

Lesson Plan

Grade: One

Subject: Math

Term: 3rd

Time: 40mins

Teacher's Name: _____

Week: 9

Day: 1

Unit 7: Positions

Topic: Above or below

Student Learning Outcomes:

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

- Identify whether an object is placed above or below.

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook, Flash cards of position of objects.

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 inside and outside position of object.
- Take their response and appreciate them for their correct response.

Teaching & Learning Activities:

25mins

Activity 1:

- Tell students today we will learn about the positional words above and below the something.
- Draw a table on the board and show the ball above and a ball below the table and explain the position of the ball as above or below the something.
- Ask students to observe the classroom objects and observe their position as above or below the something.
- Make pairs of students and ask them draw a picture of above or below positional word. Roam around the class, check their work and guide the students where needed.

Review:

3mins

Review the positional words above and below by showing different flash cards and explaining it to them.

Evaluation:

5mins

To assess the students, ask them to draw a picture of their own choice that show above or below the something.

Homework:

2mins

Solve the given worksheet.

Lesson Plan

Grade: One

Subject: Math

Term: 3rd

Time: 40mins

Teacher's Name: _____

Week: 9

Day: 2

Unit 7: Positions

Topic: Over and under

Student Learning Outcomes:

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

- Identify whether an object is placed over or under.

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook, Flash cards

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Tell students today we will learn about the positional words over and under.
- Show a picture of airplane over the sea and a fish under the water.
- Take their responses and appreciate them for their correct answer.

Teaching & Learning Activities:

25mins

Activity 1:

- Make two groups of the students. Give each group flash cards of objects that are over and under something.
- Instruct first group to separate out the flash cards in which objects are over. Instruct second group to separate out the flash cards in which objects are under something. Ask them to raise their hand 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

Retell the positional words over and under by giving different examples to them. Ask students to open their textbook page 115 and observe position of object.

Evaluation:

5mins

To assess the students, ask them to draw a cloud and then draw a bird over/under the cloud.

Homework:

2mins

Revise the classwork.

Lesson Plan

Grade: One

Subject: Math

Term: 3rd

Time: 40mins

Teacher's Name: _____

Week: 9

Day: 3

Unit 7: Positions

Topic: Near or Far

Student Learning Outcomes:

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

- Identify whether an object is placed near or far.

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook pages 126

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Place something under the table. Ask students to tell what is the position of the object.
- Take their responses and appreciate them for their correct response.

Teaching & Learning Activities:

25mins

Activity 1:

- Tell students today we will learn about the position far and near. Call two students to the front of the class. Instruct one student to stand near the board and the other student to the door of the classroom. Now ask rest of the class to tell which student is near the board and which students is far from the board. Take their responses and appreciate them if someone gives the correct answer.
- Make group of students. Give each pair flashcards of objects in position of near and far. Now ask them to circle the object that is near and tick the object that is far.
- Appreciate them for their correct response.

Review:

3mins

Explain students the position of objects by using positional words near and far.

Evaluation:

5mins

To assess the students, ask them to solve Q1 of exercise 6.2.

Homework:

2mins

Revise the classwork.

Lesson Plan

Grade: One

Subject: Math

Term: 3rd

Time: 40mins

Teacher's Name: _____

Week: 9

Day: 4

Unit 7: Positions

Topic: After and Before

Student Learning Outcomes:

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

- Identify whether an object is placed before or after.

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook, Flashcards of animals in queue.

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students about the concept of position far and nearby showing flash cards of objects that are near to someone and far from someone.
- Ask them to observe and tell which one is far and which one is near.

Teaching & Learning Activities:

25mins

Activity 1:

- Ask students: Why is it necessary to use positional words? Take their responses.
- Tell students today we will learn about the positional words after and before.
- Call three students to the front of the class and give them cards A, B and C. now ask them to stand in queue.
- Now tell students that card with letter A is before the student that has letter B and the student that has letter B before the student that has letter C. But the student that have letter C card is after the student that has letter B card. Similarly, the student that has letter B card is after the student that has letter A.
- Repeat this activity by changing the position of the students to explain the concept of before and after.

Review:

3mins

Sum up the lesson by telling students about before and after concept of positional words by giving different examples.

Evaluation:

5mins

To assess the students, ask them to solve Q2 of exercise 6.3.

Homework:

2mins

Revise the classwork.

Lesson Plan

Grade: One

Subject: Math

Term: 3rd

Time: 40mins

Teacher's Name: _____

Week: 9

Day: 5

Unit 7: Positions

Topic: Summary and Review Exercise

Student Learning Outcomes:

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

- Recall the concepts of the whole unit.

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students: What are 2D shapes?
- How many sides and corners does a rectangle has?
- Take their responses and appreciate them for their correct response.

Teaching & Learning Activities:

25mins

Activity 1:

- Have students open pages 118 and 119 of their textbooks. Ask them to solve Q1 and Q2 of review exercise in their textbooks.
- Walk around the class and appreciate them for the correct solutions. Guide them if required.

Review:

3mins

Sum up the lesson by repeating the summary of the unit.

Evaluation:

0mins

N/A

Homework:

2mins

Solve Q3 of review exercise of their textbooks.

Lesson Plan

Grade: One

Subject: Math

Term: 3rd

Time: 40mins

Teacher's Name: _____

Week: 9

Day: 6

Unit 7: Positions

Topic: Summary and Review Exercise

Student Learning Outcomes:

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

- Recall the concepts of the whole unit.

Resource Material:

Chalk/Marker, White/Blackboard, Math Textbook

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students about the basic concept of position.
- Tell students that they are going to revise and practice the main concepts of the unit.

Teaching & Learning Activities:

25mins

Activity 1:

- Have students open page 120 of their textbooks. Ask them to solve Q4 of review exercise in their textbooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Review:

3mins

Sum up the lesson by repeating the summary of the unit.

Evaluation:

0mins

N/A

Homework:

2mins

Solve Q5 of review exercise of their textbooks.