Lesson Plan

| Grade: One | Subject: Maths | Term: 1st | Time: 40min |

| Teacher's Name: _____ | Week : 6 | Day: 1 |

| Unit 1: Whole Numbers | Topic : Place Value |

Student Learning Outcomes:
- Recognise the place value of a specific digit in a 2-digit number (tens and ones).
- Identify the place value of a specific digit in a 2-digit number.

Resource Material:

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

Warm-up Activities: 5mins

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

Ask students: What is meant by forward and backward counting? Take their responses and appreciate for their correct answer.

Call two or three students and ask them to write few numbers in sequence (forward and backward counting).

Teaching and Learning Activities: 20 mins
- Tell the students we are going to learn the concept of place value.
- Have students to open their textbooks to page 33. Ask them to count the number of balls. Take their responses and ask them to count and circle 10 balls. Tell students we have 10 balls and 6 balls. Tell them that 10 ones make 1 ten and in the number 10, the digit 1 is in the tens place and 0 represent the ones.
- So in the picture we have 1 ten and 6 ones = 16 balls.
- Tell the students that we can also place value of digit in a number using place value chart.
- Ask them to turn to page 34. Count the blocks in place value chart. After that tell them look at next place value chart where in tens column, there are three groups of ten blocks and 5 blocks in ones column which make 35.

Review: 3mins

Tell the students that 10 represent 1 ten and 0 ones.

Evaluation:	10mins

Assess the students learning by asking them to solve exercise 1.12 Q 1 on page 34. Appreciate them for their good attempt.

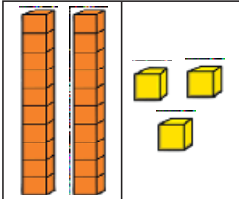| Homework:	2mins

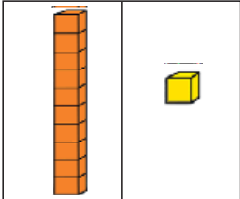Solve the given worksheet.

Worksheet

Name: _____	Subject: Maths	Topic Name: Place Value

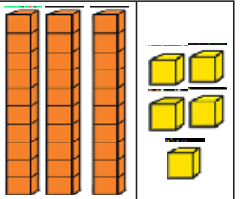1. Count each set of blocks using place value and write the number.

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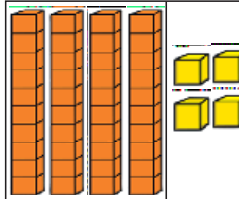
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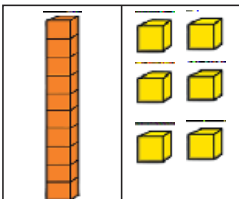
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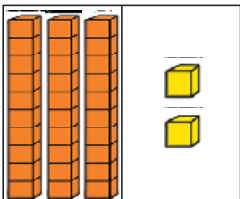
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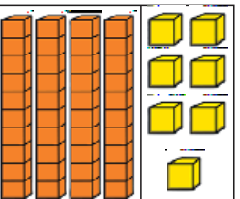
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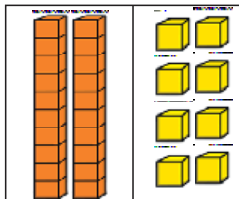
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Lesson Plan

| Grade: One | Subject: Maths | Term: 1st | Time: 40min |

| Teacher's Name: _____ | Week : 6 | Day: 2 |

| Unit 1: Whole Numbers | Topic : Place Value |

Student Learning Outcomes:
- Decompose a number up to 99 to identify the value of a number in ten's and one's place.

Resource Material:
Chalk/Marker, White/Blackboard, Maths Textbook, Matchsticks, Worksheet.

Warm-up Activities: 5mins
Before beginning the lesson, ask students to say "Tasmiyah".
Ask students: What is meant by place value?
Take their responses and appreciate them for the correct answer.

Teaching and learning Activities: 20 mins
- Put 38 matchsticks on the table in front of the class. Call a student to the front of the class and ask him/her to count the total number of matchsticks. Take his/her response which is 38. Now, ask him/her how many tens and ones are in the number 38. Take their response and appreciate them if someone gives the right answer. Now, call another student to the front of the class and ask him/her to count and make bundles of 10 matchsticks. After doing this, ask him/her: How many bundles of 10 matchsticks and ones matchsticks do you have? His/her answer must be 3 bundles and 8 matchsticks left. Tell students when we split a number into tens and ones, this is called decomposing of numbers. Repeat this activity with different numbers of objects.
- Ask students to open page 35 and look at first chart. In it, there are ten blocks in tens column which makes 1 ten. And one block in ones column so it makes 11.
- Now look at next chart in which there are ten blocks in tens column which make 1 ten. Ask them to write 1 in tens column. And now count blocks in ones column. There are 9 blocks in ones column.
  So 1 ten and 9 ones make 19.
  Repeat this, and count all blocks in each chart and write numbers in numerals and words.

Review:	3mins

Sum up the lesson by retelling students that when we split number into tens and ones, it is called decomposing of numbers.

Evaluation:	10mins

Evaluate the students learning by asking them to solve page 36.

Homework:	2mins

Solve the given worksheet.

Worksheet

Name: _____	Subject: Maths	Topic Name: Place Value

1. Look at the number and write the correct number in tens and ones boxes.

33 = ☐ tens + ☐ ones

16 = ☐ tens + ☐ ones

27 = ☐ tens + ☐ ones

11 = ☐ tens + ☐ ones

2. Look at the numbers and write the place value of underlined digits.

1<u>6</u> _____   3<u>0</u> _____   <u>2</u>2 _____

<u>6</u>7 _____   8<u>1</u> _____   99 _____

Lesson Plan

Grade: One	Subject: Maths	Term: 1st	Time: 40min

Teacher's Name: _____	Week : 6	Day: 3

Unit 1: Whole Numbers	Topic : Comparison of 1-digit Numbers

Student Learning Outcomes:
- Compare 1-digit numbers.

Resource Material:

Chalk/Marker, White/Blackboard, Maths Textbook ,Number cards of 1-digit numbers, Worksheet.

Warm-up Activities: 5mins

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

Write some numbers up to 99 on the board. Ask students to decompose the given numbers and tell how many tens and ones are in these number. Take their responses and appreciate them.

Teaching and Learning Activities: 20 mins

- Tell the students they are going to compare 1-digit numbers.
- Have them open textbook page 37. Tell the students 0 is the smallest 1-digit number and 9 is the greatest 1-digit number. Ask students to look at the signs of greater than, smaller than and equal to.
- Now make group of students and give each group two number card. Instruct them to compare and tell which one is greater and which one is smaller. Roam around the class, check their work and encourage them. Now instruct them to present their work one by one to the front of the class.

Review: 3mins

Review the lesson by explaining the "Remember" given on page 37.

Evaluation: 10mins

Ask them to solve exercise 1.13 on page 38.
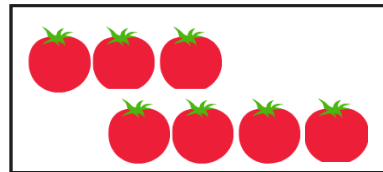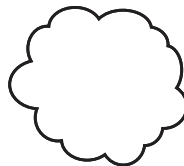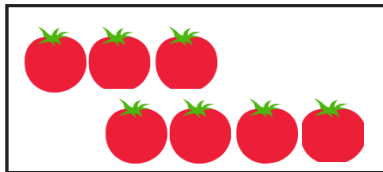
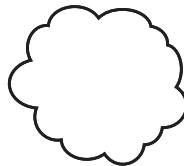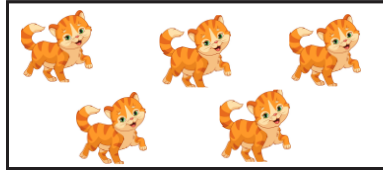**Homework:** 2mins

Solve the given worksheet.

| Name: _____ | Subject: Maths | Topic Name: Comparison of 1-digit Numbers |

1. Fill the boxes with >,<,= by comparing the objects.

Lesson Plan

| Grade: One | Subject: Maths | Term: 1st | Time: 40min |

| Teacher's Name: _____ | Week : 6 | Day: 4 |

| Unit 1: Whole Numbers | Topic : Comparison of 2-digit Numbers |

Student Learning Outcomes:
- Compare 2-digit numbers.

Resource Material:
Chalk/Marker, White/Blackboard, Maths Textbook,

Warm-up Activities: 5mins
Before beginning the lesson, ask students to say "Tasmiyah".
Take their responses and appreciate them. Ask students to compare numbers by writing different 1-digit numbers.

Teaching and Learning Activities: 20 mins
- Tell students that they are going to compare 2-digit numbers.
- Have them open page 39 of their textbook. Explain students that to compare 2-digit number first place them in place value chart. The number with greatest digit in tens place will be greater. Explain it more with example 1 and 2 given on page 39.
- Write the three numbers 15 , 34 on the board. Ask students to compare and tell which number is greater and which is smaller. Take their responses and then split each number into its tens and ones. 15 has 1 ten and 5 ones, and 34 has 3 tens and 4 ones. As 3 tens are greater than 1 ten so 34 is greater than 15.

Review: 3mins
Recall the lesson by explaining the steps for comparing numbers. Tell them that we can easily compare numbers using the place value of each digit in the numbers.

Evaluation: 10mins
Ask them to solve Q1 and 2 at page 40 in their notebooks.

Homework: 2mins
Solve Q3 at page 40.

Lesson Plan

| Grade: One | Subject: Maths | Term: 1st | Time: 40min |

| Teacher's Name: _____ | Week : 6 | Day: 5 |

| Unit 1: Whole Numbers | Topic : Ordering Numbers up to 99 |

Student Learning Outcomes:
- Order the set of numbers from 0 to 99 in ascending and descending order.

Resource Material:
Chalk/Marker, White/Blackboard, Maths Textbook, Number cards,

Warm-up Activities: 5mins
Before beginning the lesson, ask students to say "Tasmiyah".
Ask students: What is the smallest and greatest 2-digit number? Take their responses and appreciate them for their correct answers.

Teaching and Learning Activities: 20 mins
- Ask students to open their textbooks to page 41. Ask them to look how numbers are arranged in ascending and descending order. Ask them to solve Q 1 on page 41. Guide them if required.
- Make two groups of students and give each group some number cards of 2-digit numbers. Instruct the first group to split the numbers in tens and ones and then compare and arrange the numbers in increasing order. Instruct the second group to split the numbers in tens and ones and then compare and arrange the numbers in decreasing order. Ask them to raise their hand when done. Roam around the class and check their work. Instruct each group to present their work to the front of the class. Appreciate them for their good work.

Review: 3mins
Sum up the lesson by explaining them the that when we arrange numbers from smallest to greatest it is called ascending order and when we arrange numbers from greatest to smallest it is called descending order.

Evaluation: 10mins
Ask students to solve Q 2 of Exercise 1.15 in their textbook.

Homework: 2mins
Solve Q 3 and 4 on page 42 in their textbook.

Lesson Plan

Grade: One	Subject: Maths	Term: 1st	Time: 40min

Teacher's Name: _____	Week : 6	Day: 6

Unit 1: Whole Numbers	Topic : Before, after and Between (up to 99)

Student Learning Outcomes:
- Identify which number (up to 99) comes:
- Before and after a given number.

Resource Material:
Chalk/Marker, White/Blackboard, Maths Textbook, Worksheet

Warm-up Activities: 5mins
Before beginning the lesson, ask students to say "Tasmiyah".
Ask students about their homework. Ask students: How can we arrange numbers in ascending and descending order?

Teaching and Learning Activities: 25 mins
- Write a number for example 56 on the board. Ask students: Do you know what number comes before the given number? Take their response and tell them that when we count one step back from 56, we get 55. So 55 comes before 56. Tell them that when we count forward one step from 56, we get 57. So 57 is the number that comes after the given number 56.
- Write some numbers on the board. Ask students to write what comes before and after the given numbers in their notebooks. Roam around the class, check their work.

Review: 3mins
Tell students what number comes before and after a given number by writing some numbers on the board.

Evaluation: 5mins
Evaluate the students learning by giving them some number and instruct them to write what comes before and after.

Homework: 2mins
Solve the given worksheet.

Name: _____	Subject: Maths	Topic Name: Before, after and Between (up to 99)

1. Write the numbers what comes before and after.

Numbers that comes before:

_____ 77	_____ 19	_____ 34	_____ 5	_____ 99

Numbers that comes after:

98 _____	46 _____	21 _____	55 _____	18 _____