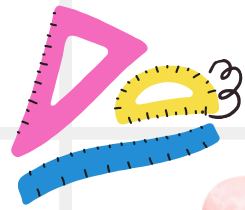




# LESSON PLAN



Subject :Maths Pre-Primary

Grade :KG (Step C)

Duration :60 Mintues

Name of the Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Week: 3 (1st Term)

Day: 7



Topic: Tens and Ones (Units) worksheets

## Learning Outcomes:

- Understand the concept of tens and ones.
- Recognize the place value of digits in a two-digit number.
- Identify and write numbers based on their tens and ones.

## Learning Materials:

- Bundles of 10 sticks or blocks, single blocks
- Worksheets: Pre-prepared sheets
- Tens and Ones Cards
- Pencils and erasers

## WALT(We Are Learning To) :

- Learn to break down two-digit numbers into tens and ones.
- Understand the difference between tens and ones in a number.

## WILF(What I,am Looking For) :

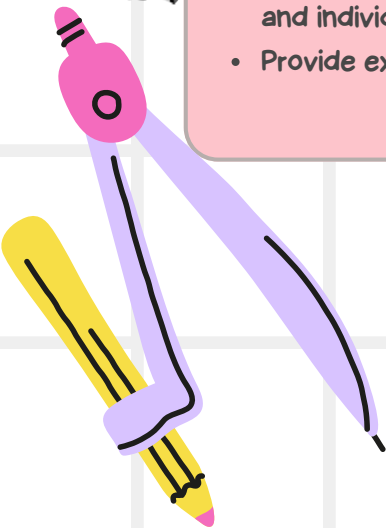
- When students can correctly identify the tens and ones in any given two-digit number.
- When students can complete activities like writing numbers based on their tens and ones.

## Brainstroming (5 Mintues):

- Show objects like bundles of 10 straws or blocks to represent tens and single objects to represent ones.
- Let students share their thoughts and guide them to understand the difference between tens and ones.

## Introduction (10 Mintues):

- Begin by explaining the concept of place value, introducing the terms tens and ones.
- Use visual aids, such as bundles of 10 sticks or blocks, to demonstrate the grouping of tens and individual units for ones.
- Provide examples with numbers like 12 (1 ten, 2 ones), 35 (3 tens, 5 ones), and so on.





### Main Activities(15 Mintues):

- Activity 1: Identifying Tens and Ones (Individual work)Give each student a worksheet with a series of numbers.Ask them to separate each number into tens and ones by writing the appropriate amount of tens and ones (Example:  $43 = 4$  tens,  $3$  ones).Students complete this independently.
- Activity 2: Hands-On Activity give students bundles of 10 blocks and single blocks (representing ones).Call out a number, and ask each group to build the number using tens and ones. For example, for 27, they should make 2 bundles of 10 and 7 single blocks.After each group builds the number, ask them to explain how they arrived at the number.



### Group Activities(20 Mintues):

#### Tens and Ones Match-up:

- Give the students a set of cards. Some cards will have numbers (e.g., 21, 35, 42), while other cards have "tens" and "ones" (e.g., 2 tens and 1 one, 3 tens and 5 ones). Students match the number cards to the correct tens and ones card.

#### Build and Write:

- In small groups, students will build numbers using tens and ones blocks, then write down the number they created.



### Formative Assessment(5 Mintues):

- During the group activity, observe students' understanding by checking if they can correctly identify and create numbers with the right amounts of tens and ones.
- Use questioning throughout the lesson to check for understanding, e.g., "How many tens are in 56?" "What does the number 18 have?"

### Wrap Up(5 Mintues):

- Ask a few students to come up and explain how they figured out the tens and ones for a specific number.



### Home Work:

- Provide a worksheet where students identify the tens and ones in numbers from 10 to 99.
- Ask them to write numbers based on given tens and ones (e.g., "3 tens and 7 ones" = 37).



### Lesson Evaluation:

Strengths:\_\_\_\_\_

\_\_\_\_\_

Areas for improvement:\_\_\_\_\_

\_\_\_\_\_

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