity with students. Place the number board and wired beads on mat and fix the number "12" on number board. Then, take one golden string of ten beads and place next to the number board. Now, take two beads of red colour and place next to the golden beads string of ten. • Tell the students that we need one ten and two to make the number "12".	
Assessment: To assess the students, ask them some questions, i.e.: • What is the name and sound of the Number you have read just now? • How many objects are required for number "12".	5 Minutes
Homework: Ask the students to look carefully at the Number and objects given on the textbook, pg. no 46. • Identify the images given on pg. no. 46 of the textbook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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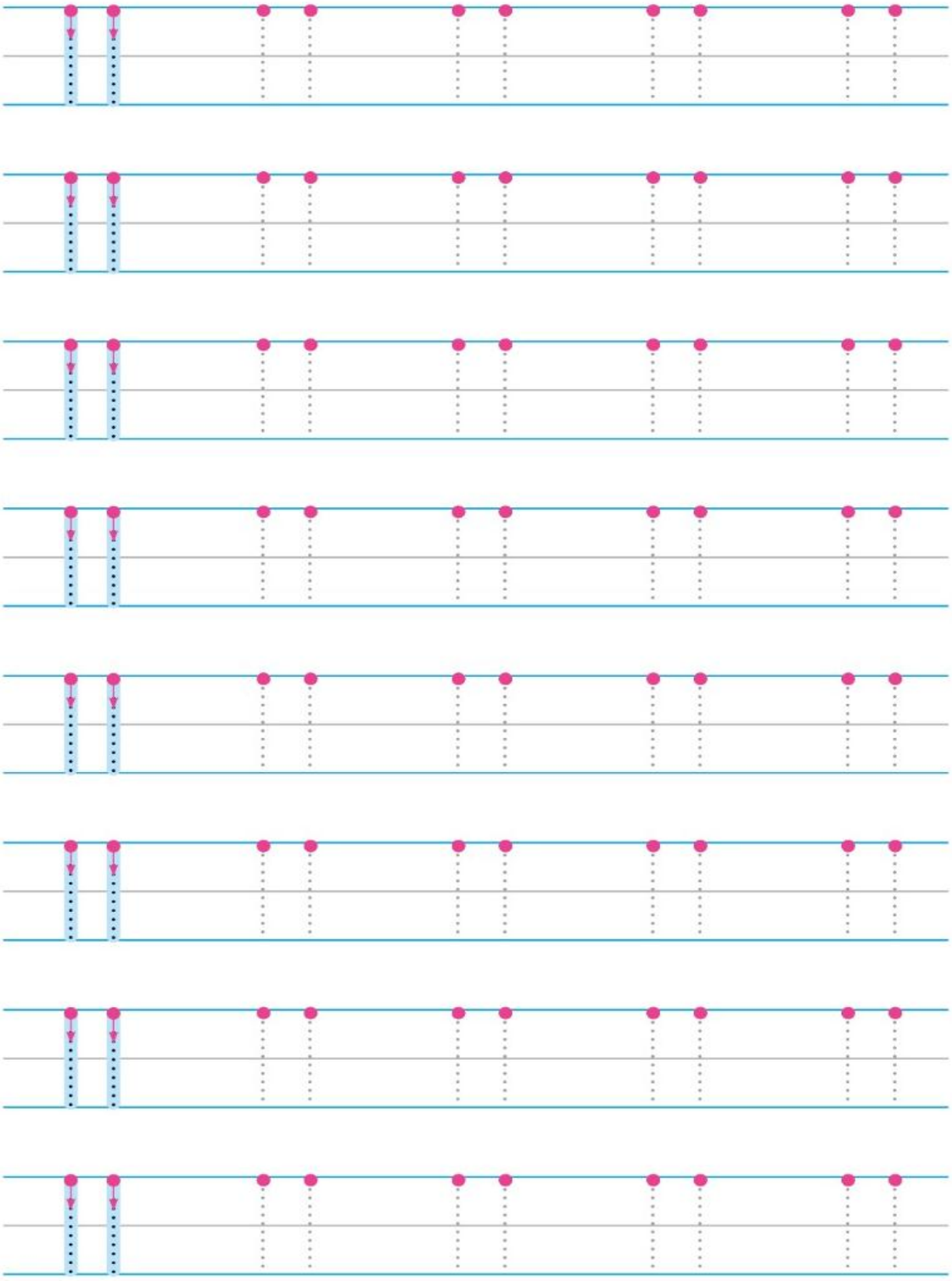
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Class: Nursery

Subject: Math

Worksheet of number "11" (For Day 4)

(Take a print and do practice on it)



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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): The Structure and Writing of the Number **"12"**
Period (s) / Time: 1 / 40 min **Term:** 2nd
Week: 12 **Day:** 1

Students' Learning Objectives:
By the end of the session, the students will be able to:

- read, count, trace and write the Number "12".
- recognise number "12" sound.
- hold or grip a pencil in a correct way to form Number "12".
- Write number "12" by using Sand tray activity.
- Practise the number "12" by using printable tracing worksheet.

Equipment & Material Required:
Textbook, Flash Pictures, Whiteboard, Board Marker, Duster, sand tray, worksheet print, colour.

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: sparrow, plane, triangle, circle, square,

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 46. ➢ Can you count the objects which represent the Number "12"? ➢ What is the colour of cars? ➢ How many cars are there in the image?	5 Minutes
<u>Development</u> **Model Reading:** • Tell the students that they are going to learn to write the Number "12" • Explain that they are going to learn how to write the Number "12". • Point to "12" on the number wall chart. Ask: What sound does this make? Praise and say: Yes, /Twelve/ … /12/ for cars! Yes, /Twelve/ … /12/ for sparrow! • Show the students how to write the number '12' on the board. Sound out /12/ twelve as you write it. • Ask the students to make number 12 starting from the top, make a standing line and stop. Again starting from the top, go round, come down and make a sleeping line. This is number "12" or you could simply tell them that you need to write one and two to make the number "12"	30 Minutes

Class: Nursery **Subject:** Math

- Number "12" stands for twelve objects.
- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Tell them that Numbers can change their forms and their sounds.
- Write the Number "12" on the whiteboard or paste flashcards of the Number "12" on the whiteboard.
- Repeat the sound of Number "12".
- Encourage the students to recognize the sound of Number "12".
- Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor.

Activity: 1

- Firstly divide the students in many pairs or groups and tell them we are going to sand tray activity.
- Introduce the students to the material like sand tray on the table and ask him to take it to your table.
- Write the Number "12" on the whiteboard or paste flashcards of the Number "12" on the whiteboard.
- Tell the students that Number "12" stands for single object.
- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Instruct the students how to write the Number "12" by using your finger in the sand tray. When writing, say the instructions like; you could simply tell them that you need to write one and two to make the number "12"
- Ask the students to practise this one by one by writing in the sand tray more than three to five time.

Activity: 2

- After doing Activity 1.
- Tell them we are going to practice number "12" by using printable tracing worksheet.
- Distribute the tracing worksheet of number "12" all the students.
- Instruct the students how to write the tracing Number "12" by using your pencil in the worksheet.
- When the tracing activity is complete, ask the student to fill in the colour of their choice on the picture number "12" in the worksheet.
- Ask the student to fill in the colour of their own choice on the picture in the worksheet as well.

Practice Activities:

- Give the students sand tray for practice.
- Give the students writing boards and markers or loose sheets and pencils for writing practice.
- Give them flash cards and ask them to pick the flash cards having the Number "12".

Class: Nursery **Subject:** Math

• Ask the students to complete the tracing activity on textbook pg. no. 46 & 47. • Help and guide them wherever needed.	
Assessment: • Assess the students by checking their written work. ➢ Are the children able to form the Numbers correctly? ➢ Do they recognize the number '12' words?	5 Minutes
Homework: As Assign the students to solve the count and write activity on pg. no. 47 as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Introduction to the Number **"13"**

Period (s) / Time: 1 / 40 min **Term:** 2nd

Week: 12 **Day:** 2

Students' Learning Objectives:

By the end of the session, the students will be able to:

- recognize the name, sound and graphical representation of the Number "13".
- pronounce the number word starting with the Number "13" correctly.
- identify the images which are starting with the Number "13".

Equipment & Material Required:

Audio Visual Aids (Number "13") Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: rabbits, ring, throw, thirteen

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take "13" numbers flash card in the classroom. Ask some questions about it. ➢ What is it? ➢ How many object in number "13"? ➢ Can you pronounce the number word of number "13"?	5 Minutes
<u>Development</u> **Model Reading & Methodology:** • Tell the students that we are going to start learning about Auxiliary numbers. Raise your hands if anyone of you knows any auxiliary number." • Raise your hands if anyone of you knows any auxiliary number." • Explain them that we are going to read the thirteenth Number "13". • Show them the flash cards of the Number "13" and introduce its sound "thirteen". • Explain them the sound of the number '13' is / thirteen /. • Show them number "13" flashcard and instruct the children to say the name of the number, i.e. '13' and emphasize the sound / thirteen /. • Create an imagination story about number "13". • Tell the story of number '13' with proper impressions, showing the relevant pictures.	30 Minutes

Class: Nursery **Subject:** Math

• Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination). • Appreciate the students' participation and encourage their answers. **Demonstration:** • Ask the students to make number 13 starting from the top, make a standing line and stop. Again starting from the top, go round make half circle and then make another half circle and stop. This is number "13" or you could simply tell them that you need to write one and three to make the number "13". • Number "13" stands for thirteen objects and it comes after number "12". • Introduce some thirteen objects to students to enhance their learning. For instance, paste thirteen bananas card on the board and let the students count them and then paste number card of "13". • Now ask them to come and do the "Sand Paper" activity. Always demonstrate the activity first and then let the students do that. Use first two fingers for this activity. While dragging the fingers, say the instructions; you could simply tell them that you need to write one and three to make the number "13". • Do the "Number board and wired beads" activity with students. Place the number board and wired beads on mat and fix the number "13" on number board. Then, take one golden string of ten beads and place next to the number board. Now, take three beads of red colour and place next to the golden beads string of ten. • Tell the students that we need one ten and three to make the number "13".	
Assessment: To assess the students, ask them some questions, i.e.: • What is the name and sound of the Number you have read just now? • How many objects are required for number "13".	5 Minutes
Homework: Ask the students to look carefully at the Number and objects given on the textbook, pg. no 48. • Identify the images given on pg. no. 48 of the textbook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): The Structure and Writing of the Number **"13"**
Period (s) / Time: 1 / 40 min **Term:** 2nd
Week: 12 **Day:** 3

Students' Learning Objectives:
By the end of the session, the students will be able to:

- read, count, trace and write the Number "13".
- recognise number "13" sound.
- hold or grip a pencil in a correct way to form Number "13".
- Write number "13" by using Sand tray activity.
- Practise the number "13" by using printable tracing worksheet.

Equipment & Material Required:
Textbook, Flash Pictures, Whiteboard, Board Marker, Duster, sand tray, worksheet print, colour.

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: cookies, candies, butterfly

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 48. ➢ Can you count the objects which represent the Number "13"? ➢ How many rabbits are there in the image? ➢ Who throw the ring on the stick?	5 Minutes
Development **Model Reading:** • Tell the students that they are going to learn to write the Number "13" • Explain that they are going to learn how to write the Number "13". • Point to "13" on the number wall chart. Ask: What sound does this make? Praise and say: Yes, /Thirteen/ … /13/ for rabbits! Yes, /Thirteen/ … /13/ for butterflies! • Show the students how to write the number '13' on the board. Sound out /13/ thirteen as you write it. • Ask the students to make number 13 starting from the top, make a standing line and stop. Again starting from the top, go round make half circle and then make another half circle and stop. This is number "13" or you could simply tell them that you need to write one and three to make the number "13".	30 Minutes

- Number "13" stands for thirteen objects.
- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Tell them that Numbers can change their forms and their sounds.
- Write the Number "13" on the whiteboard or paste flashcards of the Number "13" on the whiteboard.
- Repeat the sound of Number "13".
- Encourage the students to recognize the sound of Number "13".
- Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor.

Activity: 1

- Firstly divide the students in many pairs or groups and tell them we are going to sand tray activity.
- Introduce the students to the material like sand tray on the table and ask him to take it to your table.
- Write the Number "13" on the whiteboard or paste flashcards of the Number "13" on the whiteboard.
- Tell the students that Number "13" stands for single object.
- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Instruct the students how to write the Number "13" by using your finger in the sand tray. When writing, say the instructions like; you could simply tell them that you need to write one and three to make the number "13".
- Ask the students to practise this one by one by writing in the sand tray more than three to five time.

Activity: 2

- After doing Activity 1.
- Tell them we are going to practice number "13" by using printable tracing worksheet.
- Distribute the tracing worksheet of number "13" all the students.
- Instruct the students how to write the tracing Number "13" by using your pencil in the worksheet.
- When the tracing activity is complete, ask the student to fill in the colour of their choice on the picture number "13" in the worksheet.
- Ask the student to fill in the colour of their own choice on the picture in the worksheet as well.

Practice Activities:

- Give the students sand tray for practice.
- Give the students writing boards and markers or loose sheets and pencils for writing practice.
- Give them flash cards and ask them to pick the flash cards having the Number "13".

Class: Nursery **Subject:** Math

• Ask the students to complete the tracing activity on textbook pg. no. 48 & 49. • Help and guide them wherever needed.	
Assessment: • Assess the students by checking their written work. ➢ Are the children able to form the Numbers correctly? ➢ Do they recognize the number '13' words?	5 Minutes
Homework: As Assign the students to solve the count and write activity on pg. no. 49 as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Introduction to the Number **"14"**

Period (s) / Time: 1 / 40 min **Term:** 2nd

Week: 12 **Day:** 4

Students' Learning Objectives:

By the end of the session, the students will be able to:

- recognize the name, sound and graphical representation of the Number "14".
- pronounce the number word starting with the Number "14" correctly.
- identify the images which are starting with the Number "14".

Equipment & Material Required:

Audio Visual Aids (Number "14") Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: crayons, table, colourfull, fourteen

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take "14" numbers flash card in the classroom. Ask some questions about it. ➢ What is it? ➢ How many object in number "14"? ➢ Can you pronounce the number word of number "14"?	5 Minutes
Development **Model Reading & Methodology:** • Tell the students that we are going to start learning about Auxiliary numbers. Raise your hands if anyone of you knows any auxiliary number." • Raise your hands if anyone of you knows any auxiliary number." • Explain them that we are going to read the fourteenth Number "14". • Show them the flash cards of the Number "14" and introduce its sound "fourteen". • Explain them the sound of the number '14' is / fourteen /. • Show them number "14" flashcard and instruct the children to say the name of the number, i.e. '14' and emphasize the sound / fourteen /. • Create an imagination story about number "14". • Tell the story of number '14' with proper impressions, showing the relevant pictures.	30 Minutes

Class: Nursery **Subject:** Math

• Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination). • Appreciate the students' participation and encourage their answers. **Demonstration:** • Ask the students to make one standing line and stop. Then, make a small diagonal line and drag it to make horizontal line and stop. Starting from the middle and make a standing line in such way that it touches the horizontal line. Tell them that this is number "14". Or you can use simple instructions like, write one and four to make number "14". • Number "14" stands for fourteen objects and it comes after number "13". • Introduce some fourteen objects to students to enhance their learning. For instance, paste fourteen pencils card on the board and let the students count them and then paste number card of "14". • Now ask them to come and do the "Sand Paper" activity. Always demonstrate the activity first and then let the students do that. Use first two fingers for this activity. While dragging the fingers, say the instructions; you can use simple instructions like, write one and four to make number "14". • Do the "Number board and wired beads" activity with students. Place the number board and wired beads on mat and fix the number "14" on number board. Then, take one golden string of ten beads and place next to the number board. Now, take four beads of red colour and place next to the golden beads string of ten. • Tell the students that we need one ten and four to make the number "14".	
Assessment: To assess the students, ask them some questions, i.e.: • What is the name and sound of the Number you have read just now? • How many objects are required for number "14".	5 Minutes
Homework: Ask the students to look carefully at the Number and objects given on the textbook, pg. no 50. • Identify the images given on pg. no. 50 of the textbook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): The Structure and Writing of the Number **"14"**
Period (s) / Time: 1 / 40 min **Term:** 2nd
Week: 12 **Day:** 5

Students' Learning Objectives:
By the end of the session, the students will be able to:

- read, count, trace and write the Number "14".
- recognize number "14" sound.
- hold or grip a pencil in a correct way to form Number "14".
- Write number "14" by using Sand tray activity.
- Practise the number "14" by using printable tracing worksheet.

Equipment & Material Required:
Textbook, Flash Pictures, Whiteboard, Board Marker, Duster, sand tray, worksheet print, colour.

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: fish, lollypops, match, colour,

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 50. ➢ Can you count the objects which represent the Number "14"? ➢ Where we can find the crayons? ➢ Who play with crayons?	5 Minutes
Development **Model Reading:** • Tell the students that they are going to learn to write the Number "14" • Explain that they are going to learn how to write the Number "14". • Point to "14" on the number wall chart. Ask: What sound does this make? Praise and say: Yes, /Fourteen/ … /14/ for lollypops! Yes, /Fourteen/ … /14/ for crayons! • Show the students how to write the number '14' on the board. Sound out /14/ fourteen as you write it. • Ask the students to make number 14 one standing line and stop. Then, make a small diagonal line and drag it to make horizontal line and stop. Starting from the middle and make a standing line in such way that it touches the horizontal line. Tell them that this is	30 Minutes

number "14". Or you can use simple instructions like, write one and four to make number "14".

- Number "14" stands for fourteen objects.
- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Tell them that Numbers can change their forms and their sounds.
- Write the Number "14" on the whiteboard or paste flashcards of the Number "14" on the whiteboard.
- Repeat the sound of Number "14".
- Encourage the students to recognize the sound of Number "14".
- Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor.

Activity: 1

- Firstly divide the students in many pairs or groups and tell them we are going to sand tray activity.
- Introduce the students to the material like sand tray on the table and ask him to take it to your table.
- Write the Number "14" on the whiteboard or paste flashcards of the Number "14" on the whiteboard.
- Tell the students that Number "14" stands for single object.
- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Instruct the students how to write the Number "14" by using your finger in the sand tray. When writing, say the instructions like; you can use simple instructions like, write one and four to make number "14".
- Ask the students to practise this one by one by writing in the sand tray more than three to five time.

Activity: 2

- After doing Activity 1.
- Tell them we are going to practice number "14" by using printable tracing worksheet.
- Distribute the tracing worksheet of number "14" all the students.
- Instruct the students how to write the tracing Number "14" by using your pencil in the worksheet.
- When the tracing activity is complete, ask the student to fill in the colour of their choice on the picture number "14" in the worksheet.
- Ask the student to fill in the colour of their own choice on the picture in the worksheet as well.

Practice Activities:

- Give the students sand tray for practice.

Class: Nursery **Subject:** Math

• Give the students writing boards and markers or loose sheets and pencils for writing practice. • Give them flash cards and ask them to pick the flash cards having the Number "14". • Ask the students to complete the tracing activity on textbook pg. no. 50 & 51. • Help and guide them wherever needed.	
Assessment: • Assess the students by checking their written work. ➢ Are the children able to form the Numbers correctly? ➢ Do they recognize the number '14' words?	5 Minutes
Homework: As Assign the students to solve the count and write activity on pg. no. 51 as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Worksheet of number "12" (For Day 1)

(Take a print and do practice on it)



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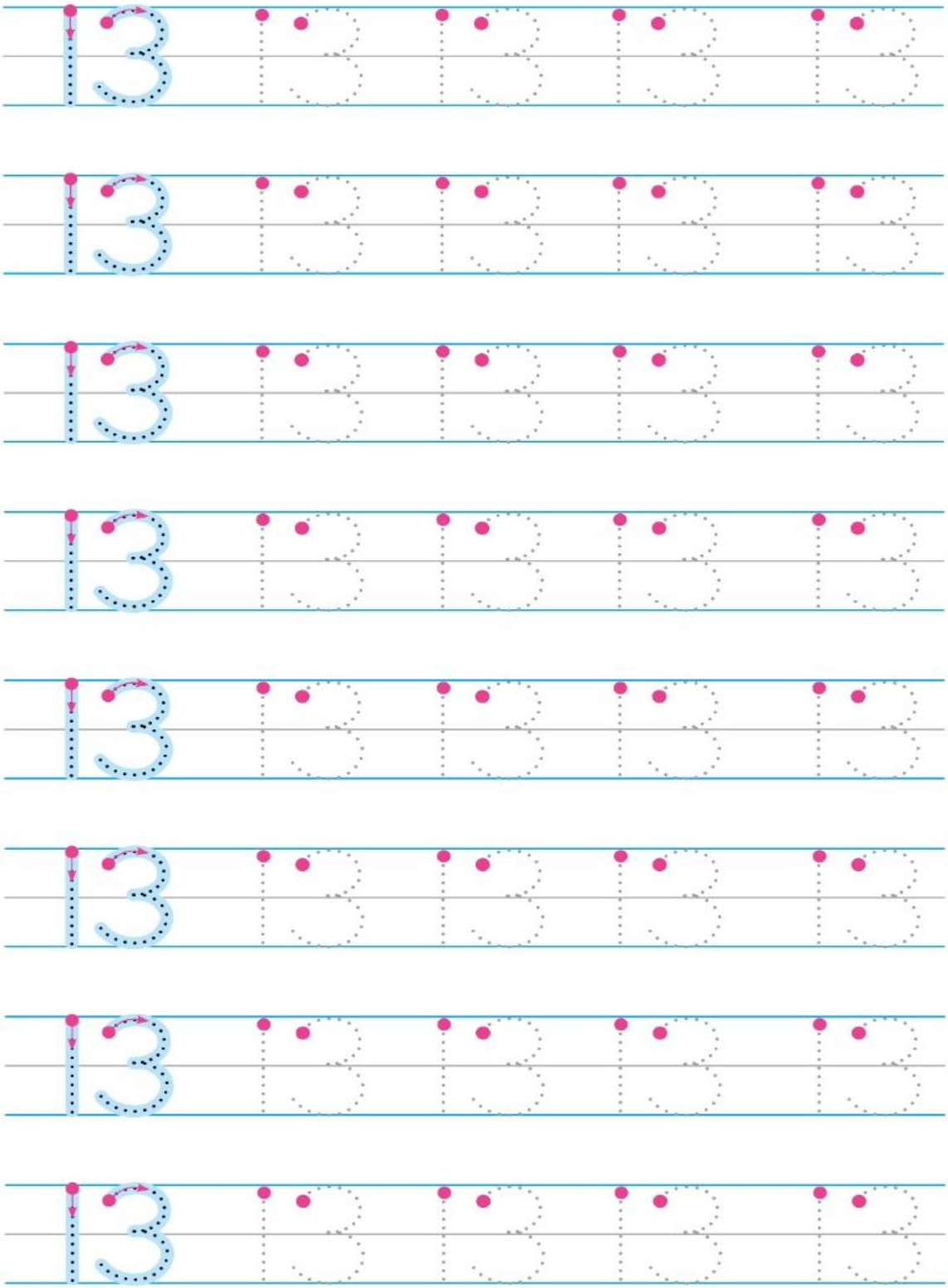
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Class: Nursery

Subject: Math

Worksheet of number "13" (For Day 3)

(Take a print and do practice on it)



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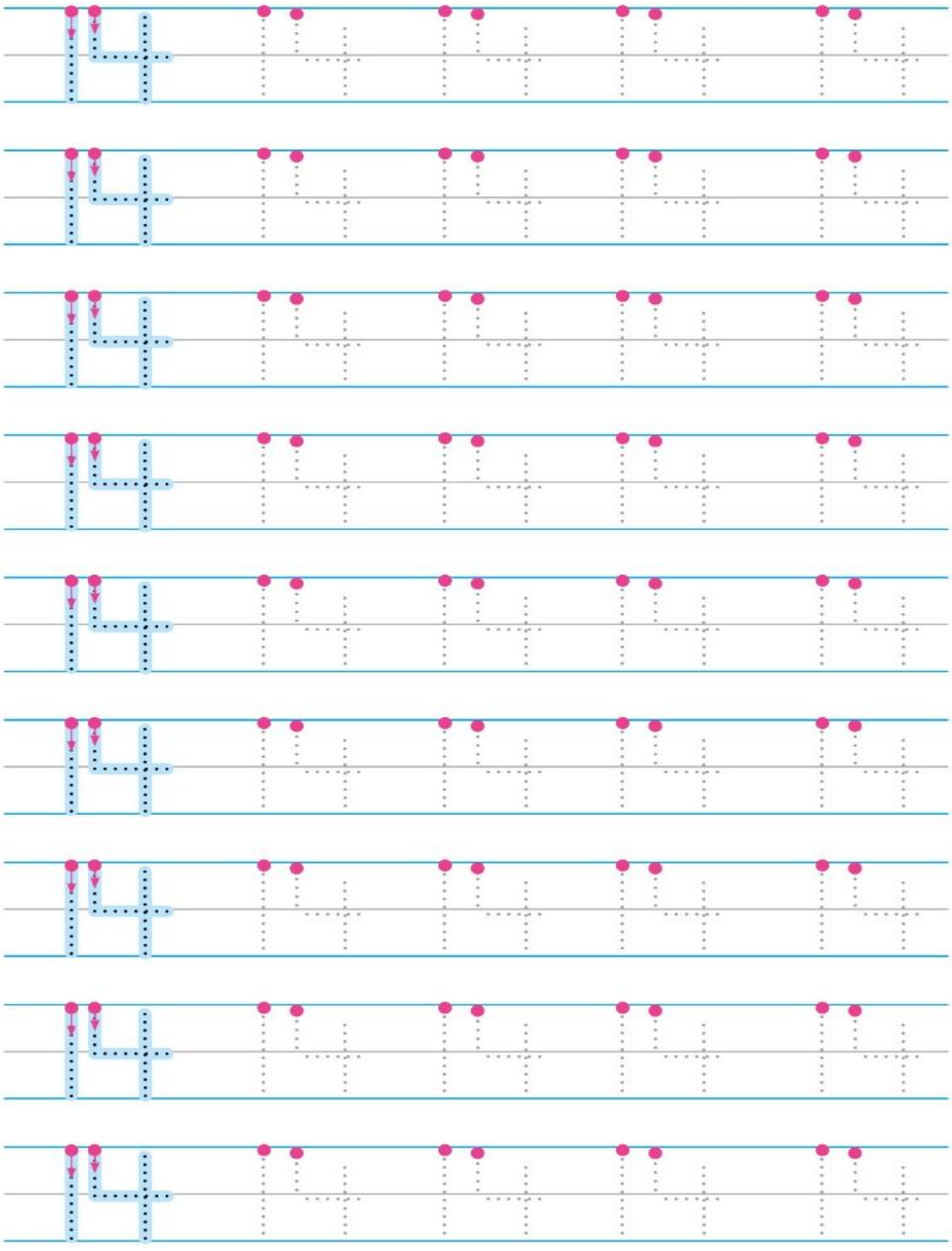
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Class: Nursery

Subject: Math

Worksheet of number "14" (For Day 5)

(Take a print and do practice on it)



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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Introduction to the Number **"15"**

Period (s) / Time: 1 / 40 min **Term:** 2nd

Week: 13 **Day:** 1

Students' Learning Objectives:

By the end of the session, the students will be able to:

- recognize the name, sound and graphical representation of the Number "15".
- pronounce the number word starting with the Number "15" correctly.
- identify the images which are starting with the Number "15".

Equipment & Material Required:

Audio Visual Aids (Number "15") Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: balloons, boy, play, blow up, fifteen

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take "15" numbers flash card in the classroom. Ask some questions about it. ➢ What is it? ➢ How many object in number "15"? ➢ Can you pronounce the number word of number "15"?	5 Minutes
Development **Model Reading & Methodology:** • Tell the students that we are going to start learning about Auxiliary numbers. Raise your hands if anyone of you knows any auxiliary number." • Raise your hands if anyone of you knows any auxiliary number." • Explain them that we are going to read the fifteenth Number "15". • Show them the flash cards of the Number "15" and introduce its sound "fifteen". • Explain them the sound of the number '15' is / fifteen /. • Show them number "15" flashcard and instruct the children to say the name of the number, i.e. '15' and emphasize the sound / fifteen /. • Create an imagination story about number "15". • Tell the story of number '15' with proper impressions, showing the relevant pictures.	30 Minutes

Class: Nursery **Subject:** Math

• Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination). • Appreciate the students' participation and encourage their answers. **Demonstration:** • Ask the students to make one standing line and stop. Then, make a small sleeping line, go down by making small standing line and go round and make half circle. Tell them that this is number "15". Or you can use simple instructions like, write one and five to make number "15". • Number "15" stands for fifteen objects and it comes after number "14". • Introduce some fifteen objects to students to enhance their learning. For instance, paste fifteen bananas card on the board and let the students count them and then paste number card of "15". • Now ask them to come and do the "Sand Paper" activity. Always demonstrate the activity first and then let the students do that. Use first two fingers for this activity. While dragging the fingers, say the instructions; you can use simple instructions like, write one and five to make number "15". • Do the "Number board and wired beads" activity with students. Place the number board and wired beads on mat and fix the number "15" on number board. Then, take one golden string of ten beads and place next to the number board. Now, take five beads of red colour and place next to the golden beads string of ten. • Tell the students that we need one ten and four to make the number "15".	
Assessment: To assess the students, ask them some questions, i.e.: • What is the name and sound of the Number you have read just now? • How many objects are required for number "15".	5 Minutes
Homework: Ask the students to look carefully at the Number and objects given on the textbook, pg. no 52. • Identify the images given on pg. no. 52 of the textbook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): The Structure and Writing of the Number **"15"**
Period (s) / Time: 1 / 40 min **Term:** 2nd
Week: 13 **Day:** 2

Students' Learning Objectives:
By the end of the session, the students will be able to:

- read, count, trace and write the Number "15".
- recognize number "15" sound.
- hold or grip a pencil in a correct way to form Number "15".
- Write number "15" by using Sand tray activity.
- Practise the number "15" by using printable tracing worksheet.

Equipment & Material Required:
Textbook, Flash Pictures, Whiteboard, Board Marker, Duster, sand tray, worksheet print, colour.

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: bricks, fish, carry, labour,

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 52. ➢ Can you count the objects which represent the Number "15"? ➢ How many balloons are there in the image? ➢ Who blow up the balloons?	5 Minutes
<u>Development</u> **Model Reading:** • Tell the students that they are going to learn to write the Number "15" • Explain that they are going to learn how to write the Number "15". • Point to "15" on the number wall chart. Ask: What sound does this make? Praise and say: Yes, /Fifteen/ … /15/ for balloons! Yes, /Fifteen/ … /15/ for bricks! • Show the students how to write the number '15' on the board. Sound out /15/ fifteen as you write it. • Ask the students to make one standing line and stop. Then, make a small sleeping line, go down by making small standing line and go round and make half circle. Tell them that this is number "15". Or you can use simple instructions like, write one and five to make number "15".	30 Minutes

- Number "15" stands for fifteen objects.
- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Tell them that Numbers can change their forms and their sounds.
- Write the Number "15" on the whiteboard or paste flashcards of the Number "15" on the whiteboard.
- Repeat the sound of Number "15".
- Encourage the students to recognize the sound of Number "15".
- Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor.

Activity: 1

- Firstly divide the students in many pairs or groups and tell them we are going to sand tray activity.
- Introduce the students to the material like sand tray on the table and ask him to take it to your table.
- Write the Number "15" on the whiteboard or paste flashcards of the Number "15" on the whiteboard.
- Tell the students that Number "15" stands for fifteen objects.
- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Instruct the students how to write the Number "15" by using your finger in the sand tray. When writing, say the instructions like; you can use simple instructions like, write one and four to make number "15".
- Ask the students to practise this one by one by writing in the sand tray more than three to five time.

Activity: 2

- After doing Activity 1.
- Tell them we are going to practice number "15" by using printable tracing worksheet.
- Distribute the tracing worksheet of number "15" all the students.
- Instruct the students how to write the tracing Number "15" by using your pencil in the worksheet.
- When the tracing activity is complete, ask the student to fill in the colour of their choice on the picture number "15" in the worksheet.
- Ask the student to fill in the colour of their own choice on the picture in the worksheet as well.

Practice Activities:

- Give the students sand tray for practice.
- Give the students writing boards and markers or loose sheets and pencils for writing practice.
- Give them flash cards and ask them to pick the flash cards having the Number "15".

Class: Nursery **Subject:** Math

• Ask the students to complete the tracing activity on textbook pg. no. 52 & 53. • Help and guide them wherever needed.	
Assessment: • Assess the students by checking their written work. ➢ Are the children able to form the Numbers correctly? ➢ Do they recognize the number '15' words?	5 Minutes
Homework: As Assign the students to solve the count and write activity on pg. no. 53 as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Introduction to the Number **"16"**

Period (s) / Time: 1 / 40 min **Term:** 2nd

Week: 13 **Day:** 3

Students' Learning Objectives:

By the end of the session, the students will be able to:

- recognize the name, sound and graphical representation of the Number "16".
- pronounce the number word starting with the Number "16" correctly.
- identify the images which are starting with the Number "16".

Equipment & Material Required:

Audio Visual Aids (Number "16") Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: green, charts, leaves, paint, Sixteen

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take "16" numbers flash card in the classroom. Ask some questions about it. ➢ What is it? ➢ How many object in number "16"? ➢ Can you pronounce the number word of number "16"?	5 Minutes
<u>Development</u> **Model Reading & Methodology:** • Tell the students that we are going to start learning about Auxiliary numbers. Raise your hands if anyone of you knows any auxiliary number." • Raise your hands if anyone of you knows any auxiliary number." • Explain them that we are going to read the Sixteenth Number "16". • Show them the flash cards of the Number "16" and introduce its sound "Sixteen". • Explain them the sound of the number '16' is / Sixteen /. • Show them number "16" flashcard and instruct the children to say the name of the number, i.e. '16' and emphasize the sound / Sixteen /. • Create an imagination story about number "16". • Tell the story of number '16' with proper impressions, showing the relevant pictures.	30 Minutes

Class: Nursery **Subject:** Math

• Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination). • Appreciate the students' participation and encourage their answers. **Demonstration:** • Ask the students to make one standing line and stop. Then, make a curve and a circle makes my number six (6). Or you can use simple instructions like, write one and six to make number "16". • Number "16" stands for Sixteen objects and it comes after number "15". • Introduce some Sixteen objects to students to enhance their learning. For instance, paste Sixteen tennis balls card on the board and let the students count them and then paste number card of "16". • Now ask them to come and do the "Sand Paper" activity. Always demonstrate the activity first and then let the students do that. Use first two fingers for this activity. While dragging the fingers, say the instructions; you can use simple instructions like, write one and six to make number "16". • Do the "Number board and wired beads" activity with students. Place the number board and wired beads on mat and fix the number "16" on number board. Then, take one golden string of ten beads and place next to the number board. Now, take six beads of red colour and place next to the golden beads string of ten. • Tell the students that we need one ten and four to make the number "16".	
Assessment: To assess the students, ask them some questions, i.e.: • What is the name and sound of the Number you have read just now? • How many objects are required for number "16".	5 Minutes
Homework: Ask the students to look carefully at the Number and objects given on the textbook, pg. no 54. • Identify the images given on pg. no. 54 of the textbook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): The Structure and Writing of the Number **"16"**
Period (s) / Time: 1 / 40 min **Term:** 2nd
Week: 13 **Day:** 4

Students' Learning Objectives:
By the end of the session, the students will be able to:

- read, count, trace and write the Number "16".
- recognize number "16" sound.
- hold or grip a pencil in a correct way to form Number "16".
- Write number "16" by using Sand tray activity.
- Practise the number "16" by using printable tracing worksheet.

Equipment & Material Required:
Textbook, Flash Pictures, Whiteboard, Board Marker, Duster, sand tray, worksheet print, colour.

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: Pandas, paint, leave, green,

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 54. ➢ Can you count the objects which represent the Number "16"? ➢ How many leaves are paint in the image? ➢ What is the colour of paint?	5 Minutes
<u>Development</u> **Model Reading:** • Tell the students that they are going to learn to write the Number "16" • Explain that they are going to learn how to write the Number "16". • Point to "16" on the number wall chart. Ask: What sound does this make? Praise and say: Yes, /Sixteen/ … /16/ for leaves! Yes, /Sixteen/ … /16/ for Pandas! • Show the students how to write the number '16' on the board. Sound out /16/ sixteen as you write it. • Ask the students to make one standing line and stop. Then, make a curve and tell them that this is number "16". Or you can use simple instructions like, write one and six to make number "16". • Number "16" stands for sixteen objects.	30 Minutes

- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Tell them that Numbers can change their forms and their sounds.
- Write the Number "16" on the whiteboard or paste flashcards of the Number "16" on the whiteboard.
- Repeat the sound of Number "16".
- Encourage the students to recognize the sound of Number "16".
- Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor.

Activity: 1

- Firstly divide the students in many pairs or groups and tell them we are going to sand tray activity.
- Introduce the students to the material like sand tray on the table and ask him to take it to your table.
- Write the Number "16" on the whiteboard or paste flashcards of the Number "16" on the whiteboard.
- Tell the students that Number "16" stands for sixteen objects.
- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Instruct the students how to write the Number "16" by using your finger in the sand tray. When writing, say the instructions like; you can use simple instructions like, write one and six to make number "16".
- Ask the students to practise this one by one by writing in the sand tray more than three to five time.

Activity: 2

- After doing Activity 1.
- Tell them we are going to practice number "16" by using printable tracing worksheet.
- Distribute the tracing worksheet of number "16" all the students.
- Instruct the students how to write the tracing Number "16" by using your pencil in the worksheet.
- When the tracing activity is complete, ask the student to fill in the colour of their choice on the picture number "16" in the worksheet.
- Ask the student to fill in the colour of their own choice on the picture in the worksheet as well.

Practice Activities:

- Give the students sand tray for practice.
- Give the students writing boards and markers or loose sheets and pencils for writing practice.
- Give them flash cards and ask them to pick the flash cards having the Number "16".
- Ask the students to complete the tracing activity on textbook pg. no. 54 & 55.

Class: Nursery **Subject:** Math

• Help and guide them wherever needed.	
Assessment: • Assess the students by checking their written work. ➢ Are the children able to form the Numbers correctly? ➢ Do they recognize the number '16' words?	5 Minutes
Homework: As Assign the students to solve the match, count and write activity on pg. no. 55 as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Introduction to the Number **"17"**

Period (s) / Time: 1 / 40 min **Term:** 2nd

Week: 13 **Day:** 5

Students' Learning Objectives:

By the end of the session, the students will be able to:

- recognize the name, sound and graphical representation of the Number "17".
- pronounce the number word starting with the Number "17" correctly.
- identify the images which are starting with the Number "17".

Equipment & Material Required:

Audio Visual Aids (Number "17") Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: boats, colourful, float, water, pond, Seventeen

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take "17" numbers flash card in the classroom. Ask some questions about it. ➢ What is it? ➢ How many object in number "17"? ➢ Can you pronounce the number word of number "17"?	5 Minutes
<u>Development</u> **Model Reading & Methodology:** • Tell the students that we are going to start learning about Auxiliary numbers. Raise your hands if anyone of you knows any auxiliary number." • Raise your hands if anyone of you knows any auxiliary number." • Explain them that we are going to read the seventeenth Number "17". • Show them the flash cards of the Number "17" and introduce its sound "Seventeen". • Explain them the sound of the number '17' is / Seventeen /. • Show them number "17" flashcard and instruct the children to say the name of the number, i.e. '17' and emphasize the sound / Seventeen /. • Create an imagination story about number "17". • Tell the story of number '17' with proper impressions, showing the relevant pictures.	30 Minutes

Class: Nursery **Subject:** Math

• Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination). • Appreciate the students' participation and encourage their answers. **Demonstration:** • Ask the students to make one standing line and stop. Then, make a sleeping line and the slanting line, tell them that this is number "17".Or you can use simple instructions like, write one and seven to make number "17". • Number "17" stands for Seventeen objects and it comes after number "17". • Introduce some Seventeen objects to students to enhance their learning. For instance, paste Seventeen spoons card on the board and let the students count them and then paste number card of "17". • Now ask them to come and do the "Sand Paper" activity. Always demonstrate the activity first and then let the students do that. Use first two fingers for this activity. While dragging the fingers, say the instructions; you can use simple instructions like, write one and seven to make number "17". • Do the "Number board and wired beads" activity with students. Place the number board and wired beads on mat and fix the number "17" on number board. Then, take one golden string of ten beads and place next to the number board. Now, take seven beads of red colour and place next to the golden beads string of ten. • Tell the students that we need one ten and four to make the number "17".	
Assessment: To assess the students, ask them some questions, i.e.: • What is the name and sound of the Number you have read just now? • How many objects are required for number "17".	5 Minutes
Homework: Ask the students to look carefully at the Number and objects given on the textbook, pg. no 56. • Identify the images given on pg. no. 56 of the textbook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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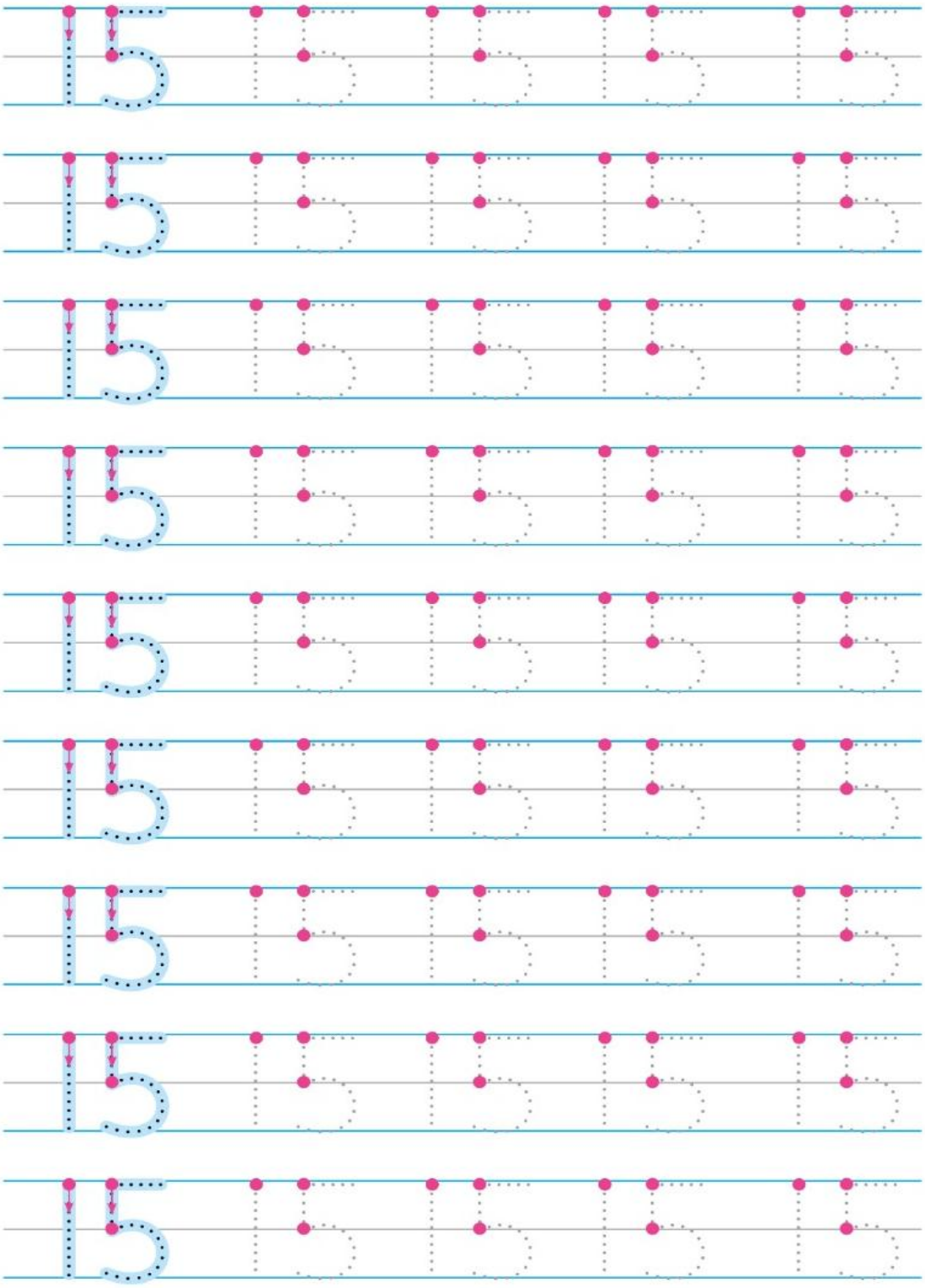
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Class: Nursery

Subject: Math

Worksheet of number "15" (For Day 2)

(Take a print and do practice on it)



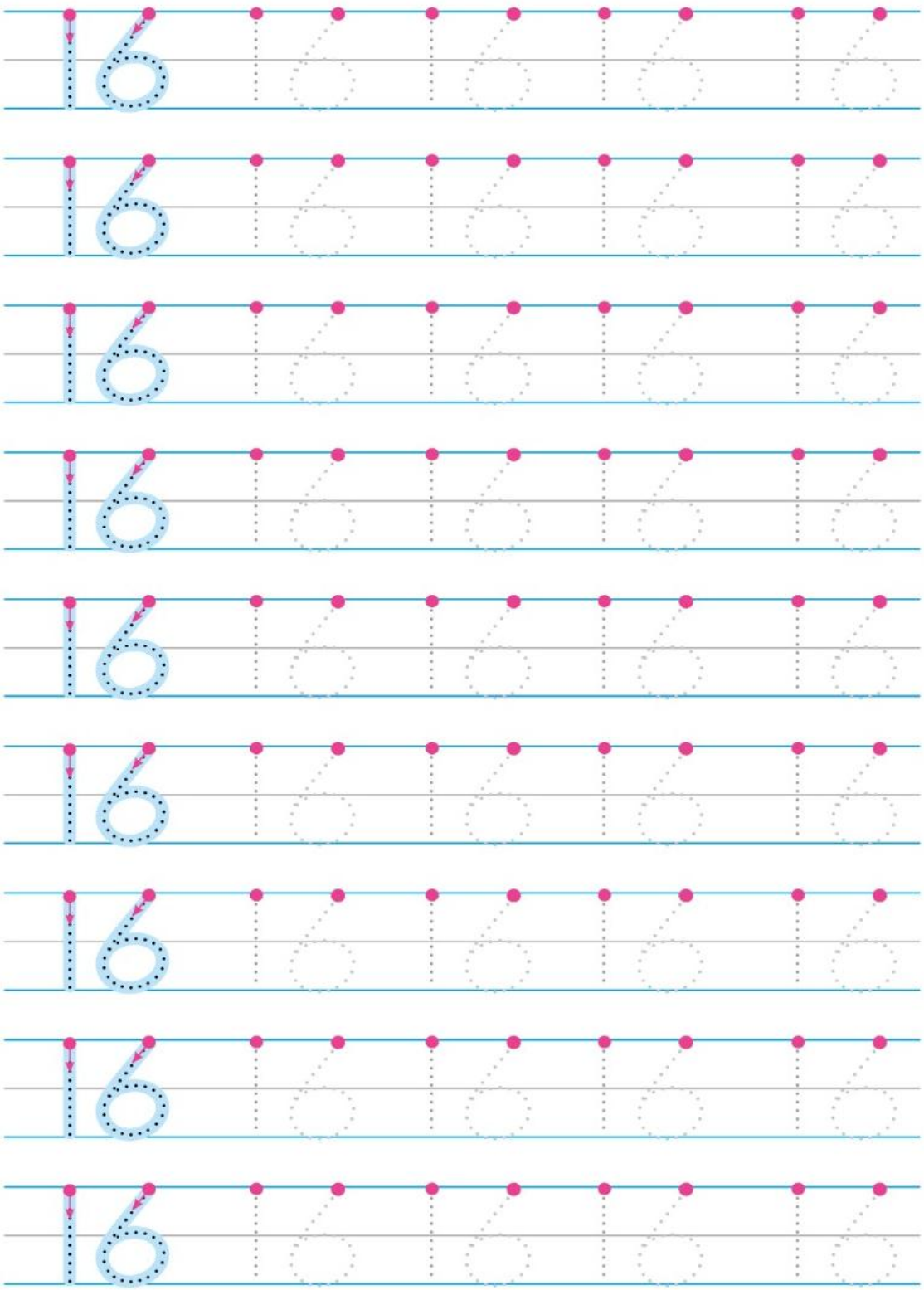
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Class: Nursery **Subject:** Math

Worksheet of number "16" (For Day 4)

(Take a print and do practice on it)



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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): The Structure and Writing of the Number **"17"**
Period (s) / Time: 1 / 40 min **Term:** 2nd
Week: 15 **Day:** 1

Students' Learning Objectives:
By the end of the session, the students will be able to:

- read, count, trace and write the Number "17".
- recognize number "17" sound.
- hold or grip a pencil in a correct way to form Number "17".
- Write number "17" by using Sand tray activity.
- Practise the number "17" by using printable tracing worksheet.

Equipment & Material Required:
Textbook, Flash Pictures, Whiteboard, Board Marker, Duster, sand tray, worksheet print, colour.

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: apples, birds, tree,

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 56. ➢ Can you count the objects which represent the Number "17"? ➢ How many boats are there in the water? ➢ Where the boat float?	5 Minutes
Development **Model Reading:** • Tell the students that they are going to learn to write the Number "17" • Explain that they are going to learn how to write the Number "17". • Point to "17" on the number wall chart. Ask: What sound does this make? Praise and say: Yes, /Seventeen/ … /17/ for boats! Yes, /Seventeen/ … /17/ for birds! • Show the students how to write the number '17' on the board. Sound out /17/ Seventeen as you write it. • Ask the students to make one standing line and stop. Then, make a sleeping line and the slanting line, tell them that this is number "17".Or you can use simple instructions like, write one and seven to make number "17". • Number "17" stands for Seventeen objects.	30 Minutes

- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Tell them that Numbers can change their forms and their sounds.
- Write the Number "17" on the whiteboard or paste flashcards of the Number "17" on the whiteboard.
- Repeat the sound of Number "17".
- Encourage the students to recognize the sound of Number "17".
- Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor.

Activity: 1

- Firstly divide the students in many pairs or groups and tell them we are going to sand tray activity.
- Introduce the students to the material like sand tray on the table and ask him to take it to your table.
- Write the Number "17" on the whiteboard or paste flashcards of the Number "17" on the whiteboard.
- Tell the students that Number "17" stands for Seventeen objects.
- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Instruct the students how to write the Number "17" by using your finger in the sand tray. When writing, say the instructions like; you can use simple instructions like, write one and seven to make number "17".
- Ask the students to practise this one by one by writing in the sand tray more than three to five time.

Activity: 2

- After doing Activity 1.
- Tell them we are going to practice number "17" by using printable tracing worksheet.
- Distribute the tracing worksheet of number "17" all the students.
- Instruct the students how to write the tracing Number "17" by using your pencil in the worksheet.
- When the tracing activity is complete, ask the student to fill in the colour of their choice on the picture number "17" in the worksheet.
- Ask the student to fill in the colour of their own choice on the picture in the worksheet as well.

Practice Activities:

- Give the students sand tray for practice.
- Give the students writing boards and markers or loose sheets and pencils for writing practice.
- Give them flash cards and ask them to pick the flash cards having the Number "17".
- Ask the students to complete the tracing activity on textbook pg. no. 56 & 57.

Class: Nursery **Subject:** Math

• Help and guide them wherever needed.	
Assessment: • Assess the students by checking their written work. ➢ Are the children able to form the Numbers correctly? ➢ Do they recognize the number '17' words?	5 Minutes
Homework: As Assign the students to solve the count and write activity on pg. no. 57 as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Introduction to the Number **"18"**

Period (s) / Time: 1 / 40 min **Term:** 2nd

Week: 15 **Day:** 2

Students' Learning Objectives:

By the end of the session, the students will be able to:

- recognize the name, sound and graphical representation of the Number "18".
- pronounce the number word starting with the Number "18" correctly.
- identify the images which are starting with the Number "18".

Equipment & Material Required:

Audio Visual Aids (Number "18") Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: butterflies, net, catch, run, boy, garden, Eighteen

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take "18" numbers flash card in the classroom. Ask some questions about it. ➢ What is it? ➢ How many object in number "18"? ➢ Can you pronounce the number word of number "18"?	5 Minutes
Development **Model Reading & Methodology:** • Tell the students that we are going to start learning about Auxiliary numbers. Raise your hands if anyone of you knows any auxiliary number." • Raise your hands if anyone of you knows any auxiliary number." • Explain them that we are going to read the Eighteenth Number "18". • Show them the flash cards of the Number "18" and introduce its sound "Eighteen". • Explain them the sound of the number '18' is / Eighteen /. • Show them number "18" flashcard and instruct the children to say the name of the number, i.e. '18' and emphasize the sound / Eighteen /. • Create an imagination story about number "18". • Tell the story of number '18' with proper impressions, showing the relevant pictures.	30 Minutes

Class: Nursery **Subject:** Math

• Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination). • Appreciate the students' participation and encourage their answers. **Demonstration:** • Ask the students to make one standing line and stop. Then, make a make's' and shut the gate, tell them that this is number "18". Or you can use simple instructions like, write one and eight to make number "18". • Number "18" stands for eighteen objects and it comes after number "18". • Introduce some eighteen objects to students to enhance their learning. For instance, paste eighteen erasers card on the board and let the students count them and then paste number card of "18". • Now ask them to come and do the "Sand Paper" activity. Always demonstrate the activity first and then let the students do that. Use first two fingers for this activity. While dragging the fingers, say the instructions; you can use simple instructions like, write one and eight to make number "18". • Do the "Number board and wired beads" activity with students. Place the number board and wired beads on mat and fix the number "18" on number board. Then, take one golden string of ten beads and place next to the number board. Now, take eight beads of red colour and place next to the golden beads string of ten. • Tell the students that we need one ten and four to make the number "18".	
Assessment: To assess the students, ask them some questions, i.e.: • What is the name and sound of the Number you have read just now? • How many objects are required for number "18".	5 Minutes
Homework: Ask the students to look carefully at the Number and objects given on the textbook, pg. no 58. • Identify the images given on pg. no. 58 of the textbook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): The Structure and Writing of the Number **"18"**
Period (s) / Time: 1 / 40 min **Term:** 2nd
Week: 15 **Day:** 3

Students' Learning Objectives:
By the end of the session, the students will be able to:

- read, count, trace and write the Number "18".
- recognize number "18" sound.
- hold or grip a pencil in a correct way to form Number "18".
- Write number "18" by using Sand tray activity.
- Practise the number "18" by using printable tracing worksheet.

Equipment & Material Required:
Textbook, Flash Pictures, Whiteboard, Board Marker, Duster, sand tray, worksheet print, colour.

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: pencils, tree, shapes, star, circle, triangle, square,

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 58. ➢ Can you count the objects which represent the Number "18"? ➢ Who caught the butterfly? ➢ How many butterflies are there in the garden?	5 Minutes
<u>Development</u> **Model Reading:** • Tell the students that they are going to learn to write the Number "18" • Explain that they are going to learn how to write the Number "18". • Point to "18" on the number wall chart. Ask: What sound does this make? Praise and say: Yes, /Eighteen/ … /18/ for butterflies! Yes, /Eighteen/ … /18/ for pencils! • Show the students how to write the number '18' on the board. Sound out /18/ eighteen as you write it. • Ask the students to make one standing line and stop. Then, make a make's' and shut the gate, tell them that this is number "18". Or you can use simple instructions like, write one and eight to make number "18". • Number "18" stands for eighteen objects.	30 Minutes

- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Tell them that Numbers can change their forms and their sounds.
- Write the Number "18" on the whiteboard or paste flashcards of the Number "18" on the whiteboard.
- Repeat the sound of Number "18".
- Encourage the students to recognize the sound of Number "18".
- Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor.

Activity: 1

- Firstly divide the students in many pairs or groups and tell them we are going to sand tray activity.
- Introduce the students to the material like sand tray on the table and ask him to take it to your table.
- Write the Number "18" on the whiteboard or paste flashcards of the Number "18" on the whiteboard.
- Tell the students that Number "18" stands for eighteen objects.
- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Instruct the students how to write the Number "18" by using your finger in the sand tray. When writing, say the instructions like; you can use simple instructions like, write one and eight to make number "18".
- Ask the students to practise this one by one by writing in the sand tray more than three to five time.

Activity: 2

- After doing Activity 1.
- Tell them we are going to practice number "18" by using printable tracing worksheet.
- Distribute the tracing worksheet of number "18" all the students.
- Instruct the students how to write the tracing Number "18" by using your pencil in the worksheet.
- When the tracing activity is complete, ask the student to fill in the colour of their choice on the picture number "18" in the worksheet.
- Ask the student to fill in the colour of their own choice on the picture in the worksheet as well.

Practice Activities:

- Give the students sand tray for practice.
- Give the students writing boards and markers or loose sheets and pencils for writing practice.
- Give them flash cards and ask them to pick the flash cards having the Number "18".
- Ask the students to complete the tracing activity on textbook pg. no. 58 & 59.

Class: Nursery **Subject:** Math

• Help and guide them wherever needed.	
Assessment: • Assess the students by checking their written work. ➢ Are the children able to form the Numbers correctly? ➢ Do they recognize the number '18' words?	5 Minutes
Homework: As Assign the students to colour the right number activity on pg. no. 59 as homework	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Introduction to the Number **"19"**

Period (s) / Time: 1 / 40 min **Term:** 2nd

Week: 15 **Day:** 4

Students' Learning Objectives:

By the end of the session, the students will be able to:

- recognize the name, sound and graphical representation of the Number "19".
- pronounce the number word starting with the Number "19" correctly.
- identify the images which are starting with the Number "19".

Equipment & Material Required:

Audio Visual Aids (Number "19") Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: blocks, colourful, place, boy Nineteen

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take "19" numbers flash card in the classroom. Ask some questions about it. ➢ What is it? ➢ How many object in number "19"? ➢ Can you pronounce the number word of number "19"?	5 Minutes
Development **Model Reading & Methodology:** • Tell the students that we are going to start learning about Auxiliary numbers. Raise your hands if anyone of you knows any auxiliary number." • Raise your hands if anyone of you knows any auxiliary number." • Explain them that we are going to read the Nineteenth Number "19". • Show them the flash cards of the Number "19" and introduce its sound "Nineteen". • Explain them the sound of the number '19' is / Nineteen /. • Show them number "19" flashcard and instruct the children to say the name of the number, i.e. '19' and emphasize the sound / Nineteen /. • Create an imagination story about number "19". • Tell the story of number '19' with proper impressions, showing the relevant pictures.	30 Minutes

Class: Nursery **Subject:** Math

• Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination). • Appreciate the students' participation and encourage their answers. **Demonstration:** • Ask the students to make one standing line and stop. Then, make a circle and a standing line tell them that this is number "19". Or you can use simple instructions like, write one and nine to make number "19". • Number "19" stands for nineteen objects and it comes after number "19". • Introduce some nineteen objects to students to enhance their learning. For instance, paste nineteen sharpener card on the board and let the students count them and then paste number card of "19". • Now ask them to come and do the "Sand Paper" activity. Always demonstrate the activity first and then let the students do that. Use first two fingers for this activity. While dragging the fingers, say the instructions; you can use simple instructions like, write one and nine to make number "19". • Do the "Number board and wired beads" activity with students. Place the number board and wired beads on mat and fix the number "19" on number board. Then, take one golden string of ten beads and place next to the number board. Now, take nine beads of red colour and place next to the golden beads string of ten. • Tell the students that we need one ten and four to make the number "19".	
Assessment: To assess the students, ask them some questions, i.e.: • What is the name and sound of the Number you have read just now? • How many objects are required for number "19".	5 Minutes
Homework: Ask the students to look carefully at the Number and objects given on the textbook, pg. no 60. • Identify the images given on pg. no. 60 of the textbook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): The Structure and Writing of the Number **"19"**
Period (s) / Time: 1 / 40 min **Term:** 2nd
Week: 15 **Day:** 5

Students' Learning Objectives:
By the end of the session, the students will be able to:

- read, count, trace and write the Number "19".
- recognize number "19" sound.
- hold or grip a pencil in a correct way to form Number "19".
- Write number "19" by using Sand tray activity.
- Practise the number "19" by using printable tracing worksheet.

Equipment & Material Required:
Textbook, Flash Pictures, Whiteboard, Board Marker, Duster, sand tray, worksheet print, colour.

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: cats, umbrellas, rain,

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 60. ➢ Can you count the objects which represent the Number "19"? ➢ Name the colour of blocks are there in the image? ➢ How many blocks you can see in the image?	5 Minutes
<u>Development</u> **Model Reading:** • Tell the students that they are going to learn to write the Number "19" • Explain that they are going to learn how to write the Number "19". • Point to "19" on the number wall chart. Ask: What sound does this make? Praise and say: Yes, /Nineteen/ … /19/ for blocks! Yes, /Nineteen/ … /19/ for cats! • Show the students how to write the number '19' on the board. Sound out /19/ nineteen as you write it. • Ask the students to make one standing line and stop. Then, make a circle and a standing line tell them that this is number "19". Or you can use simple instructions like, write one and nine to make number "19". • Number "19" stands for nineteen objects.	30 Minutes

- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Tell them that Numbers can change their forms and their sounds.
- Write the Number "19" on the whiteboard or paste flashcards of the Number "19" on the whiteboard.
- Repeat the sound of Number "19".
- Encourage the students to recognize the sound of Number "19".
- Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor.

Activity: 1

- Firstly divide the students in many pairs or groups and tell them we are going to sand tray activity.
- Introduce the students to the material like sand tray on the table and ask him to take it to your table.
- Write the Number "19" on the whiteboard or paste flashcards of the Number "19" on the whiteboard.
- Tell the students that Number "19" stands for nineteen objects.
- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Instruct the students how to write the Number "19" by using your finger in the sand tray. When writing, say the instructions like; you can use simple instructions like, write one and nine to make number "19".
- Ask the students to practise this one by one by writing in the sand tray more than three to five time.

Activity: 2

- After doing Activity 1.
- Tell them we are going to practice number "19" by using printable tracing worksheet.
- Distribute the tracing worksheet of number "19" all the students.
- Instruct the students how to write the tracing Number "19" by using your pencil in the worksheet.
- When the tracing activity is complete, ask the student to fill in the colour of their choice on the picture number "19" in the worksheet.
- Ask the student to fill in the colour of their own choice on the picture in the worksheet as well.

Practice Activities:

- Give the students sand tray for practice.
- Give the students writing boards and markers or loose sheets and pencils for writing practice.
- Give them flash cards and ask them to pick the flash cards having the Number "19".
- Ask the students to complete the tracing activity on textbook pg. no. 60 & 61.

Class: Nursery **Subject:** Math

• Help and guide them wherever needed.	
Assessment: • Assess the students by checking their written work. ➢ Are the children able to form the Numbers correctly? ➢ Do they recognize the number '19' words?	5 Minutes
Homework: As Assign the students to solve the count and write activity on pg. no. 61 as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

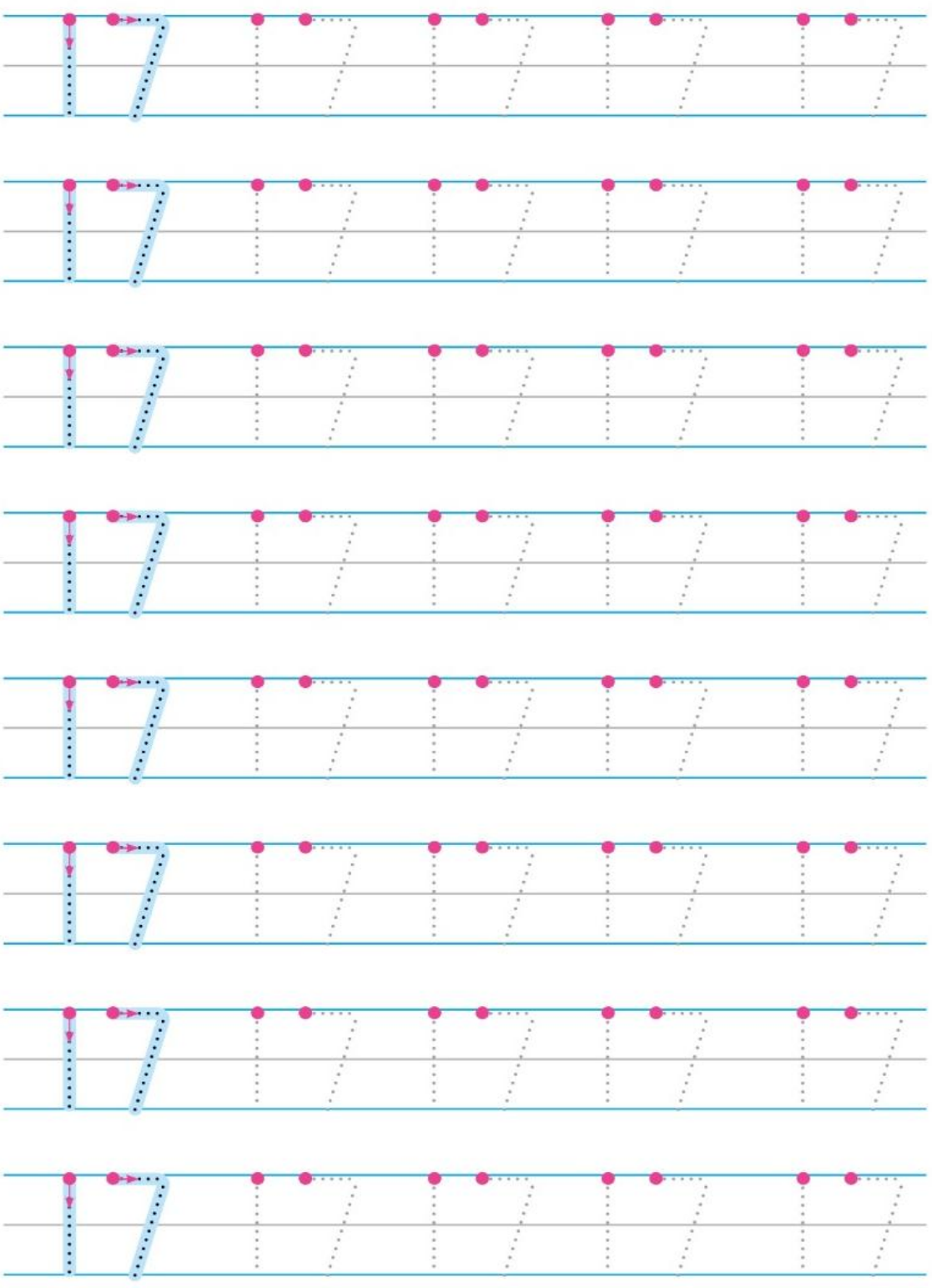
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Class: Nursery **Subject:** Math

Worksheet of number "17" (For Day 1)

(Take a print and do practice on it)



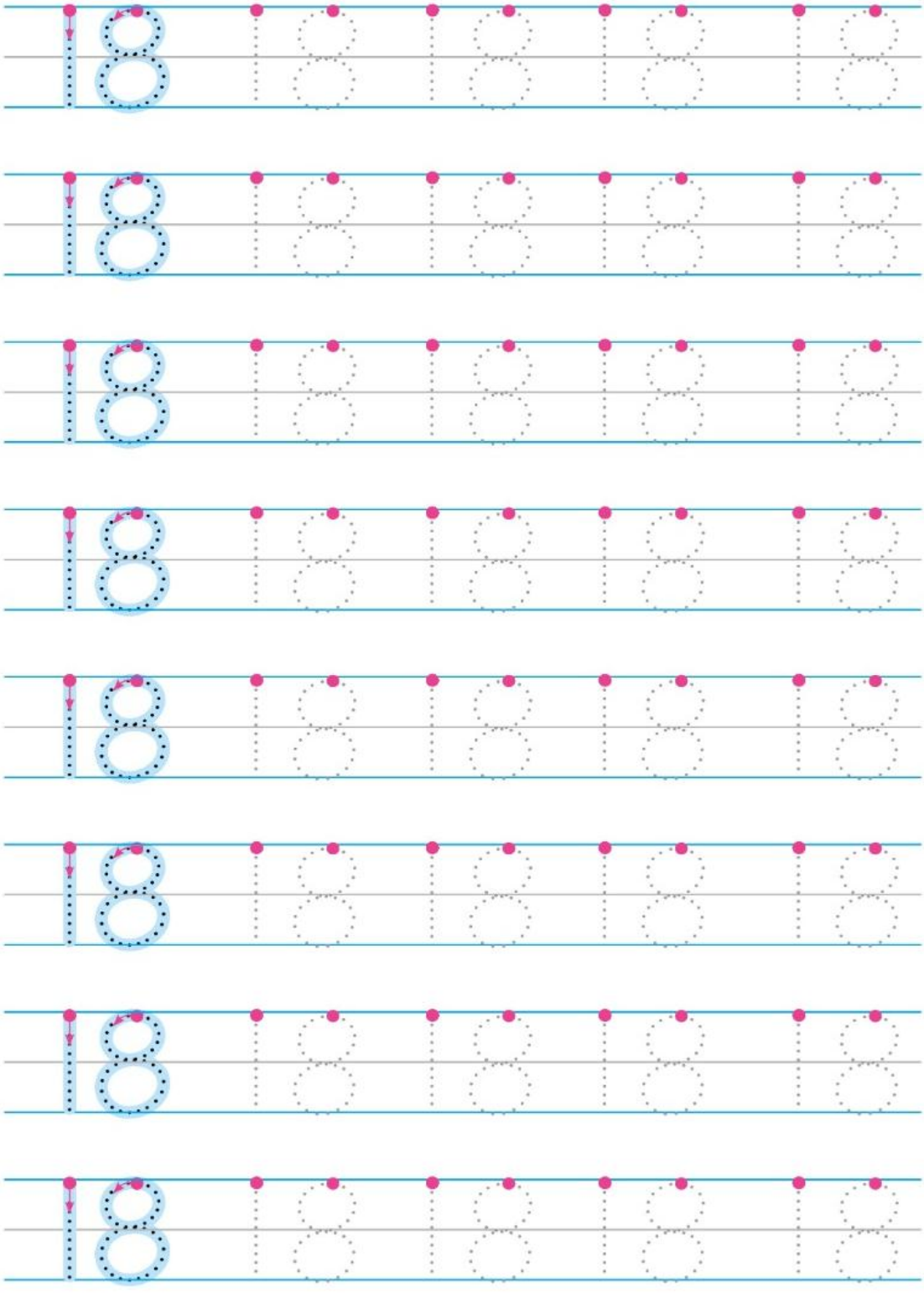
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Class: Nursery **Subject:** Math

Worksheet of number "18" (For Day 3)

(Take a print and do practice on it)



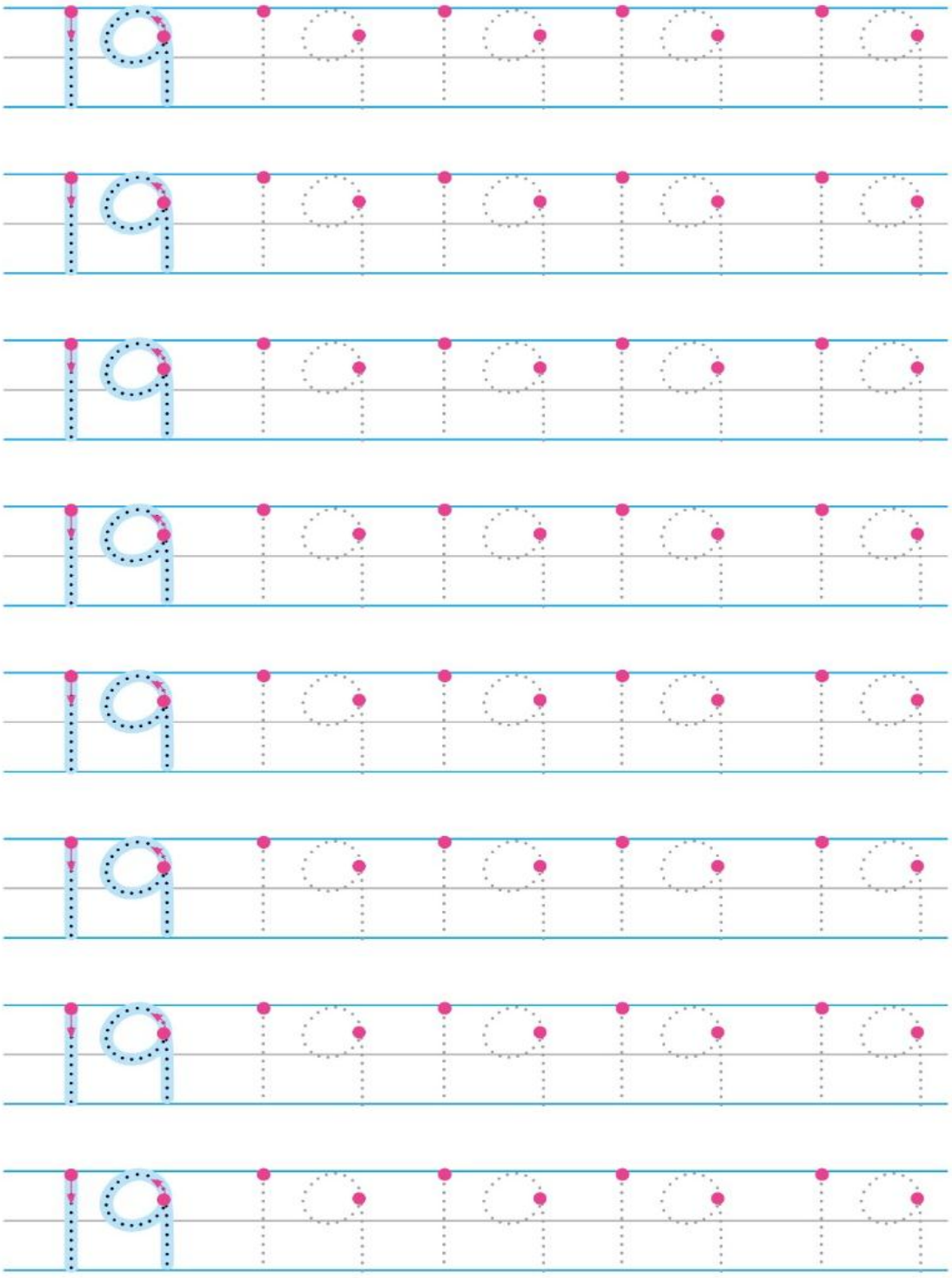
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Class: Nursery **Subject:** Math

Worksheet of number "19" (For Day 5)

(Take a print and do practice on it)



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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Introduction to the Number **"20"**

Period (s) / Time: 1 / 40 min **Term:** 2nd

Week: 16 **Day:** 1

Students' Learning Objectives:

By the end of the session, the students will be able to:

- recognize the name, sound and graphical representation of the Number "20".
- pronounce the number word starting with the Number "20" correctly.
- identify the images which are starting with the Number "20".

Equipment & Material Required:

Audio Visual Aids (Number "20") Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: bubbles, blow, garden, boy, twenty

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take "20" numbers flash card in the classroom. Ask some questions about it. ➢ What is it? ➢ How many object in number "20"? ➢ Can you pronounce the number word of number "20"?	5 Minutes
Development **Model Reading & Methodology:** • Tell the students that we are going to start learning about Auxiliary numbers. Raise your hands if anyone of you knows any auxiliary number." • Raise your hands if anyone of you knows any auxiliary number." • Explain them that we are going to read the Twentieth Number "20". • Show them the flash cards of the Number "20" and introduce its sound "Twenty". • Explain them the sound of the number '20' is / Twenty /. • Show them number "20" flashcard and instruct the children to say the name of the number, i.e. '20' and emphasize the sound / Twenty /. • Create an imagination story about number "20". • Tell the story of number '20' with proper impressions, showing the relevant pictures.	30 Minutes

• Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination). • Appreciate the students' participation and encourage their answers. **Demonstration:** • Ask the students to make a curve and a sleeping line to the bottom, then make a zero tell them that this is number "20". Or you can use simple instructions like, write two and zero to make number "20". • Number "20" stands for twenty objects and it comes after number "20". • Introduce some twenty objects to students to enhance their learning. For instance, paste Twenty colour pencils card on the board and let the students count them and then paste number card of "20". • Now ask them to come and do the "Sand Paper" activity. Always demonstrate the activity first and then let the students do that. Use first two fingers for this activity. While dragging the fingers, say the instructions; you can use simple instructions like, write two and zero to make number "20". • Do the "Number board and wired beads" activity with students. Place the number board and wired beads on mat and fix the number "20" on number board. Then, take one golden string of ten beads and place next to the number board. Now, take ten beads of red colour and place next to the golden beads string of ten. • Tell the students that we need one ten and four to make the number "20".	
Assessment: To assess the students, ask them some questions, i.e.: • What is the name and sound of the Number you have read just now? • How many objects are required for number "20".	5 Minutes
Homework: Ask the students to look carefully at the Number and objects given on the textbook, pg. no 62. • Identify the images given on pg. no. 62 of the textbook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): The Structure and Writing of the Number **"20"**
Period (s) / Time: 1 / 40 min **Term:** 2nd
Week: 16 **Day:** 2

Students' Learning Objectives:
By the end of the session, the students will be able to:

- read, count, trace and write the Number "20".
- recognize number "20" sound.
- hold or grip a pencil in a correct way to form Number "20".
- Write number "20" by using Sand tray activity.
- Practise the number "20" by using printable tracing worksheet.

Equipment & Material Required:
Textbook, Flash Pictures, Whiteboard, Board Marker, Duster, sand tray, worksheet print, colour.

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: duck, balloons, cats, bear, rabbit,

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 62. ➢ Can you count the objects which represent the Number "20"? ➢ What is the colour of bubbles? ➢ Who make the bubbles?	5 Minutes
<u>Development</u> **Model Reading:** • Tell the students that they are going to learn to write the Number "20" • Explain that they are going to learn how to write the Number "20". • Point to "20" on the number wall chart. Ask: What sound does this make? Praise and say: Yes, /Twenty/ … /20/ for bubbles! Yes, /Twenty/ … /20/ for colour ducks! • Show the students how to write the number '20' on the board. Sound out /19/ twenty as you write it. • Ask the students to make a curve and a sleeping line to the bottom, then make a zero tell them that this is number "20". Or you can use simple instructions like, write two and zero to make number "20". • Number "20" stands for twenty objects.	30 Minutes

- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Tell them that Numbers can change their forms and their sounds.
- Write the Number "20" on the whiteboard or paste flashcards of the Number "20" on the whiteboard.
- Repeat the sound of Number "20".
- Encourage the students to recognize the sound of Number "20".
- Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor.

Activity: 1

- Firstly divide the students in many pairs or groups and tell them we are going to sand tray activity.
- Introduce the students to the material like sand tray on the table and ask him to take it to your table.
- Write the Number "20" on the whiteboard or paste flashcards of the Number "20" on the whiteboard.
- Tell the students that Number "20" stands for twenty objects.
- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Instruct the students how to write the Number "20" by using your finger in the sand tray. When writing, say the instructions like; you can use simple instructions like, write two and zero to make number "20".
- Ask the students to practise this one by one by writing in the sand tray more than three to five time.

Activity: 2

- After doing Activity 1.
- Tell them we are going to practice number "20" by using printable tracing worksheet.
- Distribute the tracing worksheet of number "20" all the students.
- Instruct the students how to write the tracing Number "20" by using your pencil in the worksheet.
- When the tracing activity is complete, ask the student to fill in the colour of their choice on the picture number "20" in the worksheet.
- Ask the student to fill in the colour of their own choice on the picture in the worksheet as well.

Practice Activities:

- Give the students sand tray for practice.
- Give the students writing boards and markers or loose sheets and pencils for writing practice.
- Give them flash cards and ask them to pick the flash cards having the Number "20".
- Ask the students to complete the tracing activity on textbook pg. no. 62 & 63.

Class: Nursery **Subject:** Math

• Help and guide them wherever needed.	
Assessment: • Assess the students by checking their written work. ➢ Are the children able to form the Numbers correctly? ➢ Do they recognize the number '20' words?	5 Minutes
Homework: As Assign the students to solve the count, write and trace activity on pg. no. 63 as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Revision the Numbers **"11 to 20"**

Period (s) / Time: 1 / 40 min **Term:** 2nd

Week: 16 **Day:** 3

Students' Learning Objectives:

By the end of the session, the students will be able to:

- revise the rhyme with proper actions.
- revise their listening, speaking and imagination skills.
- revise the reading, tracing and writing of "11 to 20" number.
- revise "11 to 20" sound and their vocabulary words listed in textbook.

Equipment & Material Required:

Audio Visual Aids (Numbers "11 to 20"), Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary:

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the students, i.e.: ➢ How many object are in number "11"? ➢ Can you pronounce the number word of number "13"? ➢ How many object in number "15"? ➢ Can you pronounce the number word of number "20"?	5 Minutes
<u>Development</u> **<u>Practice Activities:</u>** • Paste the flash cards of the poems on the whiteboard. • Tell the students that they are going to revise the previous lessons. • Revise the rhymes in three simple steps: ➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme), ➢ **recognizing rhyme** (the child can identify two words that rhyme), ➢ **producing rhyme** (a child can think of a word that rhymes with another). • Encourage their participation. • Ask the children which of the poems they have read so far, has they liked the most? • Play their favourite poem CD. After each poem, ask which Numbers is this poem?	30 Minutes

Class: Nursery **Subject:** Math

- While reciting the rhymes you must use your body language, have expressions in your voice with varying volume and stress.
- Ask the students to repeat the rhymes after you with intonation.
- Repeat the rhymes at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhymes with intonation and physical expressions.
- Ask for the name and sound of the Numbers. Also ask for the names of the things that start with the Numbers 11 to 20.
- Then open the Math textbook, pg. no. 44 to 63 and read each number turn by turn.
- Encourage their participation in natural environment.
- Put your finger to the Numbers 11 to 20 and then read.
- Help them remember the sound of the Numbers by using the pictures as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example, say:** student puts his finger on number /11/ and say *eleven is for el-ele-van*.

Put your finger on the pages and tell me where **'11 to 20'** is?	Put your finger on the page and tell where the **'gifts, cars'** are?
Put your finger on the page and tell where the **'rabbits, crayons'** are?	Put your finger on the page and tell where the **'balloons, boats'** are?
Put your finger on the page and tell where the **'butterflies'** are?	Put your finger on the page and tell where the **'leaves'** are?
Put your finger on the page and tell where the **'blocks'** are?	Put your finger on the page and tell where the **'bubbles'** are?

- Repeat the Numbers "11 to 20" and their voices at least 4-5 times and then tell more vocabulary starting with the Numbers "11 to 20".
- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Show the students how to write the Numbers and number words '44 to 63' on the board.
- Help the students to solve the given Reinforcement activities pg. no. 45, 47, 49, 51, 53, 55, 57, 61, 63 of the textbook.

Assessment: 5 Minutes

- Place some objects or pictures of the objects having with "11 to 20" numbers in the class.
- Ask the students at a time to find an object or a picture which have with "11 to 20" numbers.
- Show the pictures of a Gifts, balloons, butterflies, blocks, rabbits, crayons, leaves, boats, cars in front of the students for testing.
  - ➢ Ask the names of the pictures.
  - ➢ Ask their opening number sound.

Homework:

Class: Nursery **Subject:** Math

Ask the students to look carefully at the Numbers and objects on the textbook pg. no. 44 to 63. • Identify the images given on pg. no. 44 to 63 of the textbook. • Practise all the activities given on pg. no. 45, 47, 49, 51, 53, 55, 57, 61, 63 of the textbook. • Practise the Numbers "11 to 20" as written activity.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Introduce the concept of "Addition-Altogether"
Period (s) / Time: 1 / 40 min **Term:** 2nd
Week: 16 **Day:** 4

Students' Learning Objectives:
By the end of the session, the students will be able to:

- Identify the basic concept of Addition.
- count while adding one and two objects
- sum up total number of objects by adding.
- add one or two single digit numbers

Equipment & Material Required:
Audio Visual Aids (Story characters) Textbook, Objects of Different Sizes, Flashcards of Big and Small Objects, Loose Sheets, Cutting of Chart Paper in Different Sizes, Whiteboard, Board Marker, Duster.

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: birds, yellow, plus, sign, altogether, fly, Parrot, join, count.

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a plus, sign, number and bird's picture in the classroom. Ask some questions about it. ➢ What is it? ➢ Do you know the symbol of plus? ➢ What is the name of animal?	5 Minutes
<u>Development</u> **Model Reading & Methodology:** • Tell the students that we are going to start learning about basic concept of (Addition-Altogether). Raise your hands if anyone of you knows about addition concept of object." • Raise your hands if anyone of you knows how to add different objects. • **Opening to lesson:** Paste or draw two objects in right side of the board and ask the students to count them. Students will easily count them as two. Write number "2" under the pictures. • Now, draw or paste one more object little far from the previous objects and ask the students how many these are. They'll respond as "one". Write number "1" under the object.	30 Minutes

Class: Nursery **Subject:** Math

• After doing so, ask the students could they tell how many total objects do we have now? Students will solve this problem probably but if not you have to count and ask the students to count with you. Start from first object and count in total as "one, two and three" so, we have total three objects over here. Draw or paste three objects against the previously drawn objects. You can separate the total numbers by drawing a line on board. After paste the objects write number "3" under them. • Tell the students that two and one makes number "3" • After that, paste 4 pictures of any object on board and ask the students to count them. After counting write number "4" under them. • Then, draw two more objects little far from these objects and ask the students to count them. After that write number "2" under them. • Now, ask the students could they tell how many objects we have in total? Then paste 6 objects against them and write number "6" under them. • Explain the students we add 2 more objects in number 4, we'll have 6 objects in total. • Practice them with different numbers. • Instruct the children to look carefully at the pages of '68, 69' on the textbook. Then mark your finger on the addition concept of 'addition-Altogether' object. And then solve the **activity** on the page "68, 69"	
Assessment: To assess the students, ask them some questions, i.e.: • What is the name of the concept you have just read know? • 2 objects and 1 object are equal altogether?	5 Minutes
Homework: Ask the students to look carefully at the addition concept of (addition altogether) and objects given on the textbook, pg. no 68, 69. • Count the images and how many altogether **activity** given on pg. no. 69 of the textbook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): "Addition" How many altogether
Period (s) / Time: 1 / 40 min **Term:** 2nd
Week: 16 **Day:** 5

Students' Learning Objectives:
By the end of the session, the students will be able to:

- count while adding one, two and more objects
- sum up total number of objects by adding.
- count objects altogether.
- add two or more digit numbers
- Sort different number in addition-Altogether.

Equipment & Material Required:
Audio Visual Aids (Story characters) Textbook, Objects of Different Sizes, Flashcards of Big and Small Objects, Loose Sheets, Cutting of Chart Paper in Different Sizes, Whiteboard, Board Marker, Duster.

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: duck, frog, dog, fish, earthworm, fish, insect, mouse.

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a plus, sign, number and different objects picture in the classroom. Ask some questions about it. ➢ What is it? ➢ Do you know the about addition? ➢ How many 2 and 1 numbers are equal altogether?	5 Minutes
<u>Development</u> **Model Reading & Methodology:** • Tell the students that we are going to start learning about basic concept of (Addition-Altogether). Raise your hands if anyone of you knows about addition concept of object." • Raise your hands if anyone of you knows how to add different objects. • Tell them that addition just like we have learnt about one more and two more. • **Opening to lesson:** Divide the board in three columns by drawing line. Paste or draw two objects cards in first column and ask the students to count them. Write number "2" under these cards. Paste or draw three more picture cards in second column and ask the	30 Minutes

Class: Nursery **Subject:** Math

students to count them, write number "3" under these. Finally ask the students to count these objects altogether. • Students have previously learnt the concept of "one more and two more" so, it'll be easier for them to count the objects. • After having response, draw or paste "five" object cards in third column and write "5" under these. • Raise your one finger from hand and one finger from left hand. Explain the students that 1 + 1 = 2 (by joining both fingers). • Explain them this is the concept of addition; we add the objects and count them together. • Practice this concept with different objects. **Activity No. 1:** • Gather the students on carpet. Place three blocks in front of you and ask the students how many are these? Now place two more objects and ask the students how many are these? Then, ask the students to tell how many are these are in total? • So, when we add 2 more in number 3 we'll have total of number 5. • Invite other students one by one and practice the concept of "one more" and "two more" with different concrete objects. • Instruct the children to look carefully at the pages of '70, 71' on the textbook. Then mark your finger on the addition concept of 'addition-Altogether' object. And then solve the **activity** on the page "70, 71"	
Assessment: To assess the students, ask them some questions, i.e.: • What is the name of the concept you have just read know? • How many 2 objects and 3 object are equal altogether?	5 Minutes
Homework: Ask the students to look carefully at the addition concept of (addition altogether) and objects given on the textbook, pg. no 70, 71. • Count the images and how many altogether **activity** given on pg. no. 70, 71 of the textbook.	
Evaluation of Learning:	
Evaluation of Teaching:	

Aquiline

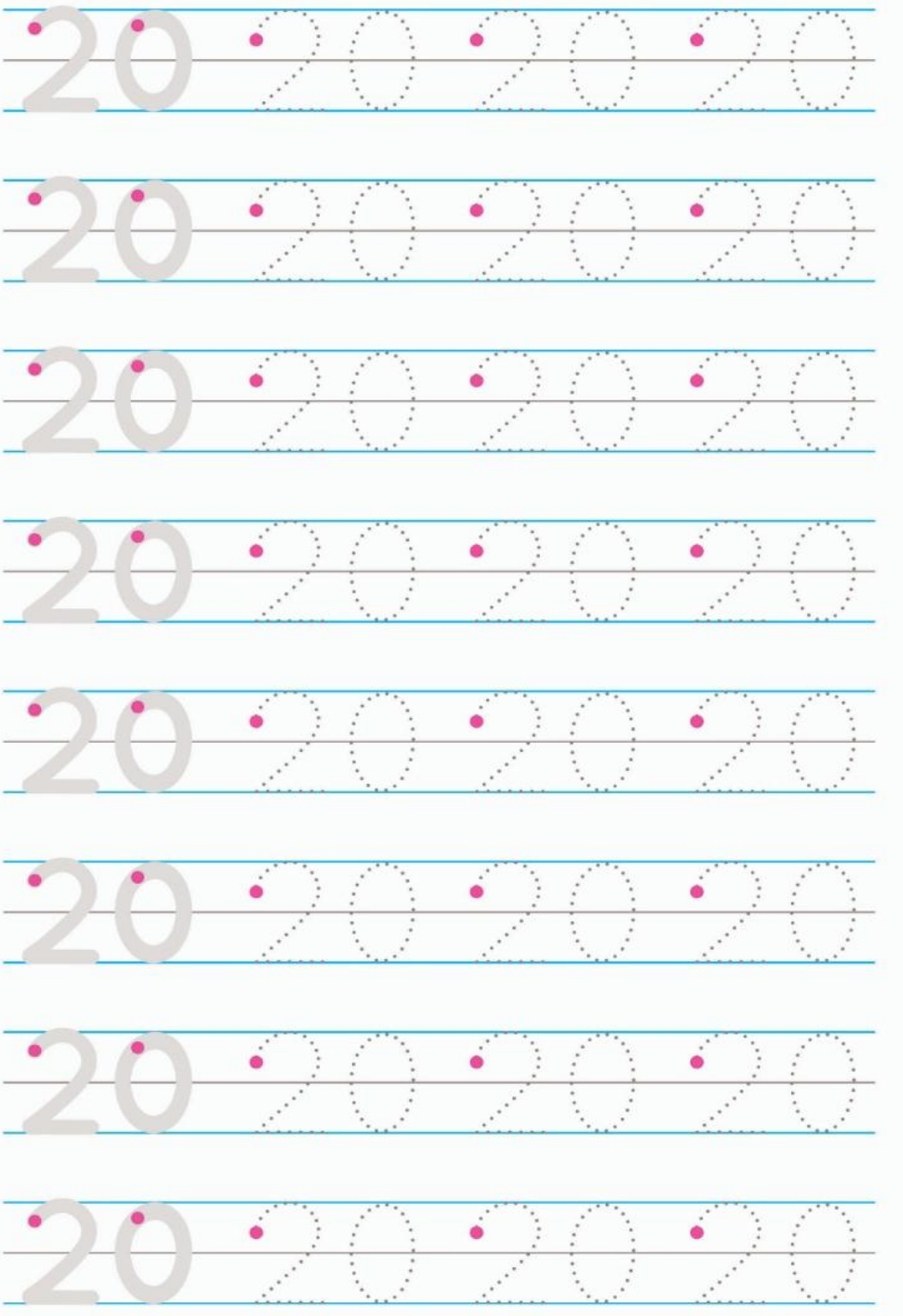
Publishers, Printers & Booksellers

Class: Nursery

Subject: Math

Worksheet of number "20" (For Day 2)

(Take a print and do practice on it)



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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): "Addition-Altogether" Reinforcement
Period (s) / Time: 1 / 40 min **Term:** 2nd
Week: 17 **Day:** 1

Students' Learning Objectives:
By the end of the session, the students will be able to:

- count while adding two, four, five and more objects
- sum up total number of objects by adding.
- count objects altogether.
- Sort different number in altogether.

Equipment & Material Required:
Audio Visual Aids (Story characters) Textbook, Objects of Different Sizes, Flashcards of Big and Small Objects, Loose Sheets, Cutting of Chart Paper in Different Sizes, Whiteboard, Board Marker, Duster.

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary:

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a plus, sign, number and different objects picture in the classroom. Ask some questions about it. ➢ What is it? ➢ How many 2 dogs and 2 dogs are equal? ➢ How many 4 and 1 numbers are equal altogether?	5 Minutes
<u>Development</u> **Model Reading & Methodology:** • Tell the students that we are going to start learning about adding numbers. • Students have previously learnt the concept of "one more and two more" so, it'll be easier for them to count the objects. **Activity No. 1:** • Divide the candies among students so each student have different number of candies up to 10. • Ask the students to hold candies in their right hand and count them. • Now, give one or two more candies to each student and ask them to hold in their left hand. • After distributing, ask them how many candies they have in each hand.	30 Minutes

• Call students one by one and ask them the total number of candies. For example, first ask them how many candies do you have in right hand? How many candies do you have in left hand? So how many total candies do you have in total? • **Activities:** • Give each student a pencil and a blank piece of paper. Give each student two sets of manipulates to add together. Don't give anymore than 5 sets. Ask students to count the number of manipulates in each set, and record the amounts on a piece of paper. Ask students to add the two numbers together. Walk around the room and check the students' addition problems. Give the students assistance when needed. Demonstrate the activity first. • Paste number cards on the walls of the classroom at the height of your students and then paste any set of manipulates on the board and ask the students to count them together. Don't say aloud the number instead they have to run and touch the correct number from the numbers pasted on the walls. For example, if you have pasted 4 balls and 2 balls set, students will count these objects altogether and without saying the number; they will quickly run towards the correct number and touch number "6" card. Who will touch the correct number first, will be the winner. Demonstrate the activity before let the students do it. Play this game with different sets of manipulates until the students become fluent in adding numbers. • Addition activity with number rods will help the students to be more efficient in doing mental addition. Call students one by one and place any two number rods in front of them and ask them to count them. For example, place one rod of 3 and one rod of 5. Ask the student to count the total number. • Have them work in pairs for this activity. Give three baskets or paper cups (you use cupcake liners too) to each group with beads or any objects for counting (objects should be enough to fill the third basket with altogether numbers). Instruct students that one partner have to make the set of different manipulatives in two baskets and the other partner have to count them altogether and place correct number of objects in third basket. They have to switch the roles after their turn. For example, one student will place 3 objects in one basket and 3 objects in second basket. The second partner will count these together and put "6" objects in third basket. Give them demonstration how to do the activity. • Instruct the children to look carefully at the pages of '72, 73' on the textbook. Then mark your finger on the addition concept of 'addition-Altogether' object. And then solve the **activity** on the page "72, 73"	
Assessment: To assess the students, ask them some questions, i.e.: • What is the name of the concept you have just read know? • How many 4 objects and 3 object are equal altogether?	5 Minutes
Homework:	

Class: Nursery **Subject:** Math

Ask the students to look carefully at the addition concept of (addition altogether) and objects given on the textbook, pg. no 74, 75. • Count the images and how many altogether **activity** given on pg. no. 74, 75 of the textbook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Introduce the concept of "Subtraction"
Period (s) / Time: 1 / 40 min **Term:** 2nd
Week: 17 **Day:** 2

Students' Learning Objectives:
By the end of the session, the students will be able to:

- Identify the basic concept of Subtraction.
- count while adding one and two objects
- sum up total number of objects by adding.
- add one or two single digit numbers

Equipment & Material Required:
Audio Visual Aids (Textbook, Number Board, Number Cards, Loose Sheets, Cupcake Liner, Beads, Paper Clips, Pencils, Erasers, Picture Cards of Different Objects.

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: fish, boy, pond, catch, number, taken, away.

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a minus, sign, number and fish picture in the classroom. Ask some questions about it. ➢ What is it? ➢ Do you know the symbol of minus? ➢ Name any one water animal?	5 Minutes
<u>Development</u> **Model Reading & Methodology:** • Tell the students that we are going to start learning about basic concept of (Subtraction). Raise your hands if anyone of you knows about Subtraction concept of object." • Raise your hands if anyone of you knows how to taken away different objects. • **Opening to lesson:** • Paste or draw five objects in right side of the board and ask the students to count them. Students will easily count them as five. Write number "5" under the pictures. • Now, remove one object and ask the students how many are left. They'll respond as "four". Erase number "5" and write number "4" under the objects.	30 Minutes

Class: Nursery **Subject:** Math

• After doing so, ask the students could they tell how many objects do we have previously? How many did we subtract from number "5"? How many do we left with now? Students will solve this problem probably but if not repeat the process by pasting or drawing five objects and then removes one object. You have to write the equation too as 5 – 1 = 4 as you repeat the process. • Tell the students that if we subtract "1" from "5" we left with "4". • After that, paste 4 pictures of any object on board and ask the students to count them. After counting write number "4" under them. • Then, remove two objects and ask the students that how many do we left with. After that write number "2" under them. • Now, ask the students could they tell how many objects do we have previously? They will respond as "4", and then ask how many we take away from "4". Response will be "2". So, how many we are left with? "2". Write the equation as you ask the questions. Then Explain the students that if we take away "2" from "4", the remaining number will be "2". • Practice them with different numbers. **Activity No. 1:** • Gather the students on carpet. Place three blocks in front of you and ask the students how many are these? Now, take away two objects and ask the students how many are these now? • So, when we subtract 2 from number 3 we'll be left with "1". • Invite other students one by one and practice the concept of "one less" and "two less" with different concrete objects. • Instruct the children to look carefully at the pages of '76, 77' on the textbook. Then mark your finger on the Subtraction concept of 'Subtraction' object. And then solve the **activity** on the page "76, 77"	
Assessment: To assess the students, ask them some questions, i.e.: • What is the name of the concept you have just read know? • 3 objects and 1 object is take away, how many objects are left?	5 Minutes
Homework: Ask the students to look carefully at the Subtraction concept of (Subtraction altogether) and objects given on the textbook, pg. no 76, 77. • Count the images and how many are left **activity** given on pg. no. 77 of the textbook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): "Subtraction" How many are left
Period (s) / Time: 1 / 40 min **Term:** 2nd
Week: 17 **Day:** 3

Students' Learning Objectives:
By the end of the session, the students will be able to:

- count while subtract one, two and more objects
- subtract two single digit numbers.
- count remaining number of objects as one less and two less
- Sort different number in Subtraction.

Equipment & Material Required:
Audio Visual Aids Textbook, Number Board, Number Cards, Loose Sheets, Cupcake Liner, Beads, Paper Clips, Pencils, Erasers, Picture Cards of Different Objects (You can use stickers too), One packet of candies.

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: duck. Fish, bird, fly, cow, horse, sheep, he, duck , tiger.

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a minus, sign, number and different objects picture in the classroom. Ask some questions about it. ➢ What is it? ➢ Do you know the about Subtraction? ➢ 3 numbers subtract out of 1 number how many number are left?	5 Minutes
<u>Development</u> **Model Reading & Methodology:** • Tell the students that we are going to start learning about basic concept of (Subtraction). Raise your hands if anyone of you knows about Subtraction concept of object." • Raise your hands if anyone of you knows how to subtract different objects. • Tell them that "Subtraction" just like we have learnt about one less and two less but this time we'll do with even more than two numbers. • **Opening to lesson:** Divide the board in two columns by drawing line. Paste or draw four objects cards in first column and ask the students to count them. Write number "4" under these picture cards. Remove or mark cross three picture cards and ask the students to tell	30 Minutes

Class: Nursery **Subject:** Math

how many we take from these, after getting response write number "3" under these. Finally ask the students to count how many left behind? Write "1" in second column. • Students have previously learnt the concept of "one less and two less" so, it'll be easier for them to count the objects. • Practice the concept with different numbers up to "9". • After having positive response, raise your one finger from right hand and explain the students that 1 – 1 = 0 (by removing the finger and making 0 with index finger and thumb). • Explain them this is the concept of subtraction; we subtract or minus some objects/numbers and count rest of them. • Practice this concept with different concrete objects like, pencils, blocks, books, colours, candies, etc. **Activity No. 1:** • For this activity, have them work in pairs. • Divide the candies among one partner in each pair. So, students from each pair have different number of candies up to 10. • Ask the students to hold candies in their right hand and count them. • Now, instruct them to give one or two candies to their partners and ask them to hold in their left hand. • After sharing, ask the first partner how many candies they shared with their partner and how many they are left with. • Call students one pair at a time and ask first partner the total number of candies he/she has before. Then, ask the second partner how many he/she shares with you? And finally, ask the first partner so how many you are left with? • Engage both partners so they can understand it clearly. • You can continue doing that activity among pairs. In which pairs have to share the candies among them. • Instruct the children to look carefully at the pages of '78, 79' on the textbook. Then mark your finger on the Subtraction concept of 'Subtraction' object. And then solve the **activity** on the page "78, 79"	
Assessment: To assess the students, ask them some questions, i.e.: • What is the name of the concept you have just read know? • How many 2 objects are subtract by 4 object?	5 Minutes
Homework: Ask the students to look carefully at the Subtraction concept of (Subtraction altogether) and objects given on the textbook, pg. no 78, 79. • Count the images and how many altogether **activity** given on pg. no. 78, 79 of the textbook.	
Evaluation of Learning:	

Class: Nursery **Subject:** Math

Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): "Subtraction" Reinforcement
Period (s) / Time: 1 / 40 min **Term:** 2nd
Week: 17 **Day:** 4

Students' Learning Objectives:
By the end of the session, the students will be able to:

- count while subtract two, four, five and more objects
- subtract two single digit numbers.
- count remaining objects.
- Sort different number in subtraction.

Equipment & Material Required:
Audio Visual Aids Textbook, Picture Cards of Different Objects, Different Concrete Objects for Counting, Pencils, Erasers, Number Rods, Three Baskets or Paper Cups or even Cupcake Liners, Pack of Candies, Whiteboard, Board Marker, Duster.

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary:

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a minus, sign, number and different objects picture in the classroom. Ask some questions about it. ➢ What is it? ➢ There are 3 birds sitting on a tree. Two birds are fly away. How many bird are left?	5 Minutes
<u>Development</u> **Model Reading & Methodology:** • Tell the students that we are going to start learning about subtract numbers. • Students have previously learnt the concept of "one less, two less" so, it'll be easier for them to count the objects. **Activity No. 1:** • Divide the candies among students so each student have different number of candies up to 10. • Ask the students to hold candies in their right hand and count them. • Now, give one or two more candies to each student and ask them to hold in their left hand. • After distributing, ask them how many candies they have in each hand.	30 Minutes

• Call students one by one and ask them the total number of candies. For example, first ask them how many candies do you have in right hand? How many candies do you have in left hand? So how many total candies do you have in total? • **Activities:** • Give each student a pencil and a blank piece of paper. Give each student two sets of manipulatives to subtract. Don't give more than 5 sets. Ask students to count the number of manipulatives in each set, and ask them to subtract the smaller number from the bigger number then, count the remaining numbers and record the amounts on a piece of paper. Walk around the room and check the students' subtraction problems. Give the students assistance when needed. Demonstrate the activity first. • Paste number cards on the walls of the classroom at the height of your students and then paste any set of manipulatives on the board and ask the students to subtract the smaller number from bigger number. Don't say aloud the number instead they have to run and touch the correct number from the numbers pasted on the walls. For example, if you have pasted 4 balls and 2 balls set, students will subtract "2" from "4", count the remaining and without saying the number; they will quickly run towards the correct number and touch number "2" card. Who will touch the correct number first, will be the winner. Demonstrate the activity before let the students do it. Play this game with different sets of manipulatives until the students become fluent in subtracting numbers up to 9. • Subtraction activity with number rods will help the students to be more efficient in doing mental subtraction. Call students one by one and place one number rod, ask students to count it. For example, place one rod of 8. Then, place one rod of "4". Ask the students to subtract "4" from first rod and tell how many left behind? • Have them work in pairs for this activity. Give two baskets or paper cups (you use cupcake liners too) to each group with beads or any objects for counting, paper, pencil and erasers. Instruct students that one partner have to fill the first basket with any number of objects up to 9. Second student will take any number of objects from the first basket and put them in second basket. Count how many left behind. They have to switch the roles after their turn. For example, one student will place 6 objects in one basket and second student take 3 objects and put it in the second basket. Now, both partners will count the objects that left behind in first basket. They have to record the activity on paper as 6 – 3 = 3. Give them demonstration how to do the activity. They will practice with different set of manipulatives until they can familiar with the subtraction concept. • Instruct the children to look carefully at the pages of '80, 81' on the textbook. Then mark your finger on the Subtraction concept of 'Subtraction' object. And then solve the **activity** on the page "80, 81"	
Assessment: To assess the students, ask them some questions, i.e.: • What is the name of the concept you have just read know? • How many objects are left when 3 objects subtract in 5 objects?	5 Minutes

Class: Nursery **Subject:** Math

Homework: Ask the students to look carefully at the Subtraction concept of (Subtraction altogether) and objects given on the textbook, pg. no 81, 82. • Count the images and how many are left **activity** given on pg. no. 81, 82 of the textbook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Basic Shapes "Circle"
Period (s) / Time: 1 / 40 min **Term:** 2nd
Week: 17 **Day:** 5

Students' Learning Objectives:
By the end of the session, the students will be able to:

- Identify the basic Shapes like "Circle".
- differentiate between basic shapes.
- identify circle shape objects from their surroundings.
- sort different objects as in circle shape.

Equipment & Material Required:
Audio Visual Aids Textbook, Different Sizes in circle shape, Flashcards of Circle Objects, Picture Cards (circle shapes objects having different size so the students can easily distinguish their basic shape by just looking at them), Blank Pages,, Whiteboard, Board Marker, Duster.

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: circle, shape, sun, lollypop, basketball, pizza.

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a circle shape object in the classroom. Ask some questions about it. ➢ What is it? ➢ Have you ever seen circle shape before? ➢ Which colour do you like to fill in circle shape?	5 Minutes
<u>Development</u> **Model Reading & Methodology:** • Tell the students that we are going to start learning about Basic shapes (Circle). Raise your hands if anyone of you knows any basic shape. • Raise your hands if anyone of you knows any circle shape object." • Practice this with students and encourage their participation. **Opening to lesson:** • Gather students and ask them to join their hands and make circle and sing the poem "the wheels on the bus go round and round". Show the students an image of a school bus. Tell	30 Minutes

them that round wheels are of circle shape. Reinforce the definition of circle by making a circle with your hand. Ask the students to make a circle with their hands. • Show them other pictures having "circle" shape. Tell them that everything around us is of different shape. Ask them to observe their surrounding and identify circle shaped objects. **Demonstration:** • Draw a circle on the board, and hand out copies for students to trace. Trace the circle on the board while singing the rhyme: "Round and round, I can go. I am a circle, Do you know? • While you continue to trace the circle on the board, encourage them to trace the circle on their papers. Then encourage them to try making circles on their own while singing the chant. • Give each student a bottle cap, a jar lid or any other circular object. Show students how to trace around the object to create a circle. Then help them to cut out the circles and stack them in a pile. Show them how to glue their circles in a row on another piece of paper to create a caterpillar. Provide students with art supplies to draw a face on their caterpillars and decorate it. • Have students identify objects in the classroom that are circles. Alternatively, take a nature walk with students and encourage them to point out any circles that they find. • Ask the students to look at the "page no. 83" on the textbook,	
Assessment: To assess the students, ask them some questions, i.e.: • What is the name of the poem you have read just now? • How did circle shape draw?	5 Minutes
Homework: Ask the students to look carefully at the Basic shape (circle) and objects given on the textbook, pg. no 83. • Identify the images and solve the tick (✓) the correct shape object, trace and draw Circle **activity** given on pg. no. 83 of the textbook.	
Evaluation of Learning:	
Evaluation of Teaching:	

Class: Nursery **Subject:** Math

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Basic Shapes "Square"
Period (s) / Time: 1 / 40 min **Term:** 2nd
Week: 18 **Day:** 1

Students' Learning Objectives:
By the end of the session, the students will be able to:

- Identify the basic Shapes like "Square".
- differentiate between basic shapes.
- identify Square shape objects from their surroundings.
- sort different objects as in Square shape.

Equipment & Material Required:
Audio Visual Aids Textbook, Different Sizes in Square shape, Flashcards of Square Objects, Picture Cards (Square shapes objects having different size so the students can easily distinguish their basic shape by just looking at them), Blank Pages,, Whiteboard, Board Marker, Duster.

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: Square, shape, biscuit, window, dise,

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a Square shape object in the classroom. Ask some questions about it. ➢ What is it? ➢ Have you ever seen Square shape before? ➢ Which colour do you like to fill in Square shape?	5 Minutes
Development **Model Reading & Methodology:** • Tell the students that we are going to start learning about Basic shapes (Square). Raise your hands if anyone of you knows any basic shape. • Raise your hands if anyone of you knows any Square shape object." • Practice this with students and encourage their participation. **Opening to Lesson:** • Prompt students to notice that Square shape has exactly four **sides** and four **corners**, the place where two lines meet. For that purpose paste a square flashcard or chart paper cutout on the white board.	30 Minutes

- Have them raise thumb and first finger of both hand and make the square shape. Have them count the sides and corners of this shape. Show them an example of a shape that is not a square because it does not have four sides and four corners.
- Acknowledge that square have straight sides. Have them hold their arm in the air and repeat, "**Straight**". Have them draw a wavy line with their hand and repeat, "**Curved**".
- Write "straight" and "curved" on the board with a visual for reference. Show them an example of a shape with four sides that is not a square because not all sides are straight.
- Another characteristic that square shape is that it is a closed shape. This means that there are no openings in the sides or corners. Have them join their thumbs, but not their pointer fingers to create an open shape with their fingers as they repeat, "Open". Have them join their pointer fingers and repeat, "Closed".
- Another characteristic of rectangle shape is that all the four sides of square shape are equal in length. Have them to observe the length of both thumbs. Now, have them observe the shape pasted shape on whiteboard.
- Tell students that square can come in many different sizes and colors, but all squares have four straight sides, and are closed. Explain that these are the defining attributes, or characteristics, that all square shapes have in common.

Demonstration:

- Draw a square on the board, and hand out copies for students to trace. Trace the square on the board while singing the rhyme:
  "One, two, three, four,
  My four side are
  Just the same,
  Square is my name.
- Tell students that they will work with their group to build different examples of square using straws and pipe cleaners.
- Model the activity by choosing three straws of different lengths. Model bending the pipe cleaner to create corners to join the sides of the square. If pipe cleaners are not available, students can build square with straws or sticks on paper, draw a dot at each corner, and then connect the dots using a ruler to build different square shapes.
- Think aloud about the shape you created. Ask students if it has the defining attributes of square. Say, "Is it closed? Does it have four straight sides? Does all four sides are equal?".
- Display the sentence frames, "A square is ____.", "A square has ____sides.", "A square has ____ corners.", "A square has ___ sides equal." Use the sentence frames to describe the square.
- Flip the square upside down, and ask students if the shape is still a square.
- Challenge students to work together with their groups to create square with sides of any length. Prompt students to describe the square using the sentence frames.
- Instruct students to break the square down and remove the pipe cleaners

Class: Nursery **Subject:** Math

• Ask the students to look at the "page no. 84" on the textbook,	
Assessment: To assess the students, ask them some questions, i.e.: • What is the name of the poem you have read just now? • How many sides and corners a square has?	5 Minutes
Homework: Ask the students to look carefully at the shape (Square) and objects given on the textbook, pg. no 84. • Identify the images and solve the tick (✓) the correct shape object, trace and draw Square **activity** given on pg. no. 84 of the textbook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Basic Shapes "Triangle"
Period (s) / Time: 1 / 40 min **Term:** 2nd
Week: 18 **Day:** 2

Students' Learning Objectives:
By the end of the session, the students will be able to:

- Identify the basic Shapes like "Triangle".
- differentiate between basic shapes.
- identify Triangle shape objects from their surroundings.
- sort different objects as in Triangle shape.

Equipment & Material Required:
Audio Visual Aids Textbook, Different Sizes in Triangle shape, Flashcards of Triangle Objects, Picture Cards (Triangle shapes objects having different size so the students can easily distinguish their basic shape by just looking at them), Blank Pages,, Whiteboard, Board Marker, Duster.

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: Triangle, pizza slice, hanger, birthday cap, geometry ruler.

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a Triangle shape object in the classroom. Ask some questions about it. ➢ What is it? ➢ Have you ever seen Triangle shape before? ➢ Which colour do you like to fill in Triangle shape?	5 Minutes
<u>Development</u> **Model Reading & Methodology:** • Tell the students that we are going to start learning about Basic shapes (Triangle). Raise your hands if anyone of you knows any basic shape. • Raise your hands if anyone of you knows any Triangle shape object." • Practice this with students and encourage their participation. **Opening to Lesson:** • Prompt students to notice that triangles have exactly three **sides** and three **corners**, the place where two lines meet. For that purpose paste a triangle flashcard or chart paper cutout on the white board.	30 Minutes

- Have them raise three fingers, and count the sides on one of the triangle examples. Show them an example of a shape that is not a triangle because it does not have three sides and three corners.
- Acknowledge that triangles have straight sides. Have them hold their arm in the air and repeat, "**Straight**". Have them draw a wavy line with their hand and repeat, "**Curved**".
- Write "straight" and "curved" on the board with a visual for reference. Show them an example of a shape with three sides that is not a triangle because not all sides are straight.
- Another characteristic that triangles share is that they are closed shapes. This means that there are no openings in the sides or corners. Have them join their thumbs, but not their pointer fingers to create an open shape with their fingers as they repeat, "Open". Have them join their pointer fingers and repeat, "Closed".
- Tell students that triangles can come in many different sizes and colors, but all triangles have three straight sides, and are closed. Explain that these are the defining attributes, or characteristics, that all triangles have in common.

Demonstration:

- Draw a circle on the board, and hand out copies for students to trace. Trace the circle on the board while singing the rhyme:
  "Count my sides,
  One, two, three.
  Triangle is
  What than called me!
- Tell students that they will work with their group to build different examples of triangles using straws and pipe cleaners.
- Model the activity by choosing three straws of different lengths. Model bending the pipe cleaner to create corners to join the sides of the triangle. If pipe cleaners are not available, students can build triangles with straws or sticks on paper, draw a dot at each corner, and then connect the dots using a ruler to build different triangles.
- Think aloud about the shape you created. Ask students if it has the defining attributes of a triangle. Say, "Is it closed? Does it have three straight sides?"
- Display the sentence frames, "A triangle is ____." and "A triangle has ____." Use the sentence frames to describe the triangle.
- Flip the triangle upside down, and ask students if the shape is still a triangle.
- Challenge students to work together with their groups to create triangles with sides of any length. Prompt students to describe the triangles using the sentence frames.
- Instruct students to break the triangles down and remove the pipe cleaners
- Ask the students to look at the "page no. 85" on the textbook,
- Ask the student to solve the matching activity "page no. 85" on the textbook.

Assessment: 5 Minutes

To assess the students, ask them some questions, i.e.:

- What is the name of the poem you have read just now?

Class: Nursery **Subject:** Math

• How many sides and corners a triangle has?	
Homework: • Identify the images and solve the trace Triangle **activity** given on pg. no. 85 of the textbook. • Ask the students to solve the tick (✓) the correct shape object, trace and draw Square **activity** given on "page no. 85".	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Basic Shapes "Rectangle"
Period (s) / Time: 1 / 40 min **Term:** 2nd
Week: 18 **Day:** 3

Students' Learning Objectives:
By the end of the session, the students will be able to:

- Identify the basic Shapes like "Rectangle".
- differentiate between basic shapes.
- identify Rectangle shape objects from their surroundings.
- sort different objects as in Rectangle shape.

Equipment & Material Required:
Audio Visual Aids Textbook, Different Sizes in Rectangle shape, Flashcards of Rectangle Objects, Picture Cards (Rectangle shapes objects having different size so the students can easily distinguish their basic shape by just looking at them), Blank Pages,, Whiteboard, Board Marker, Duster.

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: Rectangle, shape, blackboard, door, ice cream, candy, pillow

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a Rectangle shape object in the classroom. Ask some questions about it. ➢ What is it? ➢ Have you ever seen Rectangle shape before? ➢ Name any two object which shape is like "rectangle"?	5 Minutes
Development **Model Reading & Methodology:** • Tell the students that we are going to start learning about Basic shapes (Rectangle). Raise your hands if anyone of you knows any basic shape. • Raise your hands if anyone of you knows any Rectangle shape object." • Practice this with students and encourage their participation. **Opening to Lesson:** • Draw square shape on white and also rectangle shape on whiteboard. • Ask the students to observe the difference between square shape and the shape you have just drawn. Encourage their participation.	30 Minutes

Class: Nursery **Subject:** Math

• Explain the students that rectangle have also has four **sides**: two **longer sides** and two **shorter sides**, it also have four corners. • Have them raise thumb and first finger of both hand and make the Rectangle shape. Have them count the sides and corners of this shape. Show them an example of a shape that is not a Rectangle because it does not have four sides and four corners. • Tell students that Rectangle can come in many different sizes and colors, but all Rectangles have four straight sides, two **longer sides** and two **shorter sides**, and are closed. Explain that these are the defining attributes, or characteristics, that all Rectangle shapes have in common. **Demonstration:** • Draw a Rectangle on the board, and hand out copies for students to trace. Trace the Rectangle on the board while singing the rhyme: "Two long sides and Two short ones. That are the same, Rectangle is my name. • Tell students that they will work with their group to build different examples of Rectangle using straws and pipe cleaners. • Model the activity by choosing three straws of different lengths. Model bending the pipe cleaner to create corners to join the sides of the Rectangle. If pipe cleaners are not available, students can build Rectangle with straws or sticks on paper, draw a dot at each corner, and then connect the dots using a ruler to build different Rectangle shapes. • Think aloud about the shape you created. Ask students if it has the defining attributes of Rectangle. Say, "Is it closed? Does it have four straight sides? Does all four sides are equal?". • Display the sentence frames, "A Rectangle is ____.", "A Rectangle has ____sides.", "A Rectangle has ____ corners.", "A Rectangle has ___ longer sides and ___ shorter sides." Use the sentence frames to describe the Rectangle. • Flip the Rectangle upside down, and ask students if the shape is still a Rectangle. • Challenge students to work together with their groups to create Rectangle with sides of any length. Prompt students to describe the Rectangle using the sentence frames. • Instruct students to break the Rectangle down and remove the pipe cleaners • Ask the students to look at the "page no. 86" on the textbook,	
Assessment: To assess the students, ask them some questions, i.e.: • What is the name of the poem you have read just now? • How many sides and corners a Rectangle has?	5 Minutes
Homework: Ask the students to look carefully at the shape and objects given on the textbook, pg. no 87.	

Class: Nursery **Subject:** Math

• Ask the students to solve the tick (✓) the correct shape object, trace and draw Rectangle **activity** given on "page no. 86". • Identify the shapes and colour the shapes and match each shape with correct objects **activity** given on pg. no. 87 of the textbook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Introduction of "patterns"
Period (s) / Time: 1 / 40 min **Term:** 2nd
Week: 18 **Day:** 4

Students' Learning Objectives:
By the end of the session, the students will be able to:

- Identify the basic colour and shape "patterns".
- differentiate between shapes an objects.
- identify patterns of different shapes, colors and objects from their surroundings.
- sort different patterns.

Equipment & Material Required:
Audio Visual Aids Textbook, Different patterns in different colours, object and shapes , Flashcards of different patterns, Patterns Picture Cards, Blank Pages, Whiteboard, Board Marker, Duster.

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: colour, shapes, circle, square object.

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a circle and square shapes pattern in the classroom. Ask some questions about it. ➢ What is it? ➢ Have you ever seen shape pattern before? ➢ Which shape do you like the most?	5 Minutes
<u>Development</u> **Model Reading & Methodology:** • Tell the students that we are going to start learning about Basic shapes (patterns). Raise your hands if anyone of you knows any basic patterns. • Raise your hands if anyone of you knows any shapes, object patterns." • Practice this with students and encourage their participation. **Opening to lesson:** • Paste green colour circle on the white board, then paste orange colour, and then paste red colour circle on it. Ask the student which colour of circle comes next. • Appreciate the students' participation and encourage their answers.	30 Minutes

Class: Nursery **Subject:** Math

• Spread different shapes and objects on the table and make some pairs of students and ask them to pick two are more shapes and objects and make new pattern of your own choice and join them is proper sequence. And show them. • Show them other pictures of different patterns • Tell them that everything around us are arrange in different pattern of shapes and objects. • Have students identify objects in the classroom that are make pattern. • Ask the students to look at the "page no. 88" on the textbook,	
Assessment: To assess the students, ask them some questions, i.e.: • What is the name of the concept you have read just now? • Name any three shapes?	5 Minutes
Homework: Ask the students to look carefully at the basic patterns of shapes and objects given on the textbook, pg. no 88. • Identify the images and draw the correct pattern and colour the beads in proper pattern **activities** given on pg. no. 88 of the textbook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Introduction to the Number **"21 to 25"**

Period (s) / Time: 1 / 40 min **Term:** 2nd

Week: 18 **Day:** 5

Students' Learning Objectives:

By the end of the session, the students will be able to:

- recognize the name, sound and graphical representation of the Numbers "21 to 25".
- pronounce the number word starting with the Numbers "21 to 25" correctly.
- identify the objects which are representative with the Numbers "21 to 25".

Equipment & Material Required:

Audio Visual Aids (Numbers "21 to 25") Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: Twenty one, Twenty two, Twenty three, Twenty four, Twenty five.

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take "21 to 25" numbers flash card in the classroom. Ask some questions about it. ➢ What is it? ➢ How many objects in number "21 & 25"? ➢ Can you pronounce the number word of number "22 & 24"?	5 Minutes
<u>Development</u> **Model Reading & Methodology:** • Tell the students that we are going to start learning about Auxiliary numbers. Raise your hands if anyone of you knows any auxiliary number." • Raise your hands if anyone of you knows any auxiliary number." • Explain them that we are going to read the Numbers "21 to 25". • Show them the flash cards of the Numbers "21 to 25" and introduce its sound "Twenty one, Twenty two, Twenty three, Twenty four, Twenty five". • Explain them the sound of the numbers '21 to 25' is / Twenty one, Twenty two, Twenty three, Twenty four, Twenty five /. • Show them numbers "21 to 25" flashcard and instruct the children to say the name of the numbers, i.e. '21 to 25' and emphasize the sound / Twenty one, Twenty two, Twenty three, Twenty four, Twenty five /.	30 Minutes

Class: Nursery **Subject:** Math

• Create an imagination story about numbers "21 to 25". • Tell the story of numbers '21 to 25' with proper impressions, showing the relevant pictures. • Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination). • Appreciate the students' participation and encourage their answers. **Demonstration:** • Ask the students to 20 and 1 more make 21, 20 and 2 more make 22, 20 and 3 more make 23, 20 and 4 more make 24 and 20 and 5 more make 25. • Numbers "21" stands for twenty one objects and it comes after number "20". • Numbers "22" stands for twenty two objects and it comes after number "21". • Numbers "23" stands for twenty three objects and it comes after number "22". • Numbers "24" stands for twenty four objects and it comes after number "23". • Numbers "25" stands for twenty five objects and it comes after number "24". • Introduce some Twenty one to twenty five objects to students to enhance their learning. For instance, paste twenty one to twenty five different objects card on the board and let the students count them and then paste the correct number card of "21 to 25" objects. • Do the "Number board and wired beads" activity with students. Place the number board and wired beads on mat and fix the number "21 to 25" on number board. Then, take one golden string of ten beads and place next to the number board. Now, take one bead of red color and place next to the golden beads string of ten. • Tell the students that we need two ten and one to five to make the numbers of "21 to 25".	
Assessment: To assess the students, ask them some questions, i.e.: • What is the name and sound of the Number you have read just now? • How many objects are required for numbers "21 to 25".	5 Minutes
Homework: Ask the students to look carefully at the Number and objects given on the textbook, pg. no 89. • Identify the images given on pg. no. 89 of the textbook.	
Evaluation of Learning:	
Evaluation of Teaching:	

Class: Nursery **Subject:** Math

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): The Structure and Writing of the Number **"21 to 25"**

Period (s) / Time: 1 / 40 min **Term:** 2nd

Week: 19 **Day:** 1

Students' Learning Objectives:

By the end of the session, the students will be able to:

- read, count, trace and write the Numbers "21 to 25".
- recognize numbers "21 to 25" sound.
- hold or grip a pencil in a correct way to form Numbers "21 to 25".
- Write numbers "21 to 25" by using Sand tray activity.
- Practise the numbers "21 to 25" by using printable tracing worksheet.

Equipment & Material Required:

Textbook, Flash Pictures, Whiteboard, Board Marker, Duster, sand tray, worksheet print, colour.

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary:

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 89. ➢ Can you count the objects which represent the Number "21 to 25"? ➢ How many objects in number "24"? ➢ Can you pronounce the number word of number "23"?	5 Minutes
<u>Development</u> **Model Reading:** • Tell the students that they are going to learn to write the Numbers "21 to 25" • Explain that they are going to learn how to write the Numbers "21 to 25". • Show the students how to write the numbers '21 to 25' on the board. Sound out /21 to 25/ Twenty one to Twenty five as you write it. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you. • Tell them that Numbers can change their forms and their sounds. • Write the Numbers "21 to 25" on the whiteboard or paste flashcards of the Numbers "21 to 25" on the whiteboard. • Repeat the sound of Numbers "21 to 25".	30 Minutes

Class: Nursery **Subject:** Math

- Encourage the students to recognise the sound of Numbers “21 to 25”.
- Instruct the students how to write the Numbers “21 to 25” by using your finger and write with it on flashcard of Numbers “21 to 25”.
- Now ask them to come and do the “Sand Paper” activity. Always demonstrate the activity first and then let the students do that. Use first two fingers for this activity. While dragging the fingers, say the instructions; starting from the top, go round, come down and make a sleeping line and stop. Again starting from the top, make a standing line. This is number “21”.
- Say the instructions; starting from the top, go round, come down and make a sleeping line and stop. Again starting from the top, go round, come down and make a sleeping line. This is number “22”.
- Say the instructions; starting from the top, go round, come down and make a sleeping line and stop. Again starting from the top, go round make half circle and then make another half circle. This is number “23”.
- Say the instructions; starting from the top, go round, come down and make a sleeping line and stop. Again starting to make a small diagonal line and drag it to make horizontal line and stop. Starting from the middle and make a standing line in such way that it touches the horizontal line. This is number “24”.
- Say the instructions; starting from the top, go round, come down and make a sleeping line and stop. Again starting to make a small sleeping line, go down by making small standing line and go round and make half circle. This is number “25”.
- Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor.

Activity: 1

- Firstly divide the students in many pairs or groups and tell them we are going to sand tray activity.
- Introduce the students to the material like sand tray on the table and ask him to take it to your table.
- Write the Numbers “21 to 25” on the whiteboard or paste flashcards of the Numbers “21 to 25” on the whiteboard.
- Tell the students that Numbers “21 to 25” stands for many objects.
- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Instruct the students how to write the Numbers “21 to 25” by using your finger in the sand tray.
- Ask the students to practise this one by one by writing in the sand tray more than three to five time.

Activity: 2

- After doing Activity 1.

Class: Nursery **Subject:** Math

• Tell them we are going to practice numbers "21 to 25" by using printable tracing worksheet. • Distribute the tracing worksheet of numbers "21 to 25" all the students. • Instruct the students how to write the tracing Numbers "21 to 25" by using your pencil in the worksheet. • When the tracing activity is complete, ask the student to fill in the colour of their choice on the picture numbers "21 to 25" in the worksheet. • Ask the student to fill in the colour of their own choice on the picture in the worksheet as well. **Practice Activities:** • Give the students sand tray for practice. • Give the students writing boards and markers or loose sheets and pencils for writing practice. • Give them flash cards and ask them to pick the flash cards having the Numbers "21 to 25". • Ask the Students to take turns doing this activity one by one and the teacher goes around the class to review. • Help and guide them wherever needed.	
Assessment: • Assess the students by checking their written work. ➢ Are the children able to form the Numbers correctly? ➢ Do they recognize the numbers '21 to 25' words?	5 Minutes
Homework: As Assign the students to practice trace activity of numbers "21 to 25" as homework. Ask students to solve the activity given on pg. no. 90 of the textbook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Introduction to the Number **"26 to 30"**

Period (s) / Time: 1 / 40 min **Term:** 2nd

Week: 19 **Day:** 2

Students' Learning Objectives:

By the end of the session, the students will be able to:

- recognize the name, sound and graphical representation of the Numbers "26 to 30".
- pronounce the number word starting with the Numbers "26 to 30" correctly.
- identify the objects which are representative with the Numbers "26 to 30".

Equipment & Material Required:

Audio Visual Aids (Numbers "26 to 30") Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: Twenty six, Twenty seven, Twenty eight, Twenty nine, Thirty.

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take "26 to 30" numbers flash card in the classroom. Ask some questions about it. ➢ What is it? ➢ How many objects in number "26 & 30"? ➢ Can you pronounce the number word of number "27 & 29"?	5 Minutes
<u>Development</u> **Model Reading & Methodology:** • Tell the students that we are going to start learning about Auxiliary numbers. Raise your hands if anyone of you knows any auxiliary number." • Raise your hands if anyone of you knows any auxiliary number." • Explain them that we are going to read the Numbers "26 to 30". • Show them the flash cards of the Numbers "26 to 30" and introduce its sound "Twenty six, Twenty seven, Twenty eight, Twenty nine, Thirty". • Explain them the sound of the numbers '26 to 30' is / Twenty six, Twenty seven, Twenty eight, Twenty nine, Thirty /. • Show them numbers "26 to 30" flashcard and instruct the children to say the name of the numbers, i.e. '26 to 30' and emphasize the sound / Twenty six, Twenty seven, Twenty eight, Twenty nine, Thirty /.	30 Minutes

Class: Nursery **Subject:** Math

• Create an imagination story about numbers "26 to 30". • Tell the story of numbers '26 to 30' with proper impressions, showing the relevant pictures. • Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination). • Appreciate the students' participation and encourage their answers. **Demonstration:** • Ask the students to 20 and 6 more make 26, 20 and 7 more make 27, 20 and 8 more make 28, 20 and 9 more make 29 and 20 and 10 more make 30. • Numbers "26" stands for twenty six objects and it comes after number "25". • Numbers "27" stands for twenty seven objects and it comes after number "26". • Numbers "28" stands for twenty eight objects and it comes after number "27". • Numbers "29" stands for twenty nine objects and it comes after number "28". • Numbers "30" stands for thirty objects and it comes after number "29". • Introduce some Twenty six to thirty objects to students to enhance their learning. For instance, paste twenty six to thirty different objects card on the board and let the students count them and then paste the correct number card of "26 to 30" objects. • Do the "Number board and wired beads" activity with students. Place the number board and wired beads on mat and fix the number "26 to 30" on number board. Then, take one golden string of ten beads and place next to the number board. Now, take one bead of red colour and place next to the golden beads string of ten. • Tell the students that we need two ten and six to ten to make the numbers of "26 to 30".	
Assessment: To assess the students, ask them some questions, i.e.: • What is the name and sound of the Number you have read just now? • How many objects are required for numbers "26 to 30".	5 Minutes
Homework: Ask the students to look carefully at the Number and objects given on the textbook, pg. no 91. • Identify the images given on pg. no. 91 of the textbook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): The Structure and Writing of the Number **"26 to 30"**

Period (s) / Time: 1 / 40 min **Term:** 2nd

Week: 19 **Day:** 3

Students' Learning Objectives:

By the end of the session, the students will be able to:

- read, count, trace and write the Numbers "26 to 30".
- recognize numbers "26 to 30" sound.
- hold or grip a pencil in a correct way to form Numbers "26 to 30".
- Write numbers "26 to 30" by using Sand tray activity.
- Practise the numbers "26 to 30" by using printable tracing worksheet.

Equipment & Material Required:

Textbook, Flash Pictures, Whiteboard, Board Marker, Duster, sand tray, worksheet print, colour.

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary:

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 91. ➢ Can you count the objects which represent the Number "26 to 30"? ➢ How many objects in number "28"? ➢ Can you pronounce the number word of number "29"?	5 Minutes
Development **Model Reading:** • Tell the students that they are going to learn to write the Numbers "26 to 30" • Explain that they are going to learn how to write the Numbers "26 to 30". • Show the students how to write the numbers '26 to 30' on the board. Sound out /26 to 30/ Twenty six to Thirty as you write it. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you. • Tell them that Numbers can change their forms and their sounds. • Write the Numbers "26 to 30" on the whiteboard or paste flashcards of the Numbers "26 to 30" on the whiteboard. • Repeat the sound of Numbers "26 to 30".	30 Minutes

Class: Nursery **Subject:** Math

- Encourage the students to recognise the sound of Numbers “26 to 30”.
- Instruct the students how to write the Numbers “26 to 30” by using your finger and write with it on flashcard of Numbers “26 to 30”.
- Now ask them to come and do the “Sand Paper” activity. Always demonstrate the activity first and then let the students do that. Use first two fingers for this activity. While dragging the fingers, say the instructions; starting from the top, go round, come down and make a sleeping line and stop. Again starting a curve and a circle makes my number six (6). This is number “26”.
- Say the instructions; starting from the top, go round, come down and make a sleeping line and stop. Again starting a sleeping line and the slanting line makes my number seven (7). This is number “27”.
- Say the instructions; starting from the top, go round, come down and make a sleeping line and stop. Again starting make an ‘s’ and shut the gate makes my number eight (8). This is number “28”.
- Say the instructions; starting from the top, go round, come down and make a sleeping line and stop. Again starting a circle and a standing line makes my number nine (9). This is number “29”.
- Say the instructions; starting from the top, go round make half circle and then make another half circle and stop. Again starting to make a zero. This is number “30”.
- Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor.

Activity: 1

- Firstly divide the students in many pairs or groups and tell them we are going to sand tray activity.
- Introduce the students to the material like sand tray on the table and ask him to take it to your table.
- Write the Numbers “26 to 30” on the whiteboard or paste flashcards of the Numbers “26 to 30” on the whiteboard.
- Tell the students that Numbers “26 to 30” stands for many objects.
- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Instruct the students how to write the Numbers “26 to 30” by using your finger in the sand tray.
- Ask the students to practise this one by one by writing in the sand tray more than three to five time.

Activity: 2

- After doing Activity 1.
- Tell them we are going to practice numbers “26 to 30” by using printable tracing worksheet.
- Distribute the tracing worksheet of numbers “26 to 30” all the students.

Class: Nursery **Subject:** Math

• Instruct the students how to write the tracing Numbers "26 to 30" by using your pencil in the worksheet. • When the tracing activity is complete, ask the student to fill in the colour of their choice on the picture numbers "26 to 30" in the worksheet. • Ask the student to fill in the colour of their own choice on the picture in the worksheet as well. **Practice Activities:** • Give the students sand tray for practice. • Give the students writing boards and markers or loose sheets and pencils for writing practice. • Give them flash cards and ask them to pick the flash cards having the Numbers "26 to 30". • Ask the Students to take turns doing this activity one by one and the teacher goes around the class to review. • Help and guide them wherever needed.	
Assessment: • Assess the students by checking their written work. ➢ Are the children able to form the Numbers correctly? ➢ Do they recognize the numbers '26 to 30' words?	5 Minutes
Homework: As Assign the students to practice trace activity of numbers "26 to 30" as homework. Ask students to solve the activity given on pg. no. 92 of the textbook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Revision the Numbers **"21 to 30"**
Period (s) / Time: 1 / 40 min **Term:** 2nd
Week: 19 **Day:** 4

Students' Learning Objectives:
By the end of the session, the students will be able to:

- revise their listening, speaking and imagination skills.
- revise the reading, tracing and writing of "21 to 30" and numbers words.
- revise "21 to 30" sound and their vocabulary words listed in textbook.

Equipment & Material Required:
Audio Visual Aids (Numbers "21 to 30"), Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: Twenty one, Twenty two, Twenty three, Twenty four, Twenty five, Twenty six, Twenty seven, Twenty eight, Twenty nine, Thirty.

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the students, i.e.: ➢ How many objects in number "21 & 25"? ➢ Can you pronounce the number word of number "22 & 24"? ➢ How many objects in number "26 & 30"? ➢ Can you pronounce the number word of number "27 & 29"?	5 Minutes
Development **Practice Activities:** • Tell the students that they are going to revise the previous lessons. • Encourage their participation. • Ask for the name and sound of the Numbers. Also ask for the names of the things that start with the Numbers 21 to 30. • Then open the Math textbook, pg. no. 26 to 37 and read each number turn by turn. • Encourage their participation in natural environment. • Put your finger to the Numbers 21 to 30 and then read. • Help them remember the sound of the Numbers by using the pictures as a prompt. • Ask the students to point the relevant object and say the name of the object aloud.	30 Minutes

Class: Nursery **Subject:** Math

• Repeat the Numbers "21 to 30" and their voices at least 4-5 times and then tell more vocabulary starting with the Numbers "21 to 30". • Show the students how to draw the shape in the air with a finger, repeating the sound along with you. • Ask the children to answer the questions relative to the "STEAM". • Explain the questions to the students and appreciate their participation. • Show the students how to write the Numbers and number words '21 to 30' on the board. • Help the students to solve the given Reinforcement activities pg. no. 90, 92, 93, 94, 95 of the textbook.	
Assessment: • Place some objects or pictures of the objects having with "21 to 30" numbers in the class. • Ask the students at a time to find an object or a picture which have with "21 to 30" numbers. • Show the pictures of a different objects in front of the students for testing. ➢ Ask the names of the pictures. ➢ Ask their opening number sound.	5 Minutes
Homework: Ask the students to look carefully at the Numbers and objects on the textbook pg. no. 26 to 37. • Identify the images given on pg. no. 26 to 37 of the textbook. • Practise all the activities given on pg. no. 90, 92, 93, 94, 95 of the textbook. • Practise the Numbers "21 to 30" as written activity.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Introduction of "Sequence"
Period (s) / Time: 1 / 40 min **Term:** 2nd
Week: 19 **Day:** 5

Students' Learning Objectives:
By the end of the session, the students will be able to:

- Identify the basic sequence and number in correct order in "sequence".
- differentiate between sequence and subsequence .
- identify patterns of different shapes, colors and objects from their surroundings.
- sort different sequence.

Equipment & Material Required:
Audio Visual Aids Textbook, Different sequence in different colours, object and shapes , Flashcards of different patterns, sequence Patterns Picture Cards, Blank Pages, Whiteboard, Board Marker, Duster.

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: colour, shapes, circle, square object.

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take candles in three different shapes and size in the classroom. Ask some questions about it. ➢ What is it? ➢ Can you tell the different of candles in size? ➢ Which candle is 1st in sequence and which is last in sequence?	5 Minutes
Development **Model Reading & Methodology:** • Tell the students that we are going to start learning about sequence. Raise your hands if anyone of you knows any basic sequence in number. • Practice this with students and encourage their participation. **Opening to lesson:** • Paste four different apples picture in different sequence on the white board. Ask the student to recognize the picture and the different between these five apple pictures. • Encourage the student to participation in this activity. After that tell them that these five apples picture is different is size and shapes. Like First apple picture is half eaten, Second apple picture is complete, Third apple picture is just one bite, Fourth apple	30 Minutes

picture is eaten more then half apple and Fifth apple picture is quarter past half. Its mean the sequence of apple is 1st (4), 2nd (1), 3rd (2), 4th(5), 5th(3) • Appreciate the students' participation and encourage their answers. • Spread different shapes and objects on the table and make some pairs of students and ask them to pick two are more shapes and objects size and make sequence and join them is proper sequence number. And show them. • Tell them that everything around us are arrange in different sequence of shapes size and objects quantity. • Have students identify objects in the classroom that are make sequence. • Ask the students to look at the "page no. 96" on the textbook,	
Assessment: To assess the students, ask them some questions, i.e.: • What is the name of the concept you have read just now?	5 Minutes
Homework: Ask the students to look carefully at the basic sequence of shapes size and objects size given on the textbook, pg. no 96. • Identify the images and Tick ☑ the correct picture sequence and colour the given box also in sequence **activities** given on pg. no. 96 of the textbook.	
Evaluation of Learning:	
Evaluation of Teaching:	

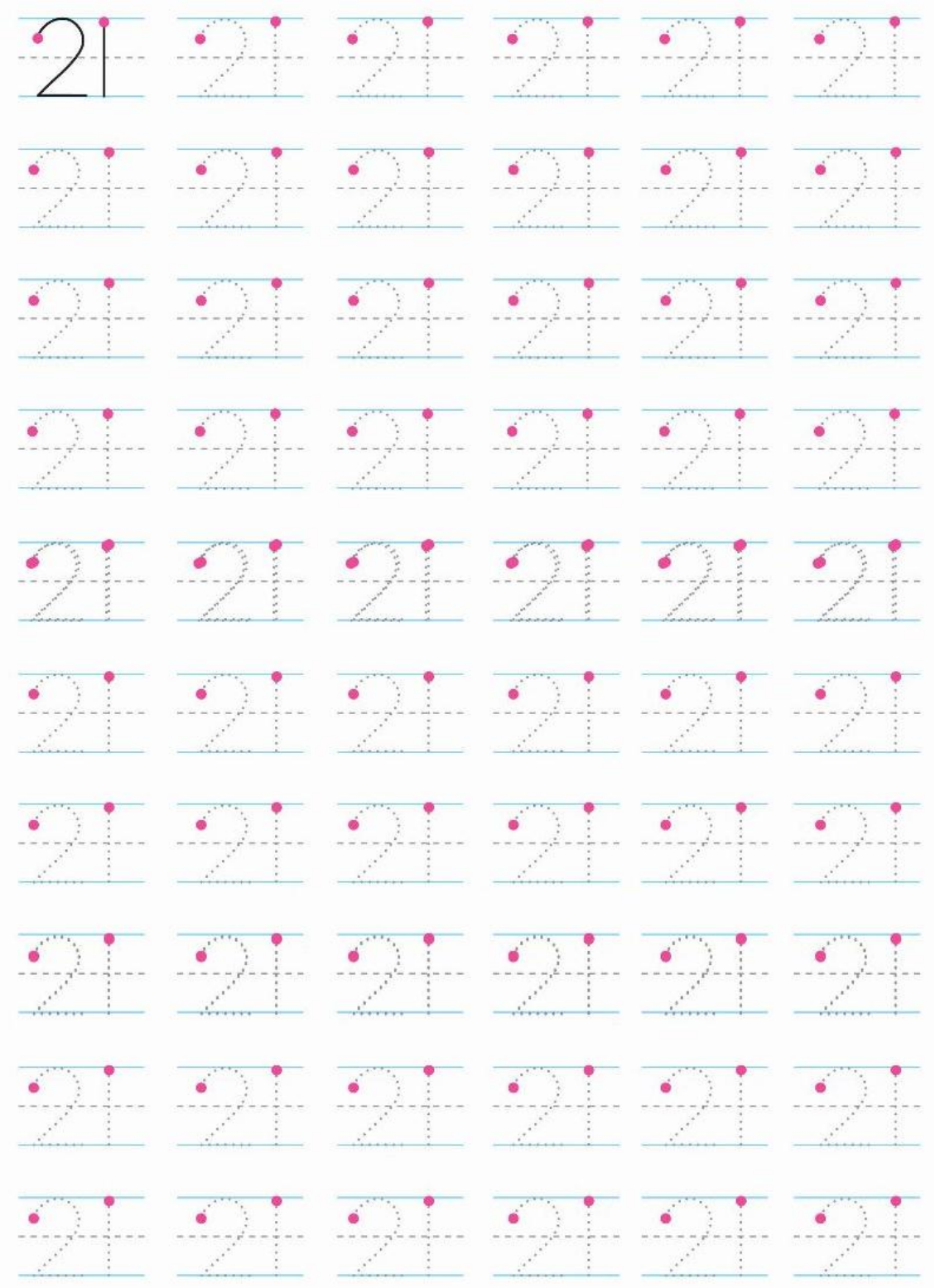
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Class: Nursery **Subject:** Math

Worksheet of number "21 to 25" (For Day 1 & Day 4)

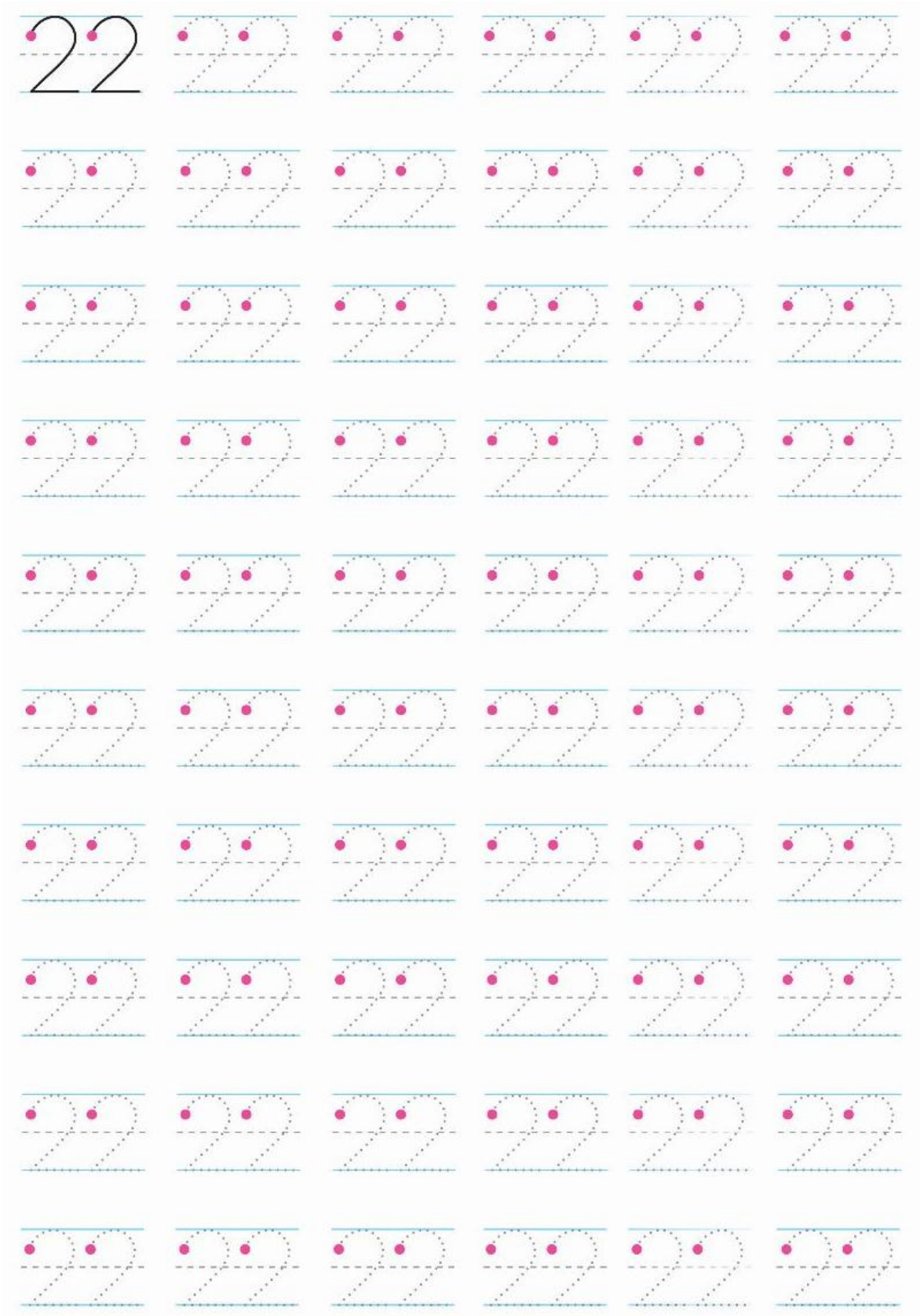
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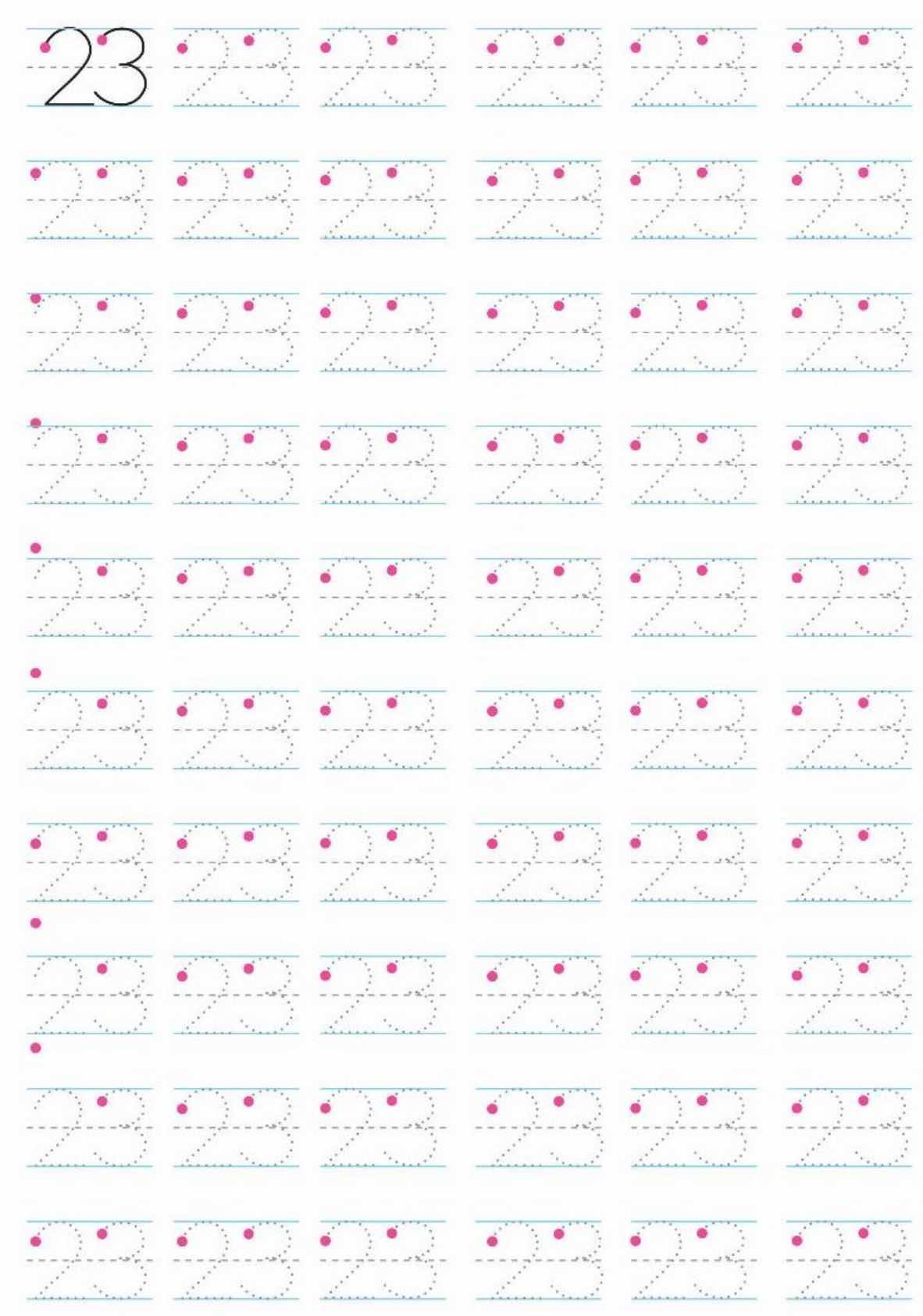
Class: Nursery **Subject:** Math



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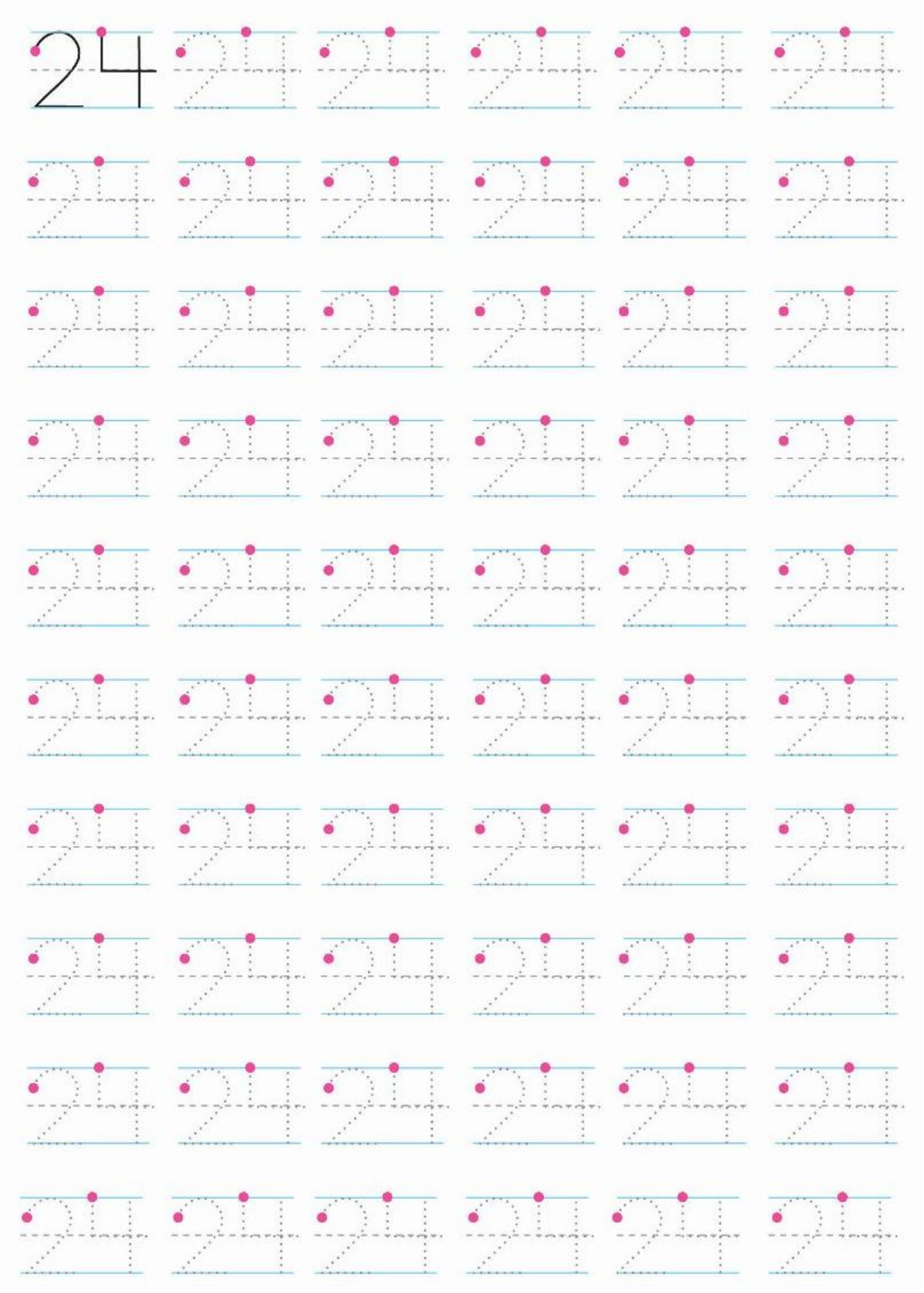
Class: Nursery **Subject:** Math



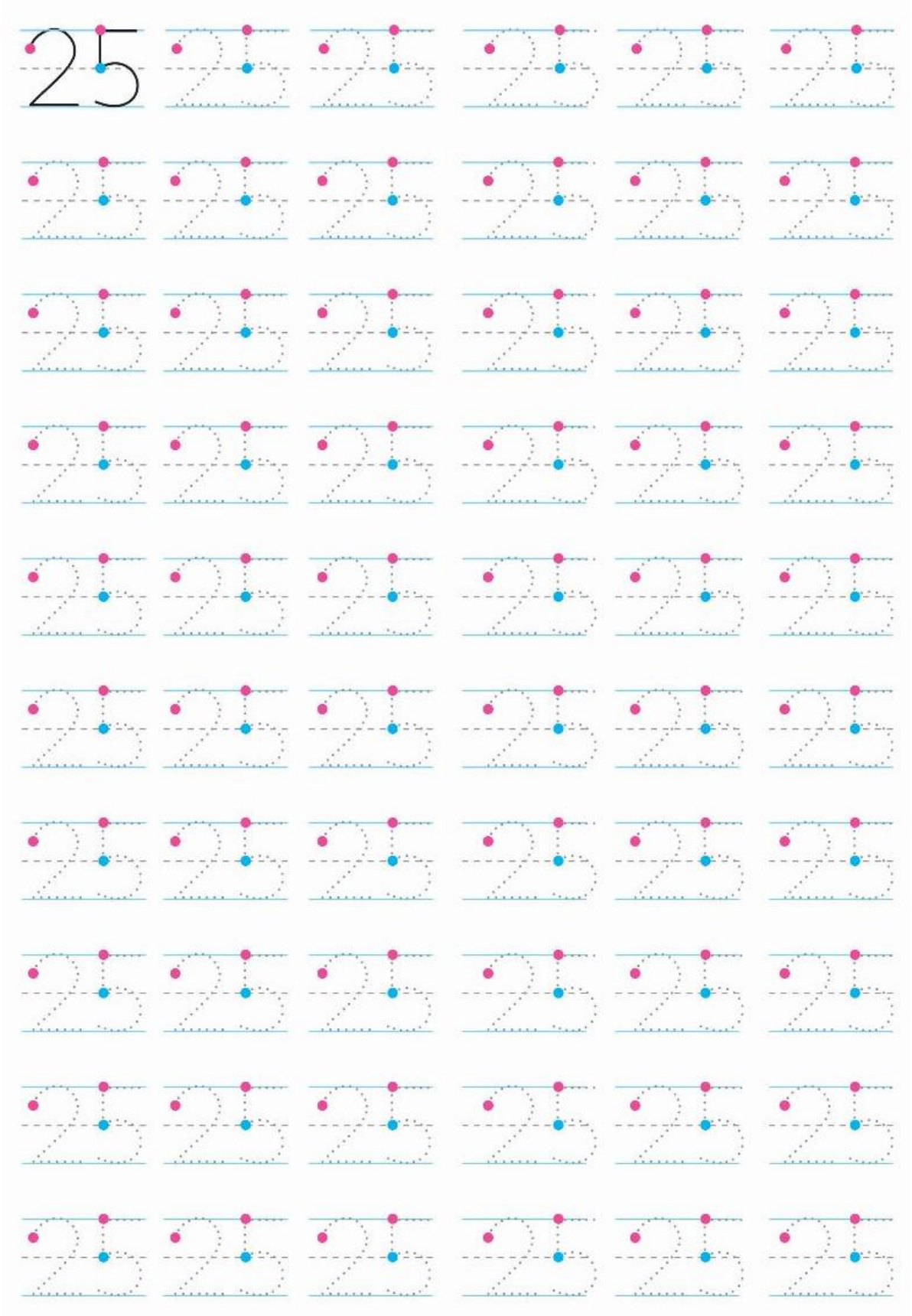
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Class: Nursery **Subject:** Math



Class: Nursery **Subject:** Math



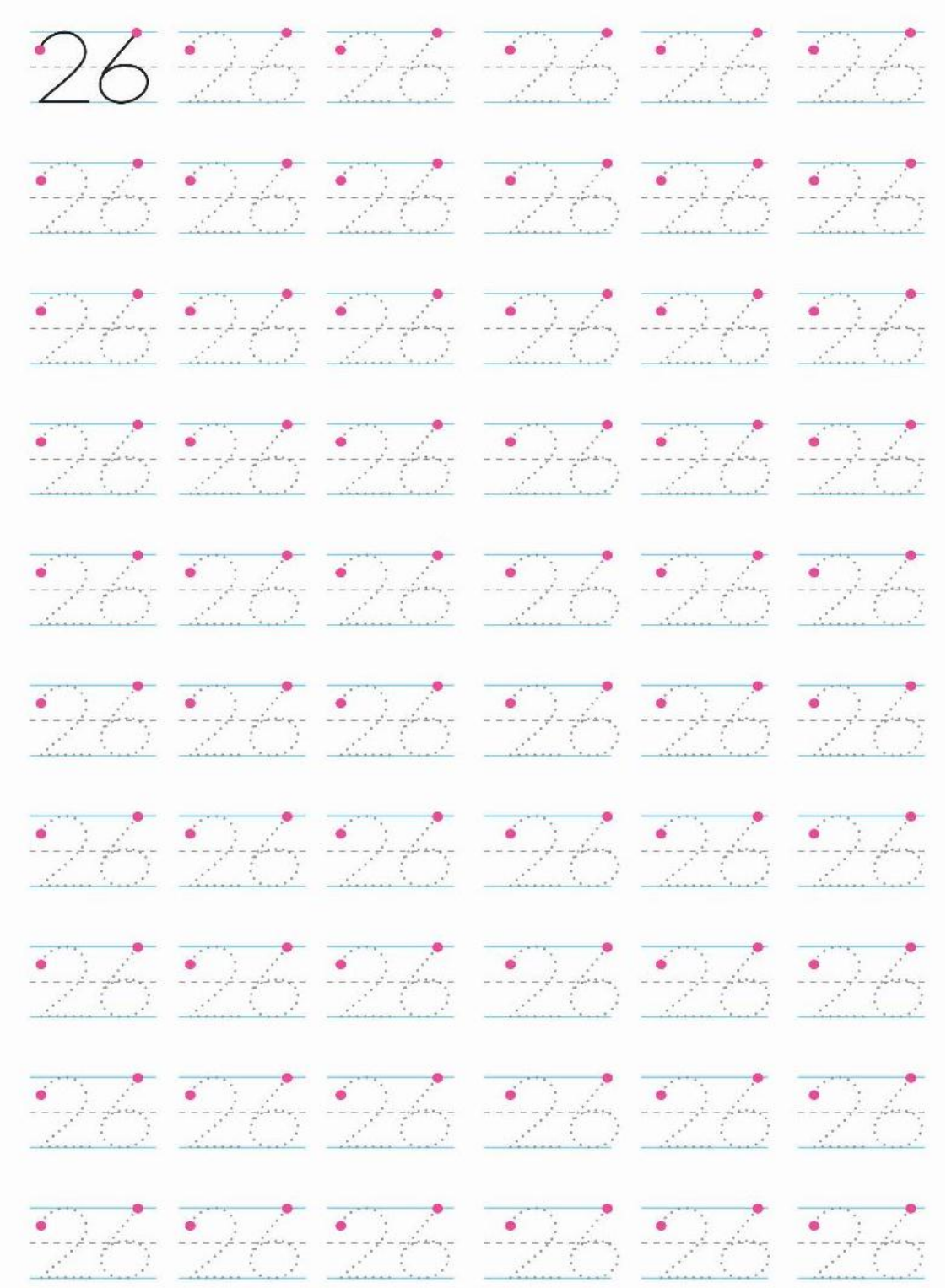
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Class: Nursery **Subject:** Math

Worksheet of number "26 to 30" (For Day 3 & Day 4)

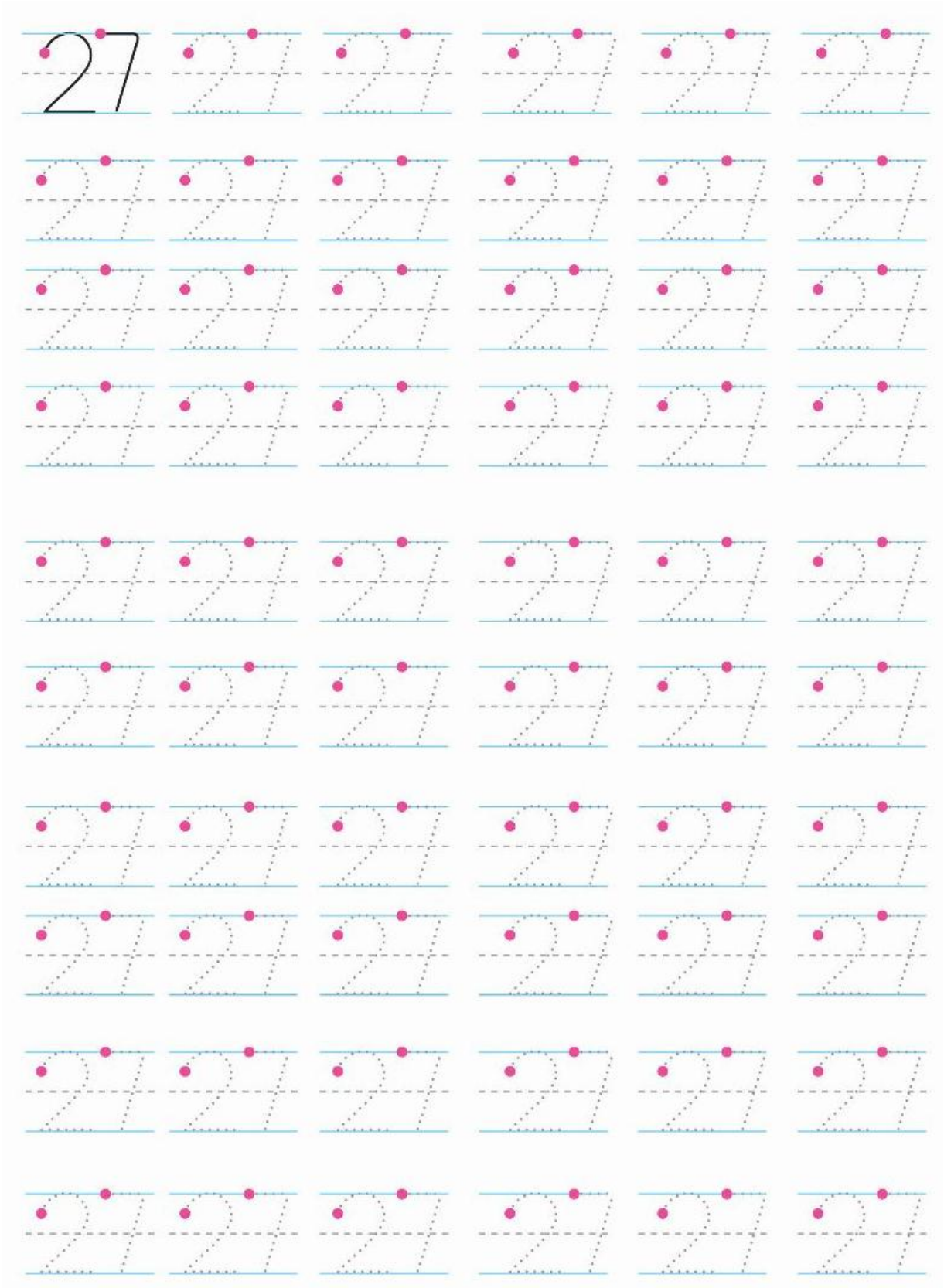
(Take a print and do practice on it)



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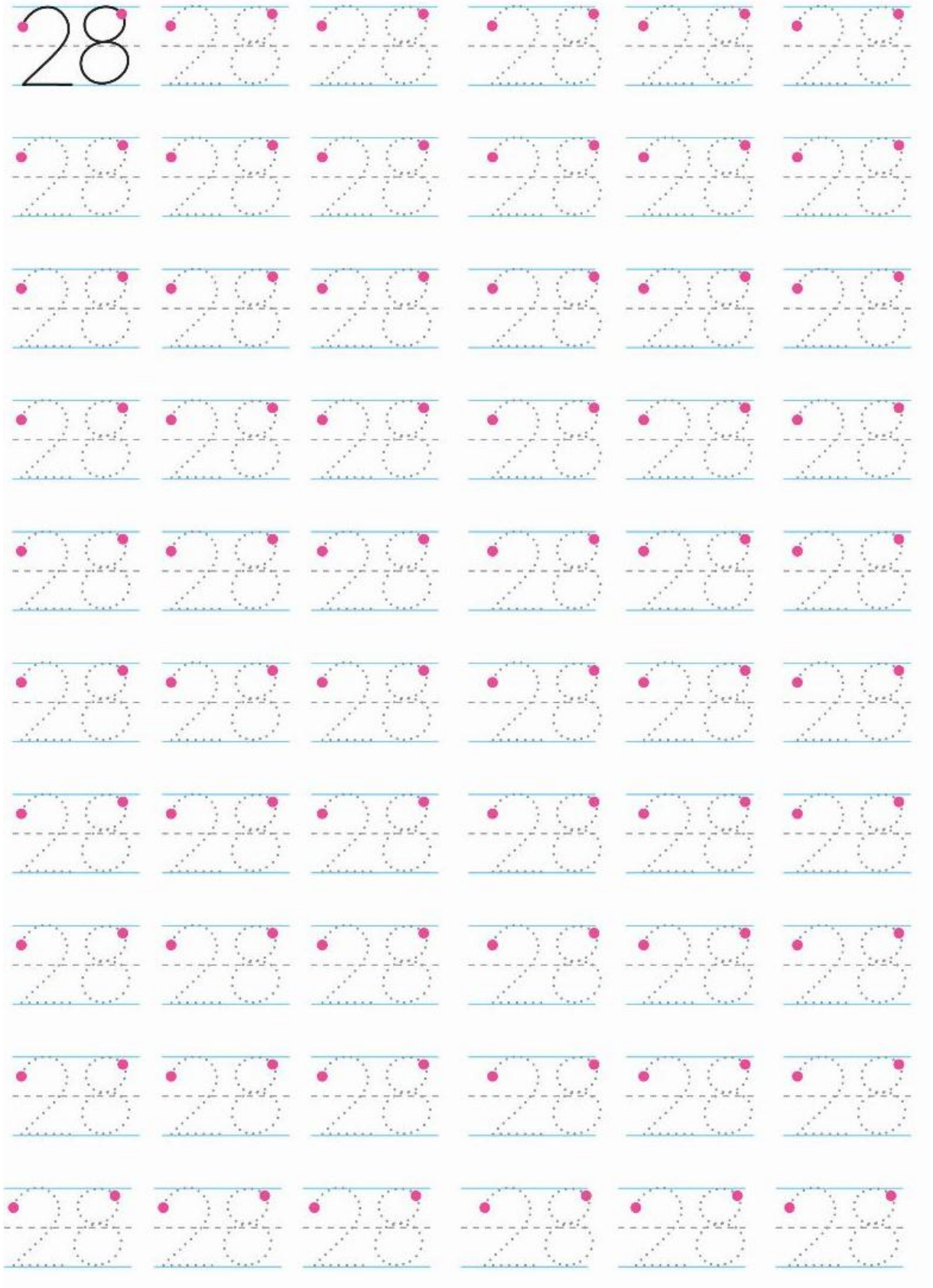
Class: Nursery **Subject:** Math



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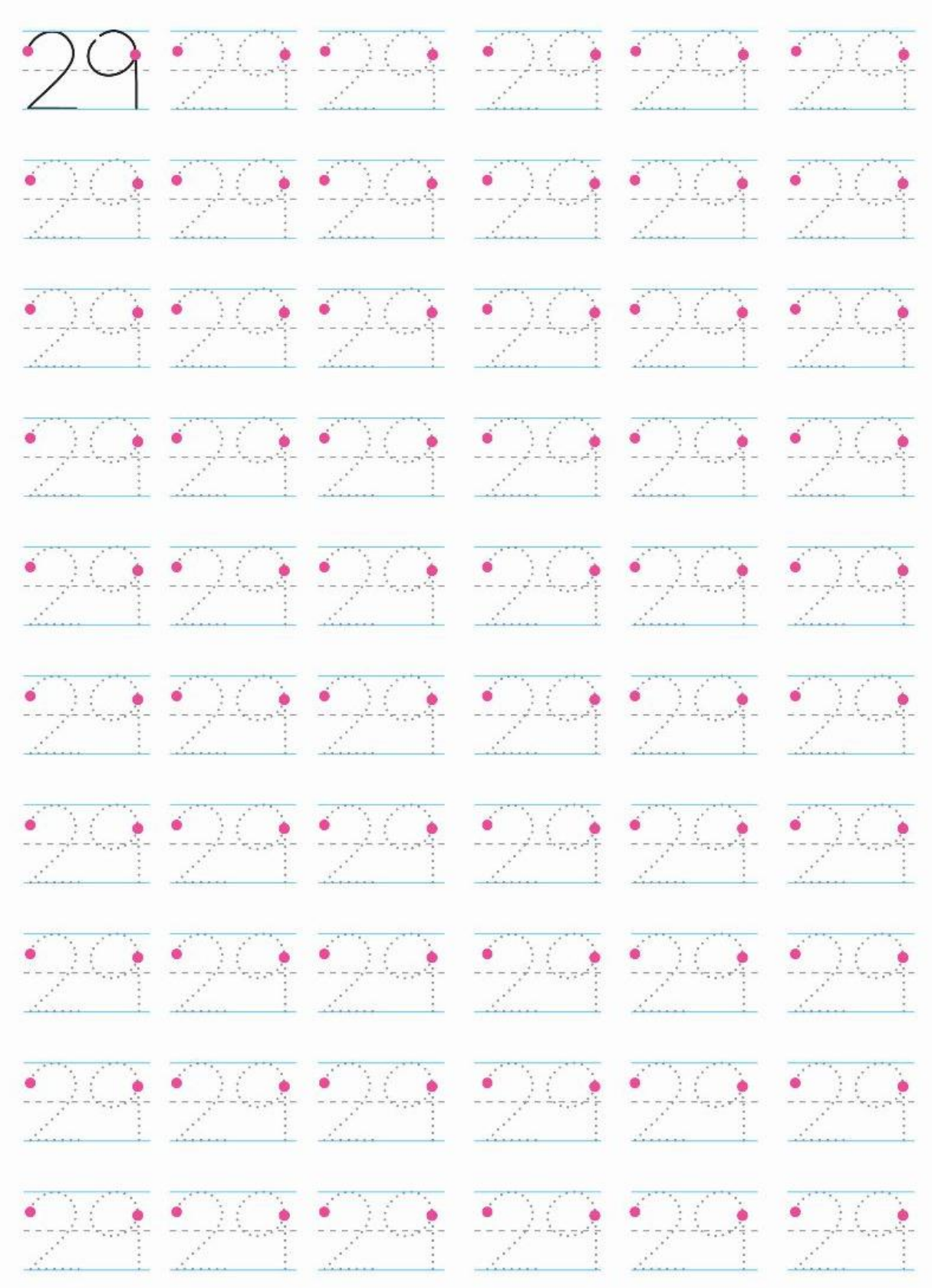
Class: Nursery **Subject:** Math



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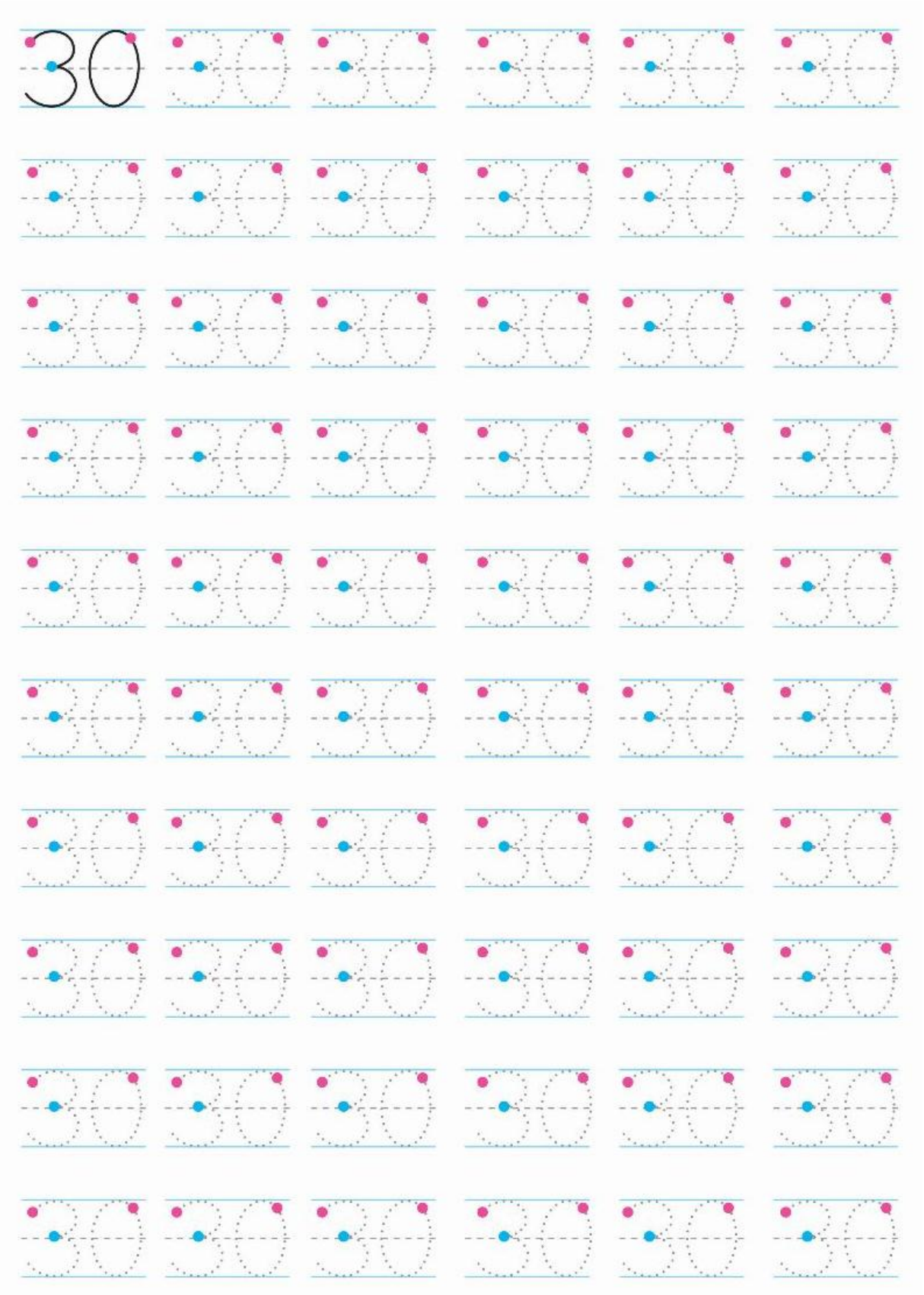
Class: Nursery **Subject:** Math



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Class: Nursery **Subject:** Math



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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Introduction of "Time"
Period (s) / Time: 1 / 40 min **Term:** 2nd
Week: 20 **Day:** 1

Students' Learning Objectives:
By the end of the session, the students will be able to:

- identify different parts of day.
- identify different activities happened in different parts of day.

Equipment & Material Required:
Audio Visual Aids (Story characters) Textbook, Objects of Different Sizes, Flashcards of Big and Small Objects, Loose Sheets, Cutting of Chart Paper in Different Sizes, Whiteboard, Board Marker, Duster.

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: time, day, night, different, activities, sleeping, waking, playing, running,

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a picture of day and night in the classroom. Ask some questions about it. ➢ What is it? ➢ When do we have breakfast? ➢ When do we go to sleep?	5 Minutes
<u>Development</u> **Model Reading & Methodology:** • Tell the students that we are going to start learning about Time (day and night). Raise your hands if anyone of you knows any day and night concept." • **Opening to lesson:** • Start the lesson by revising the previously learnt concept. • Paste pictures of "Day" and "Night" on the board and divide it into half so, one side for day and one side for night. • Tell the students that today we are going to learn about different parts of day and what different activities we perform in different parts. • Write "Day" on top of one side and "Night" on other side. • Ask the students to share their observations in day time. What changes do they feel between day and night? Talk about different activities you do during day and night time.	30 Minutes

Class: Nursery **Subject:** Math

What activities hard to perform in day and cannot do at night. Indulge them into thick conversation so they can share their observations. • Now, tell them that in day time we have two parts; morning and afternoon. • Explain the activities we perform in each part. • Then, at night we also have two parts; evening and night. • Explain their activities too. • Now, remove the cards of day and night and paste cards of "morning" "afternoon" "evening" and "night". • Explain students with the reference of sun's position during different parts of the day. • Ask students to tell any one activity we do in these four parts of the day. For example, we have breakfast in the morning. We come back from school in afternoon. We play in evening and we have lunch in night. • These reference activities will help them to remember different parts of the day. • For memorizing, give these day's cards to students and ask them to arrange in correct order by working in pairs (you should have enough cards for each pair). • After working in pairs, draw a checklist of different activities during the day, e.g. we get up in the night? We have breakfast in the evening? We play in the morning? We sleep at night? Sun rise in the afternoon?, etc. and ask students one by one to come and write true or false against each statement. • Ask the students to look at the "page no. 97" on the textbook, • In the vocabulary of the story, mark the position of different animals and different object, then ask the children. • Instruct the children to look carefully at the pages of '97' on the textbook. Then mark your finger on 'Day and Night' object. And then solve the match **activities** on the page "97"	
Assessment: To assess the students, ask them some questions, i.e.: • When did we go to school? • When do we do to play in the playground?	5 Minutes
Homework: Ask the students to look carefully at the day and night objects given on the textbook, pg. no 97. • Identify the images and match the **activity** given on pg. no. 97 of the textbook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Introduction of clock & "Reinforcement"
Period (s) / Time: 1 / 40 min **Term:** 2nd
Week: 20 **Day:** 2

Students' Learning Objectives:
By the end of the session, the students will be able to:

- identify clocks and its hands.
- understand the work of clock hands.
- recognize the time and write it.

Equipment & Material Required:
Audio Visual Aids Textbook, clock picture or Flashcards, Loose Sheets, Cutting of Chart Paper in Different Sizes, Whiteboard, Board Marker, Duster.

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: clock, long, hand, short hand, hours, minutes, second,

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a picture of clock in the classroom. Ask some questions about it. ➢ What is it? ➢ Have you ever see clock before? ➢ Do you recognize the actual clock time?	5 Minutes
<u>Development</u> **Model Reading & Methodology:** • Tell the students that we are going to start learning to see the time from the clock. Raise your hands if anyone of you tell the time correctly. • **Opening to lesson:** • Start the lesson by revising the previously learnt concept. • Paste pictures of "Clock" on the board and explain them. • First tell the numbers which is written on it. And then explain the hands of the clock. • Tell the students that A clock has three hands which work together and show the correct time, if one of the hand is not work properly the clock should stop and do not show the correct time.	30 Minutes

Class: Nursery **Subject:** Math

• Explain them the **Small hand** of the clock is represent the hours, the **Long hand** of the clock is represent the minutes and the thin hand show the seconds. • Tell the student when the small hand is on the 3 and the long hand is on the 12 its mean " time is 3 O'clock". • Make student in different pairs and ask them to practise the different time. • These reference activities will help them to remember different parts of the time. • Ask the students to look at the "page no. 98" on the textbook, • In the vocabulary of the time, mark the clocks numbers and hand, then ask the children. • Instruct the children to look carefully at the pages of '98' on the textbook. Then mark your finger on different 'clock'. And then trace the correct time **activity** on the page "98"	
Assessment: To assess the students, ask them some questions, i.e.: • What time did we go to school? • What time did we do lunch break?	5 Minutes
Homework: Ask the students to look carefully at the day and night objects given on the textbook, pg. no 98, 99. • Identify the images and write the time, draw the line to match the **activity** given on pg. no. 99 of the textbook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Introduction of "Money (Coin)"
Period (s) / Time: 1 / 40 min **Term:** 2nd
Week: 20 **Day:** 3

Students' Learning Objectives:
By the end of the session, the students will be able to:

- identify different forms of currency/money.
- tell value of different forms of currency/money.
- count coins in same and mixed situations
- sort different coins.

Equipment & Material Required:
Audio Visual Aids Textbook, Different coins in different colours, object and prize , Flashcards of different coins, coins Picture Cards, Blank Pages, Whiteboard, Board Marker, Duster.

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: money, currency, coin, one, rupee, two, five.

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take coins of one, two and five rupee in the classroom. Ask some questions about it. ➢ What is it? ➢ Have you ever seen coin before? ➢ Which coin do you like the most?	5 Minutes
Development **Model Reading & Methodology:** • Ask the students to name the currency name used in Pakistan. Tell them the currency name used in Pakistan is "rupee". • Ask them to name different forms of currency/money we used to buy goods. Expected answers are coins. If students fail to answer provide them with correct answer. • Practice this with students and encourage their participation. **Opening to lesson:** • Show them different coins and tell them what each coin is called. • Always introduce one coin at a time and show both sides so the students can identify both sides of each currency.	30 Minutes

Class: Nursery **Subject:** Math

• Pre-teach coin names and values to students prior to the lesson and have students orally share the names and values with you after the lesson to check for understanding. Provide students with a chart that lists the names on the coins with corresponding visuals and the coin's worth. • Have students do a think-pair-share, explaining the different coin names to their partners. Ask the students to repeat the names of the coins aloud after you say them. • Provide the students with a bag of coins to refer. Have the students refer to the chart that lists the names of coins. Provide a sentence frame for students to share coin names and values: That is a ____ and it is worth ____. • Ask the students to come up to the whiteboard to assist you as you draw the coins and write the values of the coins. Encourage them to come up to the whiteboard and help you figure out what coins to use to purchase the items. Offer sentence stems to support them as they share their ideas with the rest of the class. • Give each student a bag of coins. Write a money amount on the board. Have the students use their coins to show the amount you have on the board. • Encourage the students to refer to their chart. Encourage them to refer to the sentence frame used during explicit instruction to show the amounts. • Have the students share how they know what the coin name and value is, referring to characteristics (adjectives) that describe the coin, (e.g. the coin is copper, small, big, silver, etc.) • Choose different coins from the bag of coins and ask students to name the coin and its value using the same sentence frame used in previous sections. • Invite a few students to the front of the room to identify values of different coins. Have them identify the name by just looking at one side of coin. • Ask the students to look at the "page no. 100" on the textbook,	
Assessment: To assess the students, ask them some questions, i.e.: • What is the name of the concept you have read just now? • What is the colour of the five rupee coin?	5 Minutes
Homework: Ask the students to look carefully at the Money/ currency (coin) given on the textbook, pg. no 100. • Identify the images and write the amount of the coin **activity** given on pg. no. 100 of the textbook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Introduction of "Money (Note)"
Period (s) / Time: 1 / 40 min **Term:** 2nd
Week: 20 **Day:** 4

Students' Learning Objectives:
By the end of the session, the students will be able to:

- identify different forms of currency/money.
- tell value of different forms of currency/money.
- count paper money (notes) in same and mixed situations
- sort different paper money (notes).

Equipment & Material Required:
Audio Visual Aids Textbook, Different notes in different colours, object and prize , Flashcards of different notes, notes Picture Cards, Blank Pages, Whiteboard, Board Marker, Duster.

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: money, currency, notes, ten, twenty, fifty, hundred, rupee.

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take notes of ten, twenty, fifty, hundred rupee in the classroom. Ask some questions about it. ➢ What is it? ➢ Have you ever seen money notes before? ➢ Which money note do you like the most?	5 Minutes
<u>Development</u> **Model Reading & Methodology:** • Ask the students of previous lesson like name of the currency used in Pakistan. Tell them the currency name used in Pakistan is "rupee". • Ask them to name different forms of currency/money we used to buy goods. Expected answers are notes. If students fail to answer provide them with correct answer. • Practice this with students and encourage their participation. **Opening to lesson:** • Show them different paper notes and tell them what each notes are called. • Always introduce one paper note at a time and show both sides so the students can identify both sides of each currency.	30 Minutes

Class: Nursery **Subject:** Math

• Pre-teach note names and values to students prior to the lesson and have students orally share the names and values with you after the lesson to check for understanding. Provide students with a chart that lists the names on the notes with corresponding visuals and the note's worth. • Have students do a think-pair-share, explaining the different note names to their partners. Ask the students to repeat the names of the notes aloud after you say them. • Show the students pre-selected images from magazines or the internet and write how much each item costs. For example, a Popsicle might cost fifty rupees. Model figuring out what notes you can use to purchase the items. • Provide the students with a bag of notes to refer. Have the students refer to the chart that lists the names of notes. Provide a sentence frame for students to share note names and values: That is a ____ and it is worth ____. • Ask the students to come up to the whiteboard to assist you as you paste the note image or flash card and write the values of the note. Encourage them to come up to the whiteboard and help you figure out what notes to use to purchase the items. Offer sentence stems to support them as they share their ideas with the rest of the class. • Give each student one by one a bag of paper money (notes). Write a money amount on the board. Have the students use their notes to show the amount you have on the board. • Encourage the students to refer to their chart. Encourage them to refer to the sentence frame used during explicit instruction to show the amounts. • Have the student's share how they know what the note name and value is. • Choose different notes from the bag of notes and ask students to name the note and its value using the same sentence frame used in previous sections. • Invite a few students to the front of the room to identify values of different notes. Have them identify the name by just looking at one side of note. • Ask the students to look at the "page no. 101" on the textbook,	
Assessment: To assess the students, ask them some questions, i.e.: • What is the name of the concept you have read just now? • What is the colour of the twenty rupee note?	5 Minutes
Homework: Ask the students to look carefully at the Money/ currency (note) given on the textbook, pg. no 101. • Identify the images and tick the amount of the note **activity** given on pg. no. 101 of the textbook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** Math

Daily Lesson Plan

Topic(s): Introduction of "Position"
Period (s) / Time: 1 / 40 min **Term:** 2nd
Week: 18 **Day:** 4

Students' Learning Objectives:
By the end of the session, the students will be able to:

- Identify the basic concept of "position".
- differentiate between up-down, Inside-Outside & left-right objects.
- identify different position of different shapes and objects from their surroundings.
- sort different position.

Equipment & Material Required:
Audio Visual Aids Textbook, Different position in different objects and shapes , Flashcards of different position, Picture Cards, Blank Pages, Whiteboard, Board Marker, Duster.

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: up, down,, inside, outside, left, right.

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a few object on the table and under the table in the classroom. Ask some questions about it. ➢ What is it? ➢ Can you tell the object position name which is on the table? ➢ Can you tell the object position name which is under the table?	5 Minutes
<u>Development</u> **Model Reading & Methodology:** • Tell the students that we are going to start learning about position (up-down, Inside-Outside & left-right). • Raise your hands if anyone of you knows any position name. • Practice this with students and encourage their participation. **Opening to lesson:** • Show the picture of sea-saw and ask the student who take this swing before. • Appreciate the students' participation and encourage their answers. • Tell the student when two person take this sea-saw on is up and other is down in position.	30 Minutes

Class: Nursery **Subject:** Math

• Take a box on the class room table and some object place in it and some is beside the box. Ask student what is the position of the object which is in the box and outside the box. • Tell them the object is inside the box or jar the position is inside. On the other hand the object is not inside the box or jar the position is outside. • Ask the student any one is know the name of directions. After that tell them there are two basic direction left and right. • Ask the student show your hands in front of table. One hand which is right hand is represent the right direction and the other hand which is left hand is also represent the left direction. • Show them other pictures of different position and ask the student to guess the name of the position. • Tell them that everything around us are arrange in different position of shapes and objects. • Have students identify objects in the classroom that are make position. • Ask the students to look at the "page no. 102-104" on the textbook,	
Assessment: To assess the students, ask them some questions, i.e.: • What is the name of the concept you have read just now? • Name any two position?	5 Minutes
Homework: Ask the students to look carefully at the basic patterns of shapes and objects given on the textbook, pg. no 102-104. • Identify the images and circle the correct pictures which represent the position and circle and draw on the correct position **activities** given on pg. no. 102-104 of the textbook.	
Evaluation of Learning:	
Evaluation of Teaching:	