

Lesson Plan

Grade: One

Subject: Math

Term: 3rd

Time: 40mins

Teacher's Name: _____

Week: 8

Day: 1

Unit 6: Geometry

Topic: Shapes

Student Learning Outcomes:

At the end of this period, the students will be able to:

- Distinguish basic shapes by considering their attributes (sides).

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, Math Textbook, Flash cards of objects of different shapes.

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Call a student to the front of the class and ask him/her to draw a triangle on the board and write the number of sides and corners of triangle.
- Take their responses and appreciate them for their correct response.

Teaching & Learning Activities:

25mins

Activity 1:

- Ask students to draw shapes square, rectangle, triangle, circle and oval in their notebooks.
- Instruct them to write the name and sides of each shape beside that shape. Roam around the class, check their work and guide them where needed.
- Have students to work in pairs. Give each student flash cards of objects of different shapes.
- Instruct them to write the shape name back of the card and also write the number of sides and corners of that shape. Roam around the class and check their working.
- Ask them to present their work in front of class and clap for them for their good work.

Review:

3mins

Retell students about the name of shapes and their sides and corners.

Evaluation:

5mins

To assess the students, ask them to solve Q4 of exercise 6.1. Roam around the class, check their work and guide them where needed.

Homework:

2mins

Revise the classwork.

Lesson Plan

Grade: One

Subject: Math

Term: 3rd

Time: 40mins

Teacher's Name: _____

Week: 8

Day: 2

Unit 6: Geometry

Topic: Shapes

Student Learning Outcomes:

At the end of this period, the students will be able to:

- Classify 2D shapes according to number of sides and corners.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, Math Textbook, Button and stickers of square, Rectangle, triangle and circle shape.

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students to observe the classroom objects and find out the objects that are of square shape. Take their responses and appreciate them for their correct responses.

Teaching & Learning Activities:

25mins

Activity 1:

- Provide stickers of different shapes to students and ask them first to find out all square shape stickers and paste them on one notebook page and then find the rectangle shape stickers and paste them in another page of the notebook.
- Similarly, for triangle, circle and oval shaped stickers.
- Ask students to tell the name of the shape and then talk about its sides and corners.
- Have students work in pairs. Give each pair dough or clay. Instruct them to make shapes and sides of each shape they make. Now call one by one pair of students and ask them to present their work.

Review:

3mins

Tell students we can classify objects according to their sides and corners. Retell the sides and corners of each shape to them.

Evaluation:

5mins

To assess the students, ask them to solve Q2 of exercise 6.1.

Homework:

2mins

Revise the classwork.

Lesson Plan

Grade: One

Subject: Math

Term: 3rd

Time: 40mins

Teacher's Name: _____

Week: 8

Day: 3

Unit 6: Geometry

Topic: Shapes

Student Learning Outcomes:

At the end of this period, the students will be able to:

- Classify 2D shapes according to number of sides and corners.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, Math Textbook, dough or clay

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Instruct students to write the name of five toy names that are of square, rectangle, triangle or circle shape. Take their responses and appreciate them for their correct response.

Teaching & Learning Activities:

25mins

Activity 1:

- Display a triangle to the class either by drawing it on whiteboard or showing a flashcard.
- Discuss the shape by asking: "How many sides does a triangle have?" "Are they straight or curved?"
- Point to each corner on the triangle.
- Explain to the class that a corner is the place where two sides meet.
- Now provide student, flashcards of different objects and ask them to call out the names of shapes.
- Ask them to discuss their sides and corners with their fellows and label them. After it, draw circle and oval and tell both haven't any side or corner.
- Invite them to observe in their surrounding and tell names of circle and oval shape.

Review:

3mins

Tell students about the different shapes of objects that they found in our surrounding and then classify that object according to their sides as square, rectangle, triangle and circle.

Evaluation:

5mins

To evaluate students, ask them to tell the name of shape having equal number of corners and sides.

Homework:

2mins

Revise the classwork.

Lesson Plan

Grade: One

Subject: Math

Term: 3rd

Time: 40mins

Teacher's Name: _____

Week: 8

Day: 4

Unit 6: Geometry

Topic: Patterns

Student Learning Outcomes:

At the end of this period, the students will be able to:

- Identify the next shape in the patterns with 2 or 3 elements.
- Extend a given pattern of 2 or 3 elements.

Resource Material:

Chalk/Marker, White/Blackboard, Paper, Worksheets

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students: "What is meant by 2D shapes?" "Tell the names of two 2D shapes?"
- What is the difference between a square and rectangle? Take their responses and appreciate them for their correct response.

Teaching & Learning Activities:

25mins

Activity 1:

- Tell students today they are going to identify: What a pattern is? and predict; What should come next in patterns?
- Tell students, pattern is a design that repeats. When objects are put in sequence, we get pattern.
- Call a few students to the front of the class. Demonstrate how to make a pattern by positioning students in various patterns. Such as boy, girl, boy and girl, standing or bending, hands up or hands down.
- Encourage students to say, what comes next in the pattern?
- Make groups of students and give them beads and strings. Ask them to make bracelet, by showing them sample bracelet.

Review:

3mins

Sum up the lesson by telling students about patterns by drawing different types of patterns on the board.

Evaluation:

5mins

To assess the students learning ask them to the make your own pattern game.

Homework:

2mins

Revise the classwork and solve Q1 and Q2 of exercise 6.2.

Lesson Plan

Grade: One

Subject: Math

Term: 3rd

Time: 40mins

Teacher's Name: _____

Week: 8

Day: 5

Unit 6: Geometry

Topic: Patterns

Student Learning Outcomes:

At the end of this period, the students will be able to:

- Identify the next shape in the patterns with 2 or 3 elements.
- Extend a given pattern of 2 or 3 elements.

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook, Flash cards of shapes, Worksheet

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students: What a pattern is? Call random students and ask them to come to board and make pattern.

Teaching & Learning Activities:

25mins

Activity 1:

- Have students open their textbook page 112.
- Ask them to observe the pattern of same and different shapes.
- Now make groups of students A and B.
- Distribute some flash cards of different shapes in different sizes among the groups. Instruct Group A and Group B to make their own patterns using different shapes.
- Appreciate them for their efforts.

Review:

3mins

Sum up the lesson by explaining to students about how to create and draw patterns.

Evaluation:

5mins

To assess the students, ask them to solve Q3 of exercise 6.2. Roam around and check their work and guide them where needed.

Homework:

2mins

Solve Q4 of exercise 6.2.

Lesson Plan

Grade: One

Subject: Math

Term: 3rd

Time: 40mins

Teacher's Name: _____

Week: 8

Day: 6

Unit 7: Positions

Topic: Inside or outside

Student Learning Outcomes:

At the end of this period, the students will be able to:

- Identify whether an object is placed inside or outside.

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook, Worksheet

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Draw two birds one inside the nest and the other outside the nest.
- Now explain the position of the birds by saying 'inside' and 'outside' the nest.

Teaching & Learning Activities:

25mins

Activity 1:

- Explain to the students today they are going to describing positional words. Tell students these words help us where something is located.
- Have students look at the picture of page 114 and observe the position of the monkey.
- Make two groups of the students. Give each group flash cards of objects that are inside or outside of something.
- Instruct first group to separate out the flash cards in which objects are inside. Instruct second group to separate out the flash cards in which objects are outside.
- Ask them to raise their hands when finished. Now call one member of each group and ask them to paste their flash cards on the board.
- Appreciate them for their good work.

Review:

3mins

Revise the position of objects inside and outside by giving different examples.

Evaluation:

5mins

To assess the students, ask them to draw a basket and draw an apple inside the basket and one apple outside the basket.

Homework:

2mins

Revise the classwork.