

RESOURCE PACK OF MATHEMATICS





TIME MANAGEMENT

In a 40 minute period follow this time management scheme.

STARTER OR INTRODUCTION	5 TO 7 MINUTES
METHODOLOGY AND EVALUATION	20 TO 25 MINUTES
HOMEWORK ANNOUNCEMENT	1-2 MINUTES
WRAP UP	2 MINUTES

GROUP ROTATION METHOD

- Have the coloured charts and cut cards out of these.
- If you have 25 students in your class, you would need 5 charts of 5 different colours.
- Avoid using black, brown and white colour.
- Cut 5 cards out of each chart.
- Get them laminated and make them wearable around the necks with the help of the same coloured ribbon.
- Place the cards in a basket.
- Teach the kids to pick up a card and wear it around their necks right when they enter into their classroom.
- Tell them to match the colour of the card with their fellows.
- Ensure that the students having the same colour must sit together.
- Prepare 5 stations in your class.

Or you may set the groups as per your requirements.

- You may prepare small boards or cards bearing the names of the stations.
- 5 students having the same coloured cards around their necks will work on a same station. For example, 5 students with the red cards will be at the station no. 1 to observe and find out the taught number '1', 5 students with the blue cards will use the mobile to watch the video, 5 students with orange cards will use playdough to write the number a or to make objects. 5 students with the yellow cards will write the number in the sand tray or work on the book, and the 5 students with the purple cards will count the objects. When the students sitting with the teacher will get their activity completed, the teacher will clap thrice to give a signal to the students to wind up their task on their current stations. The students will then have rotation. The students with the red cards will move to the station no. 2, the students with the blue cards will move to the next station and so on.



Pencil Holding Skills

Moving through the different stages of pencil grasp development is an important part of early childhood development. Please, do **NOT** force your child to hold the pencil the way a school child does, with 3 fingers on the pencil. You may do more harm than good. It is very hard to “unlearn” a poor pencil grip later in life!

Each stage of holding a pencil or crayon is dependent on how “**steady**” the **shoulder and arm muscles** are. As your child develops physically, and takes part in lots of **fun gross motor activities** such as crawling, climbing and pushing, the shoulder and arm muscles will get stronger and steadier, and this should help your child's pencil grasping skill to mature as well.

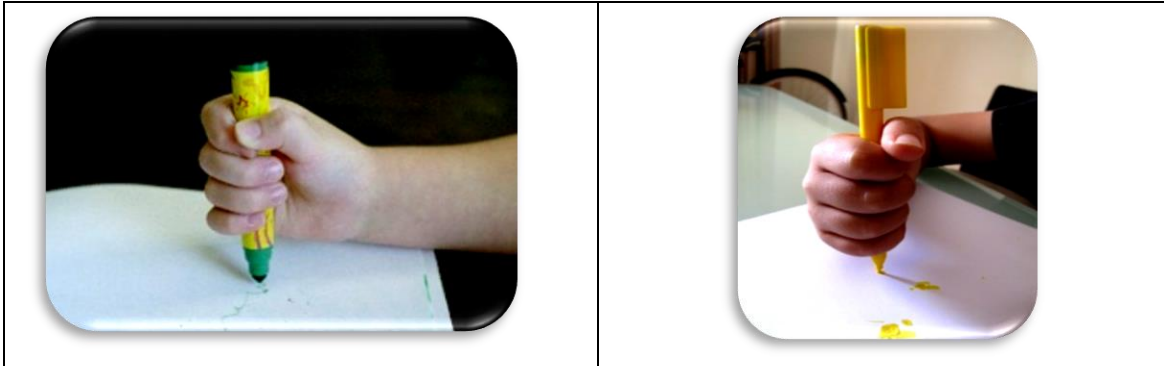
When a child is forced to use a “proper” pencil grasp **before** the shoulder and arm muscles are **ready** to support it, you may find fine motor problems emerging, such as holding the pencil in “weird” ways, messy work and even avoidance of drawing and coloring tasks.

Stages of Pencil Grip Development

- Fisted Grip
- Palmer Grip
- Five Finger Pencil Grip
- Tripod Pencil Grip

1. Fisted Grip: It helps students to develop shoulder muscles. When your toddler first grabs a thick crayon and puts it to paper, this is the grip you could be seeing. It is a “fisted grip”, and your toddler will be using movement from the shoulder to get the crayon to move across the paper.

The pencil is held in the palm and the pencil point sticks out between the thumb and forefinger. The wrist is held straight and forearm is twisted downwards. The young child may also hold the marker in the palm of the hand with the point expanded past the little finger.



Activity 1: The teacher will select a red colour crayon and give it to the students to fill the apples with red colour, by holding crayon in fisted grip. It will develop pencil holding skill of students gradually.

Activity 2: The teacher will draw two apples on a separate A4 size page, and ask the students to fill red colour in the apple by holding crayon in fisted grip.

Special Instructions: The teacher shall not compel those students who already know method of pencil holding, to do fisted, palmer or the other grips.

2. Palmer Grip: As your child gains more control over arm and hand muscles, you will see this “Palmer Grip” being used. Here, the pencil lies across the palm of the hand and your child’s elbow is held out to the side a bit.

The shoulder muscles are steadier, and your child is using the arm muscles to move the crayon around, as well as the shoulder muscles. This photo shows a toddler using a palmer pencil grip.

Activity 1: The teacher will select a yellow coloured crayon to colour the Sun by palmer grip to develop the muscles of shoulders.

Activity 2: The teacher will draw the two suns on a separate A4 size sheet and ask the students to fill yellow colour in the suns by holding crayon in palmer grip.

3. Five Fingers Grip: This is sometimes, misleadingly, called an “immature” 5-finger pencil grip, it is immature because it is not the 3-finger grip that is used in school, but it is a **perfectly mature grip for a 4-year old!**

As you can see, there are 5 fingers holding the pencil. With this 5-finger pencil grip, the wrist is usually held off the table and **wrist movements** are used for colouring. The crayon is often held very tightly initially, but as the hand muscles develop, you should see a few finger movements emerging.



Activity 1: The teacher will select a blue colour crayon to colour the fish by five fingers grip.

Activity 2: The teacher will draw the two fish on a separate A4 size sheet and ask the students to fill blue colour in the fish by holding crayons in five finger grip.

4. **Tripod Grip:** By age 5-6, or even a bit later with some children, they should be comfortable using a **mature 3-finger pencil grip**.

At first, the fingers will be held stiffly and your child may still use **wrist movements** to draw and color, but as the finger muscles become more skilled, your child will be able to use **finger movements** to draw and to form letters.

The tripod grip is the most common configuration of the fingers on the pencil shaft.

- The pencil shaft is supported between the thumb and the middle finger and the forefinger rests on the top of the pencil shaft.
- The ring and the little finger rest lightly in the palm of the hand.

In this position small bending movements of the fingers can move the pencil tip up and down on the paper.



Activity 1: The teacher will encourage the students to select a crayon of their own choice to colour the butterfly by tripod grip to develop the muscles of the fingers.

Activity 2: The teacher will draw the two butterflies on a separate A4 size sheet and ask the students to fill blue colour in the butterflies by holding crayons in tripod finger grip.

Pre-Writing Practice

Learning outcomes:

The students will be able to:

- develop fine motor control skills
- hold a pencil correctly
- sit properly to write
- follow verbal and printed instructions

Materials required:

- Book, writing pencil, eraser and sharpener.

Introduction:

Draw one or two vertical lines on the board and ensure that the lines go from one side of the board to the other. Ask a student to come to the board and draw a different line and compare it with yours. You may repeat this several times with different students.

Student Activity:

Ask the students to open their books and look at the different lines. Talk about what they look like and how they are similar or different; you may want to introduce the terms straight, vertical, horizontal, curved, slanted and zig-zag.

Draw a large copy of the vertical line on the board. (Alternatively, copy the lines on to a large sheet of paper before the lesson, and display these on the board in turn). Ask the students to trace your line in the air, using their whole arm and moving it from the shoulder. Demonstrate this and also select students who do this well to show the action to the class. Repeat the air tracing several times and then use any of the other techniques (sandpaper / velvet / finger paints / mini-whiteboards) for copying the line. Finally, ask the students to draw the line on the palm of their hand.

Before asking the students to trace the lines in the book, make sure that each student has a thick pencil or crayon, and that they all know how to sit straight at the desk, how to place their book straight in front of them, and how to hold a pencil correctly.

Again, this can be done by asking students who do this well to demonstrate to the other students. Ask the students to trace the first line carefully, starting at the "Start" point and ending at the "End" point.

Stress that there is no need to hurry; a slower approach will produce neat, accurate results. Repeat all steps of this activity for each of the other lines on the page.

Review:

Ask the students to draw big lines in the air according to your instructions, for example, side to side, up and down, zig-zag, etc.

After this practice, invite the students to join the dots and draw different lines in their books. You must invest enough time to complete these pages.

NUMBER 1

Month:	Week:	Time duration:
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PERIOD REQUIRED 2

Learning Outcomes
<ul style="list-style-type: none">• The students will be able to count objects up to 1• They will be able to recognize the number 1• The students will be able to trace the number 1
Teaching Aids
Different objects, board, marker, duster, book, flash cards, newspaper and sand tray
Introduction
<ul style="list-style-type: none">• The teacher will greet the students and touch her head by saying I have 1 head. She will introduce her nose, mouth and tummy in this way and make students repeat the sentences.• She will show them one pencil by saying "This is 1 pencil".• She will introduce different objects e.g. pencil, table, chair etc. in this way.• She will encourage the students to repeat after her.
<ul style="list-style-type: none">• The teacher will introduce the number 1 on the board and read it for the students. This is number 1.• She will draw one ball, one orange and one apple on the board and tell the students this is 1ball, this is 1 orange and this is 1 apple. She will encourage the students to repeat sentences after her.• Now she will draw different number of objects on the board and ask the students to name object that is one in number.• She will invite the students for different activities.
ONE LANGUAGE

WHEN I WAS ONE

She will read the following rhyme to children. Help them think of all the special words they know now.

When I was one, I was so small,
I could not speak one word at all.
But now I'm big and the words I know
Every day just grow and grow.

- The teacher will ask the students to trace the number 1 in the air. She will have them divided into groups and do the **STEAM** activities given on page no. 4 of the book.

Evaluation

- She will get everyone to stand up and name classroom objects for the kids to touch (e.g. T: Everyone touches 1 table.) a good idea is to prepare some pictures of items and stick them on the walls before class. Then the students can run and touch these as well.

Homework

Complete page no. 5 of the book.

Wrap – up

The teacher will ask the students to trace the number 1 in the air.

Month:	Week:	Time duration:
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PERIODS REQUIRED 1

Learning Outcomes

- The students will be able to recognize number 1
- The students will be able to count things up to 1
- The students will be able to trace number 1

Teaching Aids

Different objects, board, marker, duster and book

Introduction

The teacher will greet the students. She will ask them to write number 1 in the air.

Methodology

- The teacher will introduce number 1 on the board and read it for the students. This is number 1.
- She will draw one tree, one apple and one ball on the board and tell the students this is 1 tree, this is 1 apple and this is 1 ball. She will encourage the students to repeat sentences after her.
- Now she will draw one pencil, two trees, one apple and two balls on the board. She will ask the students to name object that is one in number.

- The teacher will invite the students for the written work and help them to trace number 1 in their books neatly (page no. 9).

Evaluation

From written work

Homework

Practice writing number 1 in the notebooks or worksheet.






Wrap – up

The teacher will ask the students to name objects in the class which are 1 in number.

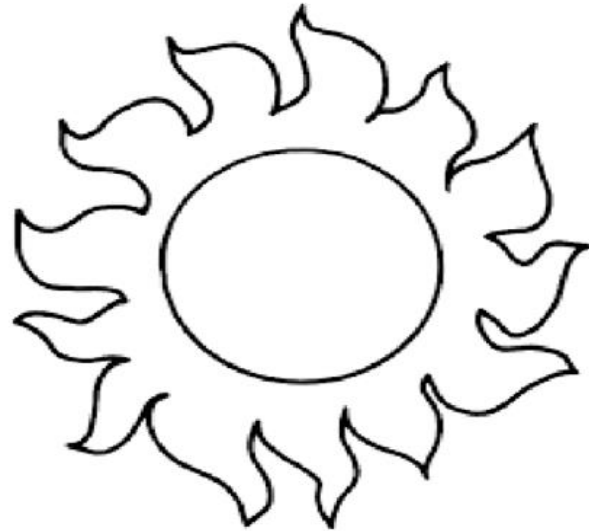
Worksheet

Name	Date

Trace and write.

Colour the sun.



Checked by: _____

NUMBER 2

Month:	Week:	Time duration:
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PERIODS REQUIRED 2

Learning Outcomes
<ul style="list-style-type: none">• The students will be able to count things up to 2• The students will be able to recognize number 2• The students will be able to trace number 2
Teaching Aids
Different objects, board, marker, duster, sand tray, newspapers, and book.
Introduction
<ul style="list-style-type: none">• The teacher will greet the students. She will ask them to sing the song of number 2 with her.
TWO MUSIC AND RHYMES TWO LITTLE BLACKBIRDS

Way up high in a big old tree,
 Two little black birds smiled at me.
 The first one said, "Let's fly away."
 The second one said, "I think I will stay"
 So the first flew off, way up high
 To look for rainbows in the sky.
 The second bird stayed and built a nest.
 She loved the tree.
 She thought it best.
 Each was happy in its own way.
 One chose to go, one chose to stay.

- She will show them 1 pencil and ask them what if we add 1 more pencil in it.
- She will use the QR code to introduce the number 2.

Methodology

- The teacher will introduce number 2 on the board and read it for the students. This is number 2.
- She will draw two bananas, two apples and two oranges on the board and tell the students these are two trees, these are two apples and these are two balls. She will encourage the students to repeat sentences.
- Now she will draw two flowers, two trees, one apple and two balls on the board. She will ask the students to name objects which are two in number.
- The teacher will ask the students to trace the number 1 in the air. She will have them divided into groups and do the **STEAM** activities given on page no. 8 of the book.
- She may engage them in some other activities too.

BINOCULARS

- The teacher will let children decorate two paper towel or toilet tissue tubes with marking pens.
- Then, using masking tape, tape the two tubes together, resembling binoculars.

Evaluation

From written work

Homework
Complete page no. 9 of the book.
Wrap – up
The teacher will ask the students to name objects in the class which are 2 in number.

Month:	Week:	Time duration:
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PERIODS REQUIRED 2

Learning Outcomes
<ul style="list-style-type: none">• The students will be able to recognize number 2• The students will be able to count things up to 2• The students will be able to trace number 2
Teaching Aids
Different objects, board, marker, duster, book, flash cards and sand tray.
Introduction
two The teacher will greet the students and show them two pencils by saying “These are two pencils”. She will introduce different objects e.g. pencils, tables, chairs etc. in this way. She will encourage the students to repeat after her.
Methodology
<ul style="list-style-type: none">• The teacher will introduce number 2 on the board and read it for the students. This is number 2.• She will draw two trees, two apples and two balls on the board and tell the students these are two trees, these are two apples and these are two balls. She will encourage the students to repeat sentences.• Now she will draw two cats, two oranges, one apple and two balls on the board. She will ask the students to name object which are two in number.• She will write 2 in dotted form on the board and ask any two students to trace it on the board.• She will divide the students into groups and they will perform different activities in different learning areas e.g. Group 1 Will search flash cards of number 2 from flash card bank. Group 2 Will trace number 2 on sand numbers or in sand tray. Group 3 Will find objects have the shape of number 2 in them. Group 4 Will find trace number 2 in notebooks/ worksheet.

Group 5 Will count the objects 2 in number.

Evaluation

From activities done by groups

Homework

Read number 2 from the book and do page no. 10 and 11.





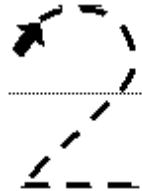
Wrap – up

The teacher will ask the students to trace number 2 in the air.

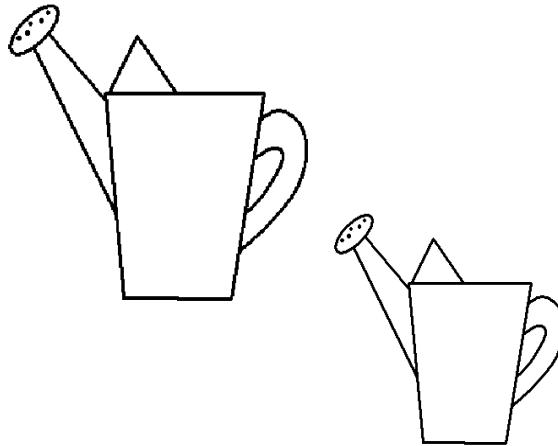
Worksheet

Name	Date

Trace and write.

Colour these:



Checked by: _____

NOTE

USE NEXT TWO PERIODS FOR THE REVISION PURPOSE. DIVIDE THE BOARD INTO TWO HALVES. WRITE NUMBERS IN ONE HALF AND DRAW PICTURES IN THE OTHER HALF AND INVITE STUDENTS TO MATCH THE NUMBERS WITH PICTURES.

DRAW DIFFERENT OBJECTS AND LET THE STUDENTS COUNT THESE OBJECTS AND WRITE THE CORRECT NUMBER ON THE BOARD. HELP THE STUDENTS IN COMPLETING REVISION PAGES GIVEN IN THE BOOK.

Month:	Week:	Time duration:
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Topic: Concept of Big and Small

Periods Required: 2

Learning Outcomes:

The students shall be able to:

Compare different objects on the basis of their sizes

Materials required:

Different objects of different sizes, board, marker and duster

Introduction:

- The teacher will greet students. She will show two books of different sizes to them by saying this is a big book and this is a small book. She will tell students that big things occupy more space than small thing / objects.
- The teacher will put a big book, a small book, a big chair and a small chair in front of students and play a game with them.
 - Touch the big book.

- Sit on the small chair etc.

Book Work

- The teacher will introduce the page no. 15 and 16 of the book and guide students to complete these neatly.
- Worksheet can be given as homework.

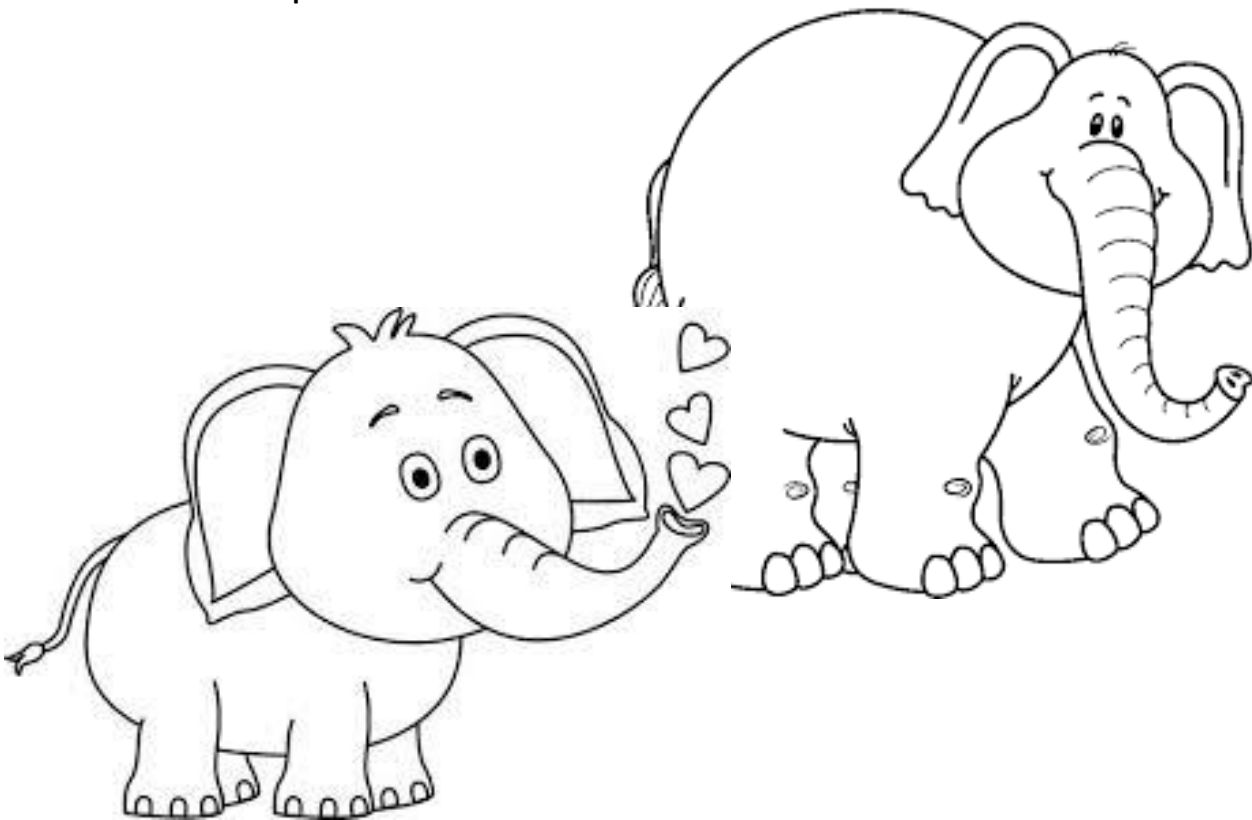
Wrap up

- Divide the students in groups and let them sort out different objects in two groups. One group consisting of small objects and the other group consisting of big objects.

Worksheet

Name	Date

Colour the small elephant blue.



Checked by: _____

Month:	Week:	Time duration:
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PERIODS REQUIRED 2

Learning Outcomes
The students will be able to recognize the “circle”.
Teaching Aids
Board, marker, duster, pictures, circular objects like button, coins, water bottle caps ,circular plates, circular biscuits and book
Introduction
<ul style="list-style-type: none"> • The teacher will show pictures of different circular objects to the students by saying. This is a plate. It is like a circle. It goes round and round. • She will draw a circle with her finger in the air.
Methodology

- The teacher will draw a circle on the board and ask the students to find out things in the class room of this shape.
- She will show different objects/pictures to the students and ask them is it a circle?

Bring THE Object Game:

- The teacher will divide the class into two teams. Anyone who can bring the exact object to the teacher will get 5 points. The students will be given a maximum of 1 minute to find the particular object.

OBJECTS TO BRING

Button
Coins
Water bottle caps
Circular plates
Circular biscuits

Trace Me Game:

- The teacher will give each student a bottle cap, jar lid or other circular object. She will show the students how to trace around the object to create a circle. Then help them cut out the circles and stack them in a pile. She will show them how to glue their circles in a row on another piece of paper to create a caterpillar.

Book Work:

- The teacher will introduce the page no. 17 of the book and guide the students about it.
- She will ask them to complete page no. 17 of the book.

Evaluation

By showing different objects and asking is it a circle.

Homework

Find out circular shapes at home and complete the worksheet.

Wrap – up

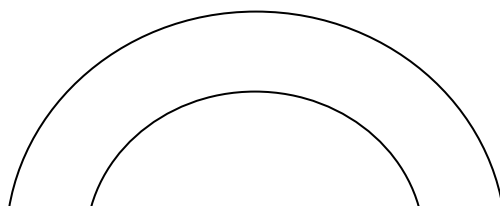
The students will have a shape hunt to find circles around the classroom.

WORKSHEET

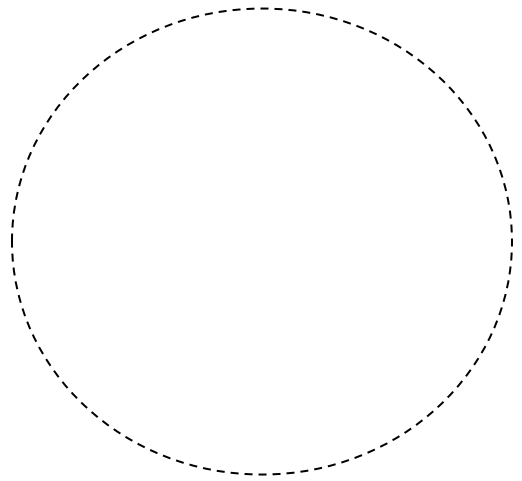
Name	Date

Shape

Colour this circle.



Trace this circle.



Checked by: _____

Month:	Week:	Time duration:
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PERIODS REQUIRED 2

Learning Outcomes
<ul style="list-style-type: none">• The students will be able to recognize number 3• The students will be able to count things up to 3• The students will be able to trace number 3
Teaching Aids
Different objects, board, marker, duster, book, flash cards and sand tray.
Introduction
<ul style="list-style-type: none">• The teacher will greet the students and <i>show them a picture of a tricycle</i>. She will ask how it is like a bike. How is it different? (A tricycle has three wheels) Bikes with three wheels are easier to ride. The extra wheel helps to balance the bike.• The teacher will show them 1 pencil and ask them to count it. She will add one more and let them count these. She will then show them three pencils by saying “These are 3 pencils”. She will introduce different objects e.g. pencils, tables, chairs etc. in this way. She will encourage the students to repeat after her.
Methodology
<ul style="list-style-type: none">• The teacher will introduce number 3 on the board and read it for the students. This is number 3.• She will draw 3 cups and 3 plates on the board and tell the students these are three cups and three plates. She will encourage the students to repeat sentences.• Now she will draw three pencils, two trees, one banana and two balls on the board. She will ask the students to name objects which are three in number.• The teacher will set out plain toothpicks, some paper and glue. She will show the students how to make a triangle by gluing three toothpicks together on a piece of paper. <p>Book Work:</p> <ul style="list-style-type: none">• She will invite the students for the STEAM activities as given on page no. 18 of the book.
Evaluation
From group activities
Homework
Complete the page no. 19.
Wrap – up

- The teacher will have her children tell her what three things they would wish for.

PERIODS REQUIRED 2

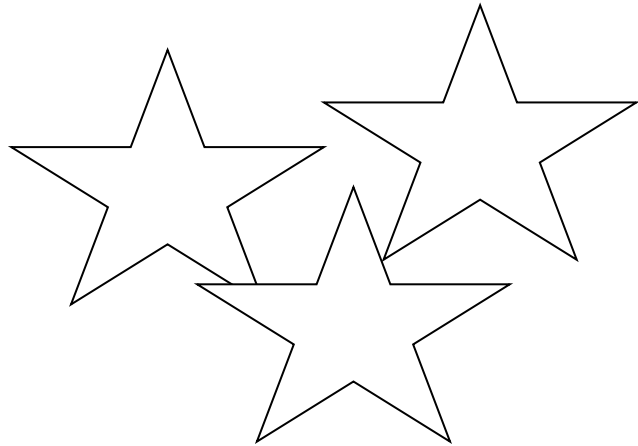
Learning Outcomes
<ul style="list-style-type: none">• The students will be able to recognize number 3• The students will be able to count things up to 3• The students will be able to trace number 3
Teaching Aids
Different objects, board, marker, duster, book, flash cards and sand tray.
Introduction
The teacher will greet the students and show them three pencils by saying “These are three pencils”. She will introduce different objects e.g. pencils, tables, chairs etc. in this way. She will encourage the students to repeat after her.
Methodology
<ul style="list-style-type: none">• The teacher will introduce number 3 on the board and read it for the students. This is number 3.• She will draw three trees, three apples and three balls on the board and tell the students these are three trees, these are three apples and these are three balls. She will encourage the students to repeat sentences.• Now she will draw two cats, two oranges, one apple and three balls on the board. She will ask the students to name objects which are three in number.• She will write 3 in dotted form on the board and ask 3 students to trace it on the board.• The teacher will ask the students to trace the number 3 on page no. 21 of the book.
Evaluation
From the written work
Homework
Read number 3 from the book and do the worksheet.
Wrap – up
The teacher will ask the students to trace number 3 in the air.

Name	Date

Trace and write.

3	3	3	3	3

Colour these:



Checked by: _____



NOTE

USE NEXT TWO PERIODS FOR THE REVISION PURPOSE. DIVIDE THE BOARD INTO TWO HALVES. WRITE NUMBERS IN ONE HALF AND DRAW PICTURES IN THE OTHER HALF AND INVITE STUDENTS TO MATCH THE NUMBERS WITH PICTURES.

DRAW DIFFERENT OBJECTS AND LET THE STUDENTS COUNT THESE OBJECTS AND WRITE THE CORRECT NUMBER ON THE BOARD. HELP THE STUDENTS IN COMPLETING REVISION PAGES GIVEN IN THE BOOK.

NUMBER 4

Month:	Week:	Time duration:
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PERIODS REQUIRED 2

Learning Outcomes
<ul style="list-style-type: none"> • The students will be able to recognize number 4 • The students will be able to count things up to 4 • The students will be able to trace number 4

Teaching Aids

Different objects, board, marker, duster, book, sand tray, newspaper, paper plates, tape and flash cards.

Approach

- ***Four Little Flowers***

The teacher will let her children act out the following counting rhyme. She will choose four children to be flowers growing in the garden.

No little flowers

Growing in the sun.

Up popped one –

(One child holds up a flower.)

Now there is one.

One little flower

Bright and new.

Up popped another –

Now there are two

(Two children hold up flowers.)

Two little flowers

Growing by a tree.

Up popped another –

(Three children hold up flowers.)

Now there are three.

Three little flowers

growing more and more

Up popped another (Four children hold up flowers.)

Now there are four.

She can make flower masks for the four children by cutting the centers out of four paper plates, then decorating the edges with tissue paper petals or marking pen colors. To complete each mask, she has to tape or glue a large craft stick to the back for a handle.

- The teacher will show them four erasers by saying “These are four erasers”.
- She will introduce different objects e.g. pencil, table, chair etc. in this way.
- She will encourage the students to repeat sentences after her.

Methodology

- The teacher will introduce number 4 on the board and read it for the students. This is number 4.
- She will draw four leaves and four stars on the board and tell the students these are four leaves and these are four stars. She will encourage the students to repeat sentences.
- Now she will draw one pencil, two trees, four apples and four bags on the board. She will ask the students to name object which is four in number.
- She will write 4 in dotted form on the board and ask two students to trace it on the board.
- She will divide the students into groups and they will perform different STEAM activities as given on page no. 25 of the book.

Evaluation

From group work

Homework

Read number 4 from the book. Do page no. 26 at home.

Wrap – up

The teacher will ask the students to trace number 4 in the air.

Month:	Week:	Time duration:
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PERIODS REQUIRED 2

Learning Outcomes

- The students will be able to recognize number 4
- The students will be able to count things up to 4
- The students will be able to trace number 4

Teaching Aids

Different objects, board, marker, duster and book.

Introduction

- The teacher will greet the students and ask them to write number 4 in the air.


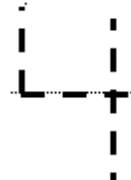
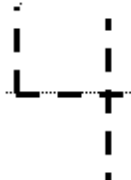


Methodology
<ul style="list-style-type: none">• The teacher will introduce number 4 on the board and read it for the students. This is number 4.• She will draw four cups and four spoons on the board and tell the students these are four cups and these are four spoons. She will encourage the students to repeat sentences.• Now she will draw one plate, two mugs, four apples and four oranges on the board. She will ask the students to name object which is four in number.• The teacher will ask the students to name the vehicles having four wheels.• The teacher will ask the students to trace number 4 neatly and properly on page no. 28 of their books.
Evaluation
<ul style="list-style-type: none">• From the written work
Homework
Trace number 4 in notebooks/ worksheets.
Wrap – up
The teacher will ask the students to name objects in the class which are 4 in number.

Month:	Week:	Time duration:
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Worksheet

Name	Date

Trace and write.

				
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Draw five circles.

Checked by: _____

NOTE

USE NEXT TWO PERIODS FOR THE REVISION PURPOSE. DIVIDE THE BOARD INTO TWO HALVES. WRITE NUMBERS IN ONE HALF AND DRAW PICTURES IN THE OTHER HALF AND INVITE STUDENTS TO MATCH THE NUMBERS WITH PICTURES.

DRAW DIFFERENT OBJECTS AND LET THE STUDENTS COUNT THESE OBJECTS AND WRITE THE CORRECT NUMBER ON THE BOARD. HELP THE STUDENTS IN COMPLETING REVISION PAGES GIVEN IN THE BOOK.

Topic: Concept of thick and thin

Period required 1

Learning Outcomes
The students will be able to differentiate between the thick and thin objects.
Teaching Aids
Board, marker, duster, scale, different thick and thin objects

Introduction
Methodology
<ul style="list-style-type: none">• Show a thick and thin bottle to the students and encourage them to describe the difference.• Give two different objects in the hands of students to feel the difference between thick and thin.• Introduce the page no. 32 of the book and help the students to complete these.
Evaluation
Via written work
Homework
Wrap – up
Let students share their work with their class. Encourage them to name a thick and a thin object.

Number 5

Month:	Week:	Time duration:
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PERIODS REQUIRED 2

Learning Outcomes
<ul style="list-style-type: none">• The students will be able to recognize number 5• The students will be able to count things up to 5• The students will be able to trace number 5
Teaching Aids
Different objects, board, marker, duster, book, sand tray, newspaper, cotton balls, leaves , crayons
Approach

- The teacher will greet the students.
- The teacher will set out a large pile of some type of small safe object. Example: a pile of cotton balls, a pile of crayons, a pile of leaves.
- Let children take turns sorting the objects into piles of 5.
- She will show them 5 crayons by saying “These are 5 crayons”.
- She will introduce different objects e.g. pencils, tables, chairs etc. in this way.
- She will encourage the students to repeat sentences after her.

Methodology

- The teacher will introduce number 5 on the board and read it for the students. This is number 5.
- She will draw five bees and five butterflies on the board and tell the students that these are five bees and five butterflies. She will encourage the students to repeat sentences.
- Now she will draw one pencil, five trees, one strawberry and five balls on the board. She will ask the students to name objects which are five in number.
- She will write number 5 in dotted form on the board and ask five students to trace it on the board.
- She will divide the students into groups and they will perform different STEAM activities in different learning areas as given on page no. 33 of the book.

Evaluation

From group work

Homework

Read number 5 from book and complete page no. 34.

Wrap – up

The teacher will ask the students to trace number 5 in the air.

Month:	Week:	Time duration:
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Topic: Number 5

PERIODS REQUIRED 2

Learning Outcomes

- The students will be able to recognize number 5
- The students will be able to count things up to 5
- The students will be able to write number 5

Teaching Aids
Different objects, board, marker, duster, book and worksheet / notebook
Approach
<ul style="list-style-type: none">• The teacher will greet the students and show them 5 erasers by saying “These are 5 erasers”.• She will introduce different objects e.g. pencils, tables, chairs etc. in this way.• She will encourage the students to repeat sentences after her.
Methodology
<ul style="list-style-type: none">• The teacher will introduce number 5 on the board and read it for the students. This is number 5.• She will draw five fingers and five toes on the board and tell the students these are five fingers and five toes. She will encourage the students to repeat sentences.• Now she will draw one cup, five bananas, one apple and five balls on the board. She will ask the students to name object which are five in number.• She will write number 5 in dotted form on the board and ask two students to trace it on the board.• The teacher will encourage the students to trace number 5 on page no. 35 of the books.
Evaluation
From the written work
Homework
Do page no. 37 of the book.
Wrap – up
The teacher will ask the students to name objects in the class which are 5 in number.

Month:	Week:	Time duration:
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NOTE

USE NEXT TWO PERIODS FOR THE REVISION PURPOSE. DIVIDE THE BOARD INTO TWO HALVES. WRITE NUMBERS IN ONE HALF AND DRAW PICTURES IN THE OTHER HALF AND INVITE STUDENTS TO MATCH THE NUMBERS WITH PICTURES.

DRAW DIFFERENT OBJECTS AND LET THE STUDENTS COUNT THESE OBJECTS AND WRITE THE CORRECT NUMBER ON THE BOARD. HELP THE STUDENTS IN COMPLETING REVISION PAGES GIVEN IN THE BOOK.

Concept of Square

Month:	Week:	Time duration:
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PERIODS REQUIRED 2

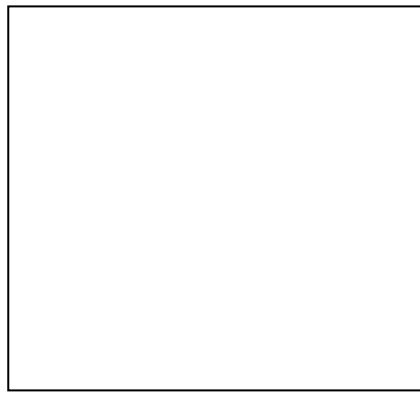
Learning Outcomes
The students will be able to recognize and draw the “square”.
Teaching Aids
Board, marker, duster, pictures, square objects and book
Introduction
The teacher will show pictures of different objects to the students by saying. <ul style="list-style-type: none"> • This is a window. It has four equal sides. It is a square. • She will draw a square with her finger in the air.
Methodology
<ul style="list-style-type: none"> • The teacher will draw a square on the board and ask the students to find out things in the class room of this shape. • She will show different objects/pictures to the students and ask them is it a square? • She will demonstrate how to make a square by using 4 ice-cream sticks. <p>Bring The Object Game:</p> <ul style="list-style-type: none"> • The teacher will divide the class into two teams. Anyone who can bring the exact object to the teacher will get 5 points. The students will be given a maximum of 1 minute to find the particular object. <p>OBJECTS TO BRING book square tray square biscuits</p> <p>Trace Me Game:</p> <ul style="list-style-type: none"> • The teacher will give each student a square object. She will show the students how to trace around the object to create a square. Then help them cut out the squares and stack them in a pile. <p>Book Work:</p> <ul style="list-style-type: none"> • The teacher will focus on the page no. 40 of the book and guide the students about it.
Evaluation
By showing different objects and asking is it a square.
Homework
Find out square shapes at home do the worksheet.
Wrap – up
The students will have a shape hunt to find square around the classroom.

Worksheet

Name	Date

Shape

Colour this square.



Trace this square.



Checked by: _____

Topic: Introduction of Number 6

Month:	Week:	Time duration:
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Period required 1

Learning Outcomes

- To enable students to recognize number 6
- To enable students to count things up to 6
- To enable students to trace number 6

Teaching Aids

Different objects, board, marker, duster, book , sand tray, newspaper, balls, pencils

Introduction

The teacher will greet students and show them 6 balls by saying “These are 6 balls”.
 She will introduce different objects e.g. pencils, tables, chairs etc. in this way.
 She will encourage students to repeat sentences after her.

Methodology

- The teacher will introduce number 6 on the board and read it for students. This is number 6.
- She will draw six balls and six bats on the board and tell students these are 6 balls and 6 bats. She will encourage students to repeat sentences.
- Now she will draw one pencil, six trees, one apple and six balls on the board. She will ask students to name objects which are six in number.
- She will write 6 in the dotted form on the board and ask two students to trace it on the board.
- She will divide students into groups and they will perform different activities in different learning areas as given on page no. 41 of the book.

Evaluation
From group work.
Homework
Trace no. 6 on page no. 42 of your book.
Wrap – up
The teacher will ask students to trace number 6 in the air.

Topic: Introduction of Number 6

Month:	Week:	Time duration:
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Period 2

Learning Outcomes
<ul style="list-style-type: none"> • To enable students to recognize number 6 • To enable students to count things up to 6 • To enable students to trace number 6
Teaching Aids
Different objects, board, marker, duster
Introduction
<p>The teacher will greet students and show them 6 books by saying “These are 6 books”.</p> <p>She will introduce different objects e.g. pencils, tables, chairs etc. in this way.</p> <p>She will encourage students to repeat sentences after her.</p>
Methodology
<ul style="list-style-type: none"> • The teacher will introduce number 6 in the board and read it for students. This is number 6. • She will ask one student to draw 6 circles on the board. • She will introduce the page no. 44 and ask students to trace number 6 neatly.
Evaluation
From written work
Homework
Trace number 6 in notebooks.
Wrap – up
The teacher will ask students to name objects in the class which are 6 in number.

NOTE

USE NEXT TWO PERIODS FOR THE REVISION PURPOSE. DIVIDE THE BOARD INTO TWO HALVES.

WRITE NUMBERS IN ONE HALF AND DRAW PICTURES IN THE OTHER HALF AND INVITE STUDENTS TO MATCH THE NUMBERS WITH PICTURES.

DRAW DIFFERENT OBJECTS AND LET THE STUDENTS COUNT THESE OBJECTS AND WRITE THE CORRECT NUMBER ON THE BOARD. HELP THE STUDENTS IN COMPLETING REVISION PAGES GIVEN IN THE BOOK.

Long and Short

Periods Required: 1

Learning Outcomes:

The students shall be able to:

Compare items by length using the terms long and short correctly.

Materials required:

Pairs of items to compare by length, Board, Marker and Duster

Red coloured crayon or colouring pencil, Eraser and Sharpener

Introduction:

- Sing the action song to the tune of “ARE YOU SLEEPING”. This is long (open hands as wide as possible). This is short (bring hands close together).
- Sing it by yourself first, and have your students sing along the second time.
- Put two pencils of different sizes in front of the class. Ask the students to compare the pencils.
- Introduce the words long and short. By using your hands tell the students that these words are used to compare the objects vertically.
- Show the students pairs of objects you have prepared and ask them to tell you which of them is long.

Book Work:

- ✧ Invite the students for book work and introduce page no. 49 of the book.
- ✧ Help them to complete page no. 50 of the book neatly.

Wrap – Up:

Encourage the students to have a pair of object and tell the class which item is long and which is short.

Topic: Introduction of Number 7

Month:	Week:	Time duration:
Period required 1		
Learning Outcomes		
<ul style="list-style-type: none"> • To enable students to recognize number 7 • To enable students to count things up to 7 • To enable students to trace number 7 		
Teaching Aids		
Different objects, board, marker, duster, book , sand tray, newspaper, balls, pencils		
Introduction		
<p>The teacher will greet students and show them 7 pencils by saying “These are 7 pencils”.</p> <p>She will introduce different objects e.g. crayons, tables, chairs etc. in this way.</p> <p>She will encourage students to repeat sentences after her.</p>		
Methodology		
<ul style="list-style-type: none"> • The teacher will introduce number 7 on the board and read it for students. This is number 6. • She will draw seven balls and seven bats on the board and tell students these are 7 balls and 7 bats. She will encourage students to repeat sentences. • Now she will draw one pencil, six trees, seven apples and four balls on the board. She will ask students to name objects which are seven in number. • She will write 7 in the dotted form on the board and ask two students to trace it on the board. • She will divide students into 4 groups and they will perform different activities in different learning areas as given on page no. 51 Of the book. 		
Evaluation		
From group work.		
Homework		
Trace number 7 on page no. 52 of your book.		
Wrap – up		
The teacher will ask students to trace number 7 in the air.		

Topic: Introduction of Number 7

Month:	Week:	Time duration:
Period 2		
Learning Outcomes		
<ul style="list-style-type: none"> • To enable students to recognize number 7 • To enable students to count things up to 7 • To enable students to trace number 7 		
Teaching Aids		
Different objects, board, marker, duster		
Introduction		
The teacher will greet students and show them 7 books by saying “These are 7		

books". She will introduce different objects e.g. pencils, tables, chairs etc. in this way. She will encourage students to repeat sentences after her.
Methodology
<ul style="list-style-type: none"> • The teacher will introduce number 7 on the board and read it for students. This is number 7. • She will ask one student to draw 7 circles on the board. • She will introduce the page no. 54 and ask students to trace it neatly.
Evaluation
From written work
Homework
Trace number 7 in note books
Wrap - up
The teacher will ask students to name objects in the class which are 7 in number.

NOTE

USE NEXT TWO PERIODS FOR THE REVISION PURPOSE. DIVIDE THE BOARD INTO TWO HALVES. WRITE NUMBERS IN ONE HALF AND DRAW PICTURES IN THE OTHER HALF AND INVITE STUDENTS TO MATCH THE NUMBERS WITH PICTURES.

DRAW DIFFERENT OBJECTS AND LET THE STUDENTS COUNT THESE OBJECTS AND WRITE THE CORRECT NUMBER ON THE BOARD. HELP THE STUDENTS IN COMPLETING REVISION PAGES GIVEN IN THE BOOK.

Topic: Introduction of Number 8

Month:	Week:	Time duration:
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Period required 1

Learning Outcomes
<ul style="list-style-type: none"> • To enable students to recognize number 8 • To enable students to count things up to 8 • To enable students to trace number 8
Teaching Aids
Different objects, board, marker, duster, book , sand tray, newspaper, balls, pencils
Introduction
The teacher will greet students and show them 8 blocks by saying "These are 8 blocks". She will introduce different objects e.g. pencils, tables, chairs etc. in this way. She will encourage students to repeat sentences after her.
Methodology

<ul style="list-style-type: none"> • The teacher will introduce number 8 on the board and read it for students. This is number 8. • She will draw eight balls and eight bats on the board and tell students these are 8 balls and 8 bats. She will encourage students to repeat sentences. • Now she will draw one pencil, six trees, one apple and eight balls on the board. She will ask students to name objects which are eight in number. • She will write 8 in the dotted form on the board and ask two students to trace it on the board. • She will divide students into 4 groups and they will perform different activities in different learning areas as given on page no. 56 of the book.
Evaluation
From group work.
Homework
Trace number 8 on page no. 57 of your book.
Wrap - up
The teacher will ask students to trace number 8 in the air.

Topic: Introduction of Number 8

Month:	Week:	Time duration:
Period 2		
Learning Outcomes		
<ul style="list-style-type: none"> • To enable students to recognize number 8 • To enable students to count things up to 8 • To enable students to trace number 8 		
Teaching Aids		
Different objects, board, marker, duster		
Introduction		
<p>The teacher will greet students and show them 8 crayons by saying “These are 8 crayons”.</p> <p>She will introduce different objects e.g. pencils, tables, chairs etc. in this way.</p> <p>She will encourage students to repeat sentences after her.</p>		
Methodology		
<ul style="list-style-type: none"> • The teacher will introduce number 8 on the board and read it for students. This is number 6. • She will ask one student to draw 8 circles on the board. • She will introduce the page no 59 and ask students to trace it neatly. 		
Evaluation		
From written work		
Homework		
Trace number 8 in notebooks or do page no. 57.		
Wrap - up		

The teacher will ask students to name objects in the class which are 8 in number.

NOTE

USE NEXT TWO PERIODS FOR THE REVISION PURPOSE. DIVIDE THE BOARD INTO TWO HALVES. WRITE NUMBERS IN ONE HALF AND DRAW PICTURES IN THE OTHER HALF AND INVITE STUDENTS TO MATCH THE NUMBERS WITH PICTURES.

DRAW DIFFERENT OBJECTS AND LET THE STUDENTS COUNT THESE OBJECTS AND WRITE THE CORRECT NUMBER ON THE BOARD. HELP THE STUDENTS IN COMPLETING REVISION PAGES GIVEN IN THE BOOK.

Concept of Rectangle

Month:	Week:	Time duration:
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PERIODS REQUIRED 2

Learning Outcomes
The students will be able to recognize and draw the "rectangle".
Teaching Aids
Board, marker, duster, pictures, rectangular objects and book
Introduction
<p>The teacher will show pictures of different objects to the students by saying.</p> <ul style="list-style-type: none"> • This is a window. It has four equal sides. It is a rectangle. • She will draw a rectangle with her finger in the air.

Methodology
<ul style="list-style-type: none"> The teacher will draw a rectangle on the board and ask the students to find out things in the class room of this shape. She will show different objects/pictures to the students and ask them is it a rectangle? She will demonstrate how to make a rectangle by using 4 ice-cream sticks. <p>Bring The Object Game:</p> <ul style="list-style-type: none"> The teacher will divide the class into two teams. Anyone who can bring the exact object to the teacher will get 5 points. The students will be given a maximum of 1 minute to find the particular object. <p>OBJECTS TO BRING book rectangular tray rectangular biscuits</p> <p>Trace Me Game:</p> <ul style="list-style-type: none"> The teacher will give each student a rectangular object. She will show the students how to trace around the object to create a rectangle. Then help them cut out the rectangles and stack them in a pile. <p>Book Work:</p> <ul style="list-style-type: none"> The teacher will focus on the page no. 62 of the book and guide the students about it.
Evaluation
By showing different objects and asking is it a rectangle.
Homework
Find out rectangle shapes at home.
Wrap – up
The students will have a shape hunt to find rectangle around the classroom.

Topic: Introduction of Number 9
Period required 2

Learning Outcomes
<ul style="list-style-type: none"> To enable students to recognize number 9 To enable students to count things up to 9 To enable students to trace number 9
Teaching Aids
Different objects, board, marker, duster, book , sand tray, newspaper, balls, pencils
Introduction
The teacher will greet students and show them 9 crayons by saying “These are 9 crayons”. She will introduce different objects e.g. pencils, tables, chairs etc. in this way.

She will encourage students to repeat sentences after her.
Methodology
<ul style="list-style-type: none"> • The teacher will introduce number 9 on the board and read it for students. This is number 9. • She will draw 9 apples and 9 Oranges on the board and tell students these are 9 apples and 9 oranges. She will encourage students to repeat sentences. • Now she will draw one pencil, six trees, one apple and nine balls on the board. She will ask students to name objects which are nine in number. • She will write 9 in the dotted form on the board and ask two students to trace it on the board. • She will divide students into 4 groups and they will perform different activities in different learning areas as given on page no. 63 of the book.
Evaluation
From group work.
Homework
Trace no. 9 on page no. 64 of your book.
Wrap - up
The teacher will ask students to trace number 9 in the air.

Topic: Introduction of Number 9

Month:	Week:	Time duration:
Period 2		
Learning Outcomes		
<ul style="list-style-type: none"> • To enable students to recognize number 9 • To enable students to count things up to 9 • To enable students to trace number 9 		
Teaching Aids		
Different objects, board, marker, duster		
Introduction		
<p>The teacher will greet students and show them 9 pencils by saying “These are 9 pencils”.</p> <p>She will introduce different objects e.g. pencils, tables, chairs etc. in this way.</p> <p>She will encourage students to repeat sentences after her.</p>		
Methodology		
<ul style="list-style-type: none"> • The teacher will introduce number 9 on the board and read it for students. This is number 9. • She will ask one student to draw 9 squares on the board. • She will introduce the page no. 66 and ask students to trace it neatly. 		
Evaluation		
From written work		
Homework		

Trace number 9 in note books

Wrap - up

The teacher will ask students to name objects in the class which are 9 in number.

NOTE

USE NEXT TWO PERIODS FOR THE REVISION PURPOSE. DIVIDE THE BOARD INTO TWO HALVES. WRITE NUMBERS IN ONE HALF AND DRAW PICTURES IN THE OTHER HALF AND INVITE STUDENTS TO MATCH THE NUMBERS WITH PICTURES.

DRAW DIFFERENT OBJECTS AND LET THE STUDENTS COUNT THESE OBJECTS AND WRITE THE CORRECT NUMBER ON THE BOARD. HELP THE STUDENTS IN COMPLETING REVISION PAGES GIVEN IN THE BOOK.

NOTE

USE NEXT TWO PERIODS FOR THE REVISION PURPOSE. DIVIDE THE BOARD INTO TWO HALVES. WRITE NUMBERS IN ONE HALF AND DRAW PICTURES IN THE OTHER HALF AND INVITE STUDENTS TO MATCH THE NUMBERS WITH PICTURES.

DRAW DIFFERENT OBJECTS AND LET THE STUDENTS COUNT THESE OBJECTS AND WRITE THE CORRECT NUMBER ON THE BOARD. HELP THE STUDENTS IN COMPLETING REVISION PAGES GIVEN IN THE BOOK.

Topic: Introduction of Number 0

Month:	Week:	Time duration:
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Period required 2

Learning Outcomes

- To enable students to recognize number 0
- To enable students to count things up to 0
- To enable students to trace number 0

Teaching Aids

Different objects, board, marker, duster, book, sand tray, newspaper, balls, pencils

Introduction

The teacher will greet students and show them a basket with 2 balls by saying "These are 2 balls". Then she will show them an empty basket and say there are zero balls in the basket.

She will introduce different objects e.g. pencils, tables, chairs etc. in this way.
She will encourage students to repeat sentences after her.

Methodology

- The teacher will introduce number 0 on the board and read it for students. This is number 0. She will tell her students that 0 means nothing.
- She will write 0 in the dotted form on the board and ask two students to trace it on the board.
- She will invite students to go through page no. 73, 74 and 75 of the book.

Evaluation

From group work.

Homework

Do page no. 76 of the book.

Wrap - up

The teacher will ask students to trace number 0 in the air.

Topic: Introduction of Number 10
Period required 2

Learning Outcomes

- To enable students to recognize number 10
- To enable students to count things up to 10
- To enable students to trace number 10

Teaching Aids

Different objects, board, marker, duster, book , sand tray, newspaper, balls, pencils

Introduction

The teacher will greet students and show them 10 pins by saying “These are 10 pins”. She will introduce different objects e.g. pencils, tables, chairs etc. in this way. She will encourage students to repeat sentences after her.

Methodology

- The teacher will introduce number 10 on the board and read it for students. This is number 10.
- She will draw 10 balls and 10 bats on the board and tell students these are 10 balls and 10 bats. She will encourage students to repeat sentences.
- Now she will draw one pencil, six trees, one apple and ten balls on the board. She will ask students to name objects which are ten in number.
- She will write 10 in the dotted form on the board and ask two students to trace it on the board.
- She will divide students into 4 groups and they will perform different activities in different learning areas as given on page no. 79 of the book.

Evaluation

From group work.

Homework

Trace no. 10 on page no. 80 of your book.

Wrap - up

The teacher will ask students to trace number 10 in the air.

Topic: Introduction of Number 10

Month:	Week:	Time duration:
Period 2		
Learning Outcomes		
<ul style="list-style-type: none"> • To enable students to recognize number 10 • To enable students to count things up to 10 • To enable students to trace number 10 		
Teaching Aids		
Different objects, board, marker, duster		
Introduction		
<p>The teacher will greet students and show them 10 pencils by saying “These are 10 pencils”.</p> <p>She will introduce different objects e.g. pencils, tables, chairs etc. in this way.</p> <p>She will encourage students to repeat sentences after her.</p>		
Methodology		
<ul style="list-style-type: none"> • The teacher will introduce number 10 on the board and read it for students. This is number 10. • She will ask one student to draw 10 squares on the board. • She will introduce the page no. 82 and ask students to trace it neatly. 		
Evaluation		
From written work		
Homework		
Trace number 10 in note books		
Wrap – up		
The teacher will ask students to name objects in the class which are 10 in number.		

NOTE

USE NEXT TWO PERIODS FOR THE REVISION PURPOSE. DIVIDE THE BOARD INTO TWO HALVES. WRITE NUMBERS IN ONE HALF AND DRAW PICTURES IN THE OTHER HALF AND INVITE STUDENTS TO MATCH THE NUMBERS WITH PICTURES.

DRAW DIFFERENT OBJECTS AND LET THE STUDENTS COUNT THESE OBJECTS AND WRITE THE CORRECT NUMBER ON THE BOARD. HELP THE STUDENTS IN COMPLETING REVISION PAGES GIVEN IN THE BOOK.

Topic:

Month:

Week:

Time duration:

Before and After

Learning Outcomes:

- ✧ The students will be able to understand the term before and after.
- ✧ They will be able to write the number that comes before and after the given numbers.

Period Required: 2

Materials Required:

Pictures, board, marker and duster

Starter:

Let three students stand in a line and ask the class about their positions by using the words before and after.

Draw a number line on the board. When a number line is completed, use it to revise the terms before, after and in between by asking questions about a number on the line, e.g., which number comes before 7? After 4?

Activities:

Ask the students to work in pairs. Give each student a set of cards and ask them to place the cards in a pile face down in front of them. The students should take turns to turn over a card and make sentences about the number it shows. For example, a student who turns over the number 2 could say, 'It comes before 3.' Students should award themselves a point for every correct sentence. Pairs should check each other's scoring and ask the teacher if there is any doubt.

Book Work:

Ask the students to open their books at page # 85. Make sure they understand the task and give them a set amount of time to complete it before checking their work as a class.

Explain each task, and ask them to complete all of the questions in a given amount of time. When the teacher checks their work, she must ask them to reply in sentences to practice the terms before and after

Example:

- ☒ As 2 comes between 1 and 3.
- ☒ As 3 comes after 2.
- ☒ As 4 comes before 5.

Wrap - Up:

Show them different pictures and ask who is standing before.....?

Who is standing after.....?

Concept of triangle

PERIODS REQUIRED 2

Learning Outcomes
The students will be able to recognize “ triangle”
Teaching Aids
Board, marker, duster, pictures, triangular objects, ice cream sticks and book
Introduction
<p>The teacher will show pictures of different objects to the students by saying.</p> <ul style="list-style-type: none"> • This is a sandwich. It has three sides. It is a triangle. • She will draw a triangle with her finger in the air.
Methodology
<ul style="list-style-type: none"> • The teacher will draw a triangle on the board and ask the students to find out things in the class room of this shape. • She will show different objects/pictures to the students and ask them is it a triangle? • She will demonstrate how to make a triangle by using 3 ice-cream sticks. <p>Bring The Object Game:</p> <ul style="list-style-type: none"> • The teacher will divide the class into two teams. Anyone who can bring the triangular object to the teacher will get 5 points. The students will be given a maximum of 1 minute to find the particular object. <p>Trace Me Game:</p> <ul style="list-style-type: none"> • The teacher will give each student a triangular object. She will show the students how to trace around the object to create a triangle. Then help them cut out the triangles and stack them in a pile. <p>Book Work:</p> <ul style="list-style-type: none"> • The teacher will introduce the page no. 87 of the book and guide the students about

these.

Evaluation

By showing different objects and asking is it a triangle.

Homework

Find out triangular shapes at home and do page no. 88.

Wrap – up

The students will have a shape hunt to find triangle around the classroom.

Set

Learning Outcomes:

Students shall be able to:

Understand the concept of a set

Periods Required: 1

Materials required:

- ✧ Pictures of different objects.
- ✧ Mathematics Book.

Starter:

- ✧ *Show a set of two pencils, erasers and sharpeners to students and tell them that it is a set of stationary.*
- ✧ *Show different objects or pictures to students and introduce different sets in this way.*

Activities:

- ✧ Divide students into groups and let them form a set using different objects.

Book work;

- ✧ Introduce page no. 89 of the book.

Wrap up:

Encourage students to describe the concept to each other.

Period required 2

Learning Outcomes
The students will be able to between the heavy and light objects.
Teaching Aids
Board, marker, duster, scale, different light and heavy objects
Introduction
<ul style="list-style-type: none"> • Place the scale on your table and ask students what they think it is. • Explain that scales are used to measure weights. • Ask students if they've ever been weighed at the doctor's office before. • Have them compare the scales that they are weighed on with the one you have in the classroom.
Methodology
<ul style="list-style-type: none"> • Demonstrate how to measure two objects using the balance scale. Tell students that the scale doesn't tell you the exact weight of the objects, but instead tells you which one is heavier. • Put two objects on the scale and show students that the heavier object drops towards the ground while the lighter object lifts up. Hold up two more objects. • Have students guess which object they think will be heavier. Ask students to raise their hands to share their answers. • Repeat this process with two more objects. • Give two different objects in the hands of students to which one is heavier. • Introduce the page no. 90 of the book and help the students to complete it.
Evaluation
Via written work
Homework
Wrap – up
Let students share their work with their class. Encourage them to name a light and a heavy object.

Full and Half

Learning Outcomes:

Students shall be able to:

- ✧ Explain that a whole object can be divided into two equal parts.

Periods Required: 1***Materials required:***

- ✧ a selection of objects that can be cut into half, e.g. paper square / rectangle / isosceles triangle / circle, a potato / carrot / banana, etc.
- ✧ Scissors or knife; Plasticize and plastic knives if available.
- ✧ Students set of paper squares, rectangles and circles, scissors and glue.
- ✧ Large sheets of paper.

Starter:

- ✧ Show the students a large paper square and elicit that it is one whole square. Fold the square in half and cut it into two. Elicit that you now have two parts of the square, but do not use the term half at this stage.
- ✧ Place one of the halves over the other so that the students can see that the two parts are the same.
- ✧ Place them side by side so they can see that the two parts can be joined together to make the whole square again.
- ✧ As you do this, explain that each part is one half of the whole square, and that they are exactly the same size and shape.
- ✧ Take a second paper square and cut it into two unequal parts. Establish that you have two more parts of the square, but demonstrate by placing them on top of each other, that they are not equal and are therefore not true halves.
- ✧ Repeat this with the other shapes and objects, cutting some into two equal halves and others into two unequal parts so that the students will understand the meaning of half.
- ✧ If you have solid objects such as apples, you can demonstrate that it is possible to make halves by cutting them either across the center or from top to bottom; both will produce halves.

Book work:

- ✧ Ask the students to open their books at page 91 and 92 and work through the exercise with the students.

Wrap up:

Encourage students to introduce the concept to each other.