

Lesson Plan

Grade: One

Subject: Maths

Term: 1st

Time: 40min

Teacher's Name: _____

Week : 2

Day: 1

Unit 1: Whole Numbers

Topic : Backward counting (Greatest to the smallest)

Student Learning Outcomes:

- Count backwards from 9.

Resource Material:

Chalk, Marker/Blackboard, Whiteboard, Colour pencils, Worksheet.

Warm-up Activities:

5mins

Before beginning the lesson, ask students to say "Tasmiyah".

Make 10 boxes on the board. Tell the students that they are going to write the forward counting. Call out a student, and ask her/him to write first number in first box. Keep calling out students, to fill rest of boxes, until all of numbers (0 – 9) have been written on the board. Appreciate all students, and clap for them.

Teaching and Learning Activities:

20 mins

- Tell the students they are going to learn backward counting from 9 to 0.
- Put 9 colour pencils on the table in front of the class. Draw 10 blank columns on the board. Now invite one of the student and ask him to count the pencils and write the number on first box.

9	8	7	6	5	4	3	2	1	0
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Now take out 1 pencil. Call next student to come and count the remaining pencils. Ask him/her to write number on second box. Carry on the activity till the last pencil is out. Now ask students how many pencils are left. Take their responses. Their answer should be zero. Write 0 in last column.

Now ask students to read the numbers aloud, written on the board.

- Tell the student when we count from 9 to 0 , it is called backward counting.
- Ask students to open page 10 of their textbook and count dots in second picture and read backward counting, from 9 to 0.

Review:

3mins

Ask students to count backwards from 9 to 0.

Evaluation:

10mins

To assess the understanding of students learning, ask them to solve exercise 1.3 (pg 10 – 11). Roam around the class and check their work.

Homework:

2mins

Solve the given worksheet.

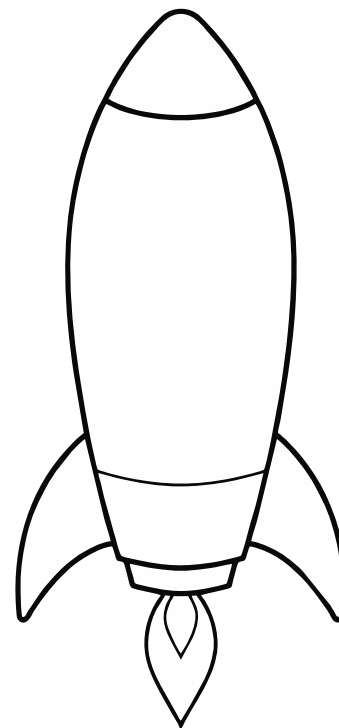
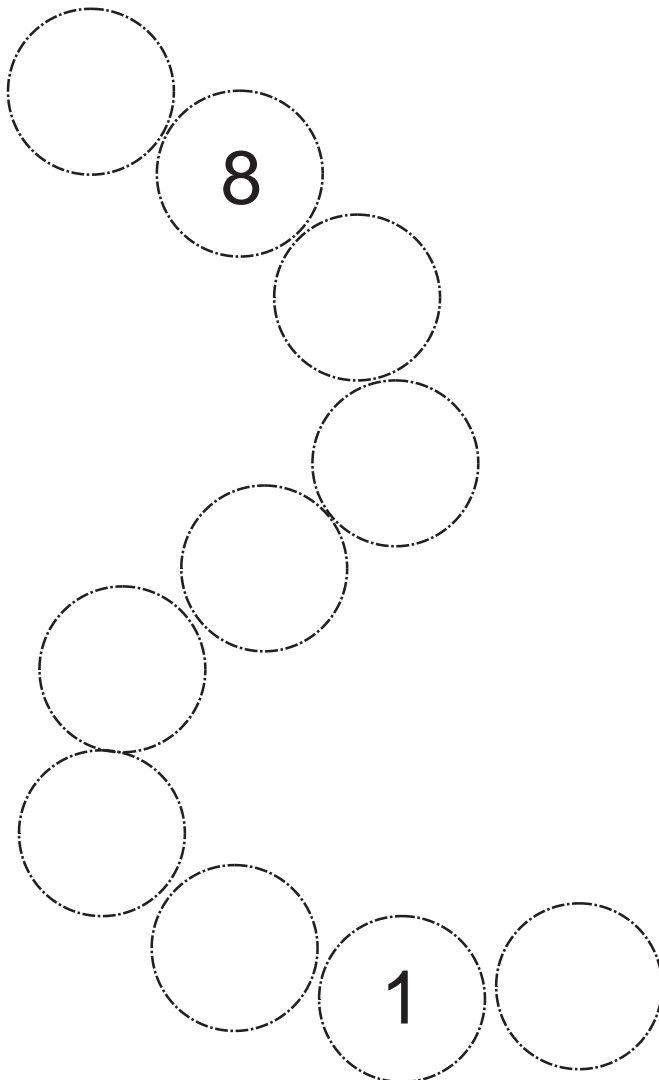
Worksheet

Name: _____

Subject: Maths

Topic Name: Backward counting
(Greatest to the smallest)

1. Can you help rocket launch by counting back from 9 to 0. Colour the rocket too.



Lesson Plan

Grade: One

Subject: Maths

Term: 1st

Time: 40min

Teacher's Name: _____

Week : 2

Day: 2

Unit 1: Whole Numbers

Topic : Ascending and Descending Order
(Number 0 – 9)

Student Learning Outcomes:

- Arrange numbers in ascending and descending order.

Resource Material:

Chalk, Marker/Blackboard, Whiteboard, Worksheet.

Warm-up Activities:

5mins

Before beginning the lesson, ask student to say “Tasmiyah”.

Paste a wall chart of backward counting 9 to 0 on the board. Ask the students to read counting aloud. Appreciate them as well.

Teaching and Learning Activities:

20 mins

- Tell the students that today they are going to know about ascending order of numbers (0 – 9).
- Make a staircase on board, having steps from 0 – 9. Tell the students that ascending means going up. Students can imagine this by considering first step as number 0, and second step as number 1 and so on.
- Ask the students “Are these numbers increasing or decreasing?”
- Encourage them and accept the responses and tell them that writing numbers from smallest to greatest is known as ascending order.
- Ask the students to open their textbook page 12 and see numbers from 0 to 9.

Review:

3mins

To recall the concept, tell the students ascending order means to arrange numbers from the smallest to the greatest.

Evaluation:

10mins

To check the understanding of students ask them to solve Q (1) exercise 1.4. Guide them if needed. Appreciate them for their good work.

Homework:

2mins

Solve the given worksheet.

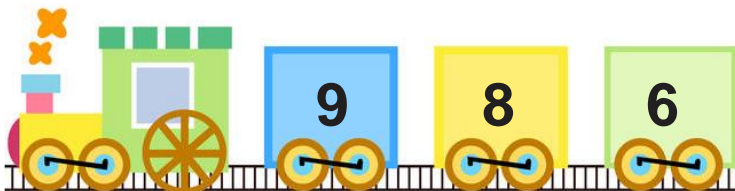
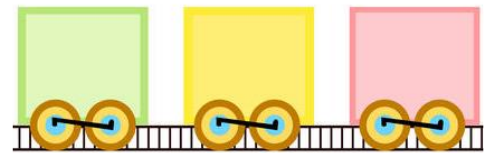
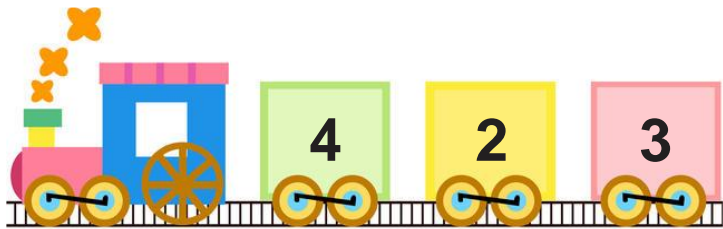
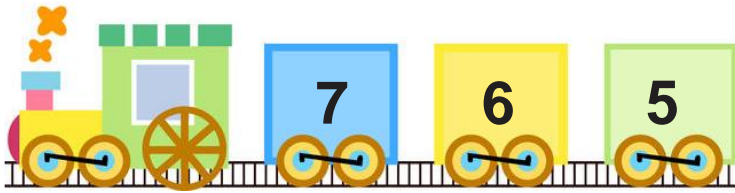
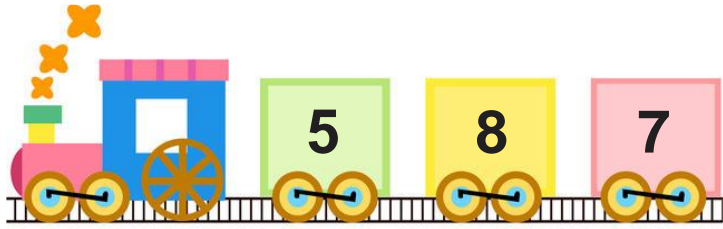
Worksheet

Name: _____

Subject: Maths

Topic Name: Ascending and Descending Order (Number 0 – 9)

1. Write the numbers in ascending order.



Lesson Plan

Grade: One

Subject: Maths

Term: 1st

Time: 40min

Teacher's Name: _____

Week : 2

Day: 3

Unit 1: Whole Numbers

Topic : Ascending and Descending Order
(Number 0 – 9)

Student Learning Outcomes:

- Arrange numbers in ascending and descending order.

Resource Material:

Chalk, Marker/Blackboard, Whiteboard, number cards, Worksheet.

Warm-up Activities:

5mins

Before beginning the lesson, ask students to say "Tasmiyah".

Write sets of random numbers on the board from 0 – 9. Ask students to arrange these numbers in ascending order.

Teaching and Learning Activities:

20 mins

- Tell the students that they are going to know about descending order.
- Ask students to open their textbook page 12 and observe the second picture. In the picture the boy is coming downstairs. Tell the students that descending order means to arrange numbers from greatest to the smallest.
- Make group of students. Give number cards to each group and ask them to arrange these cards in descending order.
- Ask whole class to say the numbers 9 – 0 aloud. Ask them to try this individually. Appreciate those, who have done without any interruption.

Review:

3mins

To recall the concept, tell the students that writing numbers in descending order means arranging the numbers from greatest to the smallest.

Evaluation:

5mins

For assessment ask the students to solve Q no.2 of exercise 1.4 on their textbook.

Homework:

2mins

Solve the given worksheet.

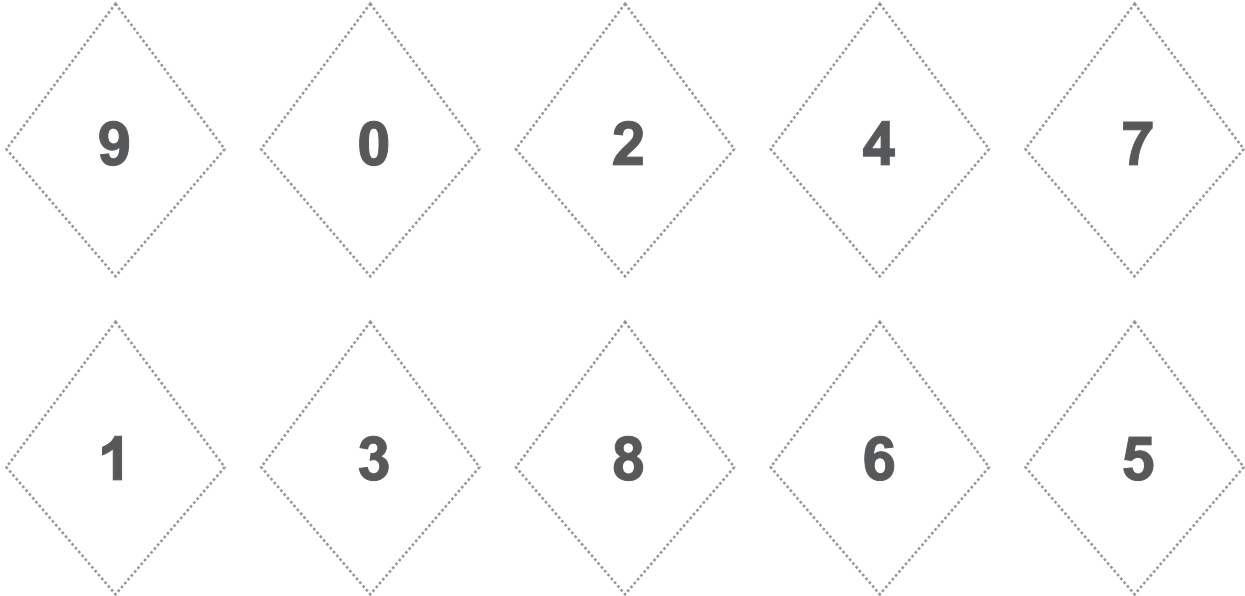
Worksheet

Name: _____

Subject: Maths

Topic Name: Ascending and
Descending Order (Number 0 – 9)

1. Get the numbers given below and arrange them in descending order.



Lesson Plan

Grade: One

Subject: Maths

Term: 1st

Time: 40min

Teacher's Name: _____

Week : 2

Day: 4

Unit 1: Whole Numbers

Topic : Before, After and Between (up to 9)

Student Learning Outcomes:

- Identify which number (up to 9) comes:
- before and after a given number.
- between two given numbers.

Resource Material:

Chalk, Marker/Blackboard, Whiteboard, Maths textbook, Worksheet, Balls.

Warm-up Activities:

5mins

Before beginning the lesson, ask student to say "Tasmiyah".

Ask the students about their homework. Ask them: What is ascending and descending order? Take their responses and appreciate them for their correct answers.

Teaching and Learning Activities:

20 mins

- Tell the students that they are going to identify numbers before, after and between.
- Use different colour of balls line up three of them on your table and explain their position before, after and between.
- Now write any number say 6, on the board. Ask the students to count backward from 6 and tell the previous number. Tell the students that counting backward from any specific number we get the number that comes before given number. Now ask them to count forward from 6, what comes next. That is 7. So we can say number 7 comes after 6. Repeat this activity with various numbers and clear the concept of before and after.
- Now write three numbers 4,5,6 on the board. Tell the students that 4 comes before 5, and 6 comes after 5. So, it means that 5 is in between the 4 and 6.

Review: 3mins

Help students to understand the position of before, between and after.

Evaluation: 10mins

To check the understanding of students concept, ask them to solve the exercise 1.5.

Homework: 2mins

Solve the given worksheet.

Worksheet

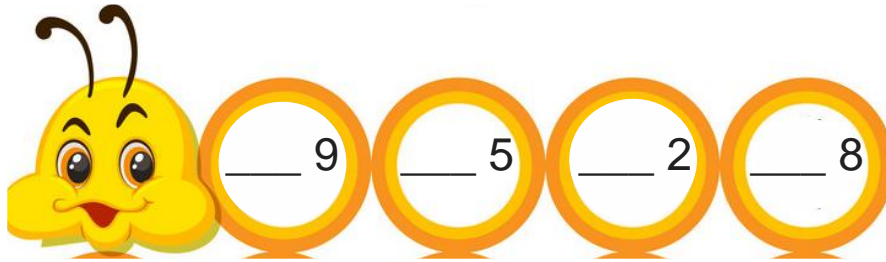
Name: _____

Subject: Maths

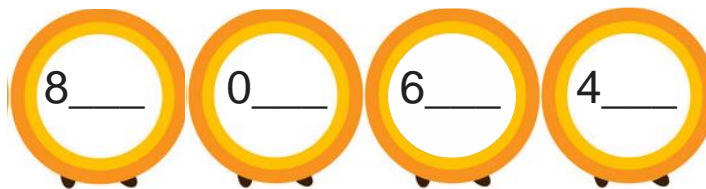
Topic Name: Before, After
and Between (up to 9)

1. Write the numbers that comes before , after and between.

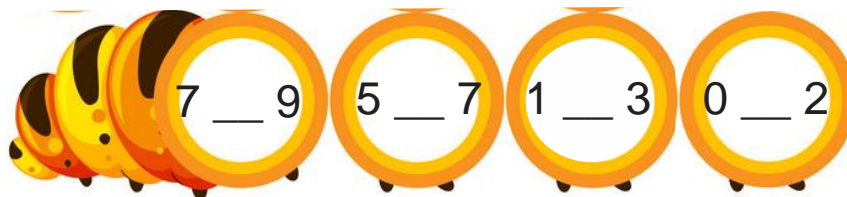
Before



After



Between



Lesson Plan

Grade: One

Subject: Maths

Term: 1st

Time: 40min

Teacher's Name: _____

Week : 2

Day: 5

Unit 1: Whole Numbers

Topic : Introduction to 10 (The first 2-digit number)

Student Learning Outcomes:

- Identify 10 as a 2-digit number.

Resource Material:

Chalk, Marker/Blackboard, Whiteboard, Maths textbook, wall chart of number name.

Warm-up Activities:

5mins

Before beginning the lesson, ask students to say "Tasmiyah".

To recall the concept of before, after and between write some numbers on the board up to 9. Call out different students and ask them to write what comes before, after and between. Encourage the students for their good response.

Teaching and Learning Activities:

20 mins

- Tell the students that they are going to familiar with first 2-digit number.
- Draw 9 balloons on the board. Ask the students to count the balloons aloud. When they have done. Make another balloons with 9 and now ask the students to count them again. Tell them that by adding one to nine we will get 10. Write prominent 10 as 'Ten' on the board.
- Tell the students that from 0 – 9 all are 1-digit numbers while 10 is the first and smallest 2-digit number.
- Ask students to open their textbook page 15, and count the oranges on left side which are 9, by adding one more orange, there are 10 oranges.
- Instruct them to count numbers on number line (0 – 10).

Review:

3mins

To clear the concept of 10 as first 2-digit number, tell the students that on adding 1 to 9, we will get next number, which is read as 'Ten' and written as 10.

Evaluation:

10mins

To assess the understanding of students, instruct them to solve exercise 1.6 by counting the given objects and write their numbers in numerals and words. Guide them to solve the exercise.

Homework:

2mins

Solve the worksheet.

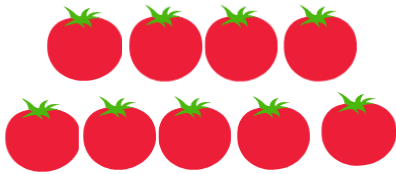
Worksheet

Name: _____

Subject: Maths

Topic Name: Introduction to 10
(The first 2-digit number)

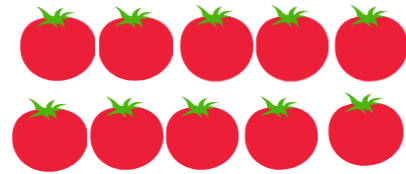
1. Make 10.



9 Tomatos

Add 

=



1 Tomatos

2. Write the number 1 to 10.

Lesson Plan

Grade: One

Subject: Maths

Term: 1st

Time: 40min

Teacher's Name: _____

Week : 2

Day: 6

Unit 1: Whole Numbers

Topic : How to compare and Order Numbers

Student Learning Outcomes:

- Compare and order the numbers (0 – 10).

Resource Material:

Chalk, Marker/Blackboard, Whiteboard, Maths textbook, Number card , Mini erasers , Buttons or Balls.

Warm-up Activities:

5mins

Before beginning the lesson, ask students to say “Tasmiyah”.

Ask the students, what is first 2-digit number? Ask them to read counting from 0 to 10.

Teaching and Learning Activities:

20 mins

- Tell the students that they are going to understand that how to compare the numbers.
- Make group of students and write numbers (0 – 10) on number cards. Distribute each two of cards among groups of students. Ask students to choose some manipulatives like erasers, buttons or balls from your table and make a set of them for each number. Ask them to line up the items under each of the number they have. So they clearly see which group has more objects.

Now ask each group to compare the objects they have.

- Ask the students to open their textbook page 17, and let's count the fish. Ask them how many fish are present on both side? And which side has more in number? Tell them left side has 4 fish, which is more than fish present on right side. Similarly, there are 4 hens on left side which is less than 8 hens present on right side.

Review:

3mins

Tell the students that by comparing the numbers of objects in two groups, we can tell which group has more or which group has less objects.

Evaluation:

10mins

To assess the students, ask them to solve Q.1 of exercise 1.7 on page 17.

Solve the given worksheet.

Worksheet

Name: _____

Subject: Maths

Topic Name: How to compare and Order Numbers

1. Count compare and write 'more than' and 'less than'.

