# Lesson Plan

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

| Teacher's Name: _____ | Week : 8 | Day: 1 |

| Unit 1: Whole Numbers | Topic : One-to-One Correspondence |

**Student Learning Outcomes:**

- Match objects having one-to-one correspondence.

**Resource Material:**

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

**Warm-up Activities:**                                                                          5mins

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

Ask students about their homework.

Ask them: Why do we compare the objects. Take their response and appreciate them for their correct answer.

**Teaching and Learning Activities:**                                                  20 mins

- Tell the students today they are going to identify one-to-one correspondence.
- Draw 5 rackets and 5 shuttle cocks on the board. Now call a student to the front of the class and ask him/her to match one shuttle cock with one racket. Tell them that when we match one shuttle cock with one racket, it shows that the shuttle cocks and rackets are equal. Now draw 4 shuttle cocks and 3 rackets and call another student to the front of the class. Ask him/her to match one shuttle cock with one racket. Tell the whole class that now by matching one shuttle cock with one racket, we observe that one shuttle cock is left. This means that the number of shuttle cocks are more than the number of racket or the number of rackets are less than the number of shuttle cocks.
- Repeat this activity by drawing different number of objects.

**Review:**                                                                                                  3mins

Recall the lesson and tell students by matching objects one-to-one, we can compare which object is less in quantity and which one is more.

**Evaluation:**                                                                                           10mins

To assess students' learning, ask them to solve the Exercise 1.20.

Solve the given worksheet.

## Worksheet

| Name: _____ | Subject: Maths | Topic Name: One-to-one Correspondence |
| --- | --- | --- |

1. Match the objects one-to-one and tick (✓) which has one-to-one correspondence.

# Lesson Plan

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

| Teacher's Name: _____ | Week : 8 | Day: 2 |

| Unit 1: Whole Numbers | Topic : Review Exercise |

**Student Learning Outcomes:**
- Recall the concept of the whole unit.

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

**Warm-up Activities:** 5mins

Before beginning the lesson, ask students to say "Tasmiyah".
Ask them:
- How number are arrange in ascending and descending order?
- What do they understand forward and backward counting?

**Teaching and Learning Activities:** 25 mins
- Tell students that they are going to recall all the concepts of the Unit "Whole Numbers".
- Ask students open pages 52 to 54 of their textbooks. Ask them to solve Question (1 – 5) on their textbooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

**Review:** 8mins
Sum up the lesson by repeating the summary.

**Evaluation:** 0min
N/A

**Homework:** 2mins
Solve the Q 6 - 10 of review exercise textbook.

# Lesson Plan

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

| Teacher's Name: _____ | Week : 8 | Day: 3 |
|---|---|---|

| Unit 2: Number Operations (Addition) | Topic : How much more |
|---|---|

**Student Learning Outcomes:**
- Recall the concept of addition.

**Resource Material:**

Chalk/Marker, White/Blackboard, Maths Textbook.

**Warm-up Activities:**                                              5mins

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

Ask them about their homework.

Draw 5 balls in one group and two balls in another group. Ask students to count and tell how many balls are in each group. Take their responses and appreciate them for their correct answers.

**Teaching and Learning Activities:**                               25 mins
- Call a student to the front of the class and ask him/her to draw 6 balls and 3 balls. Then ask the whole class to count the number of balls in each group and tell how many balls there are altogether in two groups. Take their responses and appreciate them for their correct answers. Repeat this activity by drawing two groups of different objects.

**Review:**                                                          3mins

Recall  the lesson by telling how we can add two groups of objects up to 9.

**Evaluation:**                                                      5mins

Assess the students learning by drawing two groups of different objects and ask them to count and tell how many objects are in two groups.

**Homework:**                                                        2mins

Revise the classwork.

# Lesson Plan

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

| Teacher's Name: _____ | Week : 8 | Day: 4 |

| Unit 2: Number Operations (Addition) | Topic : How much more |

**Student Learning Outcomes:**
- Compare numbers from 1 to 20 to identify "how much more" one is from another.

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

| Warm-up Activities: | 5mins |

Before beginning the lesson, ask students to say "Tasmiyah".
Draw 7 balls in one group and 2 in another group. Ask the students how many total balls are there. Take their response and tell them there are total 9 balls.

| Teaching and Learning Activities: | 20 mins |

- Have students open page 55, and read the statement. Show them a girl wants to compare 7 and 12. For this she move from number 7 to 12. Tell students that an arrow from 7 to 8 represent first step and so on. So, it take 5 steps to reach from 7 to 12. It means 12 is 5 more than 7.
- Write the numbers 5 to 10 on the board. Tell them that when we count numbers and move from number 5 to number 6, we take one step. Draw an arrow from number 5 to number 6 and write step 1. Tell them that when we move from number 6 to number 7, we take a second step. Draw an arrow towards number 7 from number 6 and write step 2. Similarly when we move on to number 7 to number 8, we take a third step and from number 8 to number 9 is the fourth step. And from 9 to 10 we take fifth step.  So tell them that to move from number 5 to 10, we take five steps. Tell them that it shows that 10 is 5 more than 5.

| Review: | 3mins |

Recall lesson by explaining to the students that we compare the numbers to know how much one number is more than the other number.

| Evaluation: | 10mins |

Assess the students learning by asking them to Solve Q1 of exercise 2.1.
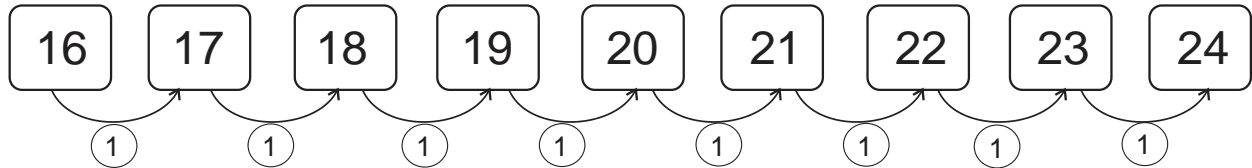
| Homework: | 2mins |

Solve the given worksheet.

| Name: _____ | Subject: Maths | Topic Name: : How much more |
|---|---|---|

1. Compare the numbers and write how much more a number from the other.

| 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
|---|---|---|---|---|---|---|---|---|

① ① ① ① ① ① ① ①

Compare:

18 is ☐ more than 16.        24 is ☐ more than 19.

20 is ☐ more than 19.        23 is ☐ more than 17.

19 is ☐ more than 16.

# Lesson Plan

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

| Teacher's Name: _____ | Week : 8 | Day: 5 |
|---|---|---|

| Unit 1: Number Operation (Addition) | Topic : Concept of Addition |
|---|---|

**Student Learning Outcomes:**
- Recognize and use the symbols of addition "+" and equality" =".
- Add two 1-digit numbers with sum up to 9.

**Resource Material:**

Chalk/Marker, White/Blackboard, Maths Textbook, Flash cards of different objects, Worksheet.

**Warm-up Activities:** 5mins

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

Write two numbers 3 and 8 on the board and ask students to count forward and tell how much more 8 is from the number 3. Take their responses and tell them that 8 is 5 more than 3.

**Teaching and Learning Activities:** 20 mins
- Tell students we are going to understand the concept of addition.
- Have students open page 56 of their textbooks.
- Ask them to read the statement of the example 1 and tell what is given and what we have to find. Tell them that 2 red balls and 3 blue balls are given and we have to find the total number of red and blue balls. Now add the numbers step by step and tell students we use '+' for addition and '=' for equal.
- Make two groups of students and give each group two flash cards of different objects. Ask them to count the objects in each group and tell how many objects there are. Now ask them to count and then add these numbers by using symbol + and =.

**Review:** 3mins

Tell the students how to add two numbers by adding two numbers on the board, also tell use of symbols '+' and "='.

**Evaluation:** 10mins

Ask them to see the examples on page 57 and solve Exercise 2.2.

**Homework:** 2mins

Solve the given worksheet.

# Worksheet

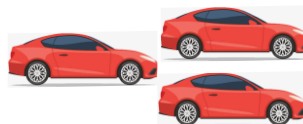| Name: _____ | Subject: Maths | Topic Name: Concept of Addition |
|---|---|---|

1. Count and add:

a.

| | + | | = | |
|---|---|---|---|---|

b.

| | + | | = | |
|---|---|---|---|---|

c.

| | + | | = | |
|---|---|---|---|---|

d.

| | + | | = | |
|---|---|---|---|---|

e.

| | + | | = | |
|---|---|---|---|---|

# Lesson Plan

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

| Teacher's Name: _____ | Week : 8 | Day: 6 |
|---|---|---|

| Unit 1: Number Operations (Addition) | Topic : Addition of 1-digit numbers |
|---|---|

**Student Learning Outcomes:**
- Add two 1-digit numbers (sum up to 9).

**Resource Material:**
Chalk/Marker, White/Blackboard, Maths Textbook, Two colour buttons

**Warm-up Activities:**                                                        5mins
Before beginning the lesson, ask students to say "Tasmiyah".
Ask students about their homework.
Call a student to the front of the class and draw four pencils in one side of the board and 2 pencils on the other side. Ask him/her to count and tell how many pencils are there altogether. Take response and appreciate him/her correct answer.

**Teaching and Learning Activities:**                                          20 mins
- Have students open their textbooks to page 60. Ask them to count the number of pencils given in one chart and tell how many all are there altogether. Tell them we can add numbers by writing in ones chart.
- Ask students to count number of objects in exercise 2.3 Q 1 and add the numbers. Roam around the class and encourage students for their good work.

**Review:**                                                                    3mins
Recall the lesson by explaining to them that addition means to find the total of 2 or more numbers.

**Evaluation:**                                                                10mins
To assess students' learning, ask them to solve Q2(a to h) on page 61 of their textbook.

**Homework:**                                                                  2mins
Solve Q2 (i to p) on page 61.