Lesson Plan

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

| Teacher's Name: _____ | Week : 9 | Day: 1 |

| Unit 2: Addition | Topic : Addition of 2-digit and 1-digit numbers |

Student Learning Outcomes:
- Add a 2-digit number to a 1-digit number.

Resource Material:

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

Warm-up Activities: 5mins

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

Ask the students: How can we add two numbers? What symbols are used to add two numbers? Take their responses and appreciate them for their correct answers.

Teaching and Learning Activities: 20 mins
- Tell students that today they are going to learn how to add 2-digit and 1-digit numbers. Have students open page 62 of their textbooks. Ask them to read the statement of the example and tell what is given and what we have to find. Take their responses and tell them that Hafsa has 22 English storybooks 6 Urdu storybooks. We have to find the total number of storybooks that Hafsa has in all by adding. First draw a place value chart and show blocks of tens and ones that represent the numbers 22 and 6. Now add 22 and 6 on the board step by step and explain each step to students.
- Now write 2-digit and 1-digit numbers on the board and ask them to solve step by step by drawing a place value chart. Ask them to show blocks of numbers and then add the numbers step by step. Check their work and appreciate them.

Review: 3mins

Review the lesson by explaining to students how we can add 2-digit and 1-digit numbers by solving some questions on the board.

Evaluation: 10mins

To evaluate students' learning, ask them to solve question in Exercise 2.4.

Homework: 2mins

Solve the given worksheet.

Name: _____	Subject: Maths	Topic Name: Addition of 2-digit and 1-digit numbers

1. Add the following:

a.
```
T   O
2   8
+   1
_____
```

b.
```
T   O
1   1
+   5
_____
```

c.
```
T   O
2   7
+   1
_____
```

d.
```
T   O
1   5
+   2
_____
```

e.
```
T   O
2   1
+   5
_____
```

f.
```
T   O
3   0
+   4
_____
```

g.
```
T   O
1   3
+   6
_____
```

Lesson Plan

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

| Teacher's Name: _____ | Week : 9 | Day: 2 |

| Unit 2: Number Operation (Addition) | Topic : Addition of 2-digit numbers |

Student Learning Outcomes:
- Add a 2-digit numbers to 10s.
- Add two, 2-digit numbers.

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

Warm-up Activities: 5mins
Before beginning the lesson, ask students to say "Tasmiyah".
Write an addition sentence on the board. Solve it with the help of students by asking them to raise their hands and tell the steps for solving it.

Teaching and Learning Activities: 20 mins
- Tell the students today they are going to add 2-digit numbers.
  Have students open page 63 of their textbook. Ask them to read the statement of example and tell what is given and what we have to find. Tell them, first draw place value chart and add 36 and 10.
  For this first add ones. 6 ones, + 0 ones = 6 ones.
  Then add tens, 3 ten + 1 ten = 4 tens
- Tell the students see the example 2. And remember ones are added to ones and tens are added to tens.

Review: 3mins
Recall the lesson by writing 2-digit numbers and add them step by step.

Evaluation: 10mins
To check the students understanding ask them to solve questions (a to j) of Exercise 2.5 to their textbooks.

Homework: 2mins
Solve Q. (k to t) on page 64, of their textbook.

Lesson Plan

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

Teacher's Name: _____	Week : 9	Day: 3

Unit 2: Number Operation (Addition)	Topic: Completing an Equation

Student Learning Outcomes:
- Recognise the use of symbol ☐ to represent an unknown such as ☐ + 4 = 7 , 3 + 4 = ☐ , 4 + ☐ = 7 (Include questions that sum up to 20).

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

Warm-up Activities: 5mins
Before beginning the lesson, ask students to say "Tasmiyah".
Ask students how many tens and ones are there in number 45. Take their response and appreciate them.

Teaching and Learning Activities: 20 mins
- Have students open their textbook page 65. And lets count the objects and then add them. Ask them to see exercise 2.6 and write the unknown number and fill in the boxes. Tell the students there are 7 tomatoes on one side tell how many tomatoes are added to make total 16.
  Count and write number of objects in blanks.

Review: 3mins
Review the lesson by writing some equation with blanks and telling the students how to solve them.

Evaluation: 10mins
To evaluate the students leaning ask them to solve Q2. on page 66.

Homework: 2mins
Solve the given worksheet.

| Name: _____ | Subject: Maths | Topic Name: Completing an Equation |

1. Complete the following.

a. $3 + 14 = \boxed{}$

b. $10 + 3 = \boxed{}$

c. $\boxed{} + 6 = 12$

d. $\boxed{} + 10 = \boxed{}$

e. $4 + 5 = 9$

f. $15 + 3 = \boxed{}$

g. $3 + \boxed{} = 7$

h. $5 + \boxed{} = 8$

i. $\boxed{} + 12 = 14$

j. $6 + \boxed{} = 15$

Lesson Plan

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

| Teacher's Name: _____ | Week : 9 | Day: 4 |

| Unit 2: Number Operation (Addition) | Topic : Mental Maths (Addition) |

Student Learning Outcomes:
- Add numbers (up to 20) by mental calculations.

Resource Material:

Chalk/Marker, White/Blackboard, Maths Textbook, Different toys

Warm-up Activities: 5mins

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

Write some equations on the board and call different students to write the unknown number and fill in the boxes.

Teaching and learning Activities: 20 mins

- Tell the students they are going to do some mental calculations. Have them open textbook page 67 and read the example. Explain them Ali has 14 toys and sidra has 6. Find the total number of toys. Tell students to do mental calculations we do not need any aid i.e. pencil, paper or calculator.
- Tell them, for mental calculation, first decompose the number into tens and ones (step 1). Add ones separately (step 2). Add tens separately (step 3). Then add the answers of step 2 and 3.

Review: 3mins

Recall the lesson by telling the students that making calculations in your mind without using pencil, calculator or paper is called mental maths.

Evaluation: 10mins

To check the understanding of students, ask them to solve Q 1 , 2 and 3 of Exercise (2.7).

Homework: 2mins

Solve the question 4 on their notebooks.

Lesson Plan

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

| Teacher's Name: _____ | Week : 9 | Day: 5 |

| Unit 2: Number Operation (Addition) | Topic : Making Addition sentences + Real life Number Stories |

Student Learning Outcomes:
- Construct addition sentence from given number stories.

Resource Material:

Chalk/Marker, White/Blackboard, Maths textbook.

Warm-up Activities: 5mins

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

Ask students about their homework. Call a student in front of class and ask him/her to solve mental strategy by writing some numbers on the board. Involve whole class to check whether solution is correct or not.

Teaching and Learning Activities: 20 mins

- Tell the students that they are going to make addition sentences from given number story.
- Tell the students about the clue words for addition i.e. total, altogether, in all , sum, more than, combined.
- Help them to make addition sentence from given number stories using the keyword addition.
- Have them open textbook page 69 of their textbook and read the example. Tell what is give and what we have to find.
- Ask them to solve Exercise 2.8, guide them if needed.

Review: 3mins

Recall the concept by telling the clue words of addition.

Evaluation: 10mins

To evaluate the understanding of students ask them to solve Exercise 2.9

Homework: 2mins

Solve the given worksheet.

Worksheet

Name: _____	Subject: Maths	Topic Name: Making Addition sentences + Real life Number Stories

1. There were 4 friends near home. 4 more joined them. How many friends there in all?

   Number of friends near home   =

   More friends join   =
                                    +
   Total number of friends   =

2. There are 4 orange slices in a plate. Asia add 6 more. How many orange slices are there in plate now?

   Number of orange slices in plate =

   Asia add more   =
                                    +
   Total number of slices   =

3. Henza has 14 buttons. Dua has 5 buttons. How many buttons did they have in total.

   Number of buttons Henza has   =

   Number of buttons Dua has   =
                                    +
   Total number of buttons   =

Lesson Plan

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

Teacher's Name: _____	Week : 9	Day: 6

Unit 1: Whole Numbers	Topic : Revision

Student Learning Outcomes:
- Identify which number up to 99 comes:
- Before and after given number. Between two given numbers.
- Count in tens and recognise 100 as a 3-digit number.
- Identify and write missing numbers in a sequence from 1 to 100.
- Count and write the objects in a given set.

Resource Material:
Worksheet.

Teaching and Learning Activities: 10 mins
- Before beginning the lesson, ask students to say "Tasmiyah".
- Tell the students that they are going to revise and practice the unit by solving a worksheet.
- Ask them a few questions about whole numbers. Give the worksheet to the students and instruct them to complete the worksheet on time. Guide them to solve the worksheet.

Review: 10mins
Check the worksheet, in front of the students. And correct their mistakes.

Evaluation: 0min
N/A

Homework: 0min
N/A

Name: _____ | Subject: Maths | Topic Name: Revision

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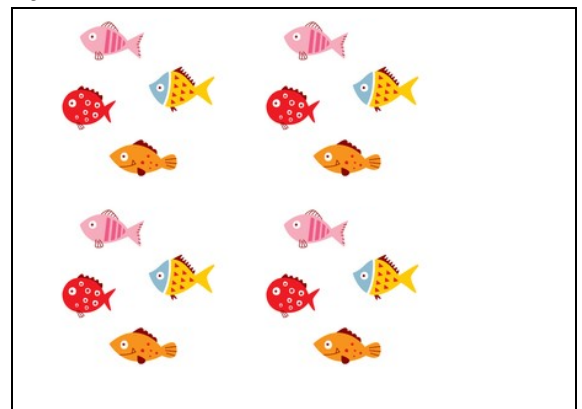
Before :

| _____36 | _____56 | _____69 |

After:

| 52_____ | 92_____ | 33_____ |

Between:

| 11_____13 | 34_____36 | 87_____89 |

2. Count and write the correct number of objects.

3. Count and write the missing numbers.

| 61 | | | 64 | | | | | | 70 |

| | | | | 75 | | | 78 | | |

| 81 | | | 84 | | | 87 | | | |