Lesson Plan

| Grade: One | Subject: Maths | Term: 2nd | Time: 40min |

| Teacher's Name: _____ | Week: 3 | Day: 1 |

| Unit 2: Subtraction | Topic: Comparing Numbers |

Student Learning Outcomes:
- Compare numbers from 1- 20 and find "how many less" one is from another.

Resource Material:

Chalk, Marker/Blackboard, Maths Textbook

Warm-up Activities: 5mins

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

Draw ten balloons on the board. Ask students to count the number of balloons.

After this, ask them to cut 4 balloons among them. Now ask students how much less balloons are left now. Take their response and tell them that are 6 balloons left, which are 4 less than before.

Teaching and Learning Activities: 20 mins
- Tell students today they are going to compare numbers, to show how much less the one than other.
- Write the numbers 1 to 6 on the board. Tell them that when we count numbers and move from number 6 to number 5, we take one step. Draw an arrow from number 6 to number 5 and write step 1. Tell them that when we move from number 5 to number 4, we take a second step. Draw an arrow from number 5 toward number 4 and write step 2. Similarly, when we move back to number 3 from number 4, we take a third step and from number 3 to number 2 is the fourth step and from number 2 to number 1 is the fifth step. So tell them that to move from number 6 to 1, we take five steps. Tell them that it shows that 1 is 5 less than 6.
- Have students open page 71 of their textbooks. Instruct them to look at the number and count backward from number 15 to 11 and count the steps to go from number 15 to 11. By observing, we know that there are 4 steps to move from 15 to 11. So 11 is 4 less than 15.

- Repeat the activity for different numbers and explain how much more one number is from the other number.

Review:	3mins

Recall the lesson by explaining to students that by counting backward, we can tell how much one number is less than the other number.

Evaluation:	10mins

Assess the students learning asking them to solve Q(a,b) of Exercise 2.10.

Homework:	2mins

Solve (c,d) of Exercise 2.10.

Lesson Plan

Grade: One	Subject: Maths	Term: 2nd	Time: 40min

Teacher's Name: _____	Week: 3	Day: 2

Unit 2: Subtraction	Topic: Concept of Subtraction

Student Learning Outcomes:
- Recognize subtraction as a difference and take away, and use the symbol " - "
- Subtract 1-digit number from 1- digit number.

Resource Material:

Chalk/Marker, White/Blackboard, Maths Textbook, Wallchart of clue words of Subtraction

Warm-up Activities: 5mins

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

Ask students about their homework.

Ask them: How we can find how much one number is less than from the other number?

Take their responses and appreciate them for their correct response.

Teaching and learning Activities: 25 mins
- Tell students we are going to learn to subtraction of 1-digit numbers.
- Tell students, process of taking away one number from another number is called subtraction.
- Have them open textbook page 72. Ask them to read example 1 and tell here we have to find how much pizza slice are left.
- Tell them clue words of subtraction by hanging wallchart.

Review: 3mins

Recall the lesson by explaining the how to subtract two number we using symbols ' - ' and read it as minus (Point to remember).

Evaluation: 5mins

To assess students learning ask them to solve Q1 (a,b,c) exercise 2.1.

Homework: 2mins

Solve Q1 (d,e,f) of Exercise 2.1.

Lesson Plan

| Grade: One | Subject: Maths | Term: 2nd | Time: 40min |

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

| Unit 2: Subtraction | Topic: Subtraction of ones from ones |

Student Learning Outcomes:
- Subtract 1-digit number from 1- digit number.

Resource Material:
Chalk/Marker, White/Blackboard, Maths Textbook, two colours beads, pencils

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 gave him/her 8 pencils. Now ask him to give 5 pencil to his friend. Ask rest of the class to count the number of pencils having each student and tell how many pencil are left with first student. Take their responses and appreciate for their correct answer.

Teaching and Learning Activities: 25 mins
- Ask students what it means to subtract? What do they know about subtraction?
- Divide whole class into small groups, and give each group two colour beads
- Instruct them to count the beads first and then subtract.
- Also tell which quantity of colour beads is less and by how much.
- Roam around the class, check their work and guide them if needed.
- Call one by one each group to the front of class and ask them to solve their assigned digits on the board.
- Appreciate them for their good work.

Review: 3mins
Recall the lesson by explaining students that when a number is subtracted from itself the answer is always 0.

Evaluation: 5mins
To assess students learning ask them to solve Q2 of exercise 2.11.

Homework: 2mins
Solve Q1 (a,b,c) of Exercise 2.12.

Lesson Plan

| Grade: One | Subject: Maths | Term: 2nd | Time: 40min |

| Teacher's Name: _____ | Week: 3 | Day: 4 |

| Unit 2: Subtraction | Topic: Subtraction of 1-digit numbers |

Student Learning Outcomes:
- Subtract 1-digit number from 1- digit number.

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

Warm-up Activities: 5mins
Before beginning the lesson, ask students to say "Tasmiyah".

Ask students: What symbol is used for subtraction of two numbers?

Call a student to the front of the class and ask him/her to draw 5 pencils on the board and then cross 3 pencils and tell how many pencils are left.

Repeat this activity to some students and appreciate them for their active participation in class.

Teaching and Learning Activities: 25 mins
- Tell students today they are going to subtract one-digit numbers.
- Write 1-digit numbers one the board.
- Place a basket on the table. Put number cards of one digit in the basket two cards and two baskets. Call a student to the front of the class and ask him/her to choose subtraction on the board. Ask rest of the class to check and correct if needed. Remaining students will check if he/she is solving it correctly or not. Repeat this activity till all students have their turns.
- Now have students open textbook page 75 and read example. Tell them Saba has 4 pastries, and she ate 2 of them. We have to find pastries left behind.
- Here we subract ones from ones. So, 2 pastries are left behind.

Review: 3mins
Recall the lesson by explaining the "Remember" given on page 75 of the textbook and tell them that when we subtract 0 from any number we get the number itself i.e. $3 - 0 = 0$.

Evaluation:	5mins

To assess the students learning ask them to solve Q2 (a-d) of Exercise 2.12.

Homework:	2mins

Solve Q2 (e-h) of Exercise 2.12.

Lesson Plan

Grade: One	Subject: Maths	Term: 2nd	Time: 40min

Teacher's Name: _____	Week: 3	Day: 5

Unit 2: Subtraction	Topic: Subtraction of 1-digit number from 2-digit number

Student Learning Outcomes:
- Subtract 1- digit number from 2-digit number without borrowing.

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. Ask them:

How we can subtract two 1-digit numbers?

Teaching and Learning Activities: 20 mins
- Tell students today we are going to learn to subtract 2-digit and one digit numbers.
- Ask them to open textbook page 76 and read the given example.
- Tell what is given and what we have to find. Tell them, there are 14 eggs, in the basket among which 2 were broken. Now we have to find unbroken eggs.
- Draw a place value chart and show number of blocks than explain the procedure.
- Tell students first subtract 4 ones – 2 ones.
- The digit 1 in tens place does not change and as it is comes down.
- Explain each step by step.

	T	O
No. of eggs =	1	4
Broken eggs =	-	2
	1	2

- Make two groups of students and ask them to write any 2 and 1-digit numbers and then solve it step by step by draw place value chart.
- Roam around the class, check their work and guide them if required.

Review:	3mins

Sum up the lesson by explaining students that always ones are subtracted from ones and tens from tens.

Evaluation:	10mins

To assess students learning write 2-digit and a 1-digit number on the board and ask them to subtract these numbers in their notebook.

Homework:	2mins

Solve Q1 (a-c) of Exercise 2.13.

Lesson Plan

| Grade: One | Subject: Maths | Term: 2nd | Time: 40min |

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

| Unit 2: Subtraction | Topic: Subtraction of 1-digit number from 2-digit number |

Student Learning Outcomes:
- Subtract 1- digit number from 2-digit number without borrowing.

Resource Material:

Chalk/Marker, White/Blackboard, Maths Textbook

Warm-up Activities: 5mins

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

Ask students:

How many tens and ones are there in number 35?

Take their responses and appreciate them for their correct answer.

Teaching and Learning Activities: 20 mins
- Take two baskets. Put 1-digit number in one basket and 2-digit number in the other basket.
- Now make groups of students and take basket in front of each group and asked them to choose one card from one basket and other card from the second basket. Instruct them to write the numbers on the given sheet. Then draw place value chart and blocks of tens and ones that show that number and then subtract. When they have done, call out each group in front of class and ask them to represent their work.

Review: 3mins

Sum up the lesson by explaining students how we can subtract 2-digit numbers and 1-digit numbers using place value chart and by drawing tens and ones blocks.

Evaluation: 10mins

To assess students learning ask them to solve Q1 (d-e) of Exercise 2.13.

Homework: 2mins

Solve Q1 (f-h) of Exercise 2.13.