

1ST CLASS MATHEMATICS LESSON PLAN

MONTH : AUGUST

Name of the teacher:

Name of the Lesson	Topic	No. of Periods required		Timeline for Teaching		Any Specific Information
		For Textbook	For Workbook	From	To	
1. Numbers (0 – 9)	1)	1	1			
	2)	1	1			
	3)	1	1			
	4)	1	1			
	5)	1	1			
	6)	1	1			
	7)	1	1			
	8)	1	1			
	9)	1	1			
	10)	1	1			
	11)	1	1			
	12)	1	1			
	13)	1	1			
	14)	1	1			



	15)	1	1			
	16)	1	1			
	17)	1	1			
	18)	1	1			
	19)	1	1			
	20)	1	1			
	21)	1	1			
	22)	1	1			
	23)	1	1			
	24)	1	1			
	25)	1	1			
Total		25	25	25 days, 50 Periods required		
Prior Concepts/Skills			Learning Out Comes			
Learners should be able to...			Learners should be able to...			
<ul style="list-style-type: none"> ✍ talk about near-far ✍ identify the Big . Small things ✍ identify the Biggest and Smallest things. ✍ identify the inside and outside things. ✍ talk about the near and far objects. ✍ identify the rolling and sliding objects 			<ul style="list-style-type: none"> ✍ Count things in groups. ✍ compare the objects. ✍ count objects up to 9. ✍ separate similar things from group, count them and write the symbol up to 9. ✍ identify the equal numbers, before, in between and after numbers. ✍ identify the bigger and smaller numbers. 			



- ✍ understand the concept of above and under
- ✍ identify the shape 3d around us
- ✍ understand the nature of the objects (Rolling and Sliding)
- ✍ match with the shapes.
- ✍ recognize the similar

Teaching Learning Process

1st 45 minutes Period

2nd 45 minutes Period

Induction/Introduction :

(Generating interest, informing students about the outcomes and expectations for the lesson)

- ✍ In the 1st 45 minutes period ,conducting textbook-based activities.
- ✍ Generally, 6 - 10 years aged children are very interested in games/activities/tasks.
- ✍ Conducting counting things in the classroom. Make the children to participate in activities.
- ✍ The teacher may ask the learners to arrange beads/stones/matchsticks to introduce them to the pattern of 1 (one) to the learners.
- ✍ Same process can be followed for introducing 2,3,4,5 as given the textbook.

Workbook Activities :

Facilitate children to do worksheets individually.



Experience and Reflections : *(Task/question that helps students explore the concept and connect with their life)*

TASK No (1) : Showing Video :

Show the counting numbers video up to 10. Make the children to dance for the numbers rhyme : 1,2,3,4,5 claps.....

TASK No (2) :

Picture interactive questions: Questions relating to picture interaction








TASK No (3) :

Transaction with help of audio of 1,2,3,4,5....claps...6,7,8,9,10 jump

The teacher sings the song with rhythm and action.

All learners listen to the teacher.

The teacher asks the learners to repeat after her/him (with action)

Period No.	Content			
		Explicit Teaching / Teacher modelling (I do)	Group Work (We do)	Independent Work (You do)
1	<i>Introduction of numbers 1 to 9.</i>	<p>Activity (1) :</p> <ul style="list-style-type: none">  Face sheet reading in textbook and interaction with students.  Teacher may use the pictures given in the page 1 and make a small conversation on the things given in the picture. <p>Activity (2) :</p>	<ul style="list-style-type: none">  Children respond groupwise.  Discuss and answer the questions. 	Solve the problems.



2	Workbook :	<ul style="list-style-type: none"> ✍ Instruct the students to collect stones, leaves, flowers, sticks etc. ✍ Classification of those activities., Textbook Page Number - 1 <p>Activity (3) :</p> <ul style="list-style-type: none"> ✍ Transaction with help of Exercises ✍ The teacher sings the song with rhythm and action. ✍ All learners listen to the teacher. ✍ The teacher asks the learners to repeat after her/him (with action) <p>Worksheet Number - 1</p>		✍ <i>Do the worksheets individually</i>
3	One to one (As many as) :	<p>Activity</p> <ul style="list-style-type: none"> ✍ Matching of objects with dots. ✍ Arranging various objects in an order. ✍ Comparison of one group objects to another group. ✍ Identifying more or less objects. <p>Make the children to complete the activities as given in Textbook Page Number - 2</p>	<ul style="list-style-type: none"> ✍ Children respond groupwise. ✍ Discuss and answer the questions. 	✍ <i>Do the worksheets individually</i>
4	Workbook :	Worksheet Number - 2		



5	<i>Introduction of "1"</i>	<p>Activity :</p> <p>Picture Interaction:</p> <ul style="list-style-type: none"> ✍ Interaction with children and making the children to identify the things which are "1" in number. <p>Textbook Page Number - 3.</p> <ul style="list-style-type: none"> ✍ Teacher may use the pictures given in the page 3 and make a small conversation on the things given in the picture. ✍ How many birds are there flying? ✍ How many tortoises are there? ✍ How many flowers are there? 	<ul style="list-style-type: none"> ✍ Children respond groupwise. ✍ Discuss and answer the questions. 	<ul style="list-style-type: none"> ✍ Learners should follow the instructions and do the exercises/activities by themselves.
6	Workbook :	<p>Facilitate the children to do worksheets</p>		<ul style="list-style-type: none"> ✍ <i>Do the worksheets individually</i>
7	<i>Numberness of "1"</i>	<p>Activity (1) :</p> <ul style="list-style-type: none"> ✍ Writing the number "1" in words. ✍ Teacher asks the learners to join the dots and make them understand the written pattern of no. 1 <p>Extended Activity (2) :</p> <ul style="list-style-type: none"> ✍ The teacher may ask the learners to arrange beads/stones/matchsticks to introduce them to the pattern of 1 (one) to the learners. <p>Activity (3)</p> <ul style="list-style-type: none"> ✍ Magic box activity. 	<ul style="list-style-type: none"> ✍ Children respond groupwise. ✍ Discuss and answer the questions. 	<ul style="list-style-type: none"> ✍ Try these on page no 5 in the textbook.



8	Workbook :	<p>✍ Make the children to do the activity as given in the textbook. Textbook Page Number - 4</p> <p>Worksheet Number - 3</p> <p>Facilitate the children to do worksheets .</p>		<i>Do the worksheets individually</i>
9	<i>Number "2"</i>	<p>Activity : (1)</p> <p>Picture reading:</p> <ul style="list-style-type: none"> ✍ Interaction with children and making the children to identify the things which are "2" in number. ✍ Ask the students to observe the different objects in the picture. ✍ Help them count and tell the number of each type of objects. <p>Extended Activity (2) :</p> <ul style="list-style-type: none"> ✍ The teacher may ask the learners to arrange beads/stones/matchsticks to introduce them to the pattern of 2 (two) to the learners. <p>Activity (3)</p> <ul style="list-style-type: none"> ✍ Magic box activity. ✍ Make the children to complete the activities as given in Textbook Page Number - 5 	<ul style="list-style-type: none"> ✍ Children respond groupwise. ✍ Discuss and answer the questions. 	
10	Workbook :	Worksheet Number - 4		<i>Do the worksheets individually</i>



11	Numberness of "2"	<p>Activity (1) :</p> <ul style="list-style-type: none"> ✍ Writing the number "2" in words. <p>Activity (2) :</p> <ul style="list-style-type: none"> ✍ Magic box activity. <p>Activity (3) :</p> <ul style="list-style-type: none"> ✍ Number bonds activity. ✍ Make the children to complete the activities as given in Textbook Page Number - 6 		
12	Workbook :	Worksheet Number - 5 Facilitate the children to do worksheets		<i>Do the worksheets individually</i>
13	Number "3"	<p>Activity (1) :</p> <p>Picture reading:</p> <ul style="list-style-type: none"> ✍ Interaction with children and making the children to identify the things which are "3" in number. <p>Extended Activity (2) :</p> <ul style="list-style-type: none"> ✍ The teacher may ask the learners to arrange beads/stones/matchsticks to introduce them to the pattern of 3 (three) to the learners. <p>Activity (3) : Magic box activity.</p>	<ul style="list-style-type: none"> ✍ Children respond groupwise. ✍ Discuss and answer the questions. 	<i>Do the worksheets individually</i>
14	Workbook :	Make the children to complete the activities as given in Textbook Page Number - 7		















		Worksheet Number - 6 Facilitate the children to do worksheets		
15	<i>Numberness of "3"</i>	Activity (1) : Writing the number "3" in words. Activity (2) : Magic box activity. Activity (3) : Number bonds activity. Textbook Page Number - 8	✍ Children respond groupwise. ✍ Discuss and answer the questions.	
16	Workbook :	Worksheet Number - 7 Facilitate the children to do worksheets		<i>Do the worksheets individually</i>
17	<i>Number "4"</i>	Activity (1) : Picture reading: ✍ Interaction with children and making the children to identify the things which are "4" in number. Extended Activity (2) : ✍ The teacher may ask the learners to arrange beads/stones/matchsticks to introduce them to the pattern of 4 (four) to the learners. ✍ Make the children to complete the activities as given in Textbook Page Number - 9 Worksheet Number - 6	✍ Children respond groupwise. ✍ Discuss and answer the questions.	✍ Try these on page no 11, in the textbook' <i>Do the worksheets individually</i>



18	Workbook :	Facilitate the children to do worksheets		
19	Numberness of "4"	<p>Activity (1) :</p> <ul style="list-style-type: none"> ✍ Writing the number "4" in words. <p>Activity (2) :</p> <ul style="list-style-type: none"> ✍ Number bonds activity. <p>Textbook Page Number - 10</p> <p>Worksheet Number - 8</p>	<ul style="list-style-type: none"> ✍ Children respond groupwise. ✍ Discuss and answer the questions. 	<i>Do the worksheets individually</i>
20	Workbook :	Facilitate the children to do worksheets		
21	Number "5"	<p>Activity (1) :</p> <p>Picture reading:</p> <ul style="list-style-type: none"> ✍ Interaction with children and making the children to identify the things which are "5" in number. <p>Extended Activity (2) :</p> <ul style="list-style-type: none"> ✍ The teacher may ask the learners to arrange beads/stones/matchsticks to introduce them to the pattern of 5 (five) to the learners. ✍ Magic box activity. Textbook Page Number - 11 	<ul style="list-style-type: none"> ✍ Children respond groupwise. ✍ Discuss and answer the questions. 	<i>Do the worksheets individually</i>
22	Workbook :	Worksheet Number - 10		
23	Numberness of "5"	<p>Activity (1) :</p> <p>Writing the number "5" in words. Magic box activity.</p> <p>Activity (2) : Number bonds activity.</p>	<ul style="list-style-type: none"> ✍ Children respond groupwise. 	



24	Workbook :	Textbook Page Number - 12 Worksheet Number - 11	 Discuss and answer the questions.	<i>Do the worksheets individually</i>
25	Exercise	 Match the objects with objects.  Match the number with objects and objects with number names. Textbook Page Number - 12	 Children respond groupwise.  Discuss and answer the questions.	<i>Do the worksheets individually</i>
26	Workbook :	Textbook Page Number - 12 Worksheet Number - 12,13		
27	Number "6"	Activity (1) : Picture reading:  Interaction with children and making the children to identify the things which are "6" in number. Extended Activity (2) :  The teacher may ask the learners to arrange beads/stones/matchsticks to introduce them to the pattern of 6 (six) to the learners.  Magic box activity. Textbook Page Number - 14,15  Ask your students to observe the different objects in the picture.  Help them count and tell the number of each type of objects.	 Children respond groupwise.  Discuss and answer the questions.	<i>Do the worksheets individually</i>



28	Workbook :	Worksheet Number - 14		
29	Numberness of "6"	Activity (1) : <ul style="list-style-type: none"> ✍ Writing the number "6" in words. ✍ Magic box activity. Activity (2) : <ul style="list-style-type: none"> ✍ Number bonds activity. ✍ Textbook Page Number - 16 	<ul style="list-style-type: none"> ✍ Children respond groupwise. ✍ Discuss and answer the questions. 	<i>Do the worksheets individually</i>
30	Workbook :	Worksheet Number - 15		
31	Number "7"	Activity (1) : Picture reading: <ul style="list-style-type: none"> ✍ Interaction with children and making the children to identify the things which are "7" in number. Extended Activity (2) : <ul style="list-style-type: none"> ✍ The teacher may ask the learners to arrange beads/stones/matchsticks to introduce them to the pattern of 7 (seven) to the learners. ✍ Magic box activity. Textbook Page Number - 17 	<ul style="list-style-type: none"> ✍ Children respond groupwise. ✍ Discuss and answer the questions. 	<i>Do the worksheets individually</i>
32	Workbook :	Worksheet Number - 16		
33	Numberness of "7"	Activity (1) : Writing the number "7" in words. Magic box activity.	<ul style="list-style-type: none"> ✍ Children respond groupwise. 	



34	Workbook :	<p>Activity (2) : Number bonds activity. Textbook Page Number - 18</p> <p>Worksheet Number - 17</p>		<i>Do the worksheets individually</i>
35	Number "8"	<p>Activity (1) : Picture reading:</p> <ul style="list-style-type: none"> ✍ Interaction with children and making the children to identify the things which are "8" in number. <p>Extended Activity (2) :</p> <ul style="list-style-type: none"> ✍ The teacher may ask the learners to arrange beads/stones/matchsticks to introduce them to the pattern of 7 (seven) to the learners. 	✍ Children respond groupwise.	
36	Workbook :	<p>Magic box activity. Textbook Page Number - 19</p> <p>Worksheet Number - 18</p>		<i>Do the worksheets individually</i>
37	Numberness of "8"	<p>Activity (1) :</p> <ul style="list-style-type: none"> ✍ Writing the number "8" in words. Magic box activity. <p>Activity (2) :</p> <ul style="list-style-type: none"> ✍ Number bonds activity. 	✍ Children respond groupwise.	
38	Workbook :	<p>Textbook Page Number - 20</p> <p>Worksheet Number - 19</p>		<i>Do the worksheets individually</i>



39	Number "9"	<p>Activity (1) : Picture reading:</p> <ul style="list-style-type: none"> ✍ Interaction with children and making the children to identify the things which are "9" in number. <p>Extended Activity (2) :</p> <ul style="list-style-type: none"> ✍ The teacher may ask the learners to arrange beads/stones/matchsticks to introduce them to the pattern of 9 (nine) to the learners. ✍ Textbook Page Number - 21 	✍ Children respond groupwise.	<i>Do the worksheets individually</i>
40	Workbook :	Worksheet Number - 20		
41	Numberness of "9"	<p>Activity (1) : Writing the number "9" in words. Magic box activity.</p> <p>Activity (2) : Number bonds activity. Textbook Page Number - 22</p>	<ul style="list-style-type: none"> ✍ Children respond groupwise. ✍ Children respond groupwise. 	<i>Do the worksheets individually</i>
42	Workbook :	Worksheet Number - 21		
43	Exercise	Count the objects and write correct number Count and circle the correct number. Textbook Page Number - 23,24	✍ Children respond groupwise.	<i>Do the worksheets individually</i>
44	Workbook :	Worksheet Number - 22		



45	Introduction of "ZERO"	✍ Textbook activity: Textbook Page Number - 25	✍ Children respond groupwise.	<i>Do the worksheets individually</i>
46		Worksheet Number - 23		
47	Exercise Number line	✍ Textbook activity.	✍ Children respond groupwise.	<i>Do the worksheets individually</i>
48		✍ Fill in the missing numbers. ✍ Textbook Page Number - 26		
49	Before, between, after.	Activity (1) :	✍ Children respond groupwise.	<i>Do the worksheets individually</i>
50		✍ Face sheet activity. ✍ Using number strip write the before, between, after numbers of given numbers. Textbook Page Number - 27-29.		
	Workbook :	Worksheet Number - 24		
	Workbook :	Worksheet Number - 25		

Check For Understanding

1.Factual Questions	2.Open Ended/Critical Thinking Questions	3.Students Practice Questions
1) Say the numbers between 1 to 5 . 2) Which is next number to 5 ? 3) What comes after 8 ? 4) What comes before 7 ? 5) Say the spelling of 1 ? etc.	1) What are the numbers before 6 ? 2) How do you say 4 is bigger than 3?	1) Complete the exercise in the textbook.



Assessment	Teaching Learning Material(TLM)
<p>1) Complete the Self-Assessment Worksheet in the Workbook</p> <p>2) Complete the following : 1 - 3 - 4</p> <p>3) Write the next numbers : 5.....,8.....</p> <p>4) Write in before numbers : ---6, -----9</p>	<p>Print Material :</p> <ul style="list-style-type: none"> ❖ 1st Class Maths Magic (Mathematics Textbook) ❖ 1st Class Mathematics Workbook. ❖ 2023 - 24 Academic Calendar given by APSCERT/AP Education Department. ❖ 1 and 2 Class Teacher's Handbook. ❖ Numbers 1 to 9 Face sheet. ❖ Flash cards of 1 to 9 numbers ,beads, sticks, marbles ❖ Number strip, number chart, <p>Digital Material :</p> <ul style="list-style-type: none"> ❖ My own videos on the lesson ❖ Power point Presentation
<p style="text-align: center;">Signature of the Teacher Signature of the Visiting Officer with Remarks Signature of the Headmaster</p>	

1ST CLASS MATHEMATICS LESSON PLAN

MONTH : **SEPTEMBER**

Name of the teacher:

Name of the Lesson	Topic	No. of Periods Required For		TIMELINE FOR TEACHING		ANY SPECIFIC INFORMATION
		TB	WB	FROM	TO	
2. Addition	1) Introduction of addition	1	1			
	2) Addition with one	1	1			
	3) Addition with objects	1	1			
	4) Horizontal and vertical additions.	1	1			
	5) Addition with Zero	1	1			
	6) Addition with three single digits not exceed 9.	1	1			
	7) Exercise	1	1			
	8) Addition facts	1	1			
	TOTAL	8	8	16 Periods		

PRIOR CONCEPTS/SKILLS	LEARNING OUTCOMES
<p>Children could...</p> <ul style="list-style-type: none"> ❖ count objects up to 9 and write the symbols up to 9 ❖ identify the equal numbers, before, between and after numbers ❖ identify the bigger and smaller numbers. 	<p>Pupils will be able to...</p> <ul style="list-style-type: none"> ❖ Say the number which is one more than the given number (after number) ❖ do additions whose sum is less than or equal to 9 ❖ do additions vertically and horizontally ❖ identify and use the symbol of addition ' + '



Teaching Learning Process

1 st 45 minutes Period	2 nd 45 minutes Period
Induction/Introduction :	Workbook Activities
Introduce the lesson by asking questions on Addition picture on page no.30 The teacher interacts with the learners about the picture.	
<p>Experience and Reflection : <i>(Task/question that helps students explore the concept and connect with their life)</i></p> <p>Task :</p> <p>The teacher may organize the following additional activity to inculcate the concept of addition. The teacher asks the pupils to add one group of things to another group and asks them to count and get the total and write the total on the blackboard. Through the process of elicitation, Teacher has to make the students respond about the pictures in the lesson and then about <i>Addition</i></p>	

Period No	Topic	Explicit Teaching/Teacher Modelling	Group Work	Independent Work
1	Introduction of addition T.B. P.No : 30	Introduce additions with the help of face sheet.	Children discuss and respond	Worksheet No :1
2	Workbook			
3	Addition with one T.B. P.No : 31	Add one bead to total Teacher displays the pictures on page no 31 on a chart and asks the following interactive questions. <ul style="list-style-type: none"> ✍ How many beads are there on the string in the first picture? ✍ How many beads are being added in the second picture? ✍ What is the total number of beads on the string? <i>Note : The teacher has to inculcate the concept of the addition in learners $3+1 = 4$</i>	Children discuss and respond	Worksheet No :2



4	Workbook	<i>The same procedure may be adopted for the remaining exercises in the page no 31</i>		
5	Addition with objects T.B. P.No : 32	Addition with objects more than one and introduction of addition symbol.	Children discuss and respond	Worksheet No :3
6	Workbook			
7	Horizontal and vertical additions.	Do the horizontal and vertical additions with the help of domino cards.	Children discuss and respond	Worksheet No :4
8	T.B. P.No : 33 Workbook			
9	Addition with Zero T.B. P.No : 33	Real life situations and different digits.	Children discuss and respond	Worksheet No :5
10	Workbook			
11	Addition with three single digits not exceed 9.	Using sticks or seeds to do the three single digit additions.	Children discuss and respond	Worksheet No :6
12	T.B. P.No : 34 Workbook			
13	Exercise T.B. P.No : 35	Do textbook exercise	Children discuss and respond	Worksheet No :7
14	Workbook			
15	Addition facts T.B. P.No : 36	Prepare different addition facts for 1 to 9 numbers.(with game)	Children discuss and respond	Worksheet No :8
16	Workbook			



CHECK FOR UNDERSTANDING

1.Factual Questions	2.Open Ended/Critical Thinking	3.Student Practice Questions and Activities
$1 + 1 = ?$ $2 + 2 = ?$ $3 + 3 = ?$	To get 5 what numbers should be added ? To get 9 ,what number should be added to 9 ?	Textbook Exercises. Worksheets.

Assessment	TLM
Complete the Assessment in Workbook.	<p>Print Material :</p> <ul style="list-style-type: none"> ❖ 1st Class Maths Magic Textbook and Workbook. ❖ 2023 - 24 Academic Calendar given by APSCERT ❖ 1st and 2nd Class Mathematics Teacher's Handbook. , ❖ Pictures of the lesson <p>Digital Material : Diksha ,Google search</p>
Signature of the Teacher	Signature of the Visiting Officer with Remarks
	Signature of the Headmaster



1st CLASS MATHEMATICS LESSON PLAN

MONTH : **SEPTEMBER/OCTOBER** Name of the teacher:

Name of the Lesson	Topic	No. of Periods Required For		TIMELINE FOR TEACHING		ANY SPECIFIC INFORMATION
		TB	WB	FROM	TO	
3. Subtractions	1) Introduction of subtraction Students can count things and compare	1	1			
	2) How many	1	1			
	3) How many are left	1	1			
	4) Vertical subtraction	1	1			
	5) Take away	1	1			
	6) Take away	1	1			
	7) Cross out subtractions	1	1			
	8) Subtractions with blocks and Subtraction by counting	1	1			
	9) Word problems Page no 43	1	1			
	10) Exercise	1	1			
TOTAL		10	10	20 Periods		

PRIOR CONCEPTS/SKILLS	LEARNING OUTCOMES
<p>Children could...</p> <ul style="list-style-type: none"> ❖ count objects up to 9 and write the symbols up to 9 ❖ identify the equal numbers, before, between and after numbers ❖ identify the bigger and smaller numbers. ❖ Say the number which is one more than the given number (after number) ❖ do additions whose sum is less than or equal to 9 ❖ do additions vertically and horizontally ❖ identify and use the symbol of addition ‘ + ’ 	<p>Pupils will be able to...</p> <p>Pupils will be able to identify the number which is one less than to particular numbers.</p> <p>Pupils will be able to do subtraction up to 9 (not regrouping).</p> <p>Pupils will be able to do vertical and Horizontal sums.</p> <p>Pupils will be able to identify and use the symbol of Subtraction ‘ - ’</p>



Teaching Learning Process

1 st 45 minutes Period	2 nd 45 minutes Period
Induction/Introduction :	Workbook Activities
Introduce the lesson by asking questions on Subtraction picture on page no.37 The teacher interacts with the learners about the picture.	
Experience and Reflection : <i>(Task/question that helps students explore the concept and connect with their life)</i>	
Task : Through the process of elicitation, Teacher has to make the students respond about the pictures in the lesson and then about Subtraction	

Period No	Topic	Explicit Teaching/Teacher Modelling	Group Work	Independent Work
1	Introduction of subtraction Students can count things and compare	Observe the Face sheet and answer the questions. Some class room activities. Textbook Page Number - 37	Children discuss and respond	Worksheet No :1
2	Workbook Activity			
3	How many	Counting the number of mangoes.	Children discuss and respond	Worksheet No :1
4	Workbook Activity	Introducing the subtraction symbol. Counting the total number of items. Subtracting some items. Finding remaining items. Textbook Page Number - 38.		
5	How many are left	See the Picture and observe them and practice	Children discuss and respond	Worksheet No :2
6	Workbook Activity	Textbook Page Number - 39		
7	Vertical subtraction	Explanation of Vertical subtractions and practice.	Children discuss and respond	Worksheet No :2
8	Workbook Activity	Textbook Page Number - 40		
9	Take away	See the Picture and observe. Answer the questions	Children discuss and respond	Worksheet No :2
10	Workbook Activity	Textbook Page Number - 41		
11	Take away	Textbook Page Number - 42	Children discuss and	Worksheet No :3



12	Workbook Activity		respond	
13 14	Cross out subtractions Workbook Activity	See the Picture and observe. Answer the questions Textbook Page Number - 43	Children discuss and respond	Worksheet No :4
15 16	Subtractions with blocks and Subtraction by counting Workbook Activity	Using blocks do the subtractions by colouring	Children discuss and respond	Worksheet No :5
17 18	Word problems Page no 43 Workbook Activity	Real life situations Textbook Page Number - 43	Children discuss and respond	Worksheet Number - 6
19 20	Exercise Workbook Activity	Fill in the blanks Textbook Page Number - 44	Children discuss and respond	Worksheet Number - 7,8

CHECK FOR UNDERSTANDING

1.Factual Questions	2.Open Ended/Critical Thinking	3.Student Practice Questions and Activities
5 - 2 = ? 6 - 4 = ?	To get 5 what numbers should be subtracted from 9 ? To get 0 ,what number should be subtracted from 5 ?	Textbook Exercises. Worksheets.

Assessment	TLM
Complete the Assessment in Workbook.	<p>Print Material :</p> <ul style="list-style-type: none"> ❖ 1st Class Maths Magic Textbook and Workbook. ❖ 2023 - 24 Academic Calendar given by APSCERT ❖ 1st and 2nd Class Mathematics Teacher's Handbook. , ❖ Pictures of the lesson <p>Digital Material : Diksha ,Google search</p>

[Signature of the Teacher](#)

[Signature of the Visiting Officer with Remarks](#)

[Signature of the Headmaster](#)

1st CLASS MATHEMATICS LESSON PLAN

MONTH : **OCTOBER**

Name of the teacher:

Name of the Lesson	Topic	No. of Periods Required For		TIMELINE FOR TEACHING		ANY SPECIFIC INFORMATION
		TB	WB	FROM	TO	
4. Money	1) Introduction	1	1			
	2) Introduce money and Introduce symbol	1	1			
	3) Identify money practice	1	1			
	4) Tendering change up to 50	1	1			
	5) Exercise	1	1			
	TOTAL	5	5	10 Periods		

PRIOR CONCEPTS/SKILLS	LEARNING OUTCOMES
<p>Children could....</p> <ul style="list-style-type: none"> ❖ count objects up to 9 and write the symbols up to 9 ❖ identify the equal numbers, before, between and after numbers ❖ identify the bigger and smaller numbers. 	<p>Pupils will be able to....</p> <ul style="list-style-type: none"> ❖ Pupils will be able to identify paise and rupees (coins and notes). ❖ Pupils will be able to apply money to buy things. ❖ Pupils will be able to tender up to 20 rupees.

Teaching Learning Process	
1 st 45 minutes Period	2 nd 45 minutes Period
<p>Induction/Introduction :</p> <p>Learn to identify the names of each coin and note with flash cards. Use real coins to give children experience in sorting and counting different coins and notes.</p>	<p>Workbook Activities</p>
<p>Experience and Reflection : <i>(Task/question that helps students explore the concept and connect with their life)</i></p> <p>Task : Help children learn the value of coins & notes with a purchase situation.</p>	



Period No	Topic	Explicit Teaching/Teacher Modelling	Group Work	Independent Work
1 2	Introduction Workbook Activity	Observe the face sheet and explain situations. Textbook Page Number - 45	Children discuss and respond	Worksheet No :1
3 4	Introduce money and Introduce symbol Workbook Activity	Introduce money with dummy currency notes and coins and count Textbook Page Number - 46 Worksheet Number - 1	Children discuss and respond	Worksheet No :1
5 6	Identify money practice Workbook Activity	Identify money notes and coins Textbook Page Number - 46 Worksheet Number - 2	Children discuss and respond	Worksheet No :2
7 8	Tendering change up to 50 Workbook Activity	Explanation Exchange money in different denominations Textbook Page Number - 48 Worksheet Number - 3	Children discuss and respond	Worksheet No :3
9 10	Exercise Workbook Activity	Identify tendering change. Textbook Page Number - 47 Worksheet Number - 4	Children discuss and respond	Worksheet No :4

CHECK FOR UNDERSTANDING

1.Factual Questions	2.Open Ended/Critical Thinking	3.Student Practice Questions and Activities
Identify the coins, count them and write in the boxes.	Match the following	Textbook Exercises. Worksheets.



Assessment	TLM
Complete the Assessment in Workbook.	<p>Print Material :</p> <ul style="list-style-type: none"> ❖ 1st Class Maths Magic Textbook and Workbook. ❖ 2023 - 24 Academic Calendar given by APSCERT ❖ 1st and 2nd Class Mathematics Teacher's Handbook. , ❖ Pictures of the lesson coins, dummy notes <p>Digital Material : Diksha ,Google search</p>
Signature of the Teacher	<p style="text-align: center;">Signature of the Visiting Officer with Remarks</p> <p style="text-align: right;">Signature of the Headmaster</p>



1st CLASS MATHEMATICS LESSON PLAN

MONTH : **NOVEMBER** Name of the teacher:

Name of the Lesson	Topic	No. of Periods Required For		TIMELINE FOR TEACHING		ANY SPECIFIC INFORMATION
		TB	WB	FROM	TO	
5. Numbers 10 - 99	1) Face sheet	1	1			
	2) Making 10, Counting things in group of 10	1	1			
	3) Number formation From 10 to 15.	1	1			
	4) Number formation From 16 to 20.	1	1			
	5) Counting objects up to 20	1	1			
	6) Count and write	1	1			
	7) Count and colour the correct number of circles	1	1			
	8) Count and write the number in words 10 to 20 (work book)	1	1			
	9) Count colour and write the numbers and number in words	1	1			
	10) Matching (work book)	1	1			
	11) Number bonds for 10 (Game)	1	1			
	12) Number bonds For 9,7,5,8	1	1			
	13) Before-Between - After.	1	1			
	14) Missing numbers	1	1			
	15) Bigger-Smaller	1	1			
	16) Biggest-Smallest	1	1			
	17) 10 to 20 numbers exercise	1	1			
	18) Count in tens. Tens from 10 to 100.	1	1			
	19) Counting in tens	1	1			
	20) Write the number in words	1	1			
	21) Write number 1 to 20	1	1			
	22) Number forming, counting and naming 21 to 30	1	1			
	23) Number forming, counting and naming 31 to 40	1	1			



24)	Number forming, counting and naming 41 to 50	1	1		
25)	Exercise	1	1		
26)	Number forming, counting and naming 51 to 60	1	1		
27)	Number forming, counting and naming 61 to 70	1	1		
28)	Number forming, counting and naming 71 to 80	1	1		
29)	Number forming, counting and naming 81 to 90	1	1		
30)	Number forming, counting and naming 91 to 100	1	1		
31)	Exercise Work book	1	1		
32)	Exercise Textbook p. no 72 Workbook Game	1	1		
33)	Count in 100s.Numbers from 100 to 1000.	1	1		
34)	Ordinal numbers.	1	1		
35)	Exercise	1	1		
TOTAL		35	35	70 Periods	

PRIOR CONCEPTS/SKILLS	LEARNING OUTCOMES
<p>Children could....</p> <ul style="list-style-type: none"> ❖ count objects up to 9 and write the symbols up to 9 ❖ identify the equal numbers, before, between and after numbers ❖ identify the bigger and smaller numbers. 	<p>Pupils will be able to....</p> <ul style="list-style-type: none"> ❖ Pupils will be able to Count things in groups. ❖ Pupils will be able to compare the objects. ❖ Pupils will be able to count objects up to 20. ❖ Pupils will be able to separate similar things from the group, count them and write the symbols up to 99. ❖ Pupils will be able to identify the equal numbers, before, in between and after numbers. ❖ Pupils will be able to identify the bigger and smaller numbers. ❖ Pupils will be able to identify the numbers in terms of 10 from 10 - 100 numbers. ❖ Pupils will be able to identify the numbers in terms of 100 from 100 - 1000 numbers.



Teaching Learning Process	
1 st 45 minutes Period	2 nd 45 minutes Period
Induction/Introduction :	Workbook Activities
Introduce the lesson by asking questions on the picture page no.49 The teacher interacts with the learners about the picture.	
Experience and Reflection : <i>(Task/question that helps students explore the concept and connect with their life)</i>	
Task : Through the process of elicitation, Teacher has to make the students respond about the pictures in the lesson and then about <i>Numbers 10 to 100</i>	

Period No	Topic	Explicit Teaching/Teacher Modelling	Group Work	Independent Work
1 2	Face sheet Workbook Activity	Face sheet reading in text book Rhyme Textbook Page Number - 49	Children discuss and respond	Worksheet No :1
3 4	Making 10, Counting things in group of 10 Workbook Activity	Making of 10 sticks. Counting sticks and stones Textbook Page Number - 50	Children discuss and respond	Worksheet No :1
5 6	Number formation From 10 to 15. Workbook Activity	Making a bundle of 10 sticks. Counting a bundle of 10 and loose sticks Textbook Page Number - 51	Children discuss and respond	Worksheet No :2
7 8	Number formation From 16 to 20. Workbook Activity	Making a bundle of 10 sticks. Counting a bundle of 10 and loose sticks Textbook Page Number - 52,53	Children discuss and respond	Worksheet No :3
9 10	Counting objects up to 20 Workbook Activity	Counting the given objects Textbook Page Number - 54 Worksheet Number - 4,5	Children discuss and respond	Worksheet No :4,5
11 12	Count and write Workbook Activity	Count and write number. Number in words Textbook Page Number - 55		Worksheet Number - 6
13	Count and colour the correct number of circles	Count and colour the given circles work book.		Worksheet Number - 7



14	Workbook Activity			
15	Count and write the number in words 10 to 20	Recite the number names and write them in given work sheets. Textbook Page Number - 55	Children discuss and respond	Worksheet Number - 7
16	Workbook Activity			
17	Count colour and write the numbers and number in words	Worksheet Number - 7		Worksheet Number - 7
18	Workbook Activity			
19	Matching (work book)	Worksheet Number - 7		Worksheet Number - 7
20	Workbook Activity			
21	Number bonds for 10 (Game)	Counting the stones inside and outside the circle and adding them. Textbook Page Number - 56	Children discuss and respond	Worksheet Number - 8
22	Workbook Activity			
23	Number bonds For 9,7,5,8	Fill in the boxes.		Worksheet Number - 8
24	Workbook Activity			
25	Before-Between - After.	By using the Number strip and pictures write Before, Between, After. Textbook Page - 57		Worksheet Number - 9
26	Workbook Activity			
27	Missing numbers	Write missing numbers.		Worksheet Number - 9
28	Workbook Activity			
29	Bigger-Smaller	By using pictures, Number strip/chart, identifies Bigger, Smaller numbers. Textbook Page - 58	Children discuss and respond	Worksheet Number - 10
30	Workbook Activity			
31	Biggest-Smallest	By using pictures, Number strip/chart identifies, Biggest and Smallest numbers. Textbook Page - 58		Worksheet Number - 10
32	Workbook Activity			
33	10 to 20 numbers exercise	Complete the exercise Textbook Page - 59	Children discuss and respond	Worksheet Number - 11
34	Workbook Activity			
35	Count in tens. Tens from 10 to 100.	By using the bundles of 10's count and write numbers from 10 to 100. Textbook Page - 60		Worksheet Number - 12
36	Workbook Activity			
37	Counting in tens	Count the objects write them in given boxes. Work sheets. Textbook Page Number - 61	Children discuss and respond	Worksheet Number - 12
38	Workbook Activity			
39	Write the number in words	Recite the number names in words and write them in given work sheets. Textbook Page Number - 61		Worksheet Number - 13
40	Workbook Activity			
41	Write number 1 to 20	Write number Textbook Page Number - 62	Children discuss and respond	Worksheet Number - 14
42	Workbook Activity			



43	Number forming, counting and naming 21 to 30	Cards and sticks game. Number forming, read, recited, write the numbers Textbook Page Number - 63		Worksheet Number - 15
44	Workbook Activity			
45	Number forming, counting and naming 31 to 40	Number cards game Textbook Page Number - 64	Children discuss and respond	Worksheet Number - 16
46	Workbook Activity			
47	Number forming, counting and naming 41 to 50	Number cards game Textbook Page Number - 65		Worksheet Number - 17
48	Workbook Activity			
49	Exercise	Text book exercise Textbook Page Number - 66	Children discuss and respond	Worksheet Number - 18,19
50	Workbook Activity			
51	Number forming, counting and naming 51 to 60	Number cards game Textbook Page Number - 67		Worksheet Number - 20
52	Workbook Activity			
53	Number forming, counting and naming 61 to 70	Number cards game. Textbook Page Number - 68		Worksheet Number - 21
54	Workbook Activity			
55	Number forming, counting and naming 71 to 80	Number cards game Textbook Page Number - 69	Children discuss and respond	Worksheet Number - 22
56	Workbook Activity			
57	Number forming, counting and naming 81 to 90	Number cards game Textbook Page Number - 70		Worksheet Number - 23
58	Workbook Activity			
59	Number forming, counting and naming 91 to 100	Number cards game. Textbook Page Number - 71	Children discuss and respond	Worksheet Number - 23
60	Workbook Activity			
61	Exercise Work book	Worksheet Number - 24		Worksheet Number - 24
62	Workbook Activity			
63	Exercise Text book page no 72 Work book Game	Text book exercise. Textbook Page Number - 72	Children discuss and respond	Worksheet Number - 25
64	Workbook Activity			



65	Count in 100s. Numbers from 100 to 1000.	By using dummy currency notes. Adding 100s make 100, 200, 300,..... 1000. Textbook Page Number - 73		Worksheet Number - 26
66	Workbook Activity			
67	Ordinal numbers.	Face sheet reading. Identify the position of players in running race. Recite the ordinal numbers in words. Textbook Page Number - 74.	Children discuss and respond	Worksheet Number - 27
68	Workbook Activity			
69	Exercise	Work sheet activities.	Children discuss and respond	Worksheet Number - 27
70	Workbook Activity			

CHECK FOR UNDERSTANDING

1.Factual Questions	2.Open Ended/Critical Thinking	3.Student Practice Questions and Activities
Fill the missing numbers. a) 64, 65, __, 67, __, b) 77, __, __, 80 c) 90, 91, __, __, __, 95. d) 78, 79, __, 81	how many numbers are there between 25 TO 35 ? Find the next number 2,4,6,8,.....	Textbook Exercises. Worksheets.

Assessment	TLM
Complete the Assessment in Workbook.	<p>Print Material :</p> <ul style="list-style-type: none"> ❖ 1st Class Maths Magic Textbook and Workbook. ❖ 2023 - 24 Academic Calendar given by APSCERT ❖ 1st and 2nd Class Mathematics Teacher's Handbook. , ❖ Pictures of the lesson <p>Digital Material : Diksha ,Google search</p>
Signature of the Teacher	Signature of the Headmaster
Signature of the Visiting Officer with Remarks	

1st CLASS MATHEMATICS LESSON PLAN

MONTH : **DECEMBER**

Name of the teacher:

Name of the Lesson	Topic	No. of Periods Required For		TIMELINE FOR TEACHING		ANY SPECIFIC INFORMATION
		TB	WB	FROM	TO	
6. MEASUREMENTS	1. Introduction of Measurements	1	1			
	2. Length	1	1			
	3. Weight	1	1			
	4. Capacity	1	1			
	TOTAL	4	4	8 Periods		

PRIOR CONCEPTS/SKILLS	LEARNING OUTCOMES
<p>Children could....</p> <ul style="list-style-type: none"> ❖ count objects up to 9 and write the symbols up to 9 ❖ identify the equal numbers, before, between and after numbers ❖ identify the bigger and smaller numbers. 	<p>Pupils will be able to....</p> <ul style="list-style-type: none"> ✎ identify the non-stranded measurements. ✎ compare the objects the heavier, the lighter, more and less. ✎ estimate length, Wight and volume.

Teaching Learning Process	
1 st 45 minutes Period	2 nd 45 minutes Period
Induction/Introduction :	Workbook Activities
<p>Introduce the lesson by asking questions on MEASUREMENTS picture on page no.75</p> <p>The teacher interacts with the learners about the picture.</p>	
<p>Experience and Reflection : <i>(Task/question that helps students explore the concept and connect with their life)</i></p> <p>Task : Connect students to learning and activate prior knowledge by asking them to respond to the prompt 'How do we measure classroom door? Ask them some more questions like this.</p>	



Period No	Topic	Explicit Teaching/Teacher Modelling	Group Work	Independent Work
1 2	Introduction of Measurements <i>Workbook Activity</i>	Introduce measurements with the help of face sheet. Textbook Page Number – 75	Children discuss and respond	Worksheet No :1
3 4	Length <i>Workbook Activity</i>	Introduce non-standard measurements like finger span, hand span, cubit, foot, pace with the help of daily life situations. Textbook Page Number - 76,77	Children discuss and respond	Worksheet No :1
5 6	Weight <i>Workbook Activity</i>	Compare the heavier-lighter objects by using various things. Textbook Page Number - 78	Children discuss and respond	Worksheet No :2
7 8	Capacity <i>Workbook Activity</i>	Compare and estimate more - less with the help of various thing or objects. Textbook Page Number - 79	Children discuss and respond	Worksheet No :3

CHECK FOR UNDERSTANDING

1.Factual Questions	2.Open Ended/Critical Thinking	3.Student Practice Questions and Activities
<p>Tell the activities that you do in the morning, afternoon, evening and night. (Oral)</p> <p>In the morning : In the afternoon :</p> <p>In the evening : In the night :</p>	<p>What happens when there are no standard measurements ?</p> <p>How do you measure your height ?</p>	<p>Textbook Exercises.</p> <p>Worksheets.</p>

Assessment	TLM
Complete the Assessment in Workbook.	<p>Print Material :</p> <ul style="list-style-type: none"> ❖ 1st Class Maths Magic Textbook and Workbook. ❖ 2023 – 24 Academic Calendar given by APSCERT ❖ 1st and 2nd Class Mathematics Teacher’s Handbook. , ❖ Pictures of the lesson



Digital Material : Diksha ,Google search

Signature of the Teacher

Signature of the Visiting Officer with Remarks

Signature of the Headmaster



1st CLASS MATHEMATICS LESSON PLAN

MONTH : JANUARY

Name of the teacher:

Name of the Lesson	Topic	No. of Periods Required For		TIMELINE FOR TEACHING		ANY SPECIFIC INFORMATION
		TB	WB	FROM	TO	
7. Time	1. Introduction of during a day	1	1			
	2. Identify the Morning, Afternoon, Evening and Night.	1	1			
	3. Exercise	1	1			
	TOTAL	3	3	6 Periods		

PRIOR CONCEPTS/SKILLS	LEARNING OUTCOMES
<p>Children could....</p> <ul style="list-style-type: none"> ❖ Say about time,clocks,watches. 	<p>Pupils will be able to....</p> <ul style="list-style-type: none"> ✎ Pupils will be able to identify the Morning, Afternoon, Evening, Night.

Teaching Learning Process

1 st 45 minutes Period	2 nd 45 minutes Period
<p>Induction/Introduction :</p> <p>Introduce the lesson by asking questions on TIME picture on page no.80 The teacher interacts with the learners about the picture.</p>	<p>Workbook Activities</p>
<p>Experience and Reflection : <i>(Task/question that helps students explore the concept and connect with their life)</i></p> <p>Task : Connect students to learning and activate prior knowledge by asking them to respond 'How do we know time ? Ask them some more questions like this.</p>	

Period No	Topic	Explicit Teaching/Teacher Modelling	Group Work	Independent Work
1	Activities during a day Morning, Afternoon, Evening, Night.	Mime by teacher, Picture card, Textbook Page Number - 80	Children discuss and respond	Worksheet No :1
2	Workbook Activity			



3	Identify the activities in the Morning, Afternoon, Evening and Night.	Mime by students. Textbook Page Number - 81	Children discuss and respond	Worksheet No :2
4	Workbook Activity			
5	Exercise	Listing day and Night time activities. Arrange the activities of a day in sequence.	Children discuss and respond	Worksheet No :3
6	Workbook Activity	Textbook Page Number - 82		

CHECK FOR UNDERSTANDING

1.Factual Questions	2.Open Ended/Critical Thinking	3.Student Practice Questions and Activities
Tell the activities that you do in the morning, afternoon, evening and night. (Oral) In the morning : In the afternoon : In the evening : In the night :	What happens when there are no standard measurements ?	Textbook Exercises. Worksheets.

Assessment	TLM	Digital Material :
Complete the Assessment in Workbook.	Print Material : ❖ 1 st Class Maths Magic Textbook and Workbook. ❖ 2023 – 24 Academic Calendar given by APSCERT ❖ 1 st and 2 nd Class Mathematics Teacher’s Handbook. , ❖ Pictures of the lesson	https:// diksha.gov.in/ dial/A5L6K7 https:// diksha.gov.in/ dial/Y1P3I5

Signature of the Teacher

Signature of the Visiting Officer with Remarks

Signature of the Headmaster

1st CLASS MATHEMATICS LESSON PLAN

MONTH : FEBRUARY

Name of the teacher:

Name of the Lesson	Topic	No. of Periods Required For		TIMELINE FOR TEACHING		ANY SPECIFIC INFORMATION
		TB	WB	FROM	TO	
8. Patterns	1. Introduction and identifying the patterns	1	1			
	2. Repeating patterns	1	1			
	3. Exercise	1	1			
	TOTAL	3	3	6 Periods		

PRIOR CONCEPTS/SKILLS	LEARNING OUTCOMES
<p>Children could....</p> <ul style="list-style-type: none"> ❖ Say some shapes around him. 	<p>Pupils will be able to....</p> <ul style="list-style-type: none"> ✎ Identify the Patterns (Shapes) ✎ Identify the Growing Patterns (Shapes)

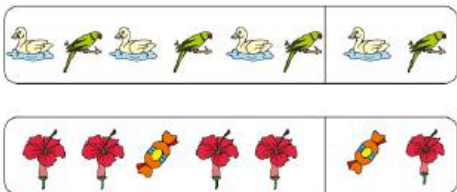
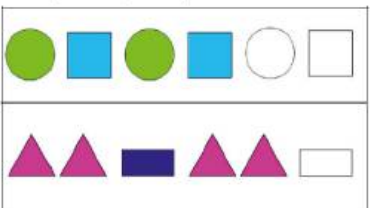
Teaching Learning Process	
1 st 45 minutes Period	2 nd 45 minutes Period
<p>Induction/Introduction :</p> <p>Introduce the lesson by asking questions on TIME picture on page no.83 The teacher interacts with the learners about the picture.</p>	<p>Workbook Activities</p>
<p>Experience and Reflection : <i>(Task/question that helps students explore the concept and connect with their life)</i></p> <p>Task : Connect students to learning and activate prior knowledge by asking them to respond.</p>	

Period No	Topic	Explicit Teaching/Teacher Modelling	Group Work	Independent Work
1	Introduction and identifying the patterns Workbook Activity	face sheet and picture card activity. Textbook Page Number - 83	Children discuss and respond	Worksheet No :1
2				



3 4	Repeating patterns Workbook Activity	Picture card activities. Textbook Page Number - 84	Children discuss and respond	Worksheet No :2
5 6	Exercise Workbook Activity	Circle the correct patterns and colour the shape that complete the patterns. Textbook - 85,86	Children discuss and respond	Worksheet No :3

CHECK FOR UNDERSTANDING

1. Factual Questions Circle the picture that comes next. 	2. Open Ended/Critical Thinking Colour the shape that completes the pattern. 	3. Student Practice Questions and Activities Textbook Exercises. Worksheets.
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Assessment	TLM	Digital Material :
Complete the Assessment in Workbook.	Print Material : <ul style="list-style-type: none"> ❖ 1st Class Maths Magic Textbook and Workbook. ❖ 2023 – 24 Academic Calendar given by APSCERT ❖ 1st and 2nd Class Mathematics Teacher's Handbook. , ❖ Pictures of the lesson 	https:// diksha.gov.in/ dial/N5S9A6 https:// diksha.gov.in/ dial/L2Z6F3

Signature of the Teacher

Signature of the Visiting Officer with Remarks

Signature of the Headmaster

1st CLASS MATHEMATICS LESSON PLAN

MONTH : FEBRUARY/MARCH

Name of the teacher:

Name of the Lesson	Topic	No. of Periods Required For		TIMELINE FOR TEACHING		ANY SPECIFIC INFORMATION
		TB	WB	FROM	TO	
9. How Many	1) Addition: Adding with picture sum to 20.	1	1			
	2) Addition: Adding with picture sum to 20.	1	1			
	3) Addition: Exercise	1	1			
	4) Subtraction by crossing out	1	1			
	5) Subtraction by counting backward.	1	1			
	6) Subtraction exercise	1	1			
	7) Word problem	1	1			
	8) Colour according to the colour code	1	1			
	9) Before, Between, After, Bigger - Smaller, Number bond activity	1	1			
	10) Game	1	1			
	11) Exercise	1	1			
TOTAL		11	11	22		

PRIOR CONCEPTS/SKILLS	LEARNING OUTCOMES
<p>Children could....</p> <ul style="list-style-type: none"> ❖ count objects up to 9 and write the symbols up to 9 ❖ identify the equal numbers, before, between and after numbers ❖ identify the bigger and smaller numbers. 	<p>Pupils will be able to....</p> <ul style="list-style-type: none"> ✎ do additions up to a total of 20 ✎ do additions vertically and horizontally. ✎ do subtraction up to 9 (not regrouping) ✎ do subtractions vertically and horizontally. ✎ identify the equal numbers, before, between and after numbers ✎ identify the bigger and smaller numbers. ✎ identify the numbers in terms of 10's from 10 —100 ✎ identify the numbers in terms of 100's from 100—1000



Teaching Learning Process	
1 st 45 minutes Period	2 nd 45 minutes Period
Induction/Introduction :	Workbook Activities
Introduce the lesson by asking questions on numbers. The teacher interacts with the learners about the picture.	
Experience and Reflection : <i>(Task/question that helps students explore the concept and connect with their life)</i>	
Task : Connect students to learning and activate prior knowledge by asking them Ask them some more questions .	

Period No	Topic	Explicit Teaching/Teacher Modelling	Group Work	Independent Work
1	Addition: Adding with picture sum to 20.	Face sheet reading. Do the sums by using bundles, loose sticks and available objects.	Children discuss and respond	Worksheet No :1
2	Workbook Activity	Textbook Page Number - 87		
3	Addition: Adding with picture sum to 20.	Face sheet reading. Do the sums by using bundles, loose sticks and available objects.	Children discuss and respond	Worksheet No :1
4	Workbook Activity	Textbook Page Number - 88		
5	Addition: Exercise	Do the exercise	Children discuss and respond	Worksheet No :2
6	Workbook Activity	Textbook Page Number - 89,90		
7	Subtraction by crossing out	Face sheet activity.		Worksheet No :3
8	Workbook Activity	Do subtraction by crossing/cancelling objects. Textbook Page Number - 91		
9	Subtraction by counting backward.	By using number strip/number chart counting backward.		Worksheet4
10	Workbook Activity	Textbook Page Number - 92		
11	Subtraction exercise	Do exercise	Children discuss and respond	Worksheet5
12	Workbook Activity	Textbook Page Number - 93		
13	Word problem	By discussing the given problem		Worksheet7



14	Workbook Activity	Textbook Page Number - 94		
15	Colour according to the colour code	Colour the picture by doing addition and subtractions.	Children discuss and respond	Worksheet8
16	Workbook Activity			
17	Before, Between, After, Bigger -	exercise Textbook Page Number – 94	Children discuss and respond	Worksheet
18	Smaller, Number bond activity Workbook Activity			
19	Game	Textbook Page Number - 95,96	Children discuss and respond	Worksheet
20	Workbook Activity			
21	Exercise	Textbook Page Number - 96	Children discuss and respond	Worksheet
22	Workbook Activity			

CHECK FOR UNDERSTANDING

1.Factual Questions	2.Open Ended/Critical Thinking	3.Student Practice Questions and Activities
$12 - 3 =$ $15 - 5 =$ $20 + 2 =$	There are 15 children in the garden. 8 are girls and the rest are boys. How many are boys ? Vidya bought 13 eggs. 7 eggs were broken. How many eggs are left with Vidya?	Textbook Exercises. Worksheets.

Assessment	TLM	Digital Material :
Complete the Assessment in Workbook.	Print Material : ❖ 1 st Class Maths Magic Textbook and Workbook. ❖ 2023 – 24 Academic Calendar given by APSCERT ❖ 1 st and 2 nd Class Mathematics Teacher's Handbook. , ❖ Pictures of the lesson	https:// diksha.gov.in/dial/P9G4Y6 https://diksha.gov.in/dial/J2A5Y6

Signature of the Teacher

Signature of the Visiting Officer with Remarks

Signature of the Headmaster