

Lesson Plan

Grade: One

Subject: Maths

Term: 1st

Time: 40min

Teacher's Name: _____

Week : 7

Day: 1

Unit 1: Whole Numbers

Topic : Before, after and Between (up to 99)

Student Learning Outcomes:

- Identify which number (up to 99) comes between two given numbers.

Resource Material:

Chalk/Marker, White/Blackboard, Maths Textbook, Worksheet.

Warm-up Activities:

5mins

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

Write some number for example 67 on the board. Call a student to the front of the class and ask him/her to write what comes before and after 67.

Teaching and Learning Activities:

20 mins

- Ask the students to open their textbook to page 43 and observe the numbers given in example and explain what comes after, before and between the numbers.
- Write two numbers for example 54 and 56 on the board. Ask students to tell what number comes after 54. Take their responses that must be 55. Now ask them to tell what number comes before the number 56. Take their responses that is 55. Tell the students 55 is the number that comes after 54 and before 56, so 55 is the number that comes between 54 and 56.

Repeat this activity with some other numbers. Now write some numbers on the board and ask them to write the numbers that come between the given numbers in their notebooks.

Review:

3mins

Sum up the lesson by retelling about the numbers that come after, before and between the given numbers by writing some numbers on the board.

Evaluation:

10mins

Ask the student to solve exercise 1.16 on page 43. Roam around the class, check their work and guide them if needed.

Homework:

2mins

Solve the given worksheet.

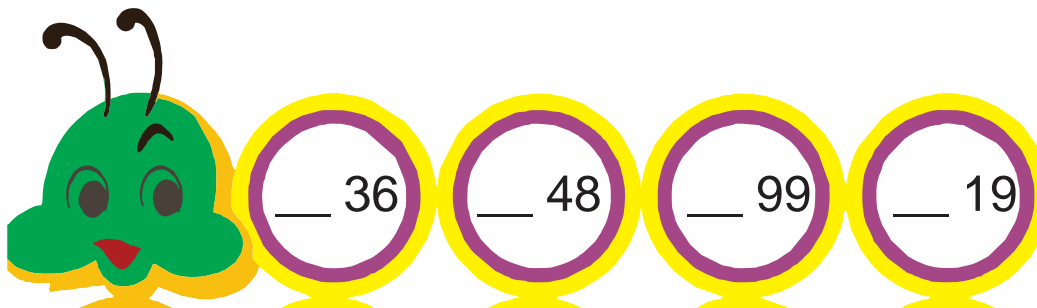
Name: _____

Subject: Maths

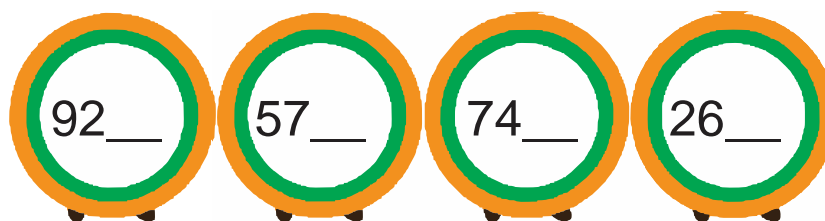
Topic Name: Before, after
and Between (up to 99)

1. Write the numbers that come:

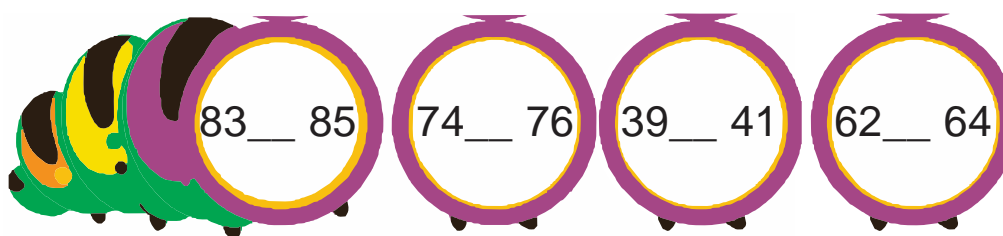
Before



After



Between



Lesson Plan

Grade: One

Subject: Maths

Term: 1st

Time: 40min

Teacher's Name: _____

Week : 7

Day: 2

Unit 1: Whole Numbers

Topic : Introduction to 100

Student Learning Outcomes:

- Count in tens and recognise 100 as a 3-digit number.

Resource Material:

Chalk/Marker, White/Blackboard, Maths Textbook, Buttons, 10 disposable glasses , Worksheet.

Warm-up Activities:

5mins

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

Ask the students:

- What is the greatest 1-digit number?
- What is the smallest 2-digit number?
- What is the greatest 2-digit number?

Take their responses and appreciate them.

Teaching and Learning Activities:

25 mins

- Tell the students that they are going to recognise 100 as a 3-digit number.
- Ask students to open page 44. Review them by retelling that 10 ones make 1 tens and 9 tens make 90. Ask them to count the blocks.
- Tell them 9 tens and 9 more make 99 and if we add one more than it becomes 100.
- Put buttons and 10 disposable glasses on the table at the front of the class. Call a student to the front of the class and instruct him/her to count 10 buttons and put them in one glass. Tell them that 1 ten makes 10. Then count 10 buttons and put them in the second glass and ask: How many buttons are in two glasses? Take their response and tell them that 2 tens make 20 so there are 20 buttons. Continue this process until all 10 glasses have 10 buttons. Tell them that 10 tens make 100 so there are 100 buttons in 10 glasses. Repeat this activity with some other students by using different objects.

Review:

3mins

Sum up the lesson by explaining to students how to count in tens.

Evaluation:

5mins

To assess students learning ask them to count and read the numbers in tens.

Homework:

2mins

Solve the given worksheet.

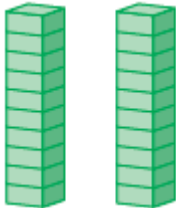
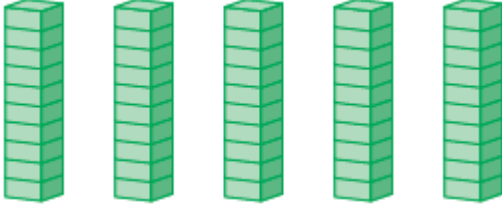
Worksheet

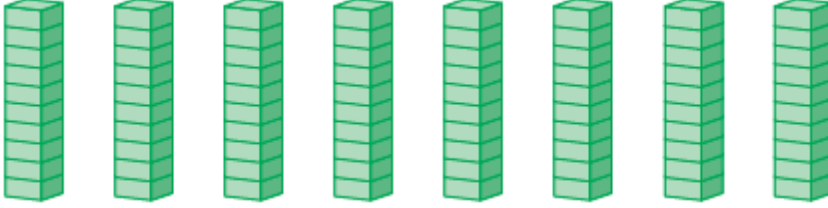
Name: _____

Subject: Maths

Topic Name: Introduction to 100

1. Count and write.

			
-----------------------------------------------------------------------------------	--	------------------------------------------------------------------------------------	--

	
-------------------------------------------------------------------------------------	--

2. Count in tens and write the missing number.

10			
			100

Lesson Plan

Grade: One

Subject: Maths

Term: 1st

Time: 40min

Teacher's Name: _____

Week : 7

Day: 3

Unit 1: Whole Numbers

Topic : Missing Numbers

Student Learning Outcomes:

- Identify and write missing numbers in a sequence from 1 to 100.

Resource Material:

Chalk/Marker, White/Blackboard, Maths Textbook, Number cards, Worksheet

Warm-up Activities:

5mins

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

Ask students: How many tens are in one hundred? Appreciate them for their correct answer.

Teaching and Learning Activities:

25 mins

- Tell the students in this lesson they are going to write missing numbers, up to 100.
- Make groups of students and give each group number cards. Instruct them to read the numbers and then arrange the cards in sequence. Ask them to find the number cards that are missing. Write the numbers in their notebooks. Roam around the class, and appreciate them for their active participation.

Review:

3mins

Tell the students how to write the numbers in sequence from 1 to 100.

Evaluation:

5mins

To assess the students, write some missing numbers in sequence and call random students and ask them to write the missing numbers.

Homework:

2mins

Solve the Q1 of Exercise 1.17 on page 45 of their textbook.

Lesson Plan

Grade: One

Subject: Maths

Term: 1st

Time: 40min

Teacher's Name: _____

Week : 7

Day: 4

Unit 1: Whole Numbers

Topic :Counting Numbers

Student Learning Outcomes:

- Count and write the number of objects in a given set.

Resource Material:

Chalk/Marker, White/Blackboard, Maths Textbook, colour blocks, buttons

Warm-up Activities:

5mins

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

Ask students about their homework. Write some numbers on the board in sequence including some missing numbers. Ask them to identify and tell the missing numbers.

Teaching and Learning Activities:

20 mins

- Put some different colour blocks, and buttons on the table and call a student to the front of the class and ask him/her to take the same colour of blocks (say red). Now ask him/her to count the blocks he take out and tell the number to whole class.
- Now call randomly different students and ask them to choose same colour blocks or buttons and count the blocks or buttons in a set. Appreciate them for their active participation.

Review:

3mins

Review the lesson by explaining to students how we can count and tell the number of objects in a given set.

Evaluation:

10mins

To evaluate the students understanding, ask them to solve Q2 of exercise 1.17 on page 45.

Homework:

2mins

Solve the given worksheet.

Worksheet

Name: _____

Subject: Maths

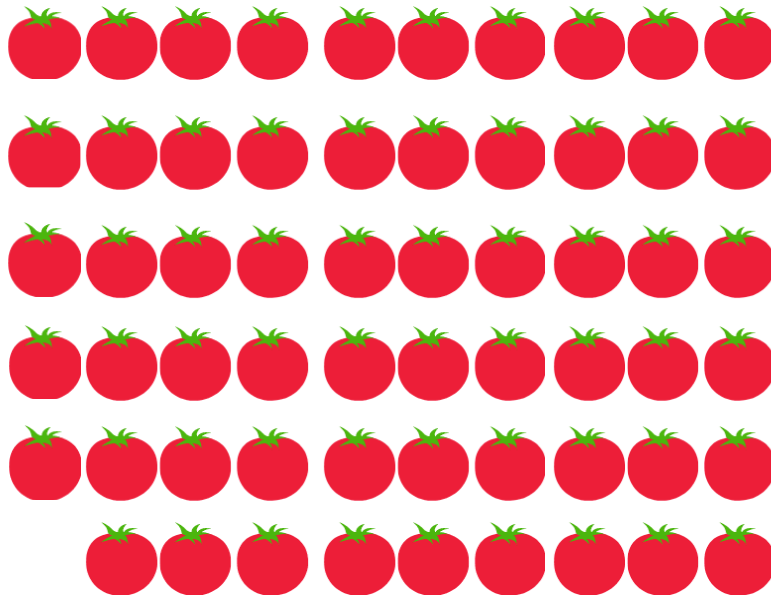
Topic Name: Counting
Numbers

1. Count and write the number of objects in each group.

a.



b.



Lesson Plan

Grade: One

Subject: Maths

Term: 1st

Time: 40min

Teacher's Name: _____

Week : 7

Day: 5

Unit 1: Whole Numbers

Topic : Ordinal Numbers

Student Learning Outcomes:

- Identify the position of objects using ordinal numbers such as first, second, ..., tenth including representations 1st, 2nd, ..., 10th through pictures.

Resource Material:

Chalk/Marker, White/Blackboard, Ball

Warm-up Activities:

5mins

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

Ask students: Who got first, second and third position in the previous class?

Take their response and appreciate them.

Teaching and Learning Activities:

25 mins

- Have students line up in two rows parallel to each other. Now ask students to tell their position in each of the two rows. Two students in each row represents the same ordinal position. Now place a small item such as ball in middle of the room. The Teacher will now call out different ordinal numbers. The students in each of two rows who represent that ordinal number, must race to catch the ball first. The teacher will score to that student of each row who catch the ball successfully.
- Have students to open their textbook page 47 and count ordinal numbers.

Review:

3mins

Tell the students that ordinal numbers tell us the position of objects.

Evaluation:

5mins

To assess the students, ask them to solve questions in exercise 1.18 and guide them if needed.

Homework:

2mins

Solve the given worksheet.

Worksheet

Name: _____

Subject: Maths

Topic Name: Ordinal Numbers

1. Identify and mark the ordinal position of objects.























1st

2nd

3rd

4th

5th

Objects	Ordinal Position		
			
			
			
			
			

Lesson Plan

Grade: One

Subject: Maths

Term: 1st

Time: 40min

Teacher's Name: _____

Week : 7

Day: 6

Unit 1: Whole Numbers

Topic : Comparing objects in terms of Numbers

Student Learning Outcomes:

- Compare two or more groups of objects in terms of numbers.

Resource Material:

Chalk/Marker, White/Blackboard, Maths Textbook, Worksheet.

Motivation, Warm-up Activities:

5mins

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

Draw different fruits and objects in a row on board and ask their ordinal position to the students. Appreciate them for their good response.

Teaching and Learning Activities:

25 mins

- Tell students they are going to compare objects in terms of numbers.
- Ask students to open their textbook page 49 and compare the oranges given in two baskets and tell which basket has more oranges.
- Draw 3 circles on the board and label each circle as circle A, B and C. Draw 5 triangles in the circle A, 7 in the circle B and 2 in the circle C. Now asked whole class to count the number of triangles in each of the three circles. Take their response and tell them that 2 triangles are less than 5 and 7 triangles so 2 is less than 5 and 7. Repeat the activity by drawing different numbers of objects in different groups. Then ask them which one has less and which one has more objects. Take their responses and appreciate them for their correct answers.

Review:

3mins

Sum up the lesson by explaining to students that by comparing objects, we can tell which group has more and which has less number of objects.

Evaluation:

5mins

To evaluate the students learning ask them to solve exercise 1.19 on page 49.

Homework:

2mins

Solve the given worksheet.

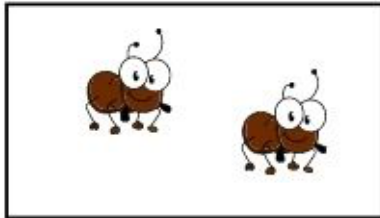
Worksheet

Name: _____

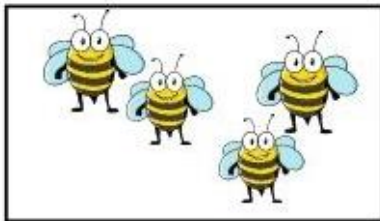
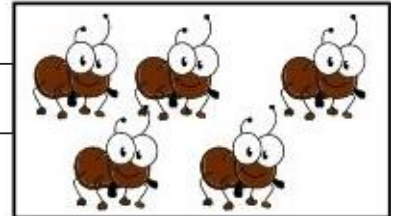
Subject: Maths

Topic Name: Comparing
objects in terms of Numbers

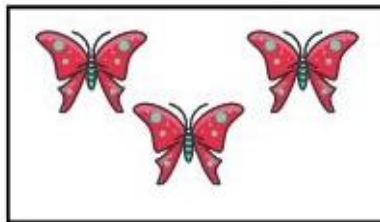
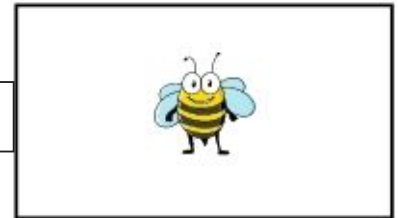
1. Count and write the number of objects, then compare them "more than" or "less than".



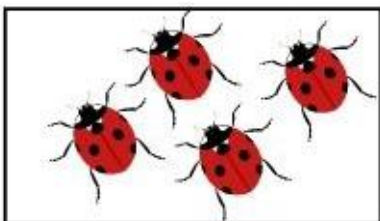
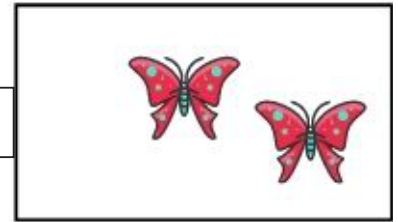
is _____



is _____



is _____



is _____

