AFAQ SUN SERIES

Lesson Plans Mathematics

1

Total: SLO = 69

Total: LPs = 210

ASSOCIATION FOR ACADEMIC QUALITY
AFAQ

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Grade 1		40 Mins

Term: 1 **Periodic Unit:** 1 **Week:** 1 **Lesson Plan:** 1

Unit Name: **Topic:** Orientation **Date**: _____

Objective(s):

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

Introduce themselves and learn about their class name, section, and names of other classmates.

Resource Material:

Chalk/Marker, White/Blackboard, Flash cards in the shape of a flower, Paper bags, Flash cards of vegetables, toys and fruits, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.
Ask students: How are you? Encourage them to say, “Alhamdulillah”.
Welcome students with a smiling face and help them to sit in their seats.

Main Activities/Concept Building: (25 mins)

Tell students they are going to introduce themselves and learn about the names of their classmates.

Activity 1:

Ask students to sit in a circle. Write your name on a big flash card and paste it on the board. Introduce yourself to students and tell them about your favourite things to do. Tell students about their class and section. Give each student a flash card in the shape of a flower and instruct them to write their names on that card with the correct spelling. After this, take the flower cards from students and paste them on the board. Call a student to the front of the class and ask him/her to find their name card. Ask him/her to introduce himself/herself and tell about their favourite colour, fruit, vegetable and game. Repeat this activity with all students in the class.

Activity 2:

Bring a bag in the classroom. Inside the bag put flash cards of things that represent you and the things you like.
Now give each student a bag. Place a basket of things (fruit cards, vegetable cards, toy cards, etc.) on the table. Instruct students to come to the front of the class one by one and then fill their bags with their favourite things. Then ask them to show their favourite things to the class.

Sum Up: (3 mins)

Sum up the lesson by retelling your name, class name and section. Randomly ask students to tell the names of their classmates.

Assessment: (5 mins)

To check the understanding of students, paste a name card of a student on the board. Ask students to point out the student whose name card is pasted on the board.

Homework: (2 mins)

Solve the worksheet.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Grade 1		40 Mins

Worksheet

Name: _____ Date: _____

Self-Introduction

What is your name? _____

What is your date of birth? _____

How old are you? _____

What is the name of your school? _____

What subject do you like? _____

Where do you live? _____

What is your favourite game? _____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Grade 1		40 Mins

Term: 1 **Periodic Unit:** 1 **Week:** 1 **Lesson plan:** 2

Unit Name: **Topic:** Orientation **Date**: _____

Objective(s):

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

Learn about greeting words.

Learn about the use and taking care of their stationery, books and notebooks.

Resource Material:

Chalk/Marker, White/Blackboard, Wallchart of greeting words in English, Arabic and Urdu

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Greet students with a smiling face. Ask students to tell the names of some of their classmates.

Main Activities/Concept Building: (25 mins)

Tell students they are going to learn about some common greeting words.

Activity 1:

Paste a wallchart of some greeting words that we use in our daily lives on the board. Tell them that when we meet each other, we say, “Salaam and Good morning”. We should be polite with each other and talk to each other in a soft voice. Tell them that we have to share things with each other. When you ask for something from others you say, “Please give me that thing”. When someone gives us something we should say, “Thank you”. When you leave the class say, “Allah Hafiz” to the teacher and your classmates.

Activity 2:

Tell students how to use their textbooks and other stationery items. Instruct them to first write their names on the first page of their textbooks. Tell them to use their textbooks very carefully. Do not write on their textbooks or tear the pages of it. After using it, put their textbooks in their bags.

Sum Up: (3 mins)

Sum up the lesson by retelling about some common greeting words to students and ask them to practice them. Tell them how to use their textbooks and other stationery items.

Assessment: (5 mins)

Assess students learning by asking some greeting words that we use in our daily lives or in class.

Homework: (2 mins)

Use the greeting words at home.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Grade 1		40 Mins

Term: 1 **Periodic Unit:** 1 **Week:** 1 **Lesson Plan:** 3

Unit Name: Whole Numbers **Topic:** Counting 1-9 **Date**: _____

Objective(s):

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

Identify numbers 1-9.

Resource Material:

Chalk/Marker, White/Blackboard, Number cards 1-9, Textbook page 1, Balls of different colours in quantity 1-9, Basket, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Draw three squares on the board and draw different numbers of circles up to 9 in each square. Ask students to count the circles and tell how many in a loud voice.

Main Activities/Concept Building: (25 mins)

Tell students they are going to identify numbers 1-9.

Activity 1:

Put different numbers of different coloured balls in a basket. Call a student to the front of the class and ask him/her to collect the red balls from the basket. After collecting the balls, instruct him/her to count the balls and say the number of balls in a loud voice. Now call another student randomly from the class and ask him/her to collect the blue ball. Then have he/she count the number of blue balls and say the number of balls in a loud voice. Repeat this activity with other students. Appreciate them for their active participation in class.

Activity 2:

Ask students to open their textbooks to page 1. Instruct them to read the numbers that are in the hands of monkeys in a loud voice. Roam around the class and ask them to read the numbers 1 to 9 in a loud voice.

Sum Up: (3 mins)

Sum up the lesson by writing numbers 1-9 on the board and ask students to read the numbers in a loud voice.

Assessment: (5 mins)

To check the understanding of students, draw different numbers of objects on the board and ask them to count the number of objects and tell the number in a loud voice.

Homework: (2 mins)

Solve the worksheet.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Grade 1		40 Mins

Worksheet

Name: _____ Date: _____

Help the cat get to the wool by colouring the numbers 1-9 in correct sequence.

1	2	7	4
8	3	4	5
3	1	7	6
6	4	8	9

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Grade 1		40 Mins

Term: 1 **Periodic Unit:** 1 **Week:** 1 **Lesson Plan:** 4

Unit Name: Whole Numbers **Topic:** Counting 1-9 **Date**: _____

Objective(s):

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

Identify numbers 1-9.

Resource Material:

Chalk/Marker, White/Blackboard, Wallchart of numbers 1-9, Flash cards of numbers 1-9, Textbook page 2 and 9, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.
Ask students: How are you? Encourage them to say, “Alhamdulillah”.
Write random numbers 1 to 9 on the board and ask them to say the numbers in a loud voice.

Main Activities/Concept Building: (25 mins)

Tell students they are going to identify numbers 1-9.

Activity 1:

Paste a wallchart of numbers 1 to 9 on the board in front of class. Call a student to the front of the class and ask him/her to read the numbers aloud and the rest of the class repeat them. Repeat this activity with other students. Appreciate them for their good work.

Activity 2:

Make small groups of students. Give each group number cards 1-9. Instruct students to arrange the cards in correct sequence. Now, say a number and instruct them to show that card and say the number with you.
Ask students to open their textbooks to page 2. Instruct them to count the objects and read the numbers aloud.
Roam around the class and appreciate them for their good work.

Sum Up: (3 mins)

Sum up the lesson by pointing to random numbers 1-9 on the wallchart and ask them to read the numbers.

Assessment: (5 mins)

To check the understanding of students, ask them to complete Q4 in their textbooks on page 9 of learning check 1.1.

Homework: (2 mins)

Solve the worksheet.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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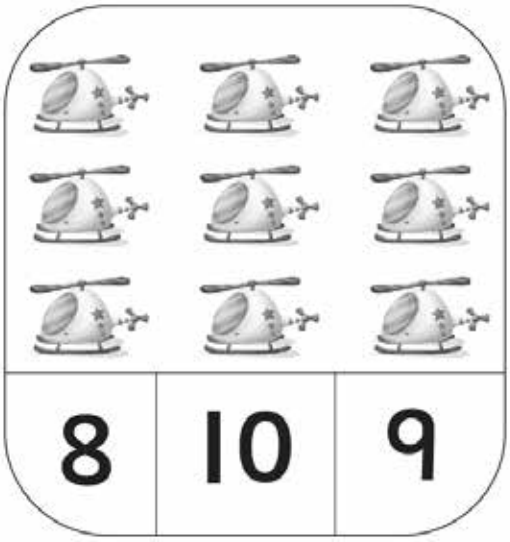
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Grade 1		40 Mins

Worksheet

Name: _____ Date: _____

Count the objects and colour the correct number.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Grade 1		40 Mins

Term: 1 **Periodic Unit:** 1 **Week:** 1 **Lesson Plan:** 5

Unit Name: Whole Numbers **Topic:** Number 0 **Date**: _____

Objective(s):

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

Identify 0 as a number.

Resource Material:

Chalk/Marker, White/Blackboard, A big number card of 0, Textbook page 3, 8 and 9

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask students to keep their hands behind their backs and when you say a certain number (between 1 and 9), they quickly bring their hands forward, showing the correct number of fingers.

Main Activities/Concept Building: (25 mins)

Tell students they are going to identify number zero or 0.

Activity 1:

Put three baskets on the table. Put two balls in one basket, one ball in the second basket and keep the third basket empty. Call a student to the front of the class and ask him/her to count the number of balls in each basket. Ask him/her: How many balls are in the third basket? Take his/her response and tell him/her there is no ball in the basket. This means there is 0 balls in the basket. Tell them that 0 means nothing.

Activity 2:

Ask students to open their textbooks to page 3. Tell them that there are two sparrows in a cage. 1 sparrow flew away and there is one sparrow left in the cage. Now, look at the cage as 1 more sparrow flew away. Now, there are 0 sparrows left in the cage. Ask students to draw two baskets (one empty and the other with some apples) in their notebooks and then tag the basket with the number 0.

Sum Up: (3 mins)

Sum up the lesson by retelling students that zero means nothing.

Assessment: (5 mins)

To check the understanding of students, ask them to solve Q 2 on page 8 of learning check 1.1.

Homework: (2 mins)

Ask them to solve Q3 in their textbooks on page 9 of "Learning Check 1.1".

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Grade 1		40 Mins

Term: 1 **Periodic Unit:** 1 **Week:** 1 **Lesson Plan:** 6

Unit Name: Whole Numbers **Topic:** Numbers in numerals and words **Date**:

Objective(s):

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

Read numbers up to 9 in numerals and in words.

Write numbers up to 9 in numerals and in words.

Resource Material:

Chalk/Marker, White/Blackboard, 9 pencils, Textbook page 4

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Draw two squares on the board. Draw three circles in one square and keep the other square empty. Ask students to tell: Which square has zero circles inside? Take their responses and appreciate them for their correct answers.

Main Activities/Concept Building: (25 mins)

Tell students they are going to read and write numbers up to 9 in numerals and in words.

Activity 1:

Put 9 pencils on the table in front of students. Show 1 pencil to students and ask them: How many pencils are there? Take their response which is 1. Now, write 1 on the board and write “one” beside the numeral 1 and tell them that we write ‘one’ for the number 1 in words. Now, ask them to read the spelling of ‘one’ with you. Now, take two pencils in your hand and ask them: How many pencils are there? Take their response which is 2. Now, write 2 on the board and write “two” beside the numeral 2 and tell them that we write ‘two’ for the number 2 in words. Repeat this activity for all pencils up to 9 and write the numbers and number names up to 9 on the board and ask students to repeat with you the number names with correct spelling in a loud voice.

Activity 2:

Ask students to open their textbooks to page 4. Ask students to count the objects and read the numbers in numerals and in words. Roam around the class and instruct them to read the numbers and number names in a loud voice.

Sum Up: (3 mins)

Sum up the lesson by retelling students about numbers and number names up to 9.

Assessment: (5 mins)

To check the understanding of students, say a number and ask students to tell the number name for that number.

Homework: (2 mins)

Learn numbers and numbers names up to 9.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Grade 1		40 Mins

Term: 1 **Periodic Unit:** 1 **Week:** 1 **Lesson Plan:** 7

Unit Name: Whole Numbers **Topic:** Numbers in numerals and words **Date**:

Objective(s):

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

Read numbers up to 9 in numerals and in words.

Write numbers up to 9 in numerals and in words.

Match numbers 0-9 with objects.

Resource Material:

Chalk/Marker, White/Blackboard, Flash cards of numbers and numbers in words, Textbook page 7 and 10

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Call a student to the front of the class and ask him/her to write numbers on the board up to 9. Appreciate him/her for his/her good response.

Main Activities/Concept Building: (25 mins)

Tell students they are going to read and write numbers up to 9 in numerals and in words.

Activity 1:

Make two groups of students. Give one group number cards and the other group cards of numbers in words. Instruct one group to show a number card of any number and the other group shows the number in words for that number. Repeat this activity for other numbers. Appreciate students for their good work and active participation.

Activity 2:

Ask students to open their textbooks to page 7 and read the statement of Q1 of “Learning Check 1.1”. Ask students to count the objects and match with the correct number. Roam around the class, check their work and guide them if needed.

Sum Up: (3 mins)

Sum up the lesson by telling students that every number has a name. Write numbers and number names on the board up to 9 and ask students to read the numbers and number names.

Assessment: (5 mins)

To check the understanding of students ask them to write the numbers and number names up to 9 in their notebooks.

Homework: (2 mins)

Solve Q5 on page 10 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Grade 1		40 Mins

Term: 1 **Periodic Unit:** 1 **Week:** 2 **Lesson Plan:** 1

Unit Name: Whole Numbers **Topic:** Forward Counting **Date**: _____

Objective(s):

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

Count forward from 0 to 9.

Resource Material:

Chalk/Marker, White/Blackboard, Flash cards of numbers 0 to 9, Textbook page 5 and 11

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, "Assalaamu Alaikum" and start with the name of Allah.
Ask students: How are you? Encourage them to say, "Alhamdulillah".
Write random numbers 0 to 9 on the board and ask students to tell the number names for the numbers.

Main Activities/Concept Building: (25 mins)

Tell students they are going to learn how to count forward 0 to 9.

Activity 1:

Paste a wallchart of numbers 0 to 9 on the board. Ask students to read the numbers 0 to 9 in sequence in a loud voice. Now, give flash cards of numbers 0 to 9 randomly to students and ask them to arrange these cards in sequence. Tell students that when we count numbers 0 to 9, it is called forward counting. Ask students after arranging the cards to count forward from 0 to 9 in a loud voice.

Activity 2:

Ask students to open their textbooks to page 5. Ask them to read the numbers from 0 to 9. Tell them that when we count numbers from the smallest number to the greatest number, it means that we are forward counting. Ask students to write the forward counting in their notebooks. Roam around the class, check their work and guide them if required. Appreciate them for their good work.

Sum Up: (3 mins)

Sum up the lesson by retelling students that when we count from the smallest number to the greatest number, its means we are counting forward.

Assessment: (5 mins)

To check the understanding of students ask them to write the forward counting of 0 to 9 in their notebooks.

Homework: (2 mins)

Solve Q6 on page 11 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Grade 1		40 Mins

Term: 1 **Periodic Unit:** 1 **Week:** 2 **Lesson Plan:** 2

Unit Name: Whole Numbers **Topic:** Backward Counting **Date**: _____

Objective(s):

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

Count backward from 9.

Resource Material:

Chalk/Marker, White/Blackboard, Flash cards of numbers 0 to 9, Textbook page 5 and 11

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, "Assalaamu Alaikum" and start with the name of Allah.
Ask students: How are you? Encourage them to say, "Alhamdulillah".
Call a student to the front of the class and ask him/her to write the forward counting of 0 to 9 on the board. Appreciate him/her for his/her good work.

Main Activities/Concept Building: (25 mins)

Tell students they are going to learn how to count backward from 9.

Activity 1:

Paste a wallchart of numbers 9 to 0 on the board. Ask students to read back from the numbers 9 to 0 in a loud voice. Now, give flash card of numbers 0 to 9 randomly to students and ask them to arrange these cards in sequence from 9 to 0. Tell students that when we count numbers 9 to 0, it is called backward counting. Instruct students after arranging the cards to count backward from 9 to 0 in a loud voice.

Activity 2:

Ask students to open their textbooks to page 5. Ask them to read the numbers from 9 to 0. Tell them that when we count numbers from the greatest number to the smallest number, it means that we are counting backward. Ask students to read the backward counting from 9 to 0 again and again in a loud voice. Roam around the class and appreciate them for their active participation.

Sum Up: (3 mins)

Sum up the lesson by retelling students that when we count from the greatest number to the smallest number, its means we are counting backward.

Assessment: (5 mins)

To check the understanding of students ask them to write the backward counting of 9 to 0 in their notebooks.

Homework: (2 mins)

Solve Q7 on page 11 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Grade 1		40 Mins

Term: 1 **Periodic Unit:** 1 **Week:** 2 **Lesson Plan:** 3

Unit Name: Whole Numbers **Topic:** Ordering Numbers **Date**: _____

Objective(s):

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

Arrange numbers in ascending order (up to 9).

Resource Material:

Chalk/Marker, White/Blackboard, Number cards from 0 to 9, Textbook page 6 and 11

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.
Ask students: How are you? Encourage them to say, “Alhamdulillah”.
Put number cards from 0 to 9 randomly on the table. Call a student to the front of the class and ask him/her to count forward and arrange the cards. Call another student to the front of the class and ask him/her to count backward and arrange the cards from 9 to 0. Take their responses and appreciate them for their good work.

Main Activities/Concept Building: (25 mins)

Tell students they are going to learn how to arrange numbers in increasing order.

Activity 1:

Put three random number cards of 5, 3, 7 on the table. Call a student to the front of the class and ask him/her to count forward and arrange the cards. Take his/her response and arrange the number cards from the smallest to the greatest number which is 3, 5, 7 and paste them on the board. Tell students, when we arrange numbers from the smallest to the greatest, that arrangement of numbers is called increasing order. Paste three random cards on the board. Ask students to look at the number cards and then arrange these numbers in increasing order. Repeat this activity with some other numbers. Appreciate students for their good work.

Activity 2:

Ask students to open their textbooks to page 6. Ask students to count forward and help the turtle to move from number 0 to 9. Instruct them to read the statement of example 1 and arrange the given numbers in increasing order in their notebooks. Roam around the class, check their work and guide them if required.

Sum Up: (3 mins)

Sum up the lesson by retelling students that when we arrange numbers from the smallest to the greatest, that arrangement of numbers is called increasing order.

Assessment: (5 mins)

To check the understanding of students ask them to arrange the numbers 1, 9, 4 in increasing order.

Homework: (2 mins)

Solve Q8 on page 11 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Grade 1		40 Mins

Term: 1 **Periodic Unit:** 1 **Week:** 2 **Lesson Plan:** 4

Unit Name: Whole Numbers **Topic:** Ordering Numbers **Date**: _____

Objective(s):

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

Arrange numbers in descending order (up to 9).

Resource Material:

Chalk/Marker, White/Blackboard, Flash cards of numbers 0 to 9, Textbook page 6 and 11

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students about their homework. Ask them: What is meant by increasing order? Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (25 mins)

Tell students they are going to learn how to arrange numbers in decreasing order.

Activity 1:

Put three random number cards of 2, 7, 4 on the table. Call a student to the front of the class and ask him/her to count backward and arrange the cards. Take his/her response and arrange the number cards from the greatest to the smallest number which is 7, 4, 2 and paste them on the board. Tell students, when we arrange numbers from the greatest to the smallest, that arrangement of numbers is called decreasing order. Paste three random cards on the board. Ask students to look at the number cards and then arrange these numbers in decreasing order. Repeat this activity with some other numbers. Appreciate students for their good work.

Activity 2:

Ask students to open their textbooks to page 6. Ask students to count backward and help the turtle to move from number 9 to 0. Instruct them to read the statement of example 2 and arrange the given numbers in decreasing order in their notebooks. Roam around the class, check their work and guide them if required.

Sum Up: (3 mins)

Sum up the lesson by retelling students that when we arrange numbers from the smallest number to the greatest number, it is called decreasing order.

Assessment: (5 mins)

To check the understanding of students ask them to arrange the numbers 6, 4, 8 in decreasing order.

Homework: (2 mins)

Solve Q9 on page 11 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Grade 1		40 Mins

Term: 1 **Periodic Unit:** 1 **Week:** 2 **Lesson Plan:** 5

Unit Name: Whole Numbers **Topic:** Before, after and between **Date**: _____

Objective(s):

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

Identify which number (up to 9) comes:

- Before and after a given number.
- Between two given numbers.

Resource Material:

Chalk/Marker, White/Blackboard, Number blocks 0 to 9, Textbook page 7 and 11

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students about their homework. Ask them: What is meant by increasing and decreasing order? Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (25 mins)

Tell students they are going to learn to identify which number comes before, after and between two numbers.

Activity 1:

Put the number block of 2 on the table in front of the class. Call a student to the front of the class and ask him/her to count backward from 2 and find the previous number block. Take his/her response which is number block 1. Tell students when we count backward from 2, the previous number is 1. We can say that number 1 comes before number 2. Now, call another student to the front of the class and ask him/her to count forward from 2 and find the next number block. Take his/her response which is number block 3. Tell students when we count forward from 2, the next number is 3. We can say that number 3 comes after number 2. Repeat this activity with some other numbers and give the concept of before and after to students.

Put three number blocks of 4, 5 and 6 in the front of the class. Tell students that number 4 comes before number 5 and number 6 comes after number 5. Instruct students to observe the numbers 4, 5, and 6. Here, the number 5 is between the number 4 and 6. By using random number cards, give the concept of before, after and between two numbers. Call a student to the front of the class and ask him/her to write numbers that come before and after number 6. Ask him/her to write the number that comes between 7 and 9. Take his/her response and appreciate him/her for their correct answer.

Sum Up: (3 mins)

Sum up the lesson by retelling students that by counting forward and backward, we can find the number that comes between the two numbers and the numbers that come before and after the given number. Ask students to open their textbook page 7 and observe the numbers that comes after and before number 6 and 6 comes between number 5 and 7.

Assessment: (5 mins)

To check the understanding of students ask them: What comes before 1? What comes after 1? What comes between 3 and 5.

Homework: (2 mins)

Solve Q10 on page 11 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Grade 1		40 Mins

Term: 1 **Periodic Unit:** 1 **Week:** 2 **Lesson plan:** 6

Unit Name: Whole Numbers **Topic:** Number 10 **Date**: _____

Objective(s):

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

Identify 10 as a 2-digit number.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 12, 14 and 15

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.
Ask students: How are you? Encourage them to say, “Alhamdulillah”.
Greet students with a smiling face. Call a student to the front of the class and ask him/her to write numbers 0 to 9 on the board. Appreciate him/her for their good work.

Main Activities/Concept Building: (25 mins)

Activity 1:

Put 9 blocks on the table in front of the class. Call a student to the front of the class and ask him/her to count the number of blocks. Instruct him/her to say the numbers 1, 2, 3,…9 while counting the blocks. There are 9 blocks. Now, put one more block with the other blocks on the table and ask students: How many blocks are there now on the table? Take their responses and tell them that when we add one more block to 9 blocks, we get 10 blocks. Tell students 9 is the greatest one-digit number and when we add one more to it, we get the number 10. This is the smallest 2-digit number.

Activity 2:

Paste a big flash card of 10 on the board and ask them to say the number 10 in a loud voice with you. Call a student to the front of the class. Ask him/her to count and draw 10 circles on the board. Ask the rest of the class to count the circles and count the numbers up to 10. Now, draw more than 10 squares on the board. Call a student to the front of the class and ask him/her to count and circle 10 squares. Repeat this activity with other students. Appreciate them for their active participation.

Sum Up: (3 mins)

Sum up the lesson by retelling students that when we add one to 9, we get the number 10 which is the first 2-digit number. Ask them to open their textbooks to page 12 and count the number of apples in the bowl which is 9 and when we add one more apple in it, there are 10 apples in the bowl now. Ask them to count the number of circles which is 10 and say the number 10 in a loud voice.

Assessment: (5 mins)

Assess the students learning by asking them to draw 10 objects in their notebooks and write the number 10.

Homework: (2 mins)

Solve Q1 and 2 of “Learning Check 1.2” in their textbooks on page 14-15.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Grade 1		40 Mins

Term: 1 **Periodic Unit:** 1 **Week:** 2 **Lesson plan:** 7

Unit Name: Whole Numbers **Topic:** Comparing Numbers **Date**: _____

Objective(s):

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

Compare numbers 0-10.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 13, 15, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, "Assalaamu Alaikum" and start with the name of Allah.
Ask students: How are you? Encourage them to say, "Alhamdulillah".
Greet students with a smiling face. Ask students: What is the smallest 2-digit number?
What is the greatest 1-digit number? Take their responses and appreciate them for giving the right answer.

Main Activities/Concept Building: (25 mins)

Activity 1:

Draw two squares on the board. Draw 3 circles in one square and 5 circles in the other square. Call a student to the front of the class and ask him/her to count the number of circles in each square and write numbers below each square. Ask students which square has more circles than the other. Take their responses which must be 5 circles. Tell them that 5 circles are more than 3 circles or 5 is greater than 3. Tell them that by comparing numbers, we can tell which group has more objects than the other. Repeat this activity by drawing different numbers of circles in each group and then by comparing, tell which has less objects and which has more.

Activity 2:

Give students the attached worksheet. Instruct them to count the number of objects in each group and then colour the box with the greater number of objects. Roam around the class, check their work and guide them if required.

Sum Up: (3 mins)

Sum up the lesson by retelling students that by comparing the number of objects in two groups, we can tell which group has more or which group has less objects. Ask them to open their textbooks to page 13 and count and compare the number of burgers and sandwiches in the given boxes.

Assessment: (5 mins)

Assess the students learning by drawing different numbers of balls in two groups on the board. Ask them to count the balls in each group and compare. Ask them: Which is greater 7 or 9? (Quick check)

Homework: (2 mins)

Solve Q3 of "Learning Check 1.2" in their textbooks on page 15.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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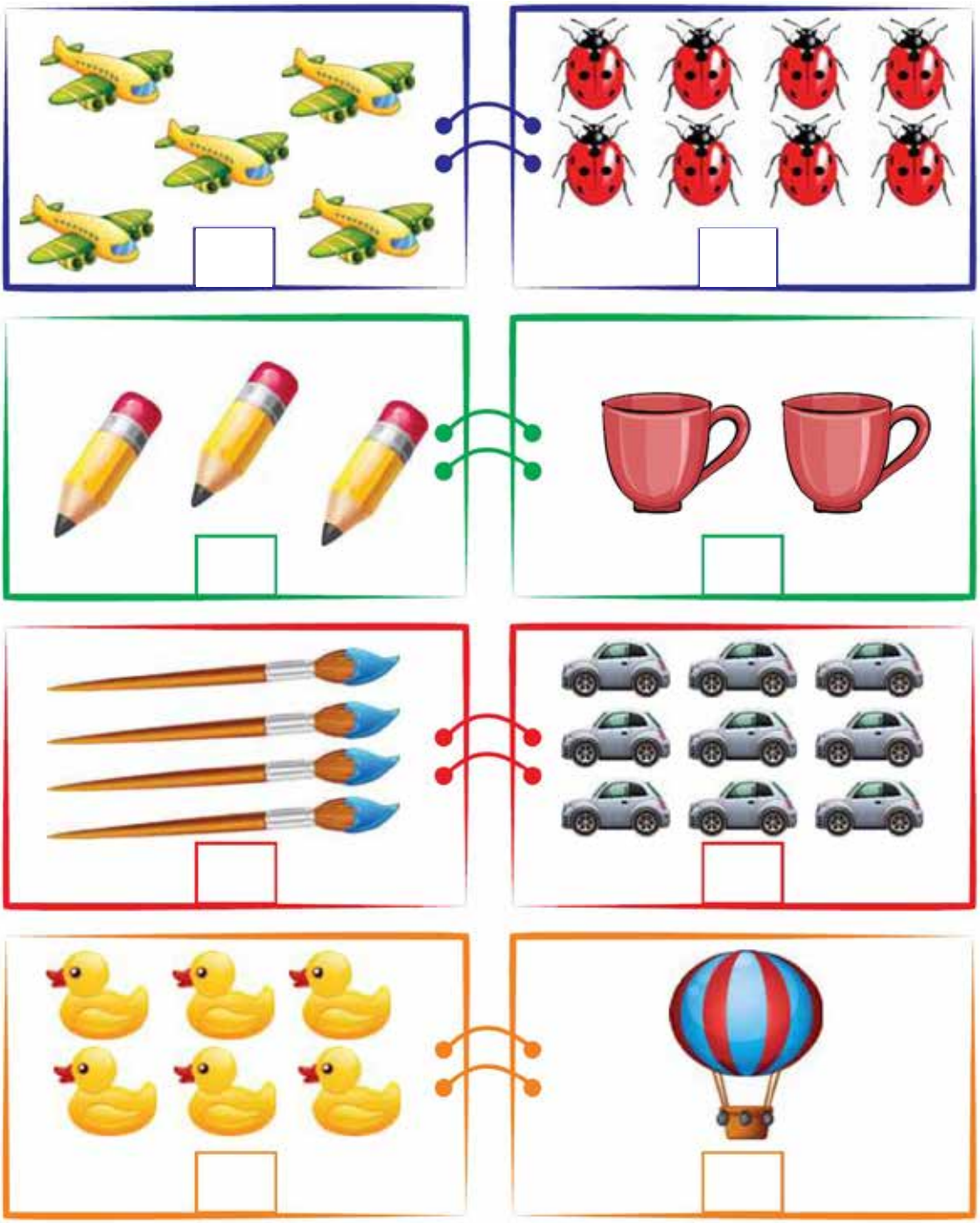
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Grade 1		40 Mins

Worksheet

Name: _____ Date: _____

Count the objects and write the number. Then colour the greater number.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Grade 1		40 Mins

Term: 1 **Periodic Unit:** 1 **Week:** 3 **Lesson plan:** 1

Unit Name: Whole Numbers **Topic:** Ordering Numbers **Date**: _____

Objective(s):

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

Order numbers 0-10.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 13, 14 and 15

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Greet students with a smiling face. Call a student to the front of the class. Instruct him/her to draw 6 circles in one group and 2 circles in another group and by comparing, tell which one has more circles. Appreciate him/her for his/her correct answer.

Main Activities/Concept Building: (25 mins)

Activity 1:

Draw three circles on the board. Draw 2 triangles in one circle, 1 triangle in the second circle and 5 triangles in the third circle. Call a student to the front of the class and ask him/her to count the number of triangles in each circle and write numbers below each circle. Ask students which circle has the greatest number of triangles and which one has the smallest number of triangles. Take their responses and tell them that by comparing, we can tell which one has the greatest number of triangles. Tell them that 5 is greater than 1 and 2, so 5 is the greatest number. 1 is smaller than 2 and 5, so it is the smallest number. Tell them to now write the numbers in order from the smallest to the greatest which is 1, 2, and 5. Tell them that in increasing order, arrange the numbers from the greatest to the smallest which is 5, 2, 1 and tell them that when we arrange numbers from the greatest to the smallest, it is called decreasing order. Repeat this activity with some other numbers and ask students to arrange the numbers in increasing and decreasing order.

Sum Up: (3 mins)

Sum up the lesson by retelling students that by comparing numbers, we can arrange numbers in increasing and decreasing order. Ask them to open their textbooks to page 13 and count the number of balls in each group and observe the greatest number and the smallest number of balls and then arrange the numbers in increasing and decreasing order.

Assessment: (5 mins)

Assess the students learning by asking them what is meant by increasing and decreasing order. Ask them to write three numbers in their notebooks and arrange them in increasing order.

Homework: (2 mins)

Solve Q4 of "Learning Check 1.2" in their textbooks on page 15.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Grade 1		40 Mins

Term: 1 **Periodic Unit:** 1 **Week:** 3 **Lesson plan:** 2

Unit Name: Whole Numbers **Topic:** Place Value **Date**: _____

Objective(s):

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

Recognize the place value of a specific digit in a 2-digit number (tens and ones).
Identify the place value of a specific digit in a 2-digit number.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 16-17

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.
Ask students: How are you? Encourage them to say, “Alhamdulillah”.
Greet students with a smiling face. Ask students: What is the smallest 1-digit number? What is the smallest 2-digit number? Take their response and appreciate if someone gives the right answer. Tell them that 9 is the greatest 1-digit number and 10 is the smallest 2-digit number.

Main Activities/Concept Building: (25 mins)

Activity 1:

Draw 10 balls on the board. Call a student to the front of the class and ask him/her to count the number of balls and write the number on the board. Take his/her response and appreciate him/her for the correct answer. Now, tell students that there are 10 balls. Tell students that when we join together 10 balls, where each ball represents 1 one, so ten balls means 10 ones. Tell students this shows that there are 10 ones in 1 ten or 10 ones make 1 ten. Tell students in the number 10, the digit 1 is in the tens place and 0 represent the ones. In the number 10 there is 1 ten and 0 ones.

Activity 2:

Ask students to open their textbooks to page 16. Ask them to count the number of cupcakes. Take their responses and ask them to count and circle 10 cupcakes. Tell students we have 10 cupcakes and 1 cupcake. Tell them that 10 ones make 1 ten. So we have 1 ten and 1 one.

Sum Up: (3 mins)

Sum up the lesson by retelling students that 10 ones represent 1 ten and 0 ones.

Assessment: (5 mins)

Assess the students learning by asking them to count the blocks on page 17 of their textbooks and separate out the tens and the ones blocks and tell how many tens blocks and ones blocks are there.

Homework: (2 mins)

Revise the classwork.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Grade 1		40 Mins

Term: 1 **Periodic Unit:** 1 **Week:** 3 **Lesson plan:** 3

Unit Name: Whole Numbers **Topic:** Counting **Date**: _____

Objective(s):

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

Read numbers up to 10.
Write numbers up to 10.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 18, Blocks

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, "Assalaamu Alaikum" and start with the name of Allah.
Ask students: How are you? Encourage them to say, "Alhamdulillah".
Greet students with a smiling face. Ask students: How many ones are in 1 ten? Take their responses and appreciate them for the correct answer.

Main Activities/Concept Building: (25 mins)

Activity 1:

Put blocks on the table in front of students. Call 10 students to the front of the class. Give one block to one student, 2 blocks to the second student, 3 blocks to third student and in this way, 10 blocks to the tenth student. Now, ask the first student: How many blocks do you have? Take his/her response which is 1. Tell students that 1 block represents 1 one. Ask the second student: How many blocks do you have? Take his/her response and tell students that 2 blocks represent 2 ones. By continuing this activity, ask the tenth student: How many blocks do you have? Take his/her response which is 10. Now, tell students that 10 blocks represent 10 ones or 1 ten. Tell them that in the number 10 there is 1 ten and 0 ones. Repeat this activity by giving students different numbers of objects up to 10.

Activity 2:

Ask students to open their textbooks to page 18. Ask them to count the number of blocks and read the number. Roam around the class and ask them to count and read the number in a loud voice.

Sum Up: (3 mins)

Sum up the lesson by asking students to count and read numbers up to 10.

Assessment: (5 mins)

Assess the students learning by drawing different number of objects up to 10 on the board and ask them to count the objects and tell how many ones and tens are in each group of objects.

Homework: (2 mins)

Revise the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Grade 1		40 Mins

Term: 1 **Periodic Unit:** 1 **Week:** 3 **Lesson plan:** 4

Unit Name: Whole Numbers **Topic:** Counting **Date**: _____

Objective(s):

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

Read numbers 11-20.
Write numbers 11-20.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 19, Ice cream sticks

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, "Assalaamu Alaikum" and start with the name of Allah.
Ask students: How are you? Encourage them to say, "Alhamdulillah".
Greet students with a smiling face. Draw different numbers of objects on the board up to 10 and ask students to tell the number of objects in each group. Take their responses and appreciate them for the correct answer.

Main Activities/Concept Building: (25 mins)

Activity 1:

Put 20 ice cream sticks on the table in front of the class. Call a student to the front of the class and ask him/her to count and collect 10 sticks and make a bundle of 10 sticks. After doing this, ask him/her to take one more stick. Ask him/her: How many sticks do you have now? Take his/her response and tell them that 1 bundle of 10 sticks represent 1 ten and one more stick represents 1 one. Tell them that 1 ten and 1 one makes the number 11. Now, ask him/her to take two sticks and ask: How many sticks do you have now? Take their response and tell them that now he/she has sticks that represent 1 ten and 2 ones. 1 ten and 2 ones make 12. Repeat this activity for the numbers 13, 14, …, 20.

Activity 2:

Ask students to open their textbooks to page 19. Ask them to count the number of block and read the number. Roam around the class and ask them to count and read the number in a loud voice.

Sum Up: (3 mins)

Sum up the lesson by asking students to count and read numbers 11 to 20.

Assessment: (5 mins)

Assess the students learning by drawing 17 objects on the board and ask them to count the objects and tell how many ones and tens are in the number 17.

Homework: (2 mins)

Revise the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Grade 1		40 Mins

Term: 1 **Periodic Unit:** 1 **Week:** 3 **Lesson plan:** 5

Unit Name: Whole Numbers **Topic:** Counting **Date**: _____

Objective(s):

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

Read numbers 21-30.
Write numbers 21-30.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 20, Pencils

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, "Assalaamu Alaikum" and start with the name of Allah.
Ask students: How are you? Encourage them to say, "Alhamdulillah".
Greet students with a smiling face. Draw 1 group of 10 objects and another group with 4 objects. Ask them to count the number of objects and tell how many tens and ones are in the number 14.

Main Activities/Concept Building: (25 mins)

Activity 1:

Put 30 pencils on the table in the front of the class. Call a student to the front of the class and ask him/her to count and collect 10 pencils and make a bundle of 10 pencils. Now, again count and collect 10 pencils and make a bundle of 10 pencils. Now, he/she has 2 bundles of 10 pencils. It means he/she has 20 pencils as 2 tens represent 20. After doing this, ask him/her to take one more pencil. Ask him/her: How many pencils do you have now? Take his/her response and tell them that 2 bundles of 10 pencils represent 2 tens and one more pencil represents 1 one. Tell them that 2 tens and 1 one makes the number 21. Now, ask him/her to take two pencils and ask: How many pencils do you have now? Take their responses and tell them that now he/she has pencils that represents 2 tens and 2 ones. 2 tens and 2 ones make 22. Repeat this activity for the numbers 23, 24, …, 30.

Activity 2:

Ask students to open their textbooks to page 20. Ask them to count the number of blocks and read the number. Roam around the class and ask them to count and read the number in a loud voice.

Sum Up: (3 mins)

Sum up the lesson by asking students to count and read numbers 21 to 30.

Assessment: (5 mins)

Assess the students learning by drawing 24 objects on the board and ask them to count the objects and tell how many ones and tens are in the number 24.

Homework: (2 mins)

Revise the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Grade 1		40 Mins

Term: 1 **Periodic Unit:** 1 **Week:** 3 **Lesson plan:** 6

Unit Name: Whole Numbers **Topic:** Counting **Date**: _____

Objective(s):

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

Read numbers 31-40.
Write numbers 31-40.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 21, 23, 40 ice cream sticks

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, "Assalaamu Alaikum" and start with the name of Allah.
Ask students: How are you? Encourage them to say, "Alhamdulillah".
Greet students with a smiling face. Draw 25 squares. Ask them to count the number and circle 10 objects and tell how many tens and ones are in the number 25.

Main Activities/Concept Building: (25 mins)

Activity 1:

Put 40 ice cream sticks on the table in front of the class. Call a student to the front of the class and ask him/her to count and collect 10 ice cream sticks and make 3 bundles of 10 ice cream sticks. Now, he/she has 3 bundles of 10 ice cream sticks. It means he/she has 30 ice cream sticks as 3 tens represent 30. After doing this, ask him/her to take one more stick. Ask him/her: How many sticks do you have now? Take his/her response and tell them that 3 bundles of 10 sticks represent 3 tens and one more stick represents 1 one. Tell them that 3 tens and 1 one makes the number 31. Now, ask him/her to take two sticks and ask: How many sticks do you have now? Take their responses and tell them that now he/she has sticks that represent 3 tens and 2 ones. 3 tens and 2 ones make 32. Repeat this activity for the numbers 33, 34, 35, …, 39. Ask him/her to now take ten sticks and how many he/she has now. Tell them that now he/she has 3 bundles of ten sticks and 10 separate sticks. So, now he/she has 4 bundles of sticks which means 4 tens or 40.

Activity 2:

Ask students to open their textbooks to page 21. Ask them to count the number of blocks and read the number. Roam around the class and ask them to count and read the number in a loud voice.

Sum Up: (3 mins)

Sum up the lesson by asking students to count and read numbers 31 to 40.

Assessment: (5 mins)

Assess the students learning by drawing 39 objects on the board and ask them to count the objects and tell how many ones and tens are in the number 39. Ask how many tens are in the number 40.

Homework: (2 mins)

Solve Q1 and 3 given on page 23 of "Learning check 1.3" in their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Grade 1		40 Mins

Term: 1 **Periodic Unit:** 1 **Week:** 3 **Lesson plan:** 7

Unit Name: Whole Numbers **Topic:** Counting **Date**: _____

Objective(s):

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

Read numbers 41-50.
Write numbers 41-50.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 22,24-25, 50 sticks

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, "Assalaamu Alaikum" and start with the name of Allah.
Ask students: How are you? Encourage them to say, "Alhamdulillah".
Greet students with a smiling face. Ask students: How many tens and ones are in the number 36? Take their responses and tell them that there are 3 tens and 6 ones in the number 36.

Main Activities/Concept Building: (25mins)

Activity 1:

Put 50 sticks on the table in front of the class. Call a student to the front of the class and ask him/her to count and collect 10 sticks and make 4 bundles of 10 sticks. Now, he/she has 4 bundles of 10 sticks. It means he/she has 40 sticks as 4 tens represent 40. After doing this, ask him/her to take one more stick. Ask him/her: How many sticks do you have now? Take his/her response and tell them that 4 bundles of 10 sticks represent 4 tens and one more stick represents 1 one. Tell them that 4 tens and 1 one makes the number 41. Now, ask him/her to take two sticks and ask: How many sticks do you have now? Take their responses and tell them that now he/she has sticks that represent 4 tens and 2 ones. 4 tens and 2 ones make 42. Repeat this activity for the numbers 43, 44, 45, …, 49. Ask him/her to take ten more sticks and ask how many he/she has now. Tell them that now he/she has 4 bundles of ten sticks and 10 sticks more. 10 sticks again makes a bundle of 10 sticks so, now he/she has 5 bundles of sticks which means 5 tens or 50 sticks.

Activity 2:

Ask students to open their textbooks to page 22. Ask them to count the number of block and read the number. Roam around the class and ask them to count and read the number in a loud voice.

Sum Up: (3 mins)

Sum up the lesson by asking students to count and read numbers 41 to 50.

Assessment: (5 mins)

Assess the students learning by drawing 47 objects on the board and ask them to count the objects and tell how many ones and tens are in the number 47. Ask how many tens are in the number 50.

Homework: (2 mins)

Solve Q2 and 3 given on page 24 and 25 of "Learning check 1.3" in their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Grade 1		40 Mins

Term: 1 **Periodic Unit:** 1 **Week:** 4 **Lesson plan:** 1

Unit Name: Whole Numbers **Topic:** Counting **Date**: _____

Objective(s):

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

Read numbers 51-60.
Write numbers 51-60.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 26, Sticks

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, "Assalaamu Alaikum" and start with the name of Allah.
Ask students: How are you? Encourage them to say, "Alhamdulillah".
Greet students with a smiling face. Call a student to the front of the class and ask him/her to write numbers 41 to 50. Appreciate him/her for their correct work.

Main Activities/Concept Building: (25 mins)

Activity 1:

Put 60 sticks on the table in front of the class. Call a student to the front of the class and ask him/her to count and collect 10 sticks and make 6 bundles of 10 sticks. Now, he/she has 5 bundles of 10 sticks. It means he/she has 50 sticks as 5 tens represent 50. After doing this, ask him/her to take one more stick. Ask him/her: How many sticks do you have now? Take his/her response and tell them that 5 bundles of 10 sticks represent 6 tens and one more stick represents 1 one. Tell them that 6 tens and 1 one makes the number 51. Now, ask him/her to take two sticks and ask: How many sticks do you have now? Take their responses and tell them that now he/she has sticks that represent 5 tens and 2 ones. 5 tens and 2 ones make 52. Repeat this activity for the numbers 53, 54, 56, …, 59. Ask him/her to take ten more sticks and ask how many he/she has now. Tell them that now he/she has 5 bundles of ten sticks and 10 sticks more. 10 sticks make a bundle of 10 sticks so, now he/she has 6 bundles of sticks which means 6 tens or 60 sticks.

Activity 2:

Ask students to open their textbooks to page 26. Ask them to count the number of blocks and read the number. Roam around the class and ask them to count and read the number in a loud voice.

Sum Up: (3 mins)

Sum up the lesson by asking students to count and read numbers 51 to 60.

Assessment: (5 mins)

Assess the students learning by drawing 53 objects on the board and ask them to count the objects and tell how many ones and tens are in the number 53. Ask how many tens are in the number 60.

Homework: (2 mins)

Revise the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Grade 1		40 Mins

Term: 1 **Periodic Unit:** 1 **Week:** 4 **Lesson plan:** 2

Unit Name: Whole Numbers **Topic:** Counting **Date**: _____

Objective(s):

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

Read numbers 61-70.
Write numbers 61-70.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 27, Sticks

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, "Assalaamu Alaikum" and start with the name of Allah.
Ask students: How are you? Encourage them to say, "Alhamdulillah".
Greet students with a smiling face. Ask students to write numbers 51 to 60 and also write the place value of each digit in these numbers.

Main Activities/Concept Building: (25 mins)

Activity 1:

Put 70 sticks on the table in front of the class. Call a student to the front of the class and ask him/her to count and collect 10 sticks and make 6 bundles of 10 sticks. Now, he/she has 6 bundles of 10 sticks. It means he/she has 60 sticks as 6 tens represent 60. After doing this, ask him/her to take one more stick. Ask him/her: How many sticks do you have now? Take his/her response and tell them that 6 bundles of 10 sticks represent 6 tens and one more stick represents 1 one. Tell them that 6 tens and 1 one makes the number 61. Now ask him/her to take two sticks and ask: How many sticks do you have now? Take their responses and tell them that now he/she has sticks that represent 6 tens and 2 ones. 6 tens and 2 ones make 62. Repeat this activity for the numbers 63, 64, 65, …, 69. Ask him/her to take ten more sticks and ask how many he/she has now. Tell them that now he/she has 6 bundles of ten sticks and 10 sticks more. 10 sticks make a bundle of 10 sticks so, now he/she has 7 bundles of sticks which means 7 tens or 70 sticks.

Activity 2:

Ask students to open their textbooks to page 27. Ask them to count the number of blocks and read the number. Roam around the class and ask them to count and read the number in a loud voice.

Sum Up: (3 mins)

Sum up the lesson by asking students to count and read numbers 61 to 70.

Assessment: (5 mins)

Assess the students learning by asking them: What is the place value of 3 in 63?

Homework: (2 mins)

Revise the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Grade 1		40 Mins

Term: 1 **Periodic Unit:** 1 **Week:** 4 **Lesson plan:** 3

Unit Name: Whole Numbers **Topic:** Counting **Date**: _____

Objective(s):

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

Read numbers 71-80.
Write numbers 71-80.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 28, Sticks

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, "Assalaamu Alaikum" and start with the name of Allah.
Ask students: How are you? Encourage them to say, "Alhamdulillah".
Greet students with a smiling face. Ask students: How many tens and ones are there in the number 66? Take their responses and tell them that there are 6 tens and 6 ones in the number 66.

Main Activities/Concept Building: (25 mins)

Activity 1:

Put 80 sticks on the table in front of the class. Call a student to the front of the class and ask him/her to count and collect 10 sticks and make 7 bundles of 10 sticks. Now, he/she has 7 bundles of 10 sticks. It means he/she has 70 sticks as 7 tens represent 70. After doing this, ask him/her to take one more stick. Ask him/her: How many sticks do you have now? Take his/her response and tell them that 7 bundles of 10 sticks represent 7 tens and one more stick represents 1 one. Tell them that 7 tens and 1 one makes the number 71. Now, ask him/her to take two sticks and ask: How many sticks do have now? Take their responses and tell them that now he/she has sticks that represent 7 tens and 2 ones. 7 tens and 2 ones make 72. Repeat this activity for the numbers 73, 74, 75, …, 79. Ask him/her to take ten more sticks and ask how many he/she has now. Tell them that now he/she has 7 bundles of ten sticks and 10 sticks more. 10 sticks make a bundle of 10 sticks so, now he/she has 8 bundles of sticks which means 8 tens or 80 sticks.

Activity 2:

Ask students to open their textbooks to page 28. Ask them to count the number of blocks and read the numbers 71 to 80. Roam around the class and ask them to count and read number in loud voice.

Sum Up: (3 mins)

Sum up the lesson by asking students to count and read numbers 71 to 80.

Assessment: (5 mins)

Assess the students learning by asking them how many ones and tens are in the number 72. Ask how many tens are in the number 80.

Homework: (2 mins)

Revise the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Grade 1		40 Mins

Term: 1 **Periodic Unit:** 1 **Week:** 4 **Lesson plan:** 4

Unit Name: Whole Numbers **Topic:** Counting **Date**: _____

Objective(s):

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

Read numbers 81-90.
Write numbers 81-90.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 29, 90 crayons

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, "Assalaamu Alaikum" and start with the name of Allah.
Ask students: How are you? Encourage them to say, "Alhamdulillah".
Greet students with a smiling face. Ask students to write numbers 71 to 80. Roam around the class, check their work and guide them if needed.

Main Activities/Concept Building: (25 mins)

Activity 1:

Put 90 crayons on the table in front of the class. Call a student to the front of the class and ask him/her to count and collect 10 crayons and make 8 bundles of 10 crayons. Now, he/she has 8 bundles of 10 crayons. It means he/she has 80 crayons as 8 tens represent 80. After doing this, ask him/her to take one more crayon. Ask him/her: How many crayons do you have now? Take his/her response and tell them that 8 bundles of 10 crayons represent 8 tens and one more crayon represents 1 one. Tell them that 8 tens and 1 one makes the number 81. Now, ask him/her to take two crayons and ask: How many crayons do you have now? Take their responses and tell them that now he/she has crayons that represent 8 tens and 2 ones. 8 tens and 2 ones make 82. Repeat this activity for the numbers 83, 84, 85, …, 89. Ask him/her to take ten more crayons and ask how many he/she has now. Tell them that now he/she has 8 bundles of ten crayons and 10 crayons more. 10 crayons make a bundle of 10 crayons so, now he/she has 9 bundles of crayons which means 9 tens or 90 crayons.

Activity 2:

Ask students to open their textbooks to page 29. Ask them to count the number of blocks and read the number. Roam around the class and ask them to count and read the number in a loud voice.

Sum Up: (3 mins)

Sum up the lesson by asking students to count and read numbers 81 to 90.

Assessment: (5 mins)

Assess the students learning by drawing 85 objects on the board and ask them to count the objects and tell how many ones and tens are in the number 85.

Homework: (2 mins)

Revise the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Grade 1		40 Mins

Term: 1 **Periodic Unit:** 1 **Week:** 4 **Lesson plan:** 5

Unit Name: Whole Numbers **Topic:** Counting **Date**: _____

Objective(s):

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

Read numbers 91-99.
Write numbers 91-99.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 30-31, Sticks

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, "Assalaamu Alaikum" and start with the name of Allah.
Ask students: How are you? Encourage them to say, "Alhamdulillah".
Greet students with a smiling face. Ask students: How many tens and ones are in the number 90? How many tens and ones make 87? Take their responses and appreciate them for the correct answer.

Main Activities/Concept Building: (25 mins)

Activity 1:

Put 99 sticks on the table in front of the class. Call a student to the front of the class and ask him/her to count and collect 10 sticks and make 9 bundles of 10 sticks. Now, he/she has 9 bundles of 10 sticks. It means he/she has 90 sticks as 9 tens represent 90. After doing this, ask him/her to take one more stick. Ask him/her: How many sticks do you have now? Take his/her response and tell them that 9 bundles of 10 sticks represent 9 tens and one more stick represents 1 one. Tell them that 9 tens and 1 one makes the number 91. Now, ask him/her to take two sticks and ask: How many sticks do you have now? Take their responses and tell them that now he/she has sticks that represent 9 tens and 2 ones. 9 tens and 2 ones make 92. Repeat this activity for the numbers 93, 94, 95, …, 99.

Activity 2:

Ask students to open their textbooks to page 30. Ask them to count the number of blocks and read the number. Roam around the class and ask them to count and read the number in a loud voice.

Sum Up: (3 mins)

Sum up the lesson by asking students to count and read numbers 91 to 99.

Assessment: (5 mins)

Assess the students learning by drawing 97 objects on the board and ask them to count the objects and tell how many ones and tens are in the number 97. Ask how many tens and ones are in the number 99.

Homework: (2 mins)

Solve Q4 given on page 31 of "Learning check 1.4" in their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Grade 1		40 Mins

Term: 1 **Periodic Unit:** 1 **Week:** 4 **Lesson plan:** 6

Unit Name: Whole Numbers **Topic:** Decomposing Numbers **Date**: _____

Objective(s):

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

Decompose a number up to 99 to identify the value of a number in ten's and one's place.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 32, Pencils

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, "Assalaamu Alaikum" and start with the name of Allah.
Ask students: How are you? Encourage them to say, "Alhamdulillah".
Greet students with a smiling face. Ask students: What is meant by place value? How many tens and ones make 99? Take their responses and appreciate them for the correct answer.

Main Activities/Concept Building: (25 mins)

Tell students we are going to learn how to decompose numbers in tens and ones.

Activity 1:

Put 44 pencils on the table in front of the class. Call a student to the front of the class and ask him/her to count the total number of pencils. Take his/her response which is 44. Now, ask him/her how many tens and ones are in the number 44. Take their response and appreciate them if someone gives the right answer. Now, call another student to the front of the class and ask him/her to count and make bundles of 10 pencils. After doing this, ask him/her: How many bundles of 10 pencils and one pencils do you have? His/her answer must be 4 bundles and 4 pencils left. Tell students when we split a number into tens and ones, this is called decomposing of numbers in tens and ones. Repeat this activity with different numbers of objects.

Sum Up: (3 mins)

Sum up the lesson by retelling students when we split number into tens and ones, it is called decomposing of numbers.

Assessment: (5 mins)

Assess the students learning by asking them how many tens and ones are in the numbers 34, 56 and 87.

Homework: (2 mins)

Solve Q5 on page 32 of "Learning Check 1.4" in their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Grade 1		40 Mins

Term: 1 **Periodic Unit:** 1 **Week:** 4 **Lesson plan:** 7

Unit Name: Whole Numbers **Topic:** Forward Counting **Date**: _____

Objective(s):

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

Count forward up to 99.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 32, Number cards up to 99

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Greet students with a smiling face. Write some missing numbers up to 99 in sequence. Call a student to the front of the class and ask him/her to write the missing number to complete the given sequence. Take his/her response and appreciate him/her.

Main Activities/Concept Building: (20 mins)

Tell students we are going to learn forward counting up to 99.

Activity 1:

Make two groups of students. Give each group number cards up to 99 in random form. Ask students to arrange these cards in the correct sequence. Roam around the class and check their working. Instruct them to raise their hands when finished. Now, ask them to represent their work at the front of the class one by one.

Now, point to numbers and ask students to read the numbers in a loud voice. By pointing to the numbers one by one, ask students what number comes next. Take their responses and tell them that by counting on, we get forward counting. Tell them that when we count on from 0 to 99, this counting is called forward counting. Call a student to the front of the class and ask him/her to write forward counting 78 to 85. Ask the rest of the class to check his/her work and correct it if needed. Repeat this activity with other students.

Sum Up: (3 mins)

Sum up the lesson by retelling students that by counting on from 0 to 99, we get forward counting.

Assessment: (10 mins)

Assess the students learning by asking them to write forward counting from 0 to 99 in their notebooks.

Homework: (2 mins)

Solve Q6 on page 32 of “Learning Check 1.4” in their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Grade 1		40 Mins

Term: 1 **Periodic Unit:** 1 **Week:** 5 **Lesson plan:** 1

Unit Name: Whole Numbers **Topic:** Revision **Date**: _____

Objective(s):

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

Revise the concepts of the unit whole numbers.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (10 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.
Ask students: How are you? Encourage them to say, “Alhamdulillah”.
Ask them a few questions relevant to counting of objects and numbers in numerals 0-9.
Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 mins)

Activity:

Give the worksheet to students. Instruct them to complete the worksheet. Roam around the class, check their work and guide them if needed.

Sum Up: (5 mins)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 mins)

N/A

Homework: (0 mins)

Revise the classwork.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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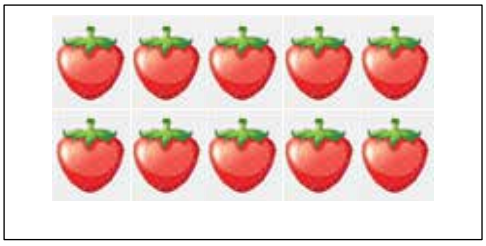
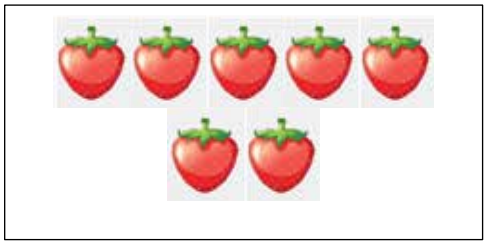
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Grade 1		40 Mins

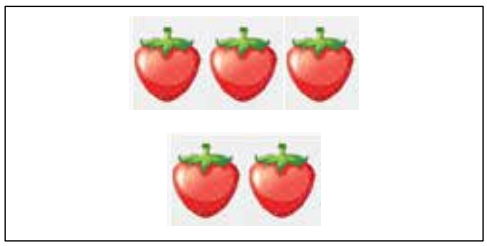
Worksheet

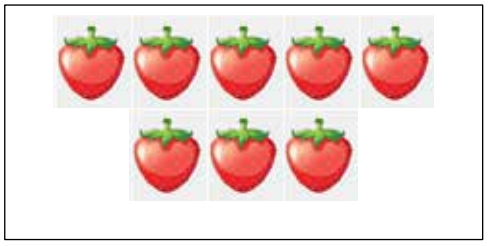
Name: _____ Date: _____

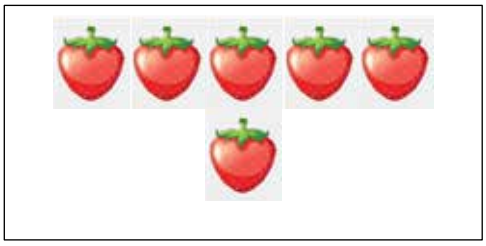
Count and write the number of objects.

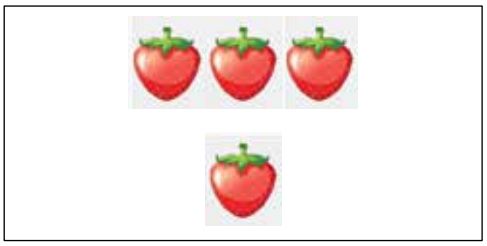


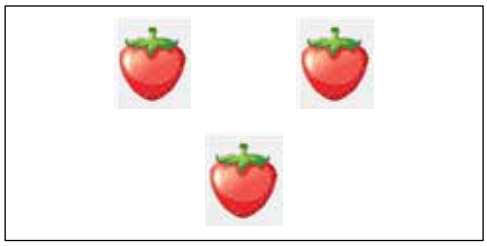












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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Grade 1		40 Mins

Term: 1 **Periodic Unit:** 1 **Week:** 5 **Lesson plan:** 2

Unit Name: Whole Numbers **Topic:** Revision **Date**: _____

Objective(s):

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

Revise the concepts of the unit whole numbers.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: **(10 mins)**

Say, “Assalaamu Alaikum” and start with the name of Allah.
Ask students: How are you? Encourage them to say, “Alhamdulillah”.
Ask them a few questions relevant to numbers in words 0-9.
Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: **(30 mins)**

Activity:

Give the worksheet to students. Instruct them to complete the worksheet. Roam around the class, check their work and guide them if needed.

Sum Up: **(5 mins)**

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: **(0 mins)**

N/A

Homework: **(0 mins)**

Revise the classwork.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Grade 1		40 Mins

Worksheet

Name: _____ Date: _____

Count and write the number of objects in words.

Count the objects. Then match with the correct number in words.

three	
five	
eight	

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Grade 1		40 Mins

Term: 1 **Periodic Unit:** 1 **Week:** 5 **Lesson plan:** 3

Unit Name: Whole Numbers **Topic:** Revision **Date**: _____

Objective(s):

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

Revise the concepts of the unit whole numbers.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: **(10 mins)**

Say, “Assalaamu Alaikum” and start with the name of Allah.
Ask students: How are you? Encourage them to say, “Alhamdulillah”.
Ask them a few questions relevant to numbers in numerals and in words 1-9.
Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: **(30 mins)**

Activity:

Give the worksheet to students. Instruct them to complete the worksheet. Roam around the class, check their work and guide them if needed.

Sum Up: **(5 mins)**

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: **(0 mins)**

N/A

Homework: **(0 mins)**

Revise the classwork.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Grade 1		40 Mins

Worksheet

Name: _____ Date: _____

Count the objects and match with the correct numbers and the numbers in words.

five

eight

seven

three

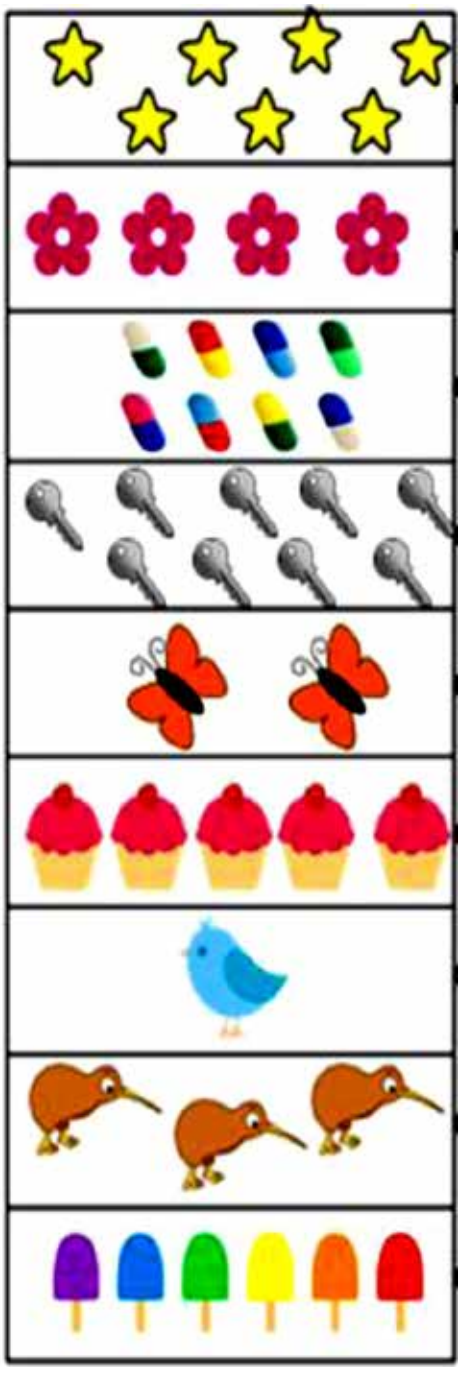
four

two

six

one

nine



2

6

1

3

4

9

8

5

7

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Grade 1		40 Mins

Term: 1 **Periodic Unit:** 1 **Week:** 5 **Lesson plan:** 4

Unit Name: Whole Numbers **Topic:** Revision **Date**: _____

Objective(s):

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

Revise the concepts of the unit whole numbers.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (10 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.
Ask students: How are you? Encourage them to say, “Alhamdulillah”.
Ask them a few questions relevant to forward and backward counting, and ordering of numbers 0-9.
Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 mins)

Activity:

Give the worksheet to students. Instruct them to complete the worksheet. Roam around the class, check their work and guide them if needed.

Sum Up: (5 mins)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 mins)

N/A

Homework: (0 mins)

Revise the classwork.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Grade 1		40 Mins

Worksheet

Name: _____ Date: _____

Count forward and write the missing numbers.

0			3						

Count backwards and write the missing numbers.

9					4				

Compare and colour the box with the greater number in each of these.

7	9

2	4

3	1

Compare and write the numbers in increasing order.

Numbers	Increasing order
4, 8, 0	
6, 1, 3	

Compare and write the numbers in decreasing order.

Numbers	Decreasing order
7, 9, 2	
5, 2, 9	

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Grade 1		40 Mins

Term: 1 **Periodic Unit:** 1 **Week:** 5 **Lesson plan:** 5

Unit Name: Whole Numbers **Topic:** Revision **Date**: _____

Objective(s):

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

Revise the concepts of the unit whole numbers.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (10 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.
Ask students: How are you? Encourage them to say, “Alhamdulillah”.
Ask them a few questions relevant to place value (up to 99).
Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 mins)

Activity:

Give the worksheet to students. Instruct them to complete the worksheet. Roam around the class, check their work and guide them if needed.

Sum Up: (5 mins)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 mins)

N/A

Homework: (0 mins)

Revise the classwork.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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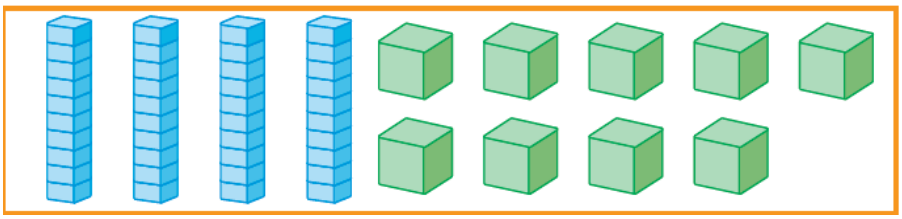
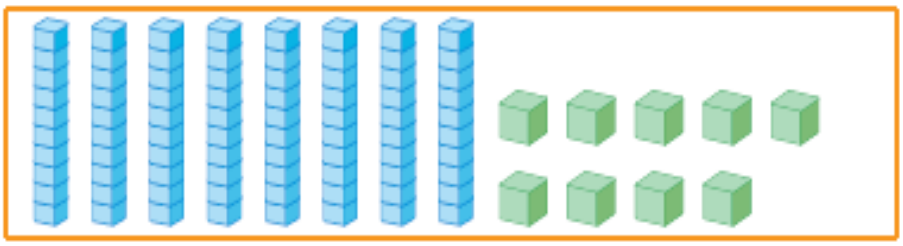
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Grade 1		40 Mins

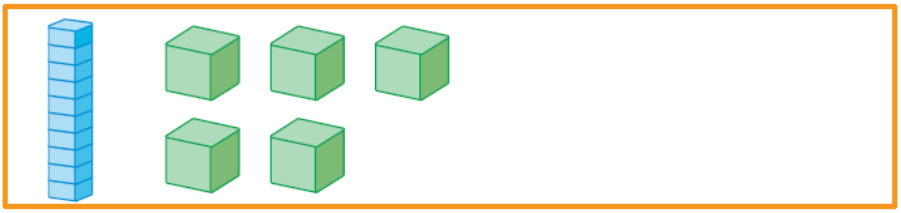
Worksheet

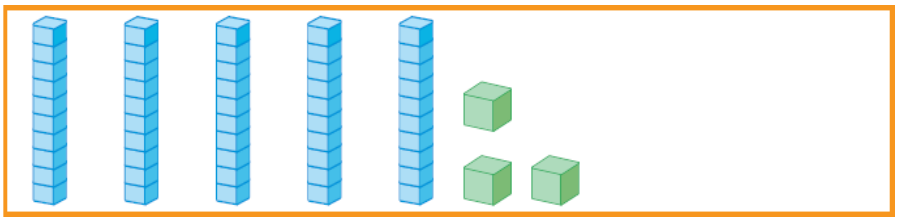
Name: _____ Date: _____

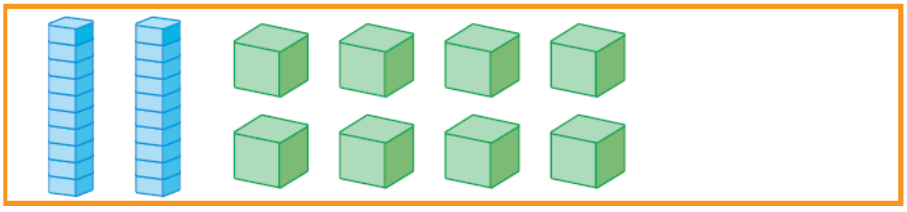
Write what number is shown.











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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Grade 1		40 Mins

Term: 1 **Periodic Unit:** 1 **Week:** 5 **Lesson plan:** 6

Unit Name: Whole Numbers **Topic:** Revision **Date**: _____

Objective(s):

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

Revise the concepts of the unit whole numbers.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (10 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.
Ask students: How are you? Encourage them to say, “Alhamdulillah”.
Ask them a few questions relevant to place value (up to 99).
Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 mins)

Activity:

Give the worksheet to students. Instruct them to complete the worksheet. Roam around the class, check their work and guide them if needed.

Sum Up: (5 mins)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 mins)

N/A

Homework: (0 mins)

Revise the classwork.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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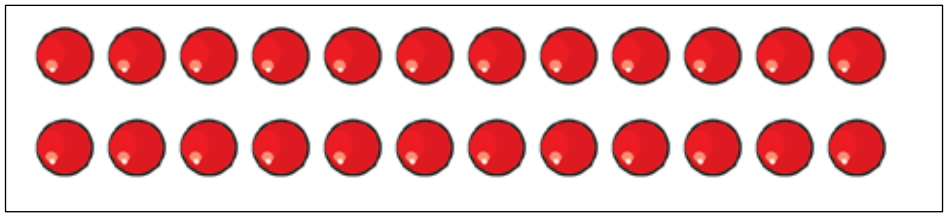
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Grade 1		40 Mins

Worksheet

Name: _____ Date: _____

Count and circle 10 objects and write the number in tens and ones.

Tens	ones



Tens	ones

Write how many tens and ones are in each of the given numbers.

Numbers	Tens	Ones
25		
66		
70		
89		
98		
10		
33		
51		

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Grade 1		40 Mins

Term: 1 **Periodic Unit:** 1 **Week:** 5 **Lesson plan: 7**

Unit Name: Whole Numbers **Topic:** Revision **Date**: _____

Objective(s):

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

Revise the concepts of the unit whole numbers.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (10 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.
Ask students: How are you? Encourage them to say, “Alhamdulillah”.
Ask them a few questions relevant to counting (1-99). For example, ask them to count from 73 to 85, etc.
Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 mins)

Activity:

Give the worksheet to students. Instruct them to complete the worksheet. Roam around the class, check their work and guide them if needed.

Sum Up: (5 mins)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 mins)

N/A

Homework: (0 mins)

Revise the classwork.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Grade 1		40 Mins

Worksheet

Name: _____ Date: _____

Write the missing numbers 1-99.

1				**5**					
	12								**20**
			24						
				35					
41									
		53							**60**
							68		
					76				
	82						**88**		
								99	

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 1 **Periodic Unit:** 2 **Week:** 1 **Lesson Plan:** 1

Unit Name: Whole Numbers **Topic:** Counting Backward **Date**:

Objective(s):

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

Count backward up to 99.

Resource Material:

Chalk/Marker, White/Blackboard, Chart of counting 99 to 0, Number cards up to 99, Textbook page 32, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.
Ask the students: How are you? Encourage them to say, “Alhamdulillah”.
Start with ‘Bismillah’ and tell them to recite it before starting any work.
Ask students: What is meant by forward counting? Take their responses and tell them that when we count numbers from 0 to 99, it is called forward counting.

Main Activities/Concept Building: (30 min)

Activity 1:

Tell students today we are going to learn backward counting from 99 to 0. Paste a wallchart of the numbers 99 to zero on the board. Call a student to the front of the class and ask him/her to read the numbers from 99 to 0. Tell them that when we count numbers back from 99 to 0, it is called backward counting. Repeat this activity with some other students.
Give numbers cards up to 99 to students. Instruct them to arrange these cards from 99 to 0. Walk around, check their work and guide them if required. Appreciate them for their good work.
Call a student to the front of the class and ask him/her to count and write numbers backward from 40. Check and appreciate his/her good work. Repeat this activity with some other students by asking them to write backward counting from 99 to 0.

Sum Up: (0 min)

Sum up the lesson by retelling students when we count back numbers from 99 to 0, it is called backward counting.

Assessment: (0 min)

Ask students to open their textbooks to page 32 and solve Q7 of “Learning Check 1.4”in their textbooks.

Homework: (5 min)

Solve the given worksheet.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

Write the missing numbers.

99	98			95					90
								81	
		77							70
							62		
			56						50
					44				
				35					30
29									
		17							10
								1	

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 1 **Periodic Unit: 2** **Week:** 1 **Lesson Plan:** 2

Unit Name: Whole Numbers **Topic:** before, after and between **Date**:

Objective(s):

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

Identify which number (up to 99) comes before and after a given number.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 31

Teaching & Learning Activities:

Opening Activities/Warm-up: (7 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them about the worksheet they got for homework.

Ask them: What is meant by forward and backward counting? Take their responses and appreciate them for the right answer. Tell them that when we count forward from 0 to 99, it is called forward counting and when we count back from 99 to 0, it is called backward counting.

Main Activities/Concept Building: (28 min)

Activity:

Write a number for example 34 on the board. Ask students: Do you know what number comes before the given number? Take their responses and tell them that when we count one step back from 34, we get 33. So 33 comes before 34. Tell them that when we count forward one step from 34, we get 35. So 35 is the number that comes after the given number 34.

Write some numbers on the board. Ask students to write what comes before and after the given numbers in their notebooks. Roam around the class, check their work and guide them if required. Call a student to the front of the class and ask him/her to write the numbers that come before and after the given numbers. Instruct the rest of the class to check whether it is correct or not. Help them correct if needed. Appreciate them for their active participation.

Sum Up: (5 min)

Tell students what number comes before and after a given number by writing some numbers on the board.

Assessment: (0 min)

Ask them to open their textbooks to page 31 and solve Q 1 of “Learning Check 1.4”.

Homework: (0 min)

Solve Q2 of “Learning Check 1.4” given on page 31 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 1 **Periodic Unit: 2** **Week:** 1 **Lesson Plan:** 3

Unit Name: Whole Numbers **Topic:** after, before and between **Date**: _____

Objective(s):

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

Identify which number (up to 99) comes between two given numbers.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 31

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Write a number for example 67 on the board. Call a student to the front of the class and ask him/her to write what number comes after and before the given number. Take their response that must be 66 for before and 68 for after respectively. Appreciate them for their correct answers.

Main Activities/Concept Building: (25 min)

Activity 1:

Write two numbers for example 28 and 30 on the board. Ask students to tell what number comes after 28. Take their responses that must be 29. Now ask them to tell what number comes before the number 30. Take their responses that is 29. Tell the students 29 is the number that comes after 28 and that comes before 30 so 29 is the number that comes between 28 and 30.

Repeat this activity with some other numbers. Now write some numbers on the board and ask them to write the numbers that come between the given numbers in their notebooks. Roam around the class, check their work and guide if needed.

Sum Up: (3 min)

Sum up the lesson by retelling about the numbers that come after, before and between the given numbers by writing some numbers on the board.

Assessment: (5 min)

Write some numbers on the board and ask students to write what comes before, after and between the given numbers.

Homework: (2 min)

Solve Q3 of Learning Check 1.4 at page 31.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 1 **Periodic Unit: 2** **Week:** 1 **Lesson Plan:** 4

Unit Name: Whole Numbers **Topic:** Comparing and ordering 2-digit numbers **Date**: _____

Objective(s):

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

Compare 1-digit and 2-digit numbers.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 34, 35 and 36, Number cards of 2-digit numbers

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Write some numbers on the board and ask them to tell what numbers come before, after and between the given numbers. Take their responses and appreciate them for their correct answers.

Main Activities/Concept Building: (25 min)

Tell them that today we are going to learn about comparing of 1-digit and 2-digit numbers.

Activity 1:

Write the two numbers 16 and 23 on the board. Ask students: How many tens and ones are there in the numbers 16 and 23? Take their responses and tell them that one ten and 6 ones are in the number 16 and 2 tens and 3 ones in the number 23. Tell them that there is 1 ten in 16 and 2 tens in 23 so 23 is greater than 16 or 16 is smaller than 23.

Activity 2:

Make pairs of students and give each pair two cards of numbers. Instruct them to compare and tell which one is greater and which one is smaller. Roam around the class, check their work and guide them if required. Now instruct them to present their work one by one to the front of the class.

Ask them to open their textbooks to page 34 and solve example 1 in their notebooks and tell which number is greater and which one is smaller.

Sum Up: (3 min)

Sum up the lesson by explaining the “Notable Notes” given on page 34 and through place value.

Assessment: (5 min)

Ask them to solve Q1 of Learning Check 1.5 at page 35.

Homework: (2 min)

Solve Q2 of Learning Check 1.5 at page 36 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 1 **Periodic Unit: 2** **Week:** 1 **Lesson Plan:** 5

Unit Name: Whole Numbers **Topic:** Comparing and ordering 2-digit numbers **Date**: _____

Objective(s):

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

Compare 1-digit and 2-digit numbers.

Order the set of numbers from 0 to 99 in ascending and descending order.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 34, 35 and 36

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students to tell: How can we compare two numbers? Take their responses and appreciate them for their correct answer. Correct them if required.

Main Activities/Concept Building: (25 min)

Activity 1:

Write the two numbers 28 and 21 on the board. Call a student to the front of the class and ask him/her to compare and tell which one is greater and which one is smaller. Take their response and appreciate if he/she does it correctly. Now tell them that as there are 2 tens and 8 ones in 28 and 2 tens and 1 one in 21. As the tens place of both numbers are the same, so we compare the digits at the ones place. Since 8 ones are greater than 1 one so 28 is greater than 21 or 21 is smaller than 28.

Activity 2:

Write the three numbers 18, 26 and 33 on the board. Ask students to compare and tell which number is greater and which is smaller. Take their responses and then split each number into its tens and ones. 18 has 1 ten and 8 ones, 26 has 2 tens and 6 ones and 33 has 3 tens and 3 ones. As 3 tens are greater than 2 and 1 ten so 33 is the greatest number. 1 ten is smaller than 2 tens and 3 tens so 18 is the smallest number.

Tell them that now we arrange these numbers from smallest to greatest that is 18, 26 and 33. Tell them that when we arrange numbers from smallest to greatest, it is called increasing order. Now write the numbers from greatest to smallest as 33, 26 and 18. Tell them that when we arrange numbers from greatest to smallest it is called decreasing order.

Sum Up: (3 min)

Sum up the lesson by explaining the steps for comparing numbers. Tell them that we can easily compare numbers using the place value of each digit in the numbers. Ask them to compare the number in example 2 on page 34.

Assessment: (5 min)

Ask them to solve Q3 of Learning Check 1.5 at page 36 in their notebooks.

Homework: (2 min)

Solve Q4 of Learning Check 1.5 at page 36.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 1 **Periodic Unit: 2** **Week:** 1 **Lesson Plan:** 6

Unit Name: Whole Numbers **Topic:** Comparing and ordering Numbers **Date**: _____

Objective(s):

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

Order the set of numbers from 0 to 99 in ascending and descending order.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 35 and 37

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students: What is the smallest 2-digit number? What is the greatest 2-digit number? Take their responses and appreciate them for their correct answers.

Main Activities/Concept Building: (22 min)

Activity 1:

Make two groups of students and give each group some number cards of 2-digit numbers. Instruct the first group to split the numbers in tens and ones and then compare and arrange the numbers in increasing order. Instruct the second group to split the numbers in tens and ones and then compare and arrange the numbers in decreasing order. Ask them to raise their hand when done. Roam around the class and check their work. Instruct each group to present their work to the front of the class. Appreciate them for their good work.

Activity 2:

Ask students to open their textbooks to page 35. Ask them to look at the example given on page. Ask them to compare and arrange these numbers in increasing and decreasing order. Roam around, check their work and guide them if required.

Sum Up: (3 min)

Sum up the lesson by explaining the steps for comparing numbers. Tell them that we can easily compare numbers using the place value of each digit in the numbers.

Assessment: (8 min)

Ask students to write any three numbers in their notebooks and compare and write the numbers in increasing and decreasing order.

Homework: (2 min)

Solve Q5 of Learning Check 1.5 at page 37 in their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 1 **Periodic Unit: 2** **Week:** 1 **Lesson Plan:** 7

Unit Name: Whole Numbers **Topic:** Hundred "100" **Date**: _____

Objective(s):

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

Count in tens and recognise 100 as a 3-digit number.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 38, Blocks

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask students:

- What is the greatest 1-digit number?
- What is the smallest 2-digit number?
- What is the greatest 2-digit number?

Take their responses and appreciate them for their correct answers.

Main Activities/Concept Building: (22 min)

Activity 1:

Put nine blocks on the table at the front of the class. Call a student to the front of the class and ask him/her to count the blocks and tell how many. Take his/her response that is 9. Now ask them: If we add one block by putting one block on the table, how many blocks are there? Their answer must be 10. Tell them that 10 ones make 1 ten. Now draw stacks of 9 tens and 9 ones on the board and ask them to count and tell how many. Take their responses and tell them that 9 tens and 9 ones make 99. Now tell them that when we add one more to it, we get 10 tens which means 100.

Ask students to open their textbooks to 38. Instruct them to observe the tens and ones blocks in the textbook and tell how many tens make one hundred. Ask students to make 10 stacks of 10 blocks in their notebooks to show 100. Roam around the class, check their work and guide them if required.

Sum Up: (3 min)

Sum up the lesson by explaining the "Notable Note" given on page 38 of their textbooks.

Assessment: (8 min)

Ask them to read the statement of the "Quick Check" given on page 38. Ask them: How many ones are there in one hundred? Take their responses and appreciate them for their correct answer.

Homework: (2 min)

Revise the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 1 **Periodic Unit: 2** **Week:** 2 **Lesson Plan:** 1

Unit Name: Whole Numbers **Topic:** Hundred "100" **Date**: _____

Objective(s):

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

Count in tens and recognise 100 as a 3-digit number.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 39 and 41, Matchsticks, 10 disposable glasses

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.
Ask students: How are you? Encourage them to say, "Alhamdulillah".
Ask students:
How many tens are there in one hundred?
How many ones are there in one hundred?
What is the smallest 3-digit number?
Take their responses and appreciate them for their correct answers.

Main Activities/Concept Building: (22 min)

Activity 1:

Put matchsticks and 10 disposable glasses on the table at the front of the class. Call a student to the front of the class and instruct him/her to count 10 matchsticks and put them in one glass. Tell them that 1 ten makes 10. Then count 10 matchsticks and put them in the second glass and ask: How many matchsticks are in two glasses? Take their response and tell them that 2 tens make 20 so there are 20 matchsticks. Continue this process until all glasses have 10 matchsticks. Tell them that 10 tens make 100 so there are 100 matchsticks in 10 glasses. Repeat this activity with some other students by using different objects to make group of tens.

Sum Up: (3 min)

Sum up the lesson by explaining to students how to count in tens. Ask them to open their textbooks to page 39 and count in tens.

Assessment: (8 min)

To assess students, give them beads and ask them to count the beads by counting in tens to make 10 groups of 10 beads.

Homework: (2 min)

Solve Q2 of Learning Check 1.6 on page 41 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 1 **Periodic Unit: 2** **Week:** 2 **Lesson Plan:** 2

Unit Name: Whole Numbers **Topic:** Missing Numbers **Date**: _____

Objective(s):

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

Identify and write missing numbers in a sequence from 1 to 100.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 41, Number cards, Wallchart of numbers 1 to 100 with some missing numbers

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students: How many ones are in one ten? How many tens are in one hundred? Take their responses and appreciate them for their correct answers.

Main Activities/Concept Building: (22 min)

Activity 1:

Paste a wallchart of numbers 1 to 100 with some missing numbers on the board. Call a student to the front of the class and ask him/her to read the numbers from 1 to 10 and write the missing numbers. Ask the rest of the class to check whether it is correct or not. Now call another student to the front of the class and ask him/her to read the numbers from 11 to 20. Ask them to find and write the missing numbers. Repeat this activity with some other students to find and write the missing numbers up to 100.

Activity 2:

Make small groups of students and give each group number cards. Instruct them to read the numbers and then arrange the cards in the correct sequence. Ask them to find the number cards that are missing. Write the numbers in their notebooks. Roam around the class, check their work and guide them. Appreciate them for their active participation.

Sum Up: (3 min)

Sum up the lesson by retelling them how to write the numbers in sequence from 1 to 100.

Assessment: (8 min)

To assess the students, write some missing numbers in sequence and call random students to the front of the class and ask them to write the missing numbers.

Homework: (2 min)

Solve Q3 of Learning Check 1.6 on page 41 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 1 **Periodic Unit: 2** **Week:** 2 **Lesson Plan:** 3

Unit Name: Whole Numbers **Topic:** Numbers **Date:** _____

Objective(s):

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

Count and write the number of objects in a given set.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 40, Different toys

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.
Ask students: How are you? Encourage them to say, "Alhamdulillah".
Ask them about their homework.
Write some numbers on the board in sequence by missing some numbers. Ask them to identify and tell the missing numbers. Appreciate them for their correct answer.

Main Activities/Concept Building: (22 min)

Activity 1:

Put some toys on the table and call a student to the front of the class and ask him/her to choose one toy and take out all that toys from the toy collection. Take his/her response and appreciate the correct answer. Now call another student to the front of the class and repeat the same activity. Randomly call different students to the front of the class and ask them to count different numbers of toys and tell how many toys are there. Appreciate them for their active participation.

Sum Up: (3 min)

Sum up the lesson by explaining to students how we can count and tell the number of objects in a given set.

Assessment: (8 min)

To assess the students learning, draw some circles on the board and ask them to count and tell how many circles there are.

Homework: (2 min)

Solve Q1 of Learning Check 1.6 on page 40 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 1 **Periodic Unit: 2** **Week:** 2 **Lesson Plan:** 4

Unit Name: Whole Numbers **Topic:** Numbers **Date:** _____

Objective(s):

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

Count and write the number of objects in a given set.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Buttons of different colours

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.
Ask students: How are you? Encourage them to say, "Alhamdulillah".
Ask students about their homework.
Draw some flowers on the board and ask them to count and tell the number of flowers. Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (22 min)

Activity 1:

Make small groups of students. Give each group a different number (up to 100) of buttons of different colours (red, blue, green, yellow, purple, etc.). Give them a bowl and instruct them to first count the red buttons and write how many red buttons in their notebooks. Then count the blue buttons and put them in the bowl and write the number of blue buttons in the notebooks. Repeat this with all the buttons of different colours and write how many of each in their notebooks. Instruct them to raise their hand when finished. Now draw columns according to the colours of the buttons and write in each column the colour name. Now call each group one by one to the front of the class and ask them to write the number of each colour button l below the name of that colour. Repeat this for all groups. Appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by explaining to students how we can count the number of objects in a group by drawing different a number of objects in different groups.

Assessment: (8 min)

To assess the students learning, draw a number of objects for example draw 45 squares and ask them to count and tell how many squares there are.

Homework: (2 min)

Solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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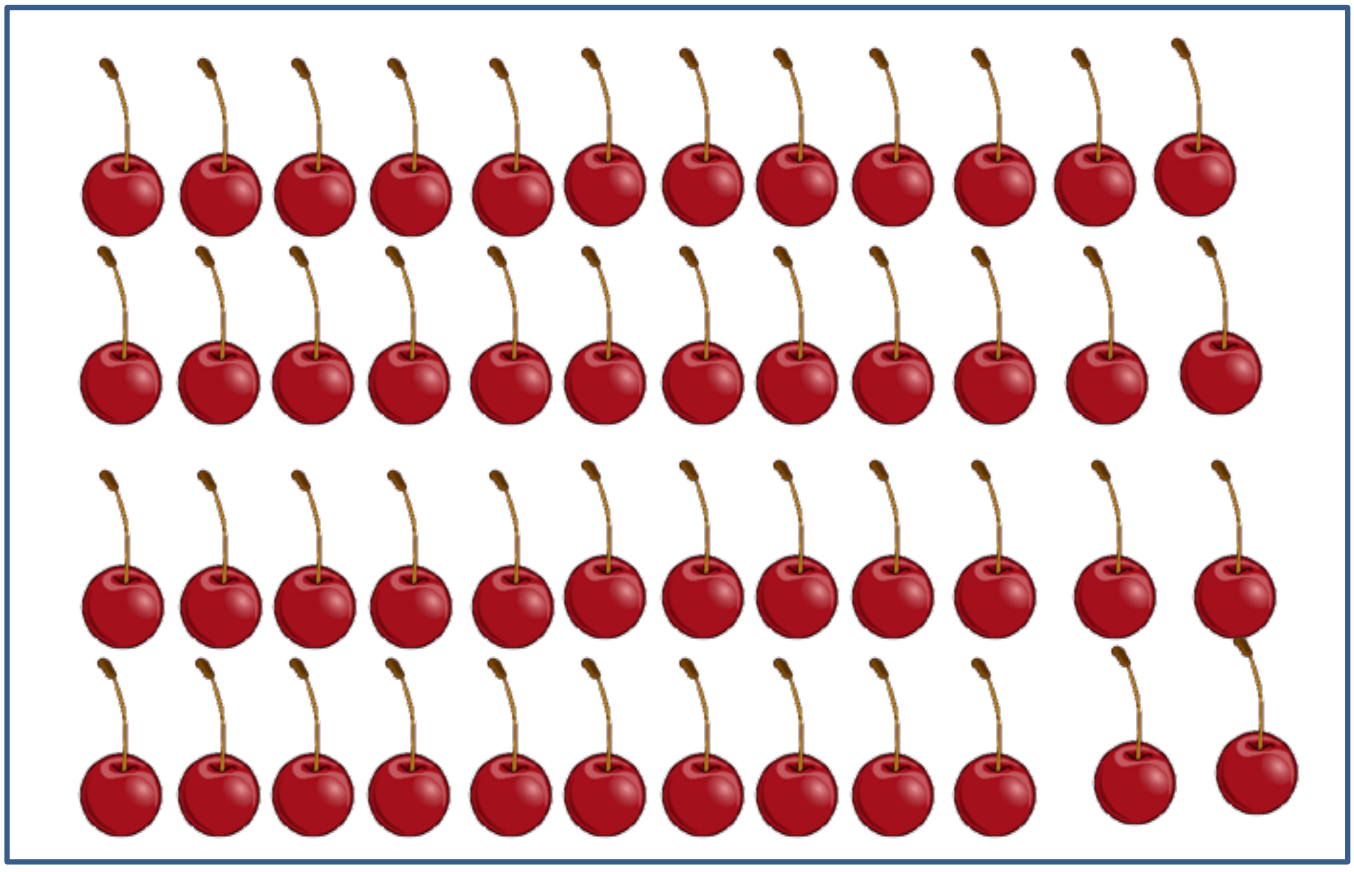
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

Count and write the number of objects in each group.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 1 **Periodic Unit: 2** **Week:** 2 **Lesson Plan: 5**

Unit Name: Whole Numbers **Topic:** Ordinal Numbers **Date**: _____

Objective(s):

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

Identify the position of objects using ordinal numbers such as first, second, …, tenth including representations 1^{st}, 2^{nd}, …, 10^{th} through pictures.

Resource Material:

Chalk/Marker, White/Blackboard

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.
Ask students: How are you? Encourage them to say, "Alhamdulillah".
Ask students about their homework.
Ask them: Who got first, second and third position in the previous class? Take their response and appreciate them for their correct answers.

Main Activities/Concept Building: (25 min)

Activity 1:

Call ten students to the front of the class and ask them to arrange themselves in a row. Now call one student's name and ask him/her to tell his/her position in the row. Take his/her response and appreciate the right answer. Now call another student's name and ask him/her to tell his/her position in the row. Repeat this with different students in the row by calling and asking their positions. Now change the position of the students in the row and again repeat the same activity. Appreciate them for their active participation.

Write ordinal numbers on the board and below each ordinal number, write the name of the student that is at that position in the row. Instruct them to read the name of the student and then its position. Tell them that ordinal numbers tell us the position of objects.

Sum Up: (3 min)

Sum up the lesson by retelling students that ordinal numbers tell us the position of objects (Notable Note).

Assessment: (5 min)

To assess the students, draw 10 apples on the board and point out one apple and ask them: What is the position of the apple? Take their response and appreciate them for their correct answers.

Homework: (2 min)

Revise the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 1 **Periodic Unit: 2** **Week:** 2 **Lesson Plan:** 6

Unit Name: Whole Numbers **Topic:** Ordinal Numbers **Date**: _____

Objective(s):

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

Identify the position of objects using ordinal numbers such as first, second, …, tenth including representations 1^{st}, 2^{nd}, …, 10^{th} through pictures.

Resource Material:

Chalk/Marker, White/Blackboard, Wallchart of ants that are moving in a row, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them: What is meant by ordinal numbers? Take their response and tell them that ordinal numbers tell us the position of objects and tell them that ordinal numbers are not used to count objects, its only used to tell the position of specific objects in a row.

Main Activities/Concept Building: (30 min)

Activity 1:

Paste a wallchart of ants that move in a row. Now point out the second ant and ask them to tell the position of that ant in the row. Take their response that must be 2nd. Now point out the 5th ant and ask its position. Repeat this by pointing at each ant in the row. Now call a student to the front of the class and ask him/her to tell and write the position of the ants in the row. Ask the rest of the class to check and correct if required. Appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by retelling students about ordinal numbers by drawing 10 objects in a row on the board.

Assessment: (0 min)

To assess the students, ask them: What is meant by ordinal numbers? Take their response and ask them to draw 10 balls in their notebooks and then write the position of each ball.

Homework: (2 min)

Solve the given worksheet.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

Write the position of each of the following cupcakes.

The position of _____

The position of _____

The position of _____

The position of _____

The position of _____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 1 **Periodic Unit: 2** **Week:** 2 **Lesson Plan:** 7

Unit Name: Whole Numbers **Topic:** Ordinal Numbers **Date**: _____

Objective(s):

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

Identify the position of objects using ordinal numbers such as first, second, …, tenth including representations 1^{st}, 2^{nd}, …, 10^{th} through pictures.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 42 and 43, Stickers of racing cars

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.
Ask students: How are you? Encourage them to say, "Alhamdulillah".
Ask them about their homework.
Draw 10 balls on the board in a row and by point to different balls. Now ask them to tell the position of the balls. Take their response and appreciate them for their correct answers.

Main Activities/Concept Building: (25 min)

Activity 1:

Make small groups of students and give each student stickers of racing cars and a blank paper. On each racing car, its position is mentioned. Now instruct students to paste the cars in a row according to their positions. Roam around the class and check their work. Instruct them to raise their hands when finished. Now call groups one by one to the front of the class and ask them to present their work to the class. Appreciate them for their good work.
Ask students to open their textbooks to page 42. Tell them that Hadia saw an animal race on television. She observed the position of the animals in the race. Ask them to look at the animals in the race and observe the position of each animal. Now call out the name of the animals that are in the race one by one and ask them their positions. Take their response.

Sum Up: (3 min)

Sum up the lesson by retelling the position of the animals in the race in their textbooks on page 42.

Assessment: (5 min)

To assess the students' learning, ask them to draw 10 circles in a row in their notebooks and write the position of each circle.

Homework: (2 min)

Solve Question given in 'Learning Check 1.7 at page 43.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 1 **Periodic Unit: 2** **Week:** 3 **Lesson Plan:** 1

Unit Name: Whole Numbers **Topic:** One-to-one Correspondence **Date**: _____

Objective(s):

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

Match objects having one-to-one correspondence.

Resource Material:

Chalk/Marker, White/Blackboard

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.
Ask students: How are you? Encourage them to say, “Alhamdulillah”.
Ask them about their homework.
Ask them: What are ordinal numbers? Take their response and appreciate them for their correct answer.

Main Activities/Concept Building: (20 min)

Activity 1:

Draw 6 balls and 6 bats on the board. Now call a student to the front of the class and ask him/her to match one ball with one bat. Take their response and appreciate him/her for the correct work. Tell them that when we match one ball with one bat, it shows that the balls and bats are equal. Now draw 4 balls and 3 bats and call another student to the front of the class. Ask him/her to match one ball with one bat. Take their response and tell them that now by matching one ball with one bat, we observe that one ball is left. This means that the number of balls are more than the number of bats or the number of bats are less than the number of balls.
Repeat this activity by drawing different numbers of objects.

Sum Up: (3 min)

Sum up the lesson by retelling students by matching objects one-to-one, we can tell which object is less in quantity and which one is more.

Assessment: (10 min)

To assess students’ learning, ask them to draw 7 circles and 9 squares in their notebooks and then match one circle with one square and tell which one is less and which one is more.

Homework: (2 min)

Revise the classwork.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 1 **Periodic Unit: 2** **Week:** 3 **Lesson Plan:** 2

Unit Name: Whole Numbers **Topic:** One-to-one Correspondence **Date**: _____

Objective(s):

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

Match objects having one-to-one correspondence.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 44, Blue and red beads

Teaching & Learning Activities:

Opening Activities/Warm-up: (3 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.
Ask students: How are you? Encourage them to say, “Alhamdulillah”.
Write two 5-digit numbers on the board. Ask them to solve it in their notebooks.
Appreciate them for their correct answers.

Main Activities/Concept Building: (22 min)

Activity 1:

Make small groups of students and give each group red and blue beads. Instruct them to make pairs of the red and blue beads by one-to-one correspondence. Then tell which is more and which one less in number. Roam around, check their work and guide them if required.
Ask them to open their textbooks to page 44 and observe the number of sharpeners and pencils. Tell them that by matching one sharpener with one pencil, we observe that the number of pencils are more than the number of sharpeners or the number of sharpeners are less than the number of pencils.

Sum Up: (8 min)

Sum up the lesson by explaining to students that by one-to-one correspondence, we can easily tell which object is less and which object is more in number.

Assessment: (5 min)

To assess the students, draw 7 pencils and erasers on the board and ask them to match them one-to-one and tell which one is less and which one is more.

Homework: (2 min)

Solve Question given in ‘Learning Check 1.8’ at page 44 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 1 **Periodic Unit: 2** **Week:** 3 **Lesson Plan:** 3

Unit Name: Whole Numbers **Topic:** Comparing objects **Date**: _____

Objective(s):

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

Compare two or more groups of objects in terms of numbers.

Identify the number of objects in two groups to show “more than” and “less than”.

Resource Material:

Chalk/Marker, White/Blackboard

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students about their homework.

Draw 3 circles and 2 triangles on the board. Call a student to the front of the class and ask him/her to match one circle with one triangle and tell which is more and which one is less. Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (22 min)

Activity 1:

Draw different numbers of balls in two groups A and B. Call a student to the front of the class and ask him/her to count the number of balls in each group and write the number of balls below each group. For example there are 7 balls in group A and 5 balls are in group B. Now ask them which group has less and which one has more balls. Take their response and tell them that group A has 7 balls and group b has 5 balls. As 5 balls are less than 7 balls so 5 is less than 7 or 7 is more than 5.

Repeat the same activity by drawing different numbers of objects on the board. Appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by explaining to them that by counting objects in two groups, we can tell which one is less than the other or which one is more.

Assessment: (8 min)

To assess students, draw different numbers of fish in two groups A and B. Ask them to count and tell the number of fish in each group. Then ask: Which has less and which has more in number?

Homework: (2 min)

Revise the classwork.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 1 **Periodic Unit: 2** **Week:** 3 **Lesson Plan:** 4

Unit Name: Whole Numbers **Topic:** Comparing objects **Date**: _____

Objective(s):

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

Compare two or more groups of objects in terms of numbers.

Identify the number of objects in two groups to show “more than” and “less than”.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 45 and 46

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Draw nine squares and 7 circles on the board. Ask students to count and tell the number of circles and squares. Ask them: Which one is less and which one is more? Take their response and appreciate them for their correct answer.

Main Activities/Concept Building: (20 min)

Activity 1:

Draw 3 squares on the board and label each square as Square A, B and C. Draw 5 circles in the first square, 7 in the second square and 2 in the third square. Call a student to the front of the class and ask him/her to count the number of circles in each square and write it below each. Ask them: Which square has less number of circles? Take their response and tell them that 3 circles are less than 5 and 7 circles so 3 is less than 5 and 7. Repeat the activity by drawing different numbers of objects in different groups. Then ask them which one is less and which one is more objects. Take their responses and appreciate them for their correct answers.

Sum Up: (3 min)

Sum up the lesson by explaining to students that by comparing objects, we can tell which group has more and which has less number of objects.

Assessment: (10 min)

To assess students, ask them to solve Q(a) of ‘Learning Check 1.9’ of their textbooks on page 45.

Homework: (2 min)

Solve Q(b) of ‘Learning Check 1.9’ of their textbooks on page 46.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 1 **Periodic Unit: 2** **Week: 3** **Lesson Plan:** 5

Unit Name: Whole Numbers **Topic:** Revision (Summary and review exercise) **Date**:

Objective(s):

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

Recall the concept of the whole unit.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 46 and 47

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.
Ask students: How are you? Encourage them to say, “Alhamdulillah”.
Tell students that they are going to recall all the concepts of the Unit “Whole Numbers”.
Ask them the following questions to let them revise the basic concepts:

- How many ones are in one ten?
- How many tens are in one hundred?
- How many ones are in one hundred?

Main Activities/Concept Building: (30 min)

Activity 1:

Have students open page 46 of their textbooks. Ask them to solve Q1 and Q2 of ’Unit Check’ in their textbooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up: (3 min)

Sum up the lesson by repeating the summary and vocabulary words of the unit given at page 46.

Assessment: (0 min)

N/A

Homework: (2 min)

Revise the classwork.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 1 **Periodic Unit: 2** **Week: 3** **Lesson Plan:** 6

Unit Name: Whole Numbers **Topic:** Revision (Summary and review exercise) **Date**:

Objective(s):

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

Recall the concepts of the whole unit.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 47and 48

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Tell students that they are going to recall all the concepts of “Whole Numbers”.

Ask them the following questions to let them revise the basic concepts:

- How can we compare numbers?
- How can we arrange numbers in ascending and descending order?
- How many tens and ones are in the number 56?

Main Activities/Concept Building: (30 min)

Activity 1:

Have students open page 47 of their textbooks. Ask them to solve Q3 and Q4 of ‘Unit Check 1’ in their textbooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up: (3 min)

Sum up the lesson by repeating the summary and vocabulary words of the unit given at page 46.

Assessment: (0 min)

N/A

Homework: (2 min)

Solve Q5 of Unit Check 1 in their textbooks on page 48.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 1 **Periodic Unit: 2** **Week: 3** **Lesson Plan:** 7

Unit Name: Whole Numbers **Topic:** Revision (Summary and review exercise) **Date**:

Objective(s):

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

Recall the concepts of the whole unit.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 46, 48 and 49

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.
Ask students: How are you? Encourage them to say, “Alhamdulillah”.
Tell students that they are going to recall all the concepts of the Unit “Whole Numbers”.
Ask them the following questions to let them revise the basic concepts:

- What is meant by ordinal numbers?
- What comes after and before the number 34?
- How can we compare objects in two groups by one-to-one correspondence?

Main Activities/Concept Building: (30 min)

Activity 1:

Have students open page 48 of their textbooks. Ask them to solve Q6 of ‘Unit Check 1’ in their textbooks. Ask them to solve Q7 and Q8 in their textbooks on page 49. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up: (3 min)

Sum up the lesson by repeating the summary and vocabulary words of the unit given at page 46.

Assessment: (0 min)

N/A

Homework: (2 min)

Solve Q9 and Q10 of Unit Check 1 in their textbooks on page 49.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 1 **Periodic Unit: 2** **Week:** 4 **Lesson Plan:** 1

Unit Name: Addition **Topic:** Recalling **Date**: _____

Objective(s):

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

Recall the concept of addition.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 50

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.
Ask students: How are you? Encourage them to say, “Alhamdulillah”.
Ask them about their homework.
Draw 5 balls in one group and two balls in another group. Ask students to count and tell how many balls are in each group. Take their responses and appreciate them for their correct answers.

Main Activities/Concept Building: (25 min)

Activity 1:

Have students open their textbooks to page 50. Ask them to look at the picture. Ask them to count and tell how many birds are flying and how many are sitting. Take their responses and tell them that there are 5 birds sitting on the tree and 2 are flying. Now ask them to count the total number of birds that are flying and sitting on the tree. Take their responses and tell them that the total number of birds is 7.
Call a student to the front of the class and ask him/her to draw 6 balls and 3 balls. Then ask the whole class to count the number of balls in each group and tell how many balls there are altogether in two groups. Take their responses and appreciate them for their correct answers. Repeat this activity by drawing two groups of different objects.

Sum Up: (3 min)

Sum up the lesson by recalling how we can add two groups of objects up to 9.

Assessment: (5 min)

Assess the students learning by drawing two groups of different objects and ask them to count and tell how many objects are in two groups.

Homework: (2 min)

Revise the classwork.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 1 **Periodic Unit: 2** **Week:** 4 **Lesson Plan:** 2

Unit Name: Addition **Topic:** How much more **Date**: _____

Objective(s):

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

Compare numbers from 1 to 20 to identify "how much more" one is from another.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 51

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask students to count their fingers of both hands and tell how many total fingers they have. Take their responses and tell them that there are 5 fingers of one hand. When we count the fingers of both hands, we have 10 fingers in all.

Main Activities/Concept Building: (25 min)

Activity 1:

Write the numbers 1 to 5 on the board. Tell them that when we count numbers and move from number 1 to number 2, we take one step. Draw an arrow from number 1 to number 2 and write step 1. Tell them that when we move from number 2 to number 3, we take a second step. Draw an arrow towards number 3 from number 2 and write step 2. Similarly when we move on to number 3 to number 4, we take a third step and from number 4 to number 5 is the fourth step. So tell them that to move from number 1 to 5, we take four steps. Tell them that it shows that 5 is 4 more than 1.

Have students open page 51 of their textbooks. Instruct them to look at the number and count forward from number 6 to 9 and count the steps to go from number 6 to 9. By observing, we know that there are 3 steps to move from 6 to 9. So 9 is 3 more than 6.

Repeat the activity for different numbers and explain how much more one number is from the other number.

Sum Up: (3 min)

Sum up the lesson by explaining to students that by counting forward, we can tell how much one number is more than the other number.

Assessment: (5 min)

Assess the students learning by writing the numbers 2 and 9 on the board and ask them to count forward and tell how many more 9 is from 2.

Homework: (2 min)

Solve Question of "Learning Check 2.1" on page 51 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 1 **Periodic Unit: 2** **Week:** 4 **Lesson Plan:** 3

Unit Name: Addition **Topic:** Addition of 1-digit numbers **Date**:

Objective(s):

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

Recognize and use the symbols of addition "+" and equality" =".
Add two 1-digit numbers with sum up to 9.
Construct addition sentences from given number stories.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 52, Wallchart of symbols for addition and equal, Wallchart of clue words of addition, Flash cards of different objects

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.
Ask students: How are you? Encourage them to say, "Alhamdulillah".
Write two the numbers 5 and 9 on the board and ask students to count forward and tell how much more 8 is from the number 2. Take their responses and tell them that 8 is 6 more than 2.

Main Activities/Concept Building: (25 min)

Activity 1:

Tell students we are going to learn to add 1-digit numbers.
Paste a wallchart of symbols of addition and clue words of addition on the board. Have students open page 52 of their textbooks. Ask them to read the statement of the example and tell what is given and what we have to find. Tell them that 6 blue blocks and 3 pink blocks are given and we have to find the total number of blue and pink blocks. Now add the numbers step by step and tell students we use '+' for addition and '=' for equal. Point towards the clue words for addition and tell them about these words.

Activity 2:

Make two groups of students and give each group two flash cards of different objects. Ask them to count the objects in each group and tell how many objects there are. Now ask them to count and then add these numbers by using symbol + and =. Roam around the class, check their work and guide them if required.

Sum Up: (3 min)

Sum up the lesson by explaining to students how to add two numbers and use the symbols '+' and "='.

Assessment: (5 min)

Read the statement of "Quick Check" from page 24. Ask them to do it in their notebooks.
Appreciate them for their correct answers. Ask them to solve Q2 of Learning Check 1.6 in their notebooks.

Homework: (2 min)

Solve Q1 of Learning Check 2.2 at page 53.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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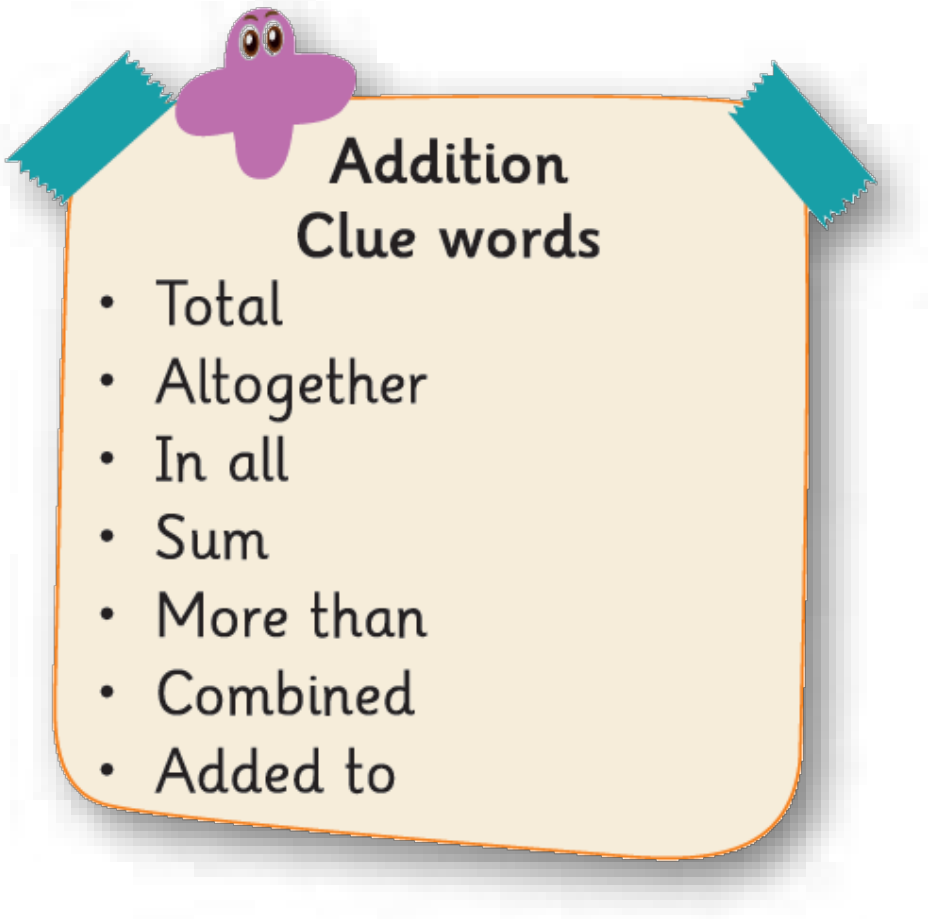
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 1 **Periodic Unit: 2** **Week:** 4 **Lesson Plan:** 4

Unit Name: Addition **Topic:** Addition of 1-digit numbers **Date**:

Objective(s):

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

Add two 1-digit numbers with sum up to 9.

Construct addition sentences from given number stories.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 52, 53 and 54, Two colour buttons

Teaching & Learning Activities:

Opening Activities/Warm-up: (10 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students about their homework.

Call a student to the front of the class and put three candies in his/her hand and 2 candies in their other hand. Ask them to count and tell how many candies there are in both hands. Take their response and appreciate them for their correct answer.

Main Activities/Concept Building: (20 min)

Activity 1:

Make pairs of students. Give each group two colour buttons. Ask them to count the number of buttons and then add them in their notebooks. Roam around the class, check their work and guide them if required. Now ask them to raise their hands when finished. Call each pair one by one to the front of the class and ask them to solve their sum on the board. Appreciate them for their good work.

Activity 2:

Have students open their textbooks to page 52. Ask them to count the number of fish given in example 2 and tell how many fish are there altogether. Tell them that we can add the numbers 5 and 2 in two ways. Point towards the addition sum and solve it on the board step by step and explain it to them.

Ask them to solve example 3 given in the textbook on page 52 in their notebooks by counting objects. Roam around the class, check their work and guide them if required.

Sum Up: (3 min)

Sum up the lesson by explaining to them that addition means to find the total of 2 or more numbers. We use the symbols ‘+’ to add and ‘=’ means equal.

Assessment: (5 min)

To assess students’ learning, ask them to solve Q2 of “Learning Check 2.2” given on page 53.

Homework: (2 min)

Solve Q3 of “Learning Check 2.2” given on page 54.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 1 **Periodic Unit: 2** **Week:** 4 **Lesson Plan:** 5

Unit Name: Addition **Topic:** Addition of 1-digit numbers **Date**:

Objective(s):

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

Add two 1-digit numbers with sum up to 9.

Construct addition sentences from given number stories.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 52-55, 2 baskets, Number cards of 1-digit numbers

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them to write an addition sum in their notebooks.

Write an addition sentence on the board. Solve it with the help of students by asking them to raise their hands and tell the steps for solving it.

Main Activities/Concept Building: (25 min)

Activity 1:

Have students open pages 52 and 53 of their textbooks. Solve the examples by explaining each step on the board. Keep adding numbers and tell them how to add 1-digit numbers.

Activity 2:

Put a basket on the table. Put number cards of one digit numbers in the basket. Call a student to the front of the class and ask him/her to choose two cards at a time and write the numbers given on the cards on the board and then add them. Ask the rest of the class to check and correct if needed. The remaining students will check if he/she is solving it correctly or not. Repeat this activity till all students have their turns.

Sum Up: (3 min)

Sum up the lesson by explaining the “Notables Notes” given on page 52 of their textbooks. Tell them that when we add 0 to any number, we get the number itself.

Assessment: (5 min)

To assess the students’ learning, ask them to solve Q5 in their textbooks on page 55.

Homework: (2 min)

Solve Q4 of Learning Check 2.2 at page 54.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 1 **Periodic Unit: 2** **Week:** 4 **Lesson Plan:** 6

Unit Name: Addition **Topic:** Addition of 2-digit numbers to 1-digit numbers **Date**:

Objective(s):

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

Add a 2-digit number to a 1-digit number.

Construct addition sentences from given number stories.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 55-56

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them about their homework. Ask them:

How can we add two numbers?

What symbols are used to add two numbers?

Take their responses and appreciate them for their correct answers.

Main Activities/Concept Building: (25 min)

Activity 1:

Tell students that today we are going to learn how to add 2-digit and 1-digit numbers. Have students open page 55 of their textbooks. Ask them to read the statement of the example and tell what is given and what we have to find. Take their responses and tell them that Asma has 23 red beads and 5 blue beads. We have to find the total number of beads that Asma has in all by adding. First draw a place value table and show blocks of tens and ones that represent the numbers 23 and 5. Now add 23 and 5 on the board step by step and explain each step to students.

Activity 2:

Make two groups of students and ask them to make their own addition sums and then solve it step by step by drawing a place value table. Ask them to show blocks of numbers and then add the numbers step by step. Roam around the class, check their work and guide them if required.

Sum Up: (3 min)

Sum up the lesson by explaining to students how we can add 2-digit and 1-digit numbers by solving some questions on the board.

Assessment: (5 min)

To assess students’ learning, write a 2-digit and a 1-digit number on the board and ask them to add these numbers in their notebooks.

Homework: (2 min)

Solve Q1 (a-d) of Learning Check 2.3 at page 55 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 1 **Periodic Unit: 2** **Week:** 4 **Lesson Plan:** 7

Unit Name: Addition **Topic:** Addition of 2-digit numbers to 1-digit numbers **Date**:

Objective(s):

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

Add a 2-digit number to a 1-digit number.

Construct addition sentences from given number stories.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 55-56

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students:

What are the symbols that we use for addition of two numbers?

How many tens and ones are there in the number 35?

Take their responses and appreciate them for their correct answers.

Main Activities/Concept Building: (25 min)

Activity 1:

Put two baskets on the table. Put a 1-digit number in one basket and a 2-digit number in the other basket. Call a student to the front of the class and ask him/her to choose one card from one basket and one card from the second basket. Instruct them to write the numbers on the board that are written on the cards. Then draw a place value table and draw blocks of tens and ones to show that number and then add them step by step on the board. Ask the rest of the class to check their work and guide them if required. Repeat this activity with all students one by one. Appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by explaining to students how we can add 2-digit numbers and 1-digit numbers using a place table and by drawing tens and ones blocks.

Assessment: (5 min)

To assess students’ learning, ask to them to solve Q1 (e-f) of “Learning Check 2.3” at page 56 of their textbooks.

Homework: (2 min)

Solve Q2 of “Learning Check 2.3” at page 56 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 1 **Periodic Unit: 2** **Week:** 5 **Lesson Plan:** 1

Unit Name: Whole Numbers **Topic:** Revision **Date**:

Objective(s):

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

Revise all the topics of the unit "Whole Numbers".

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask them a few questions relevant to numbers up to 100.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete the worksheet. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

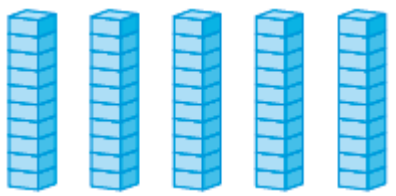
Worksheet

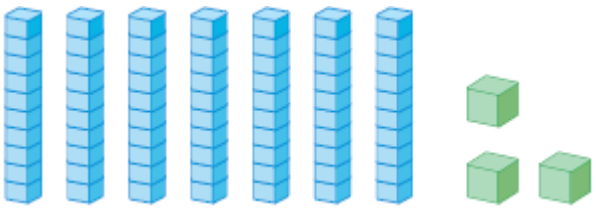
Name: _____ **Date: _____**

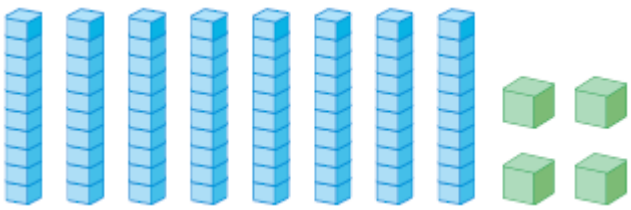
1. Write the numbers from 51 to 80.

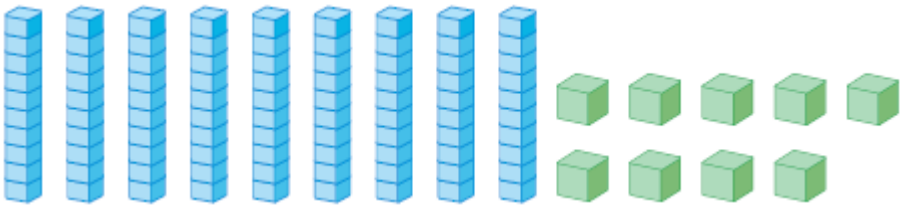
51									
									80

2. Count and write the numbers.









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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 1 **Periodic Unit: 2** **Week:** 5 **Lesson Plan:** 2

Unit Name: Whole Numbers **Topic:** Revision **Date**:

Objective(s):

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

Revise all the topics of the unit "Whole Numbers".

Resource Material:

Chalk/Marker, White/Blackboard

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask them a few questions relevant to numbers up to 100.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete the worksheet. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

Write the missing numbers.

1	2		4						10
							18		
					26				
				35					
			44						
						57			
							68		
								79	
					86				
91									

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 1 **Periodic Unit: 2** **Week:** 5 **Lesson Plan:** 3

Unit Name: Whole Numbers **Topic:** Revision **Date**:

Objective(s):

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

Revise all the topics of the unit "Whole Numbers".

Resource Material:

Chalk/Marker, White/Blackboard

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask them a few questions relevant to numbers up to 100.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete the worksheet. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date:** _____

1. Count backwards and write the missing numbers.

99	98	97							

2. Write what numbers come before, after and between the given numbers.

	56
	87

	78

	98

69	

	71

85	

99	

78		80

44		46

89		91

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 1 **Periodic Unit: 2** **Week:** 5 **Lesson Plan:** 4

Unit Name: Whole Numbers **Topic:** Revision **Date**:

Objective(s):

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

Revise all the topics of the unit "Whole Numbers".

Resource Material:

Chalk/Marker, White/Blackboard

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask them a few questions relevant to numbers up to 100 and ordinal numbers.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete the worksheet. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

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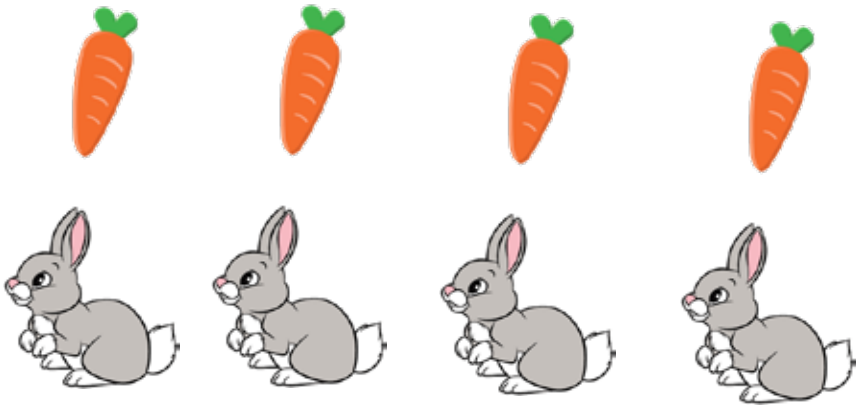
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Worksheet

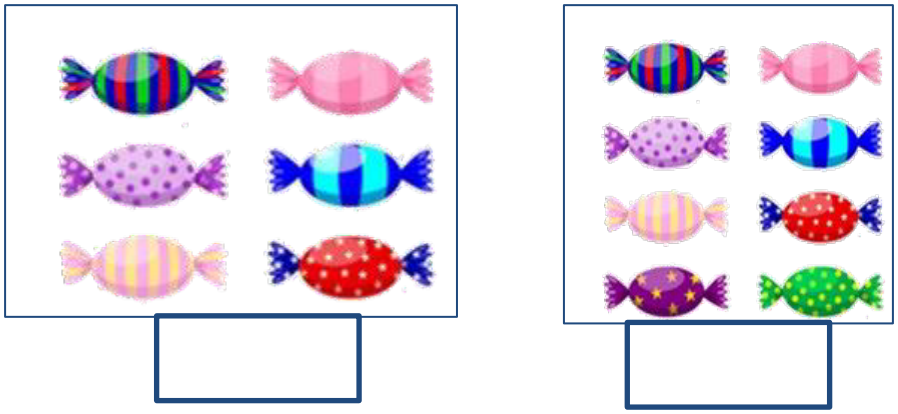
Name: _____ **Date: _____**

1. Tell the position of the circled objects.

2. Match one-to-one and tell which one is less and which one is more.



3. Compare and write which group has more objects and which one has less objects.



_____ is _____more than _____.

_____ is _____less than _____.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 1 **Periodic Unit: 2** **Week:** 5 **Lesson Plan:** 5

Unit Name: Addition **Topic:** Revision **Date**:

Objective(s):

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

Revise the concept of the unit "Addition".

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask them a few questions relevant to addition.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete the worksheet. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

Count and write how much more one number is from the other.

a) 11 and 18

b) 12 and 16

c) 5 and 19

d) 3 and 13

e) 6 and 15

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 1 **Periodic Unit: 2** **Week:** 5 **Lesson Plan:** 6

Unit Name: Addition **Topic:** Revision **Date**:

Objective(s):

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

Revise the concept of the unit "Addition".

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.
Ask students: How are you? Encourage them to say, "Alhamdulillah".
Ask them a few questions relevant to addition of 1-digit numbers.
Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete the worksheet. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date:** _____

1. Count and add.

☐ + ☐ = ☐

2. Add the following.

1 + 7 ☐	3 + 2 ☐	7 + 0 ☐	5 + 4 ☐	8 + 1 ☐

3. There are 5 red fish and 3 blue fish in a fish bowl. How many fish are there altogether?

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 1 **Periodic Unit: 2** **Week:** 5 **Lesson Plan:** 7

Unit Name: Addition **Topic:** Revision **Date**:

Objective(s):

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

Revise the concept of the unit "Addition".

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask them a few questions relevant to addition of 2-digit and 1-digit numbers.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete the worksheet. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

1. Add the following.

16 + 2 =	21 + 7 =	24 + 5 =	31 + 8 =
42 + 7 =	52 + 1 =	84 + 5 =	76 + 3 =
90 + 8 =	82 + 5 =	17 + 1 =	19 + 0 =

4. Amir has Rs 26 and his father gave him Rs 3 more. How much money does he have now?

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 1** **Week:** 1 **Lesson Plan:** 1

Unit Name: Addition **Topic:** Addition of 2-digit numbers to 1-digit numbers **Date:**

Objective(s):

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

Add a 2-digit numbers to a one-digit number.

Construct addition sentence from given number stories.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 56, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask the students: How are you? Encourage them to say, “Alhamdulillah”.

Start with ‘Bismillah’ and tell them to recite it before starting any work.

Ask students: How can we add two 1-digit numbers?

How can we add a 2-digit and a 1-digit number?

Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (25 min)

Activity 1:

Tell students we are going to learn about addition of 2-digit numbers and 1-digit numbers.

Make pairs of students and give each students two cards of 2-digit numbers and two card of 1-digit numbers. Instruct them to choose one 2-digit number and one 1-digit number and add that numbers in their notebooks.

Ask them to raise their hand when finished. Now call one by one each pair to the front of the class and instruct them to show their work to the whole class. Ask the rest of the class to check their work and guide if needed.

Activity 2:

Put 2-digit numbers and 1-digit number cards in the basket to the front of the class. Call a student to the front of the class and ask him/her to choose two cards one 2-digit and one 1-digit and then write that numbers on the board and add. Repeat this activity to some other random students of the class.

Sum Up: (3 min)

Sum up the lesson by retelling how we can add the 2-digit number and 1-digit number by writing numbers on the board and add them.

Assessment: (5 min)

Ask students to open their textbooks to page 56 and solve Q1(g, h) of “Learning Check 2.3”in their textbooks.

Homework: (2 min)

Solve the given worksheet.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

1. Add the following.

6 5 + 3	1 2 + 7	5 9 + 0	2 7 + 2
4 4 + 5	9 1 + 8	8 0 + 9	3 8 + 1

2. Tahir has Rs 24. His mother gave him Rs 5 more. How much he has now?

3. Azan has 52 silver coins and 3 gold coins. How many coins he has altogether?

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Term: 2 **Periodic Unit: 1** **Week:** 1 **Lesson Plan:** 2

Unit Name: Addition **Topic:** Addition of 2-digit numbers to tens **Date**:

Objective(s):

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

Add a 2-digit number to 10s.

Construct addition sentence from given number stories.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 56 and 57, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: **(5 min)**

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them about the worksheet they got for homework.

Ask them: How we can add 2-digit numbers and 1-digit numbers?

Tell the steps to add 2-digit and 1-digit numbers?

Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: **(25 min)**

Activity 1:

Ask students to open their textbook to page 56. Instruct them to read the statement of the given example and ask them to tell what is given and what we have to find. Take their responses and tell them that coins that have Madiha and Sadia is given and we have to find the total coins that they both have. Now draw place value table and draw 4 tens blocks and 2 ones block to represent 42 and the draw 2 tens blocks to the tens column. Now add tens in tens blocks and ones in ones blocks. Now write the numbers vertically and add ones to ones and then tens to tens by starting to add from ones.

Activity 2:

Write a 2-digit number for example 17 and 30 on the board. Ask students to tell: how we can add these numbers. Take their responses and tell them that first we write the numbers vertically and then add ones in ones and tens in tens. Now solve the example step by step on the board and explain each step to them.

Sum Up: **(3 min)**

Sum up the lesson by repeating the steps to solve the 2-digit numbers and tens and tell them that we always add ones in ones and tens in tens(notable note).

Assessment: **(5 min)**

To assess the students ask them to open their textbook page 57 and solve Q1(a, b) of “Learning Check 2.4”.

Homework: **(2 min)**

Solve the given worksheet.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date:** _____

1. Add the following.

2 0 + 1 3	3 3 + 5 0	5 6 + 3 0	7 7 + 2 0
1 0 + 7 0	8 5 + 1 0	2 8 + 6 0	4 8 + 1 0

2. Write vertically and then add.

a) 24 + 60

b) 19 + 30

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 1** **Week:** 1 **Lesson Plan:** 3

Unit Name: Addition **Topic:** Addition of 2-digit numbers to tens **Date**:

Objective(s):

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

Add a 2-digit number to 10s.

Construct addition sentence from given number stories.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 57, two bowls, number cards of 2-digit numbers and tens, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students: how we can add 2-digit numbers to tens? Take their responses and appreciate them for the correct response.

Main Activities/Concept Building: (25 min)

Activity 1:

Put two bowls on the table. Put 2-digit number cards in one bowl and tens number cards in the other bowl. Call a student to the front of the class and ask them to choose and pick one card from each bowl and then write that numbers on the board vertically and add. Ask him/her to show that number in the place value table by drawing tens and ones blocks and explain each step of addition of 2-digit number to tens to the whole class. Repeat this activity to each student of the class and appreciate them for their correct response.

Activity 2:

Give worksheet to them. Ask them to follow the instruction and complete the given worksheet. Roam around the class, check their work and discuss with them their common mistakes. Appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by retelling students we can add the 2-digit numbers and tens by drawing tens and ones blocks in the place value table. Tell them the steps to add 2-digit numbers to tens.

Assessment: (5 min)

To assess the students ask them to solve Q1(c, d) of “Learning check 2.4” given on page 57 of their textbook.

Homework: (2 min)

Solve Q1(e, f) of “Learning check 2.4” given on page 57 of their textbook.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

1. Add 23 and 40 by drawing place value table.

2. Add the following.

5 4 + 1 0	4 2 + 3 0	3 8 + 4 0

3. Write 67 and 30 vertically and then add by step by step.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 1** **Week:** 1 **Lesson Plan:** 4

Unit Name: Addition **Topic:** Addition of 2-digit numbers to tens **Date**:

Objective(s):

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

Add a 2-digit number to 10s.

Construct addition sentence from given number stories.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 57 and 58, number cards of 2-digit numbers and tens

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them about their homework.

Ask them: how we can add 2-digit numbers and tens by drawing place value table?

What are the clue words that are used for addition?

Tell the steps to add 2-digit numbers and tens?

Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (22 min)

Tell them that today we are going to learn about addition of 2-digit numbers and tens.

Activity 1:

Make small groups of students. instruct them to make real life word problem of addition of 2-digit number and tens. Ask them to raise hand when they have done. Now call one by one each group to the front of the class and ask them to share their real life story of addition of 2-digit numbers and tens to the whole class. Then instruct them to write the problem on the board and tell what is given in the statement and what we have to find. Then solve step by step on the board.

Activity 2:

Make pairs of students and give each pair two cards of numbers one of 2-digit numbers and one of tens. Instruct them to write the numbers vertically in their notebooks and add. Roam around the class, check their work and guide them if required.

Sum Up: (3 min)

Sum up the lesson by re-telling students about clue words that are used for addition and steps of addition of 2-digit numbers and tens.

Assessment: (8 min)

To assess the students ask them to write one 2-digit number and tens in their notebook and then add. Ask them to open their textbook page 58 and then solve Q2 in their textbook.

Homework: (2 min)

Solve Q1(g, h) of “Learning check 2.4” given on page 57 of their textbook.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 1** **Week:** 1 **Lesson Plan:** 5

Unit Name: Addition **Topic:** Addition of 2-digit numbers to 2-digit numbers **Date**:

Objective(s):

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

Add two, 2-digit numbers.

Construct addition sentence from given number stories.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 58 and 59, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them about the worksheet they got for homework.

Ask them: How we can add 2-digit numbers and tens?

Ask them to tell the steps to add 2-digit and tens?

Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (25 min)

Activity 1:

Ask students to open their textbook to page 58. Instruct them to read the statement of the given example and ask them to tell what is given and what we have to find. Take their responses and tell them that crayons that has Nida and Fatima has and we have to find total number of crayon that Nida and Fatima has, for this we have to add 52 and 35. Now draw place value table and draw 5 tens blocks and 2 ones block to represent 52 and the draw 3 tens blocks to the tens column and 5 ones blocks in the ones column. Now add tens in tens blocks and ones in ones blocks. Now write the numbers vertically and add ones to ones and then tens to tens by starting to add from ones.

Activity 2:

Write two 2-digit number for example 4 1 and 43 on the board. Ask students to tell: how we can add these numbers. Take their responses and tell them that first we write the numbers vertically and then add ones in ones and tens in tens. Now solve the example step by step on the board and explain each step to them.

Sum Up: (3 min)

Sum up the lesson by repeating the steps to solve the 2-digit numbers to digit numbers and tell them that we always add ones in ones and tens in tens.

Assessment: (5 min)

To assess the students ask them to open their textbook page 59 and solve Q1(a, b) of “Learning Check 2.5”.

Homework: (2 min)

Solve the given worksheet.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date:** _____

1. Add the following.

1 1 + 7 3	4 6 + 5 2	7 3 + 1 4	6 4 + 3 5
1 7 + 3 1	5 8 + 2 1	8 2 + 1 7	6 5 + 2 4

2. Write vertically and then add.

a) 15 and 22

b) 61and 38

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 1** **Week:** 1 **Lesson Plan:** 6

Unit Name: Addition **Topic:** Addition of 2-digit numbers to 2-digit numbers **Date**:

Objective(s):

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

Add two, 2-digit numbers.

Construct addition sentence from given number stories.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 59, two bowls, number cards of 2-digit numbers, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students: how we can add 2-digit numbers to 2-digit numbers? Take their responses and appreciate them for the correct response.

Main Activities/Concept Building: (25 min)

Activity 1:

Put 2-digit number card upside down on the table and call a student to the front of the class and ask him/her to choose and pick two number card and then write that numbers on the board vertically and add. Ask him/her to show that number in the place value table by drawing tens and ones blocks and explain each step of addition of 2-digit number to 2-digit numbers to the whole class. Repeat this activity to each student of the class and appreciate them for their correct response.

Activity 2:

Give worksheet to them. Ask them to follow the instruction and complete the given worksheet. Roam around the class, check their work and discuss with them their common mistakes. Appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by retelling students we can add the 2-digit numbers and 2-digit numbers by drawing tens and ones blocks in the place value table. Tell them the steps to add 2-digit numbers to 2-digit numbers.

Assessment: (5 min)

To assess the students ask them to solve Q1(c, d) of “Learning check 2.5” given on page 59 of their textbook.

Homework: (2 min)

Solve Q1(e, f) of “Learning check 2.5” given on page 59 of their textbook.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

1. Add 18 and 51 by drawing place value table.

2. Add the following.

1 4 + 1 5	6 5 + 2 1	8 6 + 1 3

3. Sara has Rs 56 and her brother Zain has Rs 23. How much Sara and her brother Zain had?

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 1** **Week:** 1 **Lesson Plan:** 7

Unit Name: Addition **Topic:** Addition of 2-digit numbers to 2-digit numbers **Date**:

Objective(s):

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

Add two, 2-digit numbers.

Construct addition sentence from given number stories.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 59, number cards of 2-digit numbers

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them about their homework.

Ask them: how we can add two 2-digit numbers by drawing place value table?

Tell the steps to add 2-digit numbers and 2-digit numbers?

Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (22 min)

Tell them that today we are going to learn about addition of 2-digit numbers and tens.

Activity 1:

Make small groups of students. instruct them to make real life word problem of addition of two 2-digit number. Ask them to raise hand when they have done. Now call one by one each group to the front of the class and ask them to share their real life story of addition of 2-digit numbers and tens to the whole class. Then instruct them to write the problem on the board and tell what is given in the statement and what we have to find. Then solve step by step on the board. Repeat this activity to each group of the class. Appreciate them for their active participation in the class.

Activity 2:

Make pairs of students and give each pair two cards of 2-digit numbers. Instruct them to write the numbers vertically in their notebooks and add. Roam around the class, check their work and guide them if required. Appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by re-telling students about clue words that are used for addition and steps of addition of two 2-digit numbers.

Assessment: (8 min)

To assess the students ask them to write two 2-digit number in their notebook and then add. Ask them to open their textbook page 59 and then solve Q2 of “Learning Check 2.5” in their textbook.

Homework: (2 min)

Solve Q1(g, h) and Q3 of “Learning check 2.5” given on page 59 of their textbook.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 1** **Week:** 2 **Lesson Plan:** 1

Unit Name: Addition **Topic:** Finding Unknown Numbers **Date**: _____

Objective(s):

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

Recognize the use of symbol to represent an unknown.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 60 and 61

Teaching & Learning Activities:

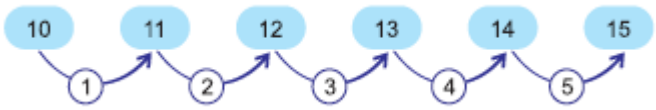
Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.
Ask students: How are you? Encourage them to say, "Alhamdulillah".
Ask students:
How we can add two 1-digit numbers?
How we can add 1-digit and 2-digit numbers?
How we can add 2-digit and 2-digit numbers?
Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (22 min)

Activity 1:

Ask students to open their textbook page 60. Write the equation given on the board. Ask students: what number is added to 10 to get 15. Take their responses and then write number 10 on the board and tell them to find the number first start from 10 and then move forward step by step up to 15. Now ask them to count the number of steps from number 10 to number 15. These steps are 5.
So, when we add 5 in 10 we get 15.



Activity 2:

Write an equation of addition with missing number on the board. Call a student to the front of the class and ask him/her to find the unknown number in that equation. Take his/her response and guide them where needed. Repeat this activity to some students of the class.

Sum Up: (3 min)

Sum up the lesson by explaining to students how to find unknown in addition equation by counting forward by solving some examples on the board.

Assessment: (8 min)

To assess the students ask them to solve the "Quick check" given on textbook page 60.

Homework: (2 min)

Solve Q1 of Learning Check 2.6 on page 61 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 1** **Week:** 2 **Lesson Plan:** 2

Unit Name: Addition **Topic:** Finding Unknown Numbers **Date:** _____

Objective(s):

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

Recognize the use of symbol to represent an unknown.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 60 and 61, addition equation number cards

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.
Ask students: How are you? Encourage them to say, "Alhamdulillah".
Ask students about their homework.
Ask them how we can find unknown number in an addition equation. Take their responses and tell the steps to find the unknown number.

Main Activities/Concept Building: (22 min)

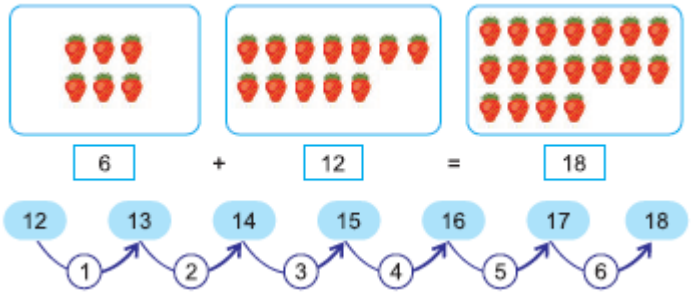
Activity 1:

Make pairs of students. put cards of finding unknown numbers in a bowl to the front of the class. Instruct each pair to come forward and select two cards from the bowl and then find the known numbers by solving that in their notebook. Ask them to raised their hand when finished. Roam around the class and check their work. Now ask each pair to come forward to the front of the class and present their work to the whole class. Appreciate them for their good work and discuss with them their common mistakes.

Activity 2:

Ask students to open their textbook page 60 and look at example 2. Write the equation on the board.

_____ + 12 = 18



Tell students we can also find the unknown by drawing the objects. Then solve the example step by step on the board and explain each step to them.

Sum Up: (3 min)

Sum up the lesson by retelling students how to find the unknown number by counting forward or by drawing objects according to the numbers.

Assessment: (8 min)

To assess the students, ask them to solve Q2(a, b, c) of "Learning Check 2.6" in the notebook by count forward and then write the answer in their textbook at the given boxes.

Homework: (2 min)

Solve Q2(d, e, f) of Learning Check 2.6 on page 61 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 1** **Week:** 2 **Lesson Plan:** 3

Unit Name: Addition **Topic:** Finding Unknown Numbers **Date**: _____

Objective(s):

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

Recognize the use of symbol to represent an unknown.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 60, worksheet.

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.
Ask students: How are you? Encourage them to say, “Alhamdulillah”.
Ask them about their homework.
Ask students what we can add in 3 to get 5. Take their responses and appreciate them for their correct responses.

Main Activities/Concept Building: (22 min)

Activity 1:

Call a student to the front of the class and ask him/her to write an addition equation with one unknown quantity. Then ask them to solve it step by step by counting forward and then by drawing objects according to the numbers written and find missing numbers in that equation. Take his/her responses and appreciate them for their correct response. Ask the rest of the class to check their work and correct if required. Repeat this activity to each student of the class. Appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by explaining students example 1 and 2 given on textbook page 60.

Assessment: (8 min)

To assess the students learning, write some addition equation with missing numbers and ask them to find unknown in these equation. Roam around and check their work and discuss with them their common mistakes.

Homework: (2 min)

Solve the given worksheet.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

1. Write the missing numbers to complete the following.

a) _____ + 4 = 12

b) 5 + _____ = 17

c) 7 + ____ = 15

d) ____ + 16 = 19

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 1** **Week:** 2 **Lesson Plan:** 4

Unit Name: Addition **Topic: M**ental Addition **Date**: _____

Objective(s):

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

Add the numbers (up to 20) by using mental calculation.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 62

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.
Ask students: How are you? Encourage them to say, "Alhamdulillah".
Ask students about their homework.
Ask students how we find the missing number in addition equation when two quantities are given and we have to find the third one. Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (22 min)

Activity 1:

Tell students today we are going to learn about addition of numbers up to 20 mentally. Ask them Do you know we can add numbers mentally without solving on notebook. Take their responses and appreciate if someone gives the write answer. Now write two numbers for example 4 and 12 on the board and tell them that we can add these numbers mentally. Tell them that to solve the number mentally first look at the number 12 and separate it tens and one in mind. There are 1 ten and 2 ones in number 12. Then add 2 ones and 4 ones that is 6 and now add 1 ten and 6 ones that is 16. In this way we can easily add the numbers in our mind without solving at notebook.
Now write two numbers 6 and 11 on the board and ask students to solve it mentally and tell what we get when we add these numbers mentally. Take their responses and then write the steps on the board to solve it.

Sum Up: (3 min)

Sum up the lesson by explaining to students how to add two numbers mentally by separating numbers in tens and ones and then add ones in ones and tens in tens and then add the result.

Assessment: (8 min)

To assess the students learning, by writing some questions on the board and ask them to add these numbers mentally.

Homework: (2 min)

Solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Worksheet

Name: _____ **Date: _____**

Add the following mentally.

a) 3 + 12

b) 7 + 13

c) 16 + 3

d) 15 + 4

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 1** **Week:** 2 **Lesson Plan: 5**

Unit Name: Addition **Topic:** Mental Addition **Date**: _____

Objective(s):

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

Add the numbers (up to 20) by using mental calculation.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 62, number cards whose sum up to 20

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.
Ask students: How are you? Encourage them to say, "Alhamdulillah".
Ask students about their homework.
Ask students: how we can add the numbers mentally? Tell the steps to add the numbers mentally.
Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (25 min)

Activity 1:

Make small groups of student and give each student some number cards. Instruct each group to write the numbers in their notebook and then write the steps to add these numbers mentally. Roam around the class and check their working. Now ask each group to come forward and show their working to the whole class. Appreciate them for their good work.

Activity 1:

Ask students to open their textbook page 62. Call a student to the front of the class and ask him/her to tell the steps to add the numbers mentally/ take his/her responses and appreciate them for correct answer. Now solve the example given in the textbook on the board step by step and explain each step to them.

Sum Up: (3 min)

Sum up the lesson by retelling students that ordinal numbers tell us the position of objects (Notable Note).

Assessment: (5 min)

To assess the students, ask them to solve "Quick Check" given on textbook page 62.

Homework: (2 min)

Solve Q1 andQ2 of "Learning Check 2.7" in their notebooks given on textbook page 62.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 1** **Week:** 2 **Lesson Plan:** 6

Unit Name: Addition **Topic:** Summary and review exercise **Date**: _____

Objective(s):

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

Recall the concepts of the whole unit.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 63 and 64

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them:

How we can add 2-digit and 1-digit numbers?

How we can add two 2-digit numbers?

Tell the steps to add the numbers?

Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (30 min)

Activity 1:

Have students open page 64 of their textbooks. Ask them to solve Q1 and Q2 of ’Unit Check’ in their textbooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up: (3 min)

Sum up the lesson by repeating the summary and vocabulary words of the unit given at page 63.

Assessment: (0 min)

N/A

Homework: (2 min)

Solve Q3 of “Unit review” at textbook page 64 of their textbook.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 1** **Week:** 2 **Lesson Plan:** 7

Unit Name: Addition **Topic:** Summary and review exercise **Date**:

Objective(s):

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

Recall the concepts of the whole unit.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 63 and 65

Teaching & Learning Activities:

Opening Activities/Warm-up: **(5 min)**

Say, “Assalaamu Alaikum” and start with the name of Allah.
Ask students: How are you? Encourage them to say, “Alhamdulillah”.
Ask them about their homework.
Ask student: how we can find an unknown number in an addition equation?
How we can add numbers mentally?
Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: **(25 min)**

Activity 1:

Have students open page 65 of their textbooks. Ask them to solve Q4 and Q6 of ’Unit Check’ in their textbooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up: **(3 min)**

Sum up the lesson by repeating the summary and vocabulary words of the unit given at page 63

Assessment: **(0 min)**

N/A

Homework: **(2 min)**

Solve Q5 of “Unit review” at textbook page 65 of their textbook.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 1** **Week:** 3 **Lesson Plan:** 1

Unit Name: Subtraction **Topic:** Recalling **Date**: _____

Objective(s):

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

Recall the concept of subtraction.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 66

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.
Ask students: How are you? Encourage them to say, “Alhamdulillah”.
Ask them about their homework.
Draw 7 pencils on the board and ask student to count and tell how many pencils are there?
Take their response and then cross 3 pencils and ask them now how many pencils left?
Take their response and count and tell 4 pencils are left. Appreciate them for their correct answer.

Main Activities/Concept Building: (25 min)

Activity 1:

Have students open their textbooks to page 66. Ask them to look at the picture. Ask them to count and tell how many chicken and chicks are there altogether. Take their responses and tell them that there are 9 chicken and chicks are there altogether. Now ask them to count the number of chick that is 7. Ask them if 7 are chicks them how many chicken are there? Take their responses and tell them that there are 2 chicken. Call a student to the front of the class and ask him/her to draw 9 circle and then cross 5 circles. Then count and tell how many circles are left. Take their responses and appreciate them for their correct answers. Repeat this activity by drawing two groups of different objects.

Sum Up: (3 min)

Sum up the lesson by recalling how we can subtract two numbers by drawing different numbers of objects on the board and by crossing tell them how many left.

Assessment: (5 min)

Assess the students learning ask them to draw 9 objects in their notebook and cross 7 objects and tell how many are left.

Homework: (2 min)

Revise the classwork.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 1** **Week:** 3 **Lesson Plan:** 2

Unit Name: Subtraction **Topic:** How much less **Date**: _____

Objective(s):

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

Compare numbers from 1- 20 and find “how many less”.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 67,

Teaching & Learning Activities:

Opening Activities/Warm-up: (3 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students to count their fingers of both hands and tell how many total fingers they have. Take their responses and tell them that there are 10 fingers of two hand. Now ask them to fold the 3 fingers and tell how many fingers are unfolded. Take their response and tell them that there are 7 fingers that are not folded.

Main Activities/Concept Building: (25 min)

Activity 1:

Write the numbers 1 to 6 on the board. Tell them that when we count numbers and move from number 6 to number 5, we take one step. Draw an arrow from number 6 to number 5 and write step 1. Tell them that when we move from number 5 to number 4, we take a second step. Draw an arrow towards number 5 from number 4 and write step 2. Similarly when we move back to number 3 from number 4, we take a third step and from number 3 to number 2 is the fourth step and from number 2 to number 1 is the fifth step. So tell them that to move from number 6 to 1, we take five steps. Tell them that it shows that 6 is 5 less than 1.

Have students open page 67 of their textbooks. Instruct them to look at the number and count backward from number 18 to 15 and count the steps to go from number 18 to 15. By observing, we know that there are 3 steps to move from 18 to 15. So 15 is 3 less than 18.

Repeat the activity for different numbers and explain how much more one number is from the other number.

Sum Up: (3 min)

Sum up the lesson by explaining to students that by counting backward, we can tell how much one number is less than the other number.

Assessment: (5 min)

Assess the students learning by writing the numbers 3 and 11 on the board and ask them to count backward and tell how much 3 is less than 11.

Homework: (2 min)

Solve Question of “Learning Check 3.1” on page 67 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 1** **Week:** 3 **Lesson Plan:** 3

Unit Name: Subtraction **Topic:** Subtraction of 1-digit numbers **Date**:

Objective(s):

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

Recognize subtraction as a difference and take away, and use the symbol "–"
Subtract 1-digit number from 1- digit number.
Construct subtraction sentences from given number stories.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 68, paste a wall chart of symbols for subtraction and equal, Wallchart of clue words of Subtraction, flash cards of different objects

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.
Ask students: How are you? Encourage them to say, "Alhamdulillah".
Ask students about their homework.
Ask them: How we can find how much one number is less than from the other number?
Write any two numbers for example 4 and 15 on the board and ask them to tell how much 4 is less than 15.
Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (22 min)

Activity 1:

Tell students we are going to learn to subtraction of 1-digit numbers.
Paste a wall chart of symbols of subtraction and clue words of subtraction on the board. Have students open page 68 of their textbooks. Ask them to read the statement of example and tell what is given and what we have to find. Tell them that 8 balls are given. Out of 8 balls 5 balls are crossed and we have to find the number of balls left. Now subtract 5 from 8 we get 3. This shows that after crossing 5 balls 3 balls are left. Tell students we use '–' for subtraction and '=' for equal. Point out towards the clue words for subtraction and tell them about these words.

Activity 2:

Make two groups of students. give each group two flash cards of different objects. Ask them to count the objects in each group and tell how many objects. Now ask them to cross 2 objects in each flashcard and then subtract these numbers by using symbol '–' and '='. Roam around the class, check their work and guide them if required.

Sum Up: (3 mins)

Sum up the lesson by explaining the how to subtract two number we using symbols '–' and "=".

Assessment: (5 mins)

Read statement of "Quick check" from page 68. Ask them to solve it in their notebooks.
Appreciate them for their correct answers. Ask them to solve Q1 of Learning check 3.2 in their notebook.

Homework: (2 mins)

Solve Q2(a-g) of Learning Check 3.2 at page 68.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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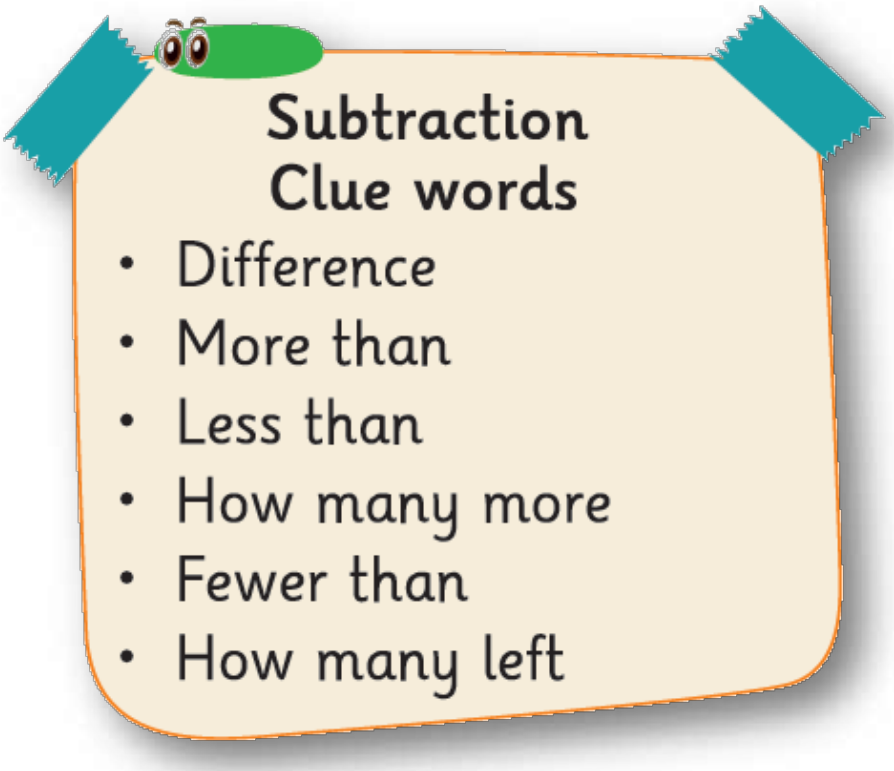
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 1** **Week:** 3 **Lesson Plan:** 4

Unit Name: Subtraction **Topic:** Subtraction of 1-digit numbers **Date**:

Objective(s):

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

Subtract 1-digit number from 1- digit number.

Construct subtraction sentences from given number stories.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 68, 69 and 70, two colours beads, pencils

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students about their homework.

Call a student to the front of the class and gave him/her 8 pencils. Now call another student to front of the class and gave him/her 2 pencils. Now ask the rest of the class to count the number of pencils are in each hand and tell which student have more pencils and by how much. Take their responses and then appreciate for their correct answer.

Main Activities/Concept Building: (20 min)

Activity 1:

Make pairs of students. Give each group two colour beads. Ask them to count the number of beads and then subtract them in their notebook and which quantity of colour beads is less and by how much. Roam around the class, check their work and guide them if required.

Now ask them to raise their hand when finished. Call one by one each pair to the front of the class and ask them to solve their sum on the board. Appreciate them for their good work.

Activity 2:

Have students to open their textbook page 68. Ask them to count the number of turtles given in example 2 and tell how many turtles are left if we cross the two turtles. Tell them that we can subtract numbers 2 from 6. Point out towards the subtraction of numbers and solve it on the board step by step and explain it to them.

Ask them to solve example 3 given on textbook page 68 in their notebook by counting objects. Roam around the class, check their and guide them if required.

Sum Up: (3 mins)

Sum up the lesson by explaining them that subtraction means take away. We use symbols ‘–’ to subtract and ‘=’ means equal.

Assessment: (5 mins)

To assess students learning ask them to write any two 1-digit numbers in their notebook and subtract smaller number from the greater one.

Homework: (2 mins)

solve Q3 of “Learning check 3.2” given on page 70.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 1** **Week:** 3 **Lesson Plan:** 5

Unit Name: Subtraction **Topic:** Subtraction of 1-digit numbers **Date**:

Objective(s):

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

Subtract 1-digit number from 1- digit number.

Construct subtraction sentences from given number stories.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 68-70, 2 baskets, Number cards of 1-digit numbers

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them: what symbol is used for subtraction of two numbers?

Call a student to the front of the class and ask him/her to draw 4 circles on the board and then cross 2 circle and tell how many circles are left. Repeat this activity to some students and appreciate them for their active participation in class.

Main Activities/Concept Building: (25 mins)

Activity 1:

Have students open page 68 of their textbooks. Solve examples by explaining each step on the board. Keep adding numbers and tell them how to 1-digit numbers.

Activity 2:

Put a basket on the table. Put number cards of one digit numbers in the basket. Call a student to the front of the class and ask him/her to choose two cards at a time and write the numbers given on the card on the board and then subtract. Ask rest of the class to check and correct if needed. Remaining students will check if he/she is solving it correctly or not. Repeat this activity till all students have their turns.

Sum Up: (3 mins)

Sum up the lesson by explaining the “Notables notes” given on page 68 of the textbook and tell them that when we add 0 to any number we get the number itself.

Assessment: (5 mins)

To assess the students learning ask them to solve Q2(h-l) of “Learning Check 3.2” on textbook page 69.

Homework: (2 mins)

Solve Q4 of Learning Check 3.2 at page 70 of their textbook.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 1** **Week:** 3 **Lesson Plan:** 6

Unit Name: Subtraction **Topic:** Subtraction of 1-digit numbers from 2-digit numbers **Date**:

Objective(s):

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

Subtract 1- digit number from 2-digit number.

Construct subtraction sentences from given number stories.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 70 and 71

Teaching & Learning Activities:

Opening Activities/Warm-up: **(5 mins)**

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them about their homework. Ask them:

How we can subtract two numbers?

What symbols are used to subtract two numbers?

Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: **(25 mins)**

Activity 1:

Tell students today we are going to learn to subtract 2-digit and one digit numbers. Have students open page 70 of their textbooks. Ask them to read the statement of the example and tell what is given and what we have to find. Take their responses and tell them that Ali has Rs 18 and he gave Rs 5 to his brother. We have to find how much money left with him. For this we have to subtract 5 from 18. First draw place value table and show blocks of tens and ones that represent numbers 18 and then cross 5 blocks of ones in the ones column. Now subtract the 5 from 18 on the board step by step and explain each step to students.

Activity 2:

Make two groups of students and ask them to make their own subtraction sums and then solve it step by step by draw place value table and show blocks of numbers and then subtract the numbers step by step. Roam around the class, check their work and guide them if required.

Sum Up: **(3 mins)**

Sum up the lesson by explaining students how we can subtract 2-digit and 1-digit numbers by solving some questions on the board.

Assessment: **(5 mins)**

To assess students learning write 2-digit and a 1-digit number on the board and ask them to subtract these numbers in their notebook.

Homework: **(2 mins)**

Solve Q1 (a-d) of Learning Check 2.3 at page 71 of their textbook.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 1** **Week:** 3 **Lesson Plan:** 7

Unit Name: Subtraction **Topic:** Subtraction of 1-digit numbers from 2-digit numbers **Date**:

Objective(s):

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

Subtract 1- digit number from 2-digit number.

Construct subtraction sentences from given number stories.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 71

Teaching & Learning Activities:

Opening Activities/Warm-up: **(5 mins)**

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students:

What are symbols that we used for subtraction of two numbers?

How many tens and ones are there in number 35?

Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: **(25 mins)**

Activity 1:

Put two baskets on the table. Put 1-digit number in one basket and 2-digit number in the other basket. Call a student to the front of the class and ask him/her to choose one card from one basket and one card from the second basket. Instruct them to write the numbers on the board that are written on the card. Then draw place value table and draw blocks of tens and ones that show that number and then subtract step by step on the board. Ask the rest of the class to check their work and guide them if required.

Repeat this activity to all students one by one. Appreciate them for their good work.

Sum Up: **(3 mins)**

Sum up the lesson by explaining students how we can subtract 2-digit numbers and 1-digit numbers using place table and by drawing tens and ones blocks.

Assessment: **(5 mins)**

To assess students learning ask to solve Q1(e-f) of “Learning check 3.3” at page 71 of their textbook

Homework: **(2 mins)**

Solve Q2 of “Learning check 3.3” at page 71 of their textbook

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 1** **Week:** 4 **Lesson Plan:** 1

Unit Name: Subtraction **Topic:** Subtraction of 1-digit numbers from 2-digit numbers **Date**:

Objective(s):

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

Subtract 1- digit number from 2-digit number.

Construct subtraction sentences from given number stories.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 71, Worksheet, 2-digit and 1-digit number cars, basket

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask the students: How are you? Encourage them to say, “Alhamdulillah”.

Start with ‘Bismillah’ and tell them to recite it before starting any work.

Ask students: How can we add two 1-digit numbers?

How can we add a 2-digit and a 1-digit number?

Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (25 min)

Activity 1:

Tell students we are going to learn about addition of 2-digit numbers and 1-digit numbers.

Make pairs of students and give each students two cards of 2-digit numbers and two card of 1-digit numbers. Instruct them to choose one 2-digit number and one 1-digit number and subtract that numbers in their notebooks.

Ask them to raise their hand when finished. Now call one by one each pair to the front of the class and instruct them to show their work to the whole class. Ask the rest of the class to check their work and guide if needed.

Activity 2:

Put 2-digit numbers and 1-digit number cards in the basket to the front of the class. Call a student to the front of the class and ask him/her to choose two cards one 2-digit and one 1-digit and then write that numbers on the board and subtract. Repeat this activity to some other random students of the class.

Sum Up: (3 min)

Sum up the lesson by retelling how we can subtract the 2-digit number and 1-digit number by writing numbers on the board and subtract them.

Assessment: (5 min)

Ask students to open their textbooks to page 71 and solve Q1(g, h) of “Learning Check 3.3”in their textbooks.

Homework: (2 min)

Solve the given worksheet.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

1. Subtract the following.

2 6 – 4	1 9 – 8	3 7 – 6	7 2 – 1
4 7 – 5	6 6 – 6	8 5 – 3	9 8 – 2

2. Zara has 34 crayon. She gave 21 crayons to her brother. How many crayons left with her?

3. Umar has Rs 76. He bought a chocolate candy in Rs 5.how much money left with him?

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 1** **Week:** 4 **Lesson Plan:** 2

Unit Name: Subtraction **Topic:** Subtraction of tens numbers from 2-digit numbers **Date**:

Objective(s):

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

Subtract tens from 2-digit number.

Construct subtraction sentences from given number stories.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 71 and 72, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them about the worksheet they got for homework.

Ask them: How we can subtract 2-digit numbers and 1-digit numbers?

Tell the steps to subtract 2-digit and 1-digit numbers?

Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (25 min)

Activity 1:

Ask students to open their textbook to page 71. Instruct them to read the statement of the given example and ask them to tell what is given and what we have to find. Take their responses and tell them that toys that Sana has is given. Out of 42 toys 20 toys are toy cars. Now we have to find the toys other than toy cars. For this we have to subtract 20 from 42. Now draw place value table and draw 4 tens blocks and 2 ones block to represent 42 and the draw 2 tens blocks to the tens column. Now add tens in tens blocks and ones in ones blocks. Now write the numbers vertically and subtract ones from ones and then tens from tens by starting to subtract from ones.

Activity 2:

Write a 2-digit number for example 67 and 40 on the board. Ask students to tell: how we can subtract these numbers. Take their responses and tell them that first we write the numbers vertically and then subtract ones in ones from ones and then tens from tens. Now solve the example step by step on the board and explain each step to them.

Sum Up: (3 min)

Sum up the lesson by repeating the steps to solve the 2-digit numbers and tens and tell them that we always subtract ones from ones and then tens from tens.

Assessment: (5 min)

To assess the students ask them to open their textbook page 72 and solve Q1(a, b) of “Learning Check 3.4”.

Homework: (2 min)

Solve the given worksheet.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date:** _____

1. Subtract the following.

7 4 – 1 0	2 7 – 2 0	3 1 – 1 0	7 7 – 5 0
8 6 – 5 0	9 5 – 4 0	6 8 – 3 0	7 9 – 6 0

2. Write vertically and then subtract.

c) 48 – 20

d) 64 – 30

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 1** **Week:** 4 **Lesson Plan:** 3

Unit Name: Subtraction **Topic:** Subtraction of tens numbers from 2-digit numbers **Date**:

Objective(s):

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

Subtract tens from 2-digit number.

Construct subtraction sentences from given number stories.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 72, two bowls, number cards of 2-digit numbers and tens, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students: how we can subtract tens from 2-digit numbers? Take their responses and appreciate them for the correct response.

Main Activities/Concept Building: (25 min)

Activity 1:

Put two bowls on the table. Put 2-digit number cards in one bowl and tens number cards in the other bowl. Call a student to the front of the class and ask them to choose and pick one card from each bowl and then write that numbers on the board vertically and subtract. Ask him/her to show that number in the place value table by drawing tens and ones blocks and explain each step of subtraction of tens from 2-digit number to the whole class. Repeat this activity to each student of the class and appreciate them for their correct response.

Activity 2:

Give worksheet to them. Ask them to follow the instruction and complete the given worksheet. Roam around the class, check their work and discuss with them their common mistakes. Appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by retelling students we can subtract the 2-digit numbers and tens by drawing tens and ones blocks in the place value table. Tell them the steps to subtract 2-digit numbers to tens.

Assessment: (5 min)

To assess the students ask them to solve Q1(c, d) of “Learning check 3.4” given on page 72 of their textbook.

Homework: (2 min)

Solve Q1(e, f) of “Learning check 3.4” given on page 72 of their textbook.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

1. Subtract 56 from 87 by drawing place value table.

2. Add the following.

3 5 – 2 0	7 8 – 5 0	9 3 – 6 0

3. Write 87 and 40 vertically and then subtract by step by step.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 1** **Week:** 4 **Lesson Plan:** 4

Unit Name: Subtraction **Topic:** Subtraction of tens numbers from 2-digit numbers **Date**:

Objective(s):

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

Subtract tens from 2-digit number.

Construct subtraction sentences from given number stories.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 72-73, number cards of 2-digit numbers and tens

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them about their homework.

Ask them: How we can subtract 2-digit numbers and tens by drawing place value table?

What are the clue words that are used for subtraction?

Tell the steps to subtract tens from 2-digit numbers?

Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (22 min)

Tell them that today we are going to learn about subtraction of 2-digit numbers and tens.

Activity 1:

Make small groups of students. instruct them to make real life word problem of subtraction of 2-digit number and tens. Ask them to raise hand when they have done. Now call one by one each group to the front of the class and ask them to share their real life story of subtraction of 2-digit numbers and tens to the whole class. Then instruct them to write the problem on the board and tell what is given in the statement and what we have to find. Then solve step by step on the board.

Activity 2:

Make pairs of students and give each pair two cards of numbers one of 2-digit numbers and one of tens. Instruct them to write the numbers vertically in their notebooks and subtract. Roam around the class, check their work and guide them if required.

Sum Up: (3 min)

Sum up the lesson by re-telling students about clue words that are used for subtraction and steps of subtraction of 2-digit numbers and tens.

Assessment: (8 min)

To assess the students ask them to write one 2-digit number and tens in their notebook and then subtract. Ask them to open their textbook page 73 and then solve Q2 in their textbook.

Homework: (2 min)

Solve Q1(g, h) of “Learning check 3.4” given on page 72 of their textbook.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 1** **Week:** 4 **Lesson Plan:** 5

Unit Name: Subtraction **Topic:** Subtraction of 2-digit numbers from 2-digit numbers **Date**:

Objective(s):

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

Subtract 2-digit number from 2-digit number (Which results in positive).

Construct subtraction sentences from given number stories.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 73 and 74, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them about the worksheet they got for homework.

Ask them: How we can subtract 2-digit numbers and tens?

Ask them to tell the steps to subtract 2-digit and tens?

Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (25 min)

Activity 1:

Ask students to open their textbook to page 73. Instruct them to read the statement of the given example and ask them to tell what is given and what we have to find. Take their responses and tell them that number of cars that are in parking area is given and also number of white cars are given and we have to find the number of cars that are not white, for this we have to subtract 35 from 56. Now draw place value table and draw 5 tens blocks and 6 ones block to represent 56 and the draw 3 tens blocks to the tens column and 5 ones blocks in the ones column. Now subtract tens from tens blocks and ones from ones blocks. Now write the numbers vertically and subtract ones to ones and then tens to tens by starting to subtract from ones.

Activity 2:

Write two 2-digit number for example 54 and 89 on the board. Ask students to tell: how we can subtract these numbers. Take their responses and tell them that first we write the numbers vertically and then subtract ones from ones and tens from tens. Now solve the example step by step on the board and explain each step to them.

Sum Up: (3 min)

Sum up the lesson by repeating the steps to subtract the 2-digit numbers from digit numbers and tell them that we always subtract ones from ones and tens from tens (Notable note).

Assessment: (5 min)

To assess the students ask them to open their textbook page 74 and solve Q1(a, b) of “Learning Check 3.5”.

Homework: (2 min)

Solve the given worksheet.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date:** _____

1. Subtract the following.

3 4 – 1 3	6 7 – 4 2	2 3 – 1 2	4 8 – 3 7
6 8 – 5 6	8 4 – 1 3	9 6 – 6 4	7 5 – 3 5

2. Write vertically and then subtract.

a) 25 and 58

b) 61and 86

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 1** **Week:** 4 **Lesson Plan:** 6

Unit Name: Subtraction **Topic:** Subtraction of 2-digit numbers from 2-digit numbers **Date**:

Objective(s):

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

Subtract 2-digit number from 2-digit number (Which results in positive).

Construct subtraction sentences from given number stories.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 74, two bowls, number cards of 2-digit numbers, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students: How we can subtract 2-digit numbers from 2-digit numbers? Take their responses and appreciate them for the correct response.

Main Activities/Concept Building: (25 min)

Activity 1:

Put 2-digit number card upside down on the table and call a student to the front of the class and ask him/her to choose and pick two number card and then write that numbers on the board vertically and subtract. Ask him/her to show that number in the place value table by drawing tens and ones blocks and explain each step of subtraction of 2-digit number to 2-digit numbers to the whole class. Repeat this activity to each student of the class and appreciate them for their correct response.

Activity 2:

Give worksheet to them. Ask them to follow the instruction and complete the given worksheet. Roam around the class, check their work and discuss with them their common mistakes. Appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by retelling students we can subtract the 2-digit numbers and 2-digit numbers by drawing tens and ones blocks in the place value table. Tell them the steps to subtract 2-digit numbers from 2-digit numbers.

Assessment: (5 min)

To assess the students ask them to solve Q1(c, d) of “Learning check 3.5” given on page 74 of their textbook.

Homework: (2 min)

Solve Q1(e, f) of “Learning check 3.5” given on page 74 of their textbook.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

1. Subtract 45 from 98 by drawing place value table.

2. Subtract the following.

2 9 – 2 1	4 6 – 3 3	7 4 – 1 1

3. Ferhan has 28 red pencils and 12 blue pencils. How many red pencils are than blue pencils?

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 1** **Week:** 4 **Lesson Plan:** 7

Unit Name: Subtraction **Topic:** Subtraction of 2-digit numbers from 2-digit numbers **Date**:

Objective(s):

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

Subtract 2-digit number from 2-digit number (Which results in positive).

Construct subtraction sentences from given number stories.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 74, number cards of 2-digit numbers

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them about their homework.

Ask them: how we can subtract two 2-digit numbers by drawing place value table?

Tell the steps to subtract 2-digit numbers and 2-digit numbers?

Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (22 min)

Tell them that today we are going to learn about subtraction of 2-digit numbers from 2-digit numbers.

Activity 1:

Make small groups of students. instruct them to make real life word problem of subtraction of two 2-digit number. Ask them to raise hand when they have done. Now call one by one each group to the front of the class and ask them to share their real life story of subtraction of 2-digit numbers to the whole class. Then instruct them to write the problem on the board and tell what is given in the statement and what we have to find. Then solve step by step on the board. Repeat this activity to each group of the class. Appreciate them for their active participation in the class.

Activity 2:

Make pairs of students and give each pair two cards of 2-digit numbers. Instruct them to write the numbers vertically in their notebooks and subtract. Roam around the class, check their work and guide them if required. Appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by re-telling students about clue words that are used for subtraction and steps of subtraction of two 2-digit numbers. Tell them that always subtract smaller number from the greater number.

Assessment: (8 min)

To assess the students ask them to write two 2-digit number in their notebook and then subtract. Ask them to open their textbook page 74 and then solve Q2 of “Learning Check 3.5” in their textbook.

Homework: (2 min)

Solve Q1(g, h) and Q3 of “Learning check 3.5” given on page 74 of their textbook.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 1** **Week:** 5 **Lesson Plan:** 1

Unit Name: Addition **Topic:** Revision **Date**:

Objective(s):

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

Revise all the topics of the unit “Addition”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them a few questions relevant to addition of 2-digit numbers and tens.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete the worksheet. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

1. Add the following.

16 + 10	35 + 60	29 + 50	60 + 14
70 + 20	28 + 60	87 + 10	52 + 40

2. Baber has Rs 48. His father gave him Rs 40. How much he has now?

3. In a form there are 34 goats and 50 buffalos. How many goats and buffalos are there altogether?

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Unit Name: Addition **Topic:** Revision **Date**:

Objective(s):

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

Revise all the topics of the unit "Addition".

Resource Material:

Chalk/Marker, White/Blackboard

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask them a few questions relevant to addition of 2-digit numbers and 2-digit numbers.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete the worksheet. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

1. Add the following.

3 2 + 1 4	2 7 + 7 1	4 5 + 4 1	6 3 + 2 4
5 1 + 3 8	1 5 + 1 4	5 7 + 1 2	7 6 + 2 2

2. Rabia has 12 red balloons and 15 blue balloons. How many balloons she have in all?

4. Haris bought a pencil in Rs 11 and a storybook in Rs 82. How much amount he spends in all?

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 1** **Week:** 5 **Lesson Plan:** 3

Unit Name: Addition **Topic:** Revision **Date**:

Objective(s):

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

Revise all the topics of the unit "Addition".

Resource Material:

Chalk/Marker, White/Blackboard

Teaching & Learning Activities:

Opening Activities/Warm-up: **(5 min)**

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask them a few questions relevant to addition of number mentally and how we can find the unknow number in the given equation.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: **(30 min)**

Activity:

Give the worksheet to students. Instruct them to complete the worksheet. Roam around the class, check their work and guide them if needed.

Sum Up: **(5 min)**

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: **(0 min)**

N/A

Homework: **(0 min)**

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

1. **Write the missing number to complete the following.**

   a) 6 + 3 = _____

   b) 3 + _____ = 14

   c) _____ + 13 = 19

2. **Count and complete the missing numbers. Also draw the objects.**

3	+		=	6

3. **Add 12 and 5 mentally**

4. **Add 11 and 7?**

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 1** **Week:** 5 **Lesson Plan:** 4

Unit Name: Subtraction **Topic:** Revision **Date**:

Objective(s):

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

Revise all the topics of the unit “Subtractions”.

Resource Material:

Chalk/Marker, White/Blackboard

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them a few questions relevant to how much one number is less than the other number.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete the worksheet. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

Worksheet

Name: _____ **Date: _____**

Count and write how much less one number is from the other.

a) 11 and 9

b) 2 and 19

c) 5 and 17

d) 4 and 11

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

e) 15 and 18

Term: 2 **Periodic Unit: 1** **Week:** 5 **Lesson Plan:** 5

Unit Name: Subtraction **Topic:** Revision **Date**:

Objective(s):

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

Revise the concept of the unit "Subtraction".

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: **(5 min)**

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask them a few questions relevant to subtraction of 1-digit numbers and subtraction of 1-digit from 2-digit numbers.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: **(30 min)**

Activity:

Give the worksheet to students. Instruct them to complete the worksheet. Roam around the class, check their work and guide them if needed.

Sum Up: **(5 min)**

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: **(0 min)**

N/A

Homework: **(0 min)**

N/A

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

Worksheet

Name: _____ **Date: _____**

5. Subtract the following.

5 − 5 =	9 − 1 =	5 − 2 =	7 − 6 =
25 − 4 =	59 − 7 =	37 − 7 =	88 − 1 =

6. Wali has 9 crayon. He gave two crayons to his sister Iram. How many crayons left with him?

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5. Areeba has Rs 67. She bought a eraser in Rs 6. How many money left with her?

Term: 2 **Periodic Unit: 1** **Week:** 5 **Lesson Plan:** 6

Unit Name: Subtraction **Topic:** Revision **Date**:

Objective(s):

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

Revise the concept of the unit "Subtraction".

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: **(5 min)**

Say, "Assalaamu Alaikum" and start with the name of Allah.
Ask students: How are you? Encourage them to say, "Alhamdulillah".
Ask them a few questions relevant to subtraction of 2-digit numbers and tens.
Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: **(30 min)**

Activity:

Give the worksheet to students. Instruct them to complete the worksheet. Roam around the class, check their work and guide them if needed.

Sum Up: **(5 min)**

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: **(0 min)**

N/A

Homework: **(0 min)**

N/A

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

Worksheet

Name: _____ **Date: _____**

1. Subtract the following.

16 − 10 =	37 − 20 =	69 − 40 =	56 − 50 =
99 − 30 =	81 − 10 =	50 − 20 =	77 − 60 =

2. A bird shop has 65 birds. If there are 20 parrots. How many other birds are there?

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6. Amir has 89 beads. 70 beads are of yellow colour. How many beads are of other than yellow beads?

Term: 2 **Periodic Unit: 1** **Week:** 5 **Lesson Plan:** 7

Unit Name: Subtraction **Topic:** Revision **Date**:

Objective(s):

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

Revise the concept of the unit "Subtraction".

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: **(5 min)**

Say, "Assalaamu Alaikum" and start with the name of Allah.
Ask students: How are you? Encourage them to say, "Alhamdulillah".
Ask them a few questions relevant to Subtraction of 2-digit from 2-digit numbers.
Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: **(30 min)**

Activity:

Give the worksheet to students. Instruct them to complete the worksheet. Roam around the class, check their work and guide them if needed.

Sum Up: **(5 min)**

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: **(0 min)**

N/A

Homework: **(0 min)**

N/A

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	1		40 Min

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

Worksheet

Name: _____ **Date: _____**

1. Subtract the following.

65 − 12 =	78 − 46 =	29 − 15 =	88 − 44 =
49 − 37 =	76 − 21 =	57 − 12 =	94 − 82 =

2. Saba has 28 candies. She ate 15 candies. How many candies left with her?

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7. Amir has Rs 99. He gave Rs 37 to his friend. How much money left with him?

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 2** **Week:** 1 **Lesson Plan:** 1

Unit Name: Subtraction **Topic:** Finding Unknown Numbers **Date:**

Objective(s):

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

Recognize the use of symbols to represent an unknown.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 75, Worksheet

Teaching & Learning Activities:

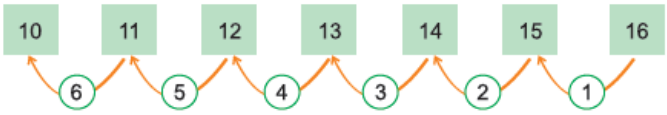
Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.
Ask students: How are you? Encourage them to say, "Alhamdulillah".
Ask students:
How we can subtract two 1-digit numbers?
How we can subtract 1-digit numbers from 2-digit numbers?
How we can subtract 2-digit numbers from 2-digit numbers?
Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (22 min)

Activity 1:

Ask students to open their textbook to page 75. Write the equation given on the board. Ask students: "What number is subtracted from 16 to get 10?"
Take their responses and then write the number 16 on the board. Then tell them to find that number by first starting from 16 and then moving backwards step by step up to 10.



Now ask them to count the number of steps from number 16 to number 10. These steps are 6.
So, when we subtract 6 from 16 we get 10. Explain the concept of finding the unknown by counting backwards and solving different examples on the board.

Activity 2:

Write a subtraction equation with a missing number on the board. Call a student to the front of the class and ask him/her to find the unknown number in that equation. Take his/her response and guide them where needed. Repeat this activity with some students of the class. Appreciate them for their good response.

Sum Up: (3 min)

Sum up the lesson by explaining to students how to find the unknown in a subtraction equation by counting backward and solving some examples on the board.

Assessment: (8 min)

To assess the students, ask them to solve the "Quick Check" given on page 75 of their textbooks.

Homework: (2 min)

Solve Q1 of Learning Check 3.6 on page 75 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 2** **Week:** 1 **Lesson Plan:** 2

Unit Name: Subtraction **Topic:** Finding Unknown Numbers **Date:**

Objective(s):

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

Recognize the use of symbols to represent an unknown.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 76, Subtraction equation number cards, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: **(5 min)**

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask students about their homework.

Ask them how we can find the unknown number in an addition equation. Take their responses and tell the steps to find the unknown number.

Main Activities/Concept Building: **(22 min)**

Activity 1:

Make pairs of students. Put subtraction equation cards of finding unknown numbers in a bowl at the front of the class. Instruct each pair to come forward and select two cards from the bowl and then find the known numbers by solving them in their notebooks. Ask them to raise their hand when finished. Roam around the class and check their work. Now ask each pair to come forward to the front of the class and present their work. Appreciate them for their good work and discuss with them their common mistakes.

Activity 2:

Write the equation on the board.

____ – 9 = 6

Tell students we can also find the unknown number by drawing the objects. First draw 9 objects and draw 6 objects to the left of the equal symbol. Tell students we have to find the number from which 9 is subtracted and the answer is 6. Tell them that to find the number, we move 6 steps forward from 9 or draw 6 more objects with 9 objects so we get 15 objects. This shows that when we subtract 9 from 15, we get 6. Solve the example step by step on the board and explain each step to them.

Sum Up: **(3 min)**

Sum up the lesson by retelling students how to find the unknown number by counting forward or by drawing objects according to the numbers.

Assessment: **(8 min)**

To assess the students, ask them to solve Q2 (a, b, c) of "Learning Check 3.6" in their notebooks by counting backwards and then write the answer in their textbooks in the given boxes.

Homework: **(2 min)**

Complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

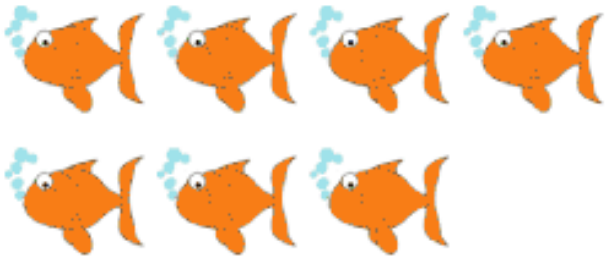
Worksheet

Name: _____ **Date:** _____

1. Subtract and find the missing numbers.

7 − ☐ = 2

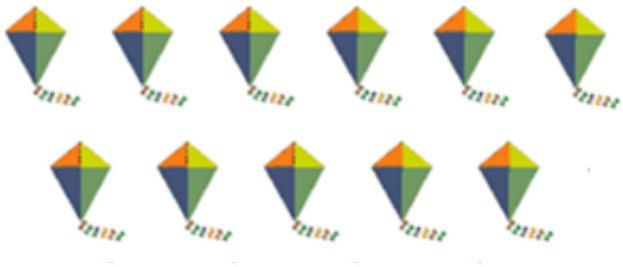
☐ − 5 = 5



☐ − 5 = 2

18 − ☐ = 11

8 − 2 = ☐



11 − ☐ = 4

☐ − 8 = 4

14 − 8 = ☐

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 2** **Week:** 1 **Lesson Plan:** 3

Unit Name: Subtraction **Topic:** Finding Unknown Numbers **Date**:

Objective(s):

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

Recognize the use of symbols to represent an unknown.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 76, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: **(5 min)**

Say, "Assalaamu Alaikum" and start with the name of Allah.
Ask students: How are you? Encourage them to say, "Alhamdulillah".
Ask them about their homework.
Ask students what we can subtract from 12 to get 7. Take their responses and appreciate them for their correct responses.

Main Activities/Concept Building: **(22 min)**

Activity 1:

Call a student to the front of the class and ask him/her to write a subtraction equation with one unknown quantity. Then ask them to find the missing numbers in that equation by counting backwards and then by drawing objects according to the numbers written. Take his/her responses and appreciate them for their correct answer. Ask the rest of the class to check their work and correct it if required. Repeat this activity with each student in the class. Appreciate them for their good work. Ask them to solve Q2 (d, e, f) of "Learning Check 3.6" in the notebook by count backward and then write the answer in their textbook at the given boxes. Roam around the class, check their work and guide them if required.

Sum Up: **(3 min)**

Sum up the lesson by explaining to students how to find the missing number in a subtraction equation by solving different examples on the board.

Assessment: **(8 min)**

To assess the students learning, write some subtraction equations with missing numbers and ask them to find the unknown numbers in these equations. Roam around, check their work and discuss with them their common mistakes.

Homework: **(2 min)**

Solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

1. Write the missing numbers to complete the following.

a) _____ – 4 = 12

b) 16 – _____ = 5

c) 14 – ____ = 9

d) ____ – 16 = 10

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 2** **Week:** 1 **Lesson Plan:** 4

Unit Name: Subtraction **Topic:** Mental Subtraction **Date**:

Objective(s):

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

Subtract the numbers (up to 20) by using mental calculation.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.
Ask students: How are you? Encourage them to say, "Alhamdulillah".
Ask students about their homework.
Ask students how we find the missing number in a subtraction equation when two quantities are given and we have to find the third one. Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (22 min)

Activity 1:

Tell students today we are going to learn about the subtraction of numbers up to 20 mentally. Ask them: "Do you know how we can subtract numbers mentally without solving them in your notebooks?" Take their responses and appreciate if someone gives the write answer. Now write two numbers for example 15 and 3 on the board and tell them that we can subtract 3 from 15 mentally. Tell them that to solve the number mentally, first look at the number 15 and separate it into tens and one in their minds. There is 1 ten and 5 ones in the number 15. Then subtract 3 ones from the 5 ones, we get 2 ones and now add 1 ten and 2 ones, that is 12. In this way, we can easily subtract the numbers in our mind without solving them in our notebooks.
Now write two numbers 7 and 19 on the board and ask students to subtract these numbers mentally. Take their responses and then write the steps on the board to solve it.

Sum Up: (3 min)

Sum up the lesson by explaining to students how to subtract two numbers mentally by separating numbers in tens and ones and then subtract ones from ones and tens from tens and then add the result.

Assessment: (8 min)

To assess the students learning, write some questions on the board and ask them to subtract these numbers mentally.

Homework: (2 min)

Solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

Subtract the following mentally.

a) 14 – 3

b) 17 – 5

c) 19 – 8

d) 15 – 4

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 2** **Week:** 1 **Lesson Plan:** 5

Unit Name: Subtraction **Topic:** Mental Subtraction **Date**:

Objective(s):

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

Subtract the numbers (up to 20) by using mental calculation.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 76, Number cards up to 20

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.
Ask students: How are you? Encourage them to say, "Alhamdulillah".
Ask students about their homework.
Ask students: "How can we subtract numbers mentally?" Tell the steps to subtract the numbers mentally. Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (25 min)

Activity 1:

Make small groups of students and give each student some number cards. Instruct each group to write the numbers in their notebooks and then write the steps to subtract these numbers mentally. Roam around the class and check their working. Now ask each group to come forward and show their working to the whole class. Appreciate them for their good work.

Activity 1:

Ask students to open their textbooks to page 76. Call a student to the front of the class and ask him/her to tell the steps to subtract the numbers mentally. Take his/her responses and appreciate them for the correct answer. Now solve the example given in their textbooks on the board step by step and explain each step to them.

Sum Up: (3 min)

Sum up the lesson by retelling students that we can subtract numbers mentally by separating tens and ones and then subtract tens from tens and ones from ones and finally add the result.

Assessment: (5 min)

To assess the students, ask them to solve Q1 of "Learning Check 3.7" given in their textbooks on page 76.

Homework: (2 min)

Solve Q2 of "Learning Check 3.7" in their notebooks given in their textbooks on page 76.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 2** **Week:** 1 **Lesson Plan:** 6

Unit Name: Subtraction **Topic:** Summary and Unit Review **Date**:

Objective(s):

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

Recall the concepts of the whole unit.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 77 and 78

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.
Ask students: How are you? Encourage them to say, "Alhamdulillah".
Ask them:
How we can subtract 1-digit numbers from 2-digit numbers?
How we can subtract two 2-digit numbers?
How we can subtract numbers mentally?
Take their responses and appreciate them for their correct answers.

Main Activities/Concept Building: (30 min)

Activity 1:

Have students open pages 77 and 78 of their textbooks. Ask them to solve Q1 and Q2 of 'Unit Check 3' in their textbooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up: (3 min)

Sum up the lesson by repeating the summary and vocabulary words of the unit given at page 77.

Assessment: (0 min)

N/A

Homework: (2 min)

Solve Q3 of "Unit Check 3" given on page 78 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 2** **Week:** 1 **Lesson Plan:** 7

Unit Name: Subtraction **Topic:** Summary and Unit Review **Date**:

Objective(s):

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

Recall the concepts of the whole unit.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 77, 79

Teaching & Learning Activities:

Opening Activities/Warm-up: **(5 min)**

Say, "Assalaamu Alaikum" and start with the name of Allah.
Ask students: How are you? Encourage them to say, "Alhamdulillah".
Ask them about their homework.
Ask students: "How we can find an unknown number in a subtraction equation?"
How we can use subtraction to solve many of our real-life problems?
What are the cue words that are used for subtraction?
Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: **(25 min)**

Activity 1:

Have students open page 79 of their textbooks. Ask them to solve Q4 and Q5 of 'Unit Check 3' in their textbooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up: **(3 min)**

Sum up the lesson by repeating the summary and vocabulary words of the unit given on page 77.

Assessment: **(0 min)**

N/A

Homework: **(2 min)**

Solve Q6 of "Unit Check 3" on page 79 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 2** **Week:** 2 **Lesson Plan:** 1

Unit Name: Measurement **Topic:** Recalling **Date**:

Objective(s):

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

Recall the previous concepts related to measurement.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 80, Geometry box, Pebbles, Book, Weighing balance

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.
Ask students: How are you? Encourage them to say, "Alhamdulillah".
Ask students about their homework.
Ask them: "How we can tell which object is long and which one is short?"
How we can tell which object is heavy and which one is light?
Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (22 min)

Activity 1:

Tell the students that today they are going to learn how to measure the length of objects by using non-standard units of length.

Place a book and a geometry box on the table in front of the class. Also place some paper clips on the table. Call a student to the front of the class and ask him/her to look at the book and the geometry box and tell which one is long and which one is short. Suppose he/she replies that the book is long and the geometry box is short. Now call another student to the front of the class and ask him/her to arrange the paper clips along the geometry box. Now tell them that with paper clips, we measure the length of the geometry box and the book. Ask them how many paper clips are used to measure the geometry box and the book. They will reply 15 paper clips for the book and 11 paper clips for the geometry box. Tell them that this is a way to measure the length of objects. Repeat this activty by using matchsticks or erasers to measure the length of the book and the geometry box.

Activity 2:

Tell the students that now they are going to recall the concept of measurement involving weight. Place one toy car and pebbles on the table. Ask one student to place the car on one side and the pebbles on the other side on the weighing balance. Ask one student to check the weight of the toy car with pebbles on the weighing balance. Put pebbles to match the weight of the toy car. Ask them what the weight of toy car is by using pebbles. The excepted answer will be that the toy car weighs 5 pebbles. Encourage them and ask a few more students to do the same activity.

Sum Up: (3 min)

Sum up the lesson by explaining to students how we measure the length and weight of objects with non-standard units

Assessment: (8 min)

To assess the students, ask them to open their textbooks to page 80 and tell which one is taller, the giraffe or the zebra. Take their responses and appreciate them for their correct response.

Homework: (2 min)

Revise the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 2** **Week:** 2 **Lesson Plan:** 2

Unit Name: Measurement **Topic:** Long, Longer, Longest **Date**: _____

Objective(s):

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

Compare the lengths of two or more objects using the terms "long, longer, longest".

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, Ribbons of three different lengths

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.
Ask students: How are you? Encourage them to say, "Alhamdulillah".
Ask students about their homework.
Point towards the teacher table and the whiteboard and ask students to tell which one is longer. Take their responses that must be the whiteboard is longer than the teacher table. Appreciate them for their correct response.

Main Activities/Concept Building: (22 min)

Activity 1:

Put three ribbons of different lengths on the table. Pick and hold one ribbon and show it to students and say, "This ribbon is long". Hold and show the 2nd ribbon parallel to the first one and say, "This ribbon is longer". Lastly hold the third ribbon parallel to the other two and say, "This ribbon is the longest". Now put them back on the table. Again, hold and show them in sequence and encourage the students to say "long, longer and longest" when you show them. Repeat this activity using various objects like pencils, ropes, strings, etc.

Activity 2:

Give them worksheet 1 and ask them to complete it by following the instructions. Roam around the class, check their work and guide them where needed. Appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by retelling students which object is long, longer and longest by drawing three objects of different lengths.

Assessment: (8 min)

To assess the students, ask them to observe the classroom objects and tell which one is long, longer and longest by comparing their lengths.

Homework: (2 min)

Solve worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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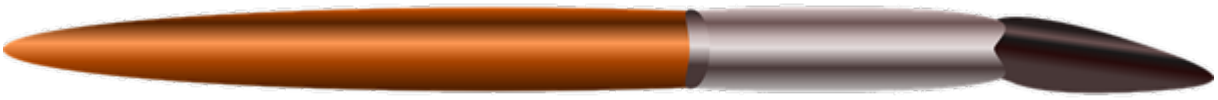
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Worksheet 1

Name: _____ **Date: _____**

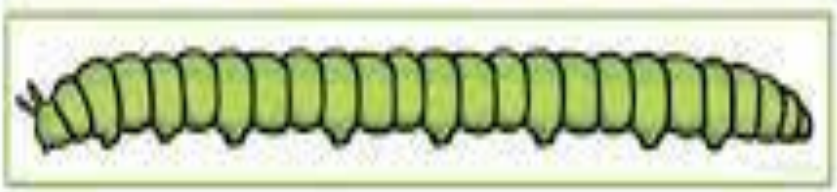
1. Write 1 for long, 2 for longer and 3 for the longest.



2. Match the following.

Long

Longer



Longest

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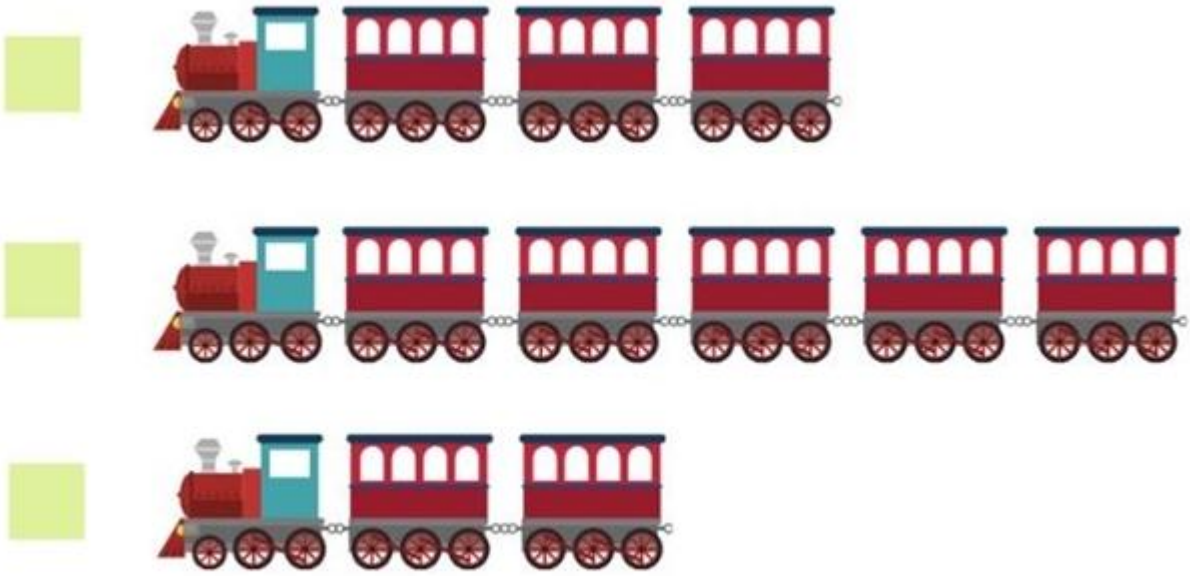
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

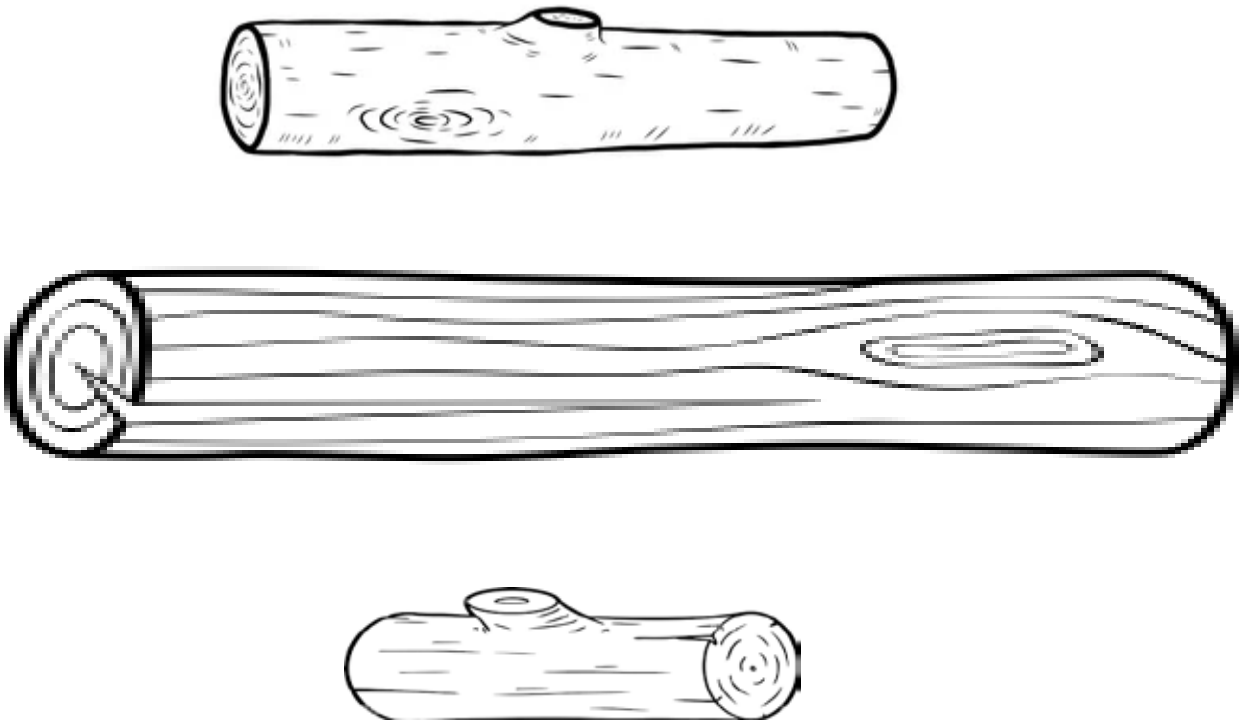
Worksheet 2

Name: _____ **Date: _____**

1. Tick (✓) the longest train and cross (×) the long train.



2. Colour the longest log brown, the longer log yellow and the long log orange.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 2** **Week:** 2 **Lesson Plan:** 3

Unit Name: Measurement **Topic:** Long, Longer, Longest **Date**:

Objective(s):

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

Compare the lengths of two or more objects using the terms "long, longer and longest".

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 81 and 83, Woollen thread, Flash cards of objects of different lengths

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask them about their homework.

Draw three different objects of different lengths and ask them to observe and tell which one is long, longer and longest. Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (22 min)

Activity 1:

Distribute woollen threads of three lengths among each student so that each of them gets three objects in three lengths. Put three baskets on the table with tags of "long", "longer" and "longest". Call a student to come and put the three threads they have in the correct baskets. Repeat this until all of the students have their turns.

Activity 2:

Put flash cards of objects of three different lengths on the table in front of the class. Call a student to the front of the class and ask him/her to find three same objects of three different lengths. Then arrange them according to their length as long, longer and longest. Take his/her response and instruct the rest of the class to observe the working and correct if needed. Repeat this activity with all of the students. Appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by asking students to open their textbooks to page 81 and observe the pencils and rulers. Then compare their lengths using the words "long", "longer" and "longest".

Assessment: (8 min)

To assess the students learning, ask them which object is longer, their bed or their table (Quick Check).

Homework: (2 min)

Solve the Q1 of "Learning Check 4.1" on page 83 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 2** **Week:** 2 **Lesson Plan:** 4

Unit Name: Measurement **Topic:** Short, Shorter, Shortest **Date**: _____

Objective(s):

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

Compare the lengths of two or more objects using the terms "short, shorter, shortest".

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, Pencils, Crayons, Paper clips, Erasers, Geometry box

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.
Ask students: How are you? Encourage them to say, "Alhamdulillah".
Ask students about their homework.
Point towards a student's eraser and geometry box and ask students to tell which one is shorter. Take their responses that must be the eraser is shorter than the geometry box. Appreciate them for their correct response.

Main Activities/Concept Building: (22 min)

Activity 1:

Put a pencil, a crayon and a paper clip on the table. Hold the pencil and show it to the students and say, "The pencil is short". Hold and show the crayon parallel to the pencil and say, "The crayon is shorter". Lastly hold the paper clip and say, "This paper clip is the shortest". Now put them back on the table. Again, hold and show them in sequence and encourage the students to say "short shorter and shortest" when you show them. Repeat this activity using various objects like paintbrushes, spoons, keys, etc.

Activity 2:

Give them worksheet 1 and ask them to complete it by following the instructions. Roam around the class, check their work and guide them where needed. Appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by retelling students which object is short, shorter and shortest by drawing three objects of different lengths.

Assessment: (8 min)

To assess the students, ask them to observe the classroom objects and tell which one is short, shorter and shortest by comparing their lengths.

Homework: (2 min)

Solve worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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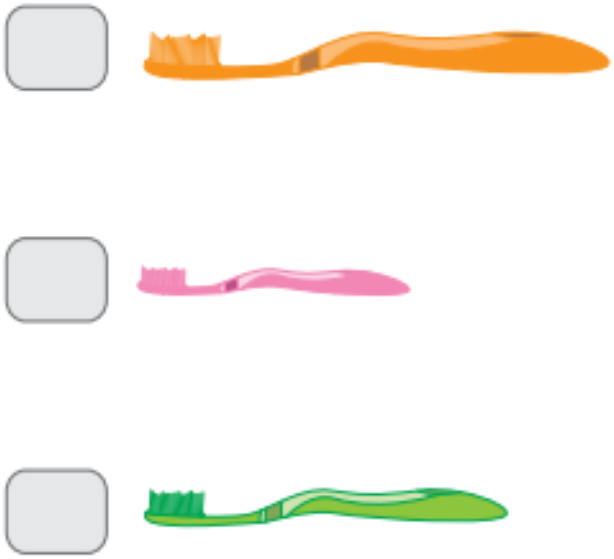
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Worksheet 1

Name: _____ **Date: _____**

Write 1 for the short objects, 2 for the shorter objects and 3 for the shortest objects.

1)



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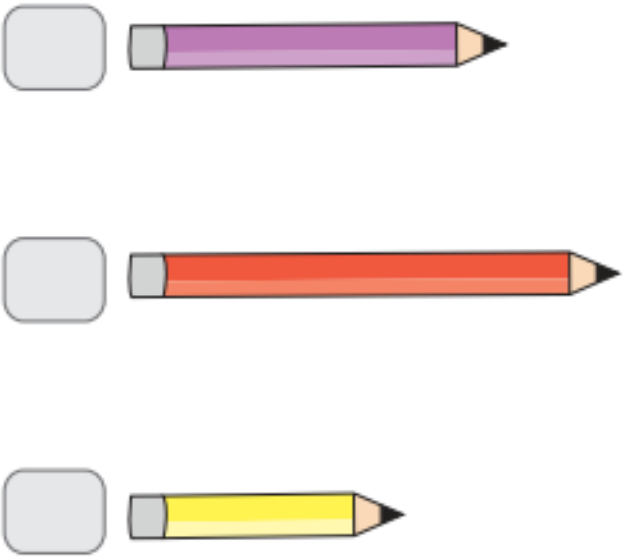

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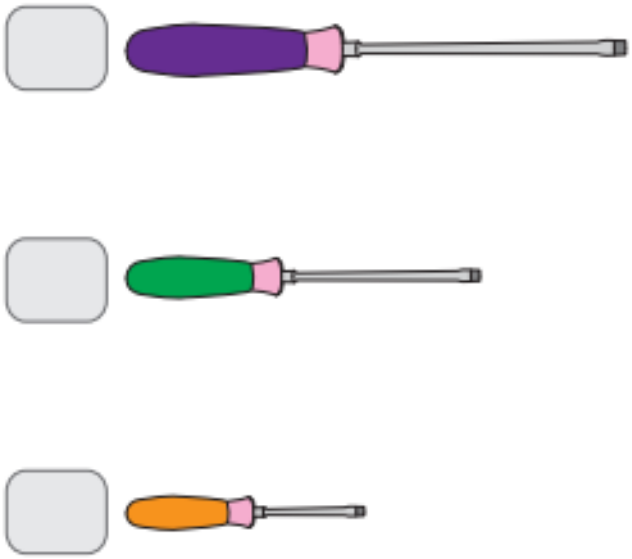

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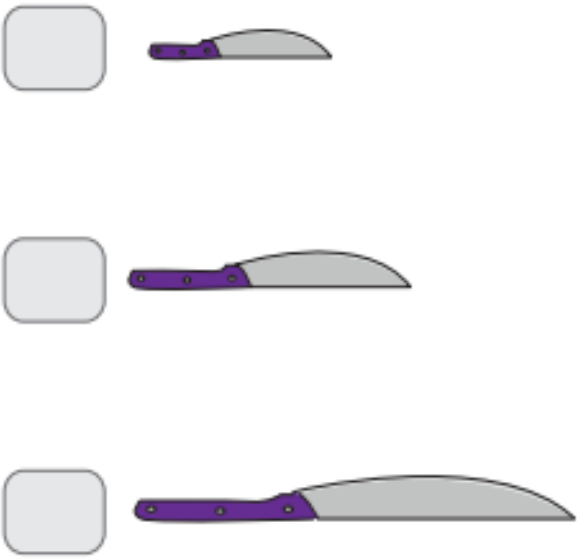

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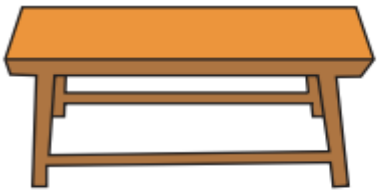
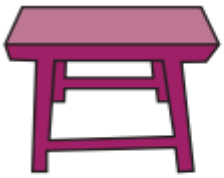
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

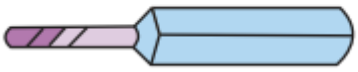
Worksheet 2

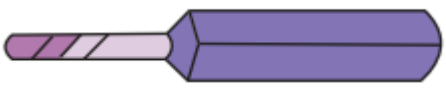
Name: _____ **Date: _____**

Tick (✓) the shortest object and cross (x) the short object.









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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 2** **Week:** 2 **Lesson Plan: 5**

Unit Name: Measurement **Topic:** Short, Shorter, Shortest **Date**:

Objective(s):

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

Compare the lengths of two or more objects using the terms "short, shorter, shortest".

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 82 and 83, straws in different colours of different length, Flash cards of objects of different lengths

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.
Ask students: How are you? Encourage them to say, "Alhamdulillah".
Ask them about their homework.
Draw three different objects of different lengths for example a ruler and a crayon. Then ask them to observe and tell which one is short. Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (22 min)

Activity 1:

Distribute straws in different colours of three lengths among each student so that each of them gets three straws in three lengths. Put three baskets on the table with tags of "short", "shorter" and "shortest". Call a student to come and put the three straws they have in the correct baskets. Repeat this until all of the students have their turns.

Activity 2:

Put flash cards of objects of three different lengths on the table in front of the class. Call a student to the front of the class and ask him/her to find three same objects of three different lengths. Then arrange them according to their length as short, shorter and shortest. Take his/her response and instruct the rest of the class to observe the working and correct if needed. Repeat this activity with all of the students. Appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by asking students to open their textbooks to page 82 and observe the carrot, brinjal and chilli. Then compare their lengths using the words "short, shorter and shortest".

Assessment: (8 min)

To assess the students learning, ask them which object is shorter, their geometry box or a hairpin (Quick Check).

Homework: (2 min)

Solve Q2 of "Learning Check 4.1" on page 83 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 2** **Week:** 2 **Lesson Plan:** 6

Unit Name: Measurement **Topic:** Tall, Taller, Tallest **Date**:

Objective(s):

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

Compare the heights of two or more objects using the terms "tall, taller, tallest".

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask students about their homework.

Draw two glass of different length and ask students to tell which one is tall and which one is short. Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (22 min)

Activity 1:

Call three students of different heights to the front of the class and give each student a tag of tall, taller and tallest. Then instruct them to arrange themselves according to the tag given to them. Now have them hold the tag so that it is upside down and no one can see it. Ask the rest of the class to observe the students and compare their heights using the terms "tall", "taller" and "tallest". Take their responses and appreciate them for their correct response. Now repeat this activity with some other students of different heights.

Activity 2:

Give them worksheet 1 and ask them to complete it by following the instructions. Roam around the class, check their work and guide them where needed. Appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by retelling students which object is tall, taller and tallest by drawing three objects of different heights.

Assessment: (8 min)

To assess the students, ask them to observe the classroom objects and tell which one is tall, taller and tallest by comparing their heights.

Homework: (2 min)

Solve worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Worksheet 1

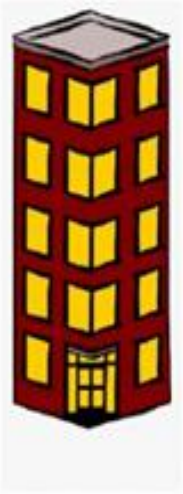
Name: _____ **Date: _____**

Write tall, taller and tallest according the heights of the given objects.

_____

_____

_____



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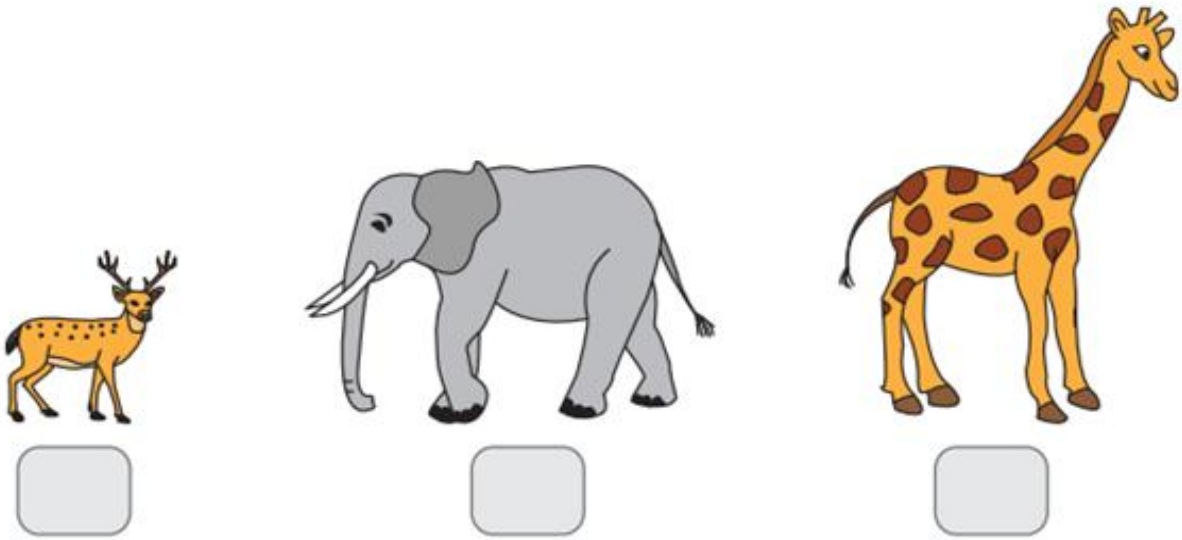
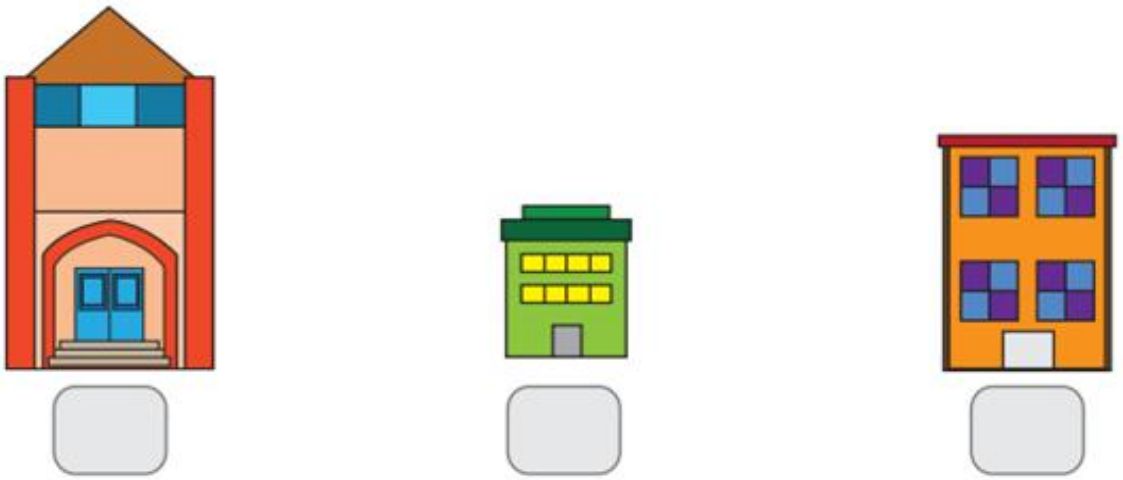
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

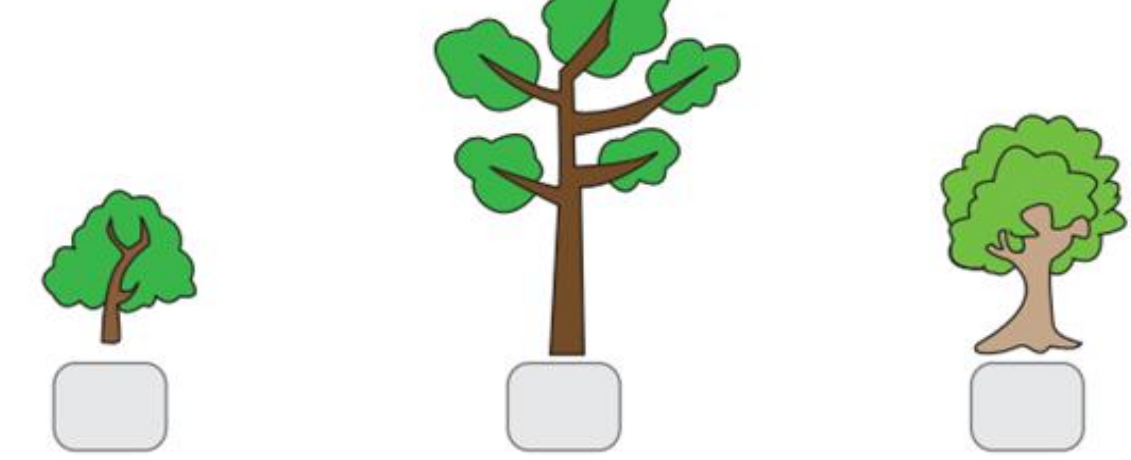
Worksheet 2

Name: _____ **Date: _____**

Write 1 for the tallest objects, 2 for taller objects and 3 for the tall objects.







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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 2** **Week:** 2 **Lesson Plan:** 7

Unit Name: Measurement **Topic:** Tall, Taller, Tallest **Date**: _____

Objective(s):

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

Compare the heights of two or more objects using the terms "tall, taller, tallest".

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 84 and 85, Sticks of three different heights, 3 baskets, Flash cards of animals of different heights

Teaching & Learning Activities:

Opening Activities/Warm-up: **(5 min)**

Say, "Assalaamu Alaikum" and start with the name of Allah.
Ask students: How are you? Encourage them to say, "Alhamdulillah".
Ask them about their homework.
Draw three vases of different heights and ask them to observe the height of these vases. Then tell which one is tall, taller and tallest. Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: **(22 min)**

Activity 1:

Distribute sticks of different colours of three heights among each student so that each of them gets three sticks in three heights. Put three baskets on the table with tags of "tall", "taller" and "tallest". Call a student to come and put the three sticks they have in the correct baskets. Repeat this until all of the students have their turns.

Activity 2:

Put flash cards of animals of three different heights on the table in front of the class. Call a student to the front of the class and ask him/her to find three same animals of three different heights. Then arrange them according to their heights as tall, taller and tallest. Take his/her response and instruct the rest of the class to observe the working and correct if needed. Repeat this activity with all of the students. Appreciate them for their good work.

Sum Up: **(3 min)**

Sum up the lesson by asking students to open their textbooks to page 84 and observe the objects. Then compare their heights using the terms "tall", "taller" and "tallest".

Assessment: **(8 min)**

To assess the students learning, ask them to solve Q1 of "Learning Check 4.2" on page 85 of their textbooks.

Homework: **(2 min)**

Solve Q2 of "Learning Check 4.2" on page 85 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 2** **Week:** 3 **Lesson Plan:** 1

Unit Name: Measurement **Topic:** High, Higher, Highest **Date**:

Objective(s):

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

Compare the heights of two or more objects using the terms "high, higher, highest".

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, Pictures of walls of different lengths, Flash cards of buildings of different heights

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.
Ask students: How are you? Encourage them to say, "Alhamdulillah".
Ask students about their homework.
Paste two pictures of walls of different heights and ask students to observe and tell which is higher than the other. Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (22 min)

Activity 1:

Place flash cards of buildings of different heights on the table. Call a student to the front of the class and ask him/her to choose three cards of buildings so that three are of different heights. Now show the cards to the whole class and then arrange and paste the cards on the board as high, higher and highest buildings. Ask the rest of the class to observe and tell if he/she has done it correctly. Repeat this activity with other students of the class and help them to learn about high, higher and highest objects.

Activity 2:

Give them worksheet 1 and ask them to complete it by following the instructions. Roam around the class, check their work and guide them where needed. Appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by retelling students which object is tall, taller and tallest by drawing three objects of different heights.

Assessment: (8 min)

To assess the students, ask them to draw three objects of different heights in their notebooks.

Homework: (2 min)

Solve worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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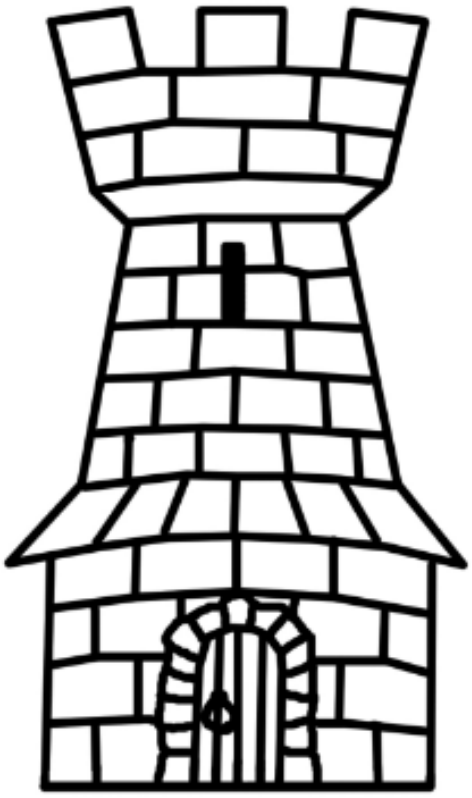
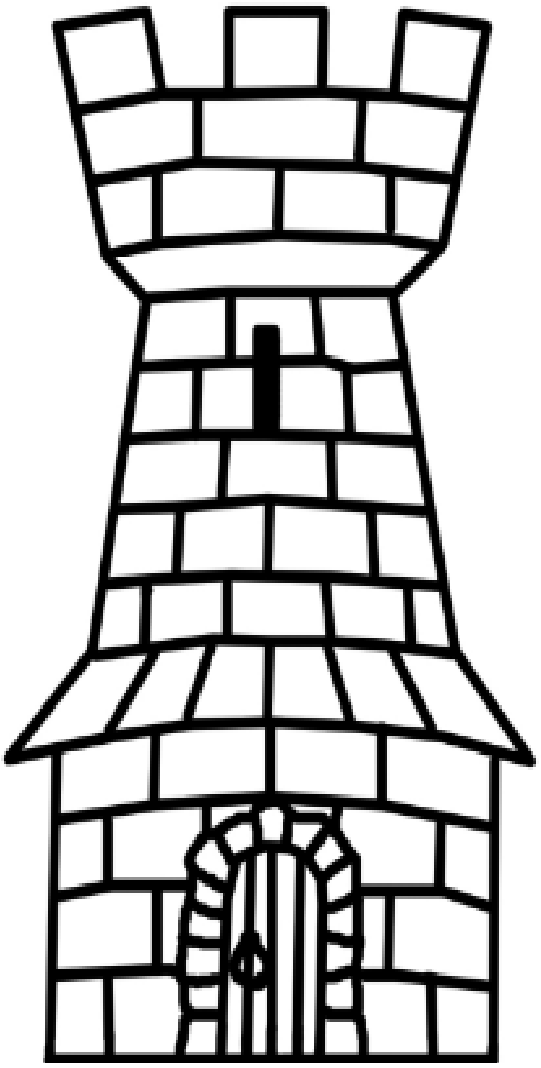
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

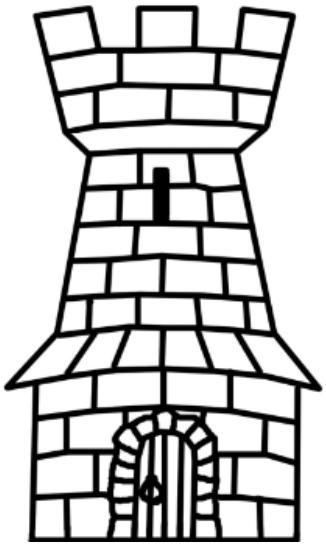
Worksheet 1

Name: _____ **Date: _____**

Colour the high tower blue, the higher tower red and the highest tower brown.







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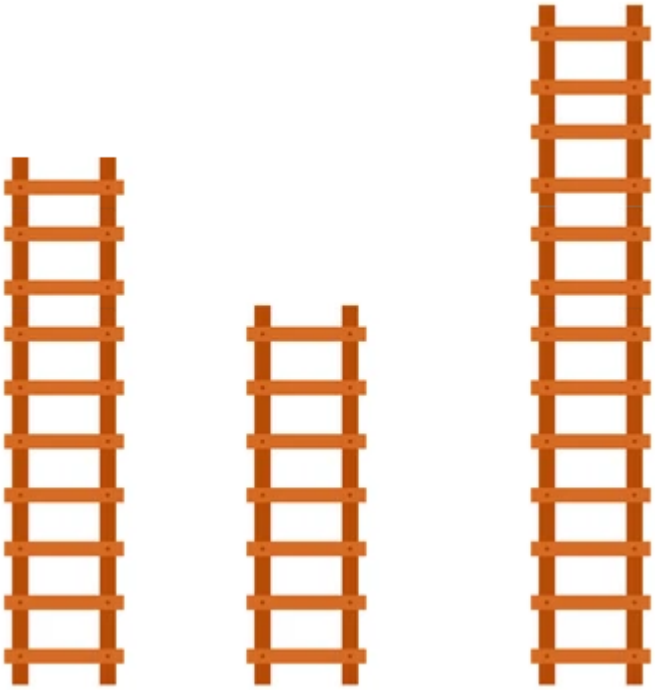
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

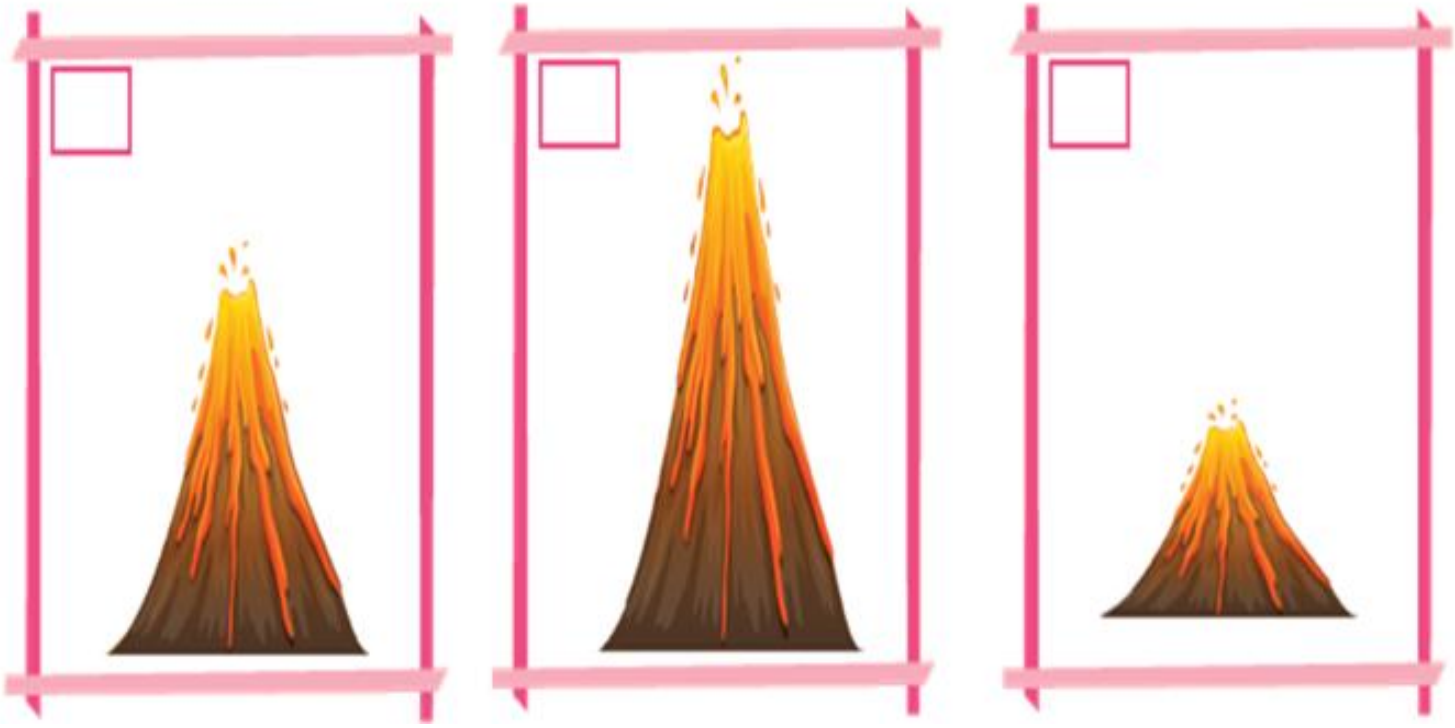
Worksheet 2

Name: _____ **Date: _____**

1. Circle the highest object.



2. Write 1 for the high object, 2 for the higher object and 3 for the highest object.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 2** **Week:** 3 **Lesson Plan:** 2

Unit Name: Measurement **Topic:** High, Higher, Highest **Date**:

Objective(s):

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

Compare the heights of two or more objects using the terms "high, higher, highest".

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 86 and 87, Sticks of three different heights, 3 baskets, Flash cards of animals of different heights

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.
Ask students: How are you? Encourage them to say, "Alhamdulillah".
Ask them about their homework.
Ask students: "Which building is high, your school or your home?" Take their responses and appreciate them for their correct answer. Ask them to tell some examples of high, higher and highest objects.

Main Activities/Concept Building: (22 min)

Activity 1:

Paste a wallchart of objects of different heights as high, higher and highest in random order. Call a student to the front of the class and ask him/her to point out the objects by using the terms "high", "higher" and "highest". Ask the rest of the class to check and tell is he/she is correct. Now draw a hut on the board and ask students to draw two huts that are higher and highest than the hut drawn. Roam around the class, check their work and guide them where needed. Appreciate them for their good work.

Activity 2:

Put flash cards of ladders of three different heights on the table in front of the class. Call a student to the front of the class and ask him/her to find three ladders of three different heights. Then arrange them according to their heights as high, higher and highest. Take his/her response and instruct the rest of the class to observe the working and correct if needed. Repeat this activity with all of the students. Appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by asking students to open their textbooks to page 86 and observe the objects. Then compare their heights using the terms high, higher and highest.

Assessment: (8 min)

To assess the students learning, ask them to solve Q1 of "Learning Check 4.3" on page 87 of their textbooks.

Homework: (2 min)

Solve Q2 of "Learning Check 4.3" on page 87 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 2** **Week:** 3 **Lesson Plan:** 3

Unit Name: Measurement **Topic:** Heavy, Heavier, Heaviest **Date**:

Objective(s):

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

Compare the masses of two or more objects using the terms "heavy, heavier, heaviest".

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, Three wooden boxes of different weights

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.
Ask students: How are you? Encourage them to say, "Alhamdulillah".
Ask students about their homework.
Point towards the table and the chair. Ask students to observe and tell which one is heavier. Take their responses that must be the table is heavier than the chair. Appreciate them for their correct response.

Main Activities/Concept Building: (22 min)

Activity 1:

Put three wooden boxes of different weights on the table. Hold one box and show it to students and say, "This box is heavy". Show the second wooden box and hold in the other hand and say, "This wooden box is heavier". Lastly hold the third wooden box and say, "This wooden box is the heaviest". Now put them back on the table. Again, hold and show them again in sequence and encourage the students to say "heavy, heavier and heaviest" when you show them. Repeat this activity using various objects like a lunch box, a water bottle, a bag, etc.

Activity 2:

Give them worksheet 1 and ask them to complete it by following the instructions. Roam around the class, check their work and guide them where needed. Appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by retelling students which object is heavy, heavier and heaviest by drawing three objects of different masses.

Assessment: (8 min)

To assess the students, ask them to observe the classroom objects and tell which one is heavy, heavier and heaviest by comparing their masses.

Homework: (2 min)

Solve worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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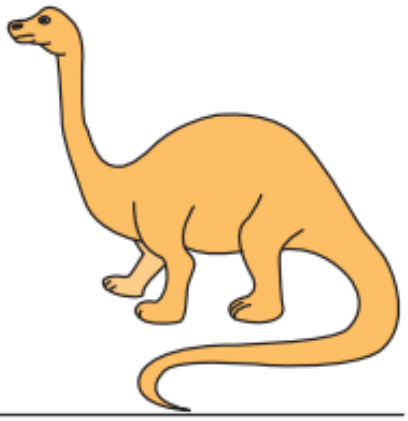
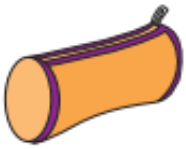
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Worksheet 1

Name: _____ **Date: _____**

Circle the heaviest object and cross (x) the heavy object.





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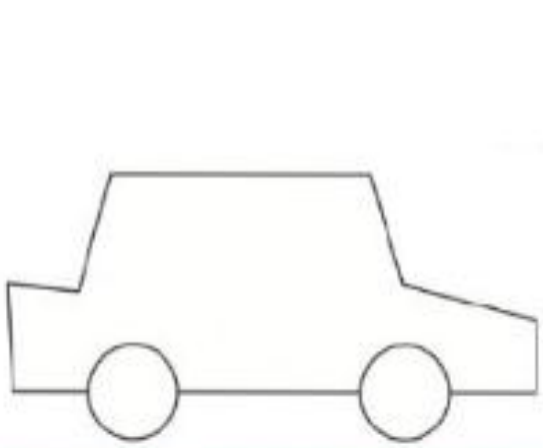
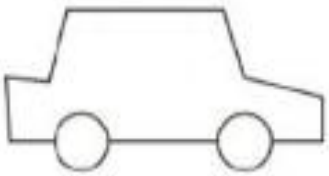
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

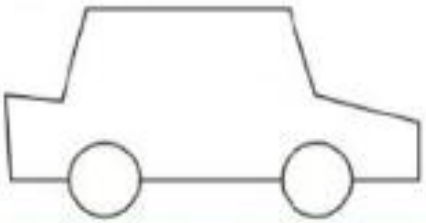
Worksheet 2

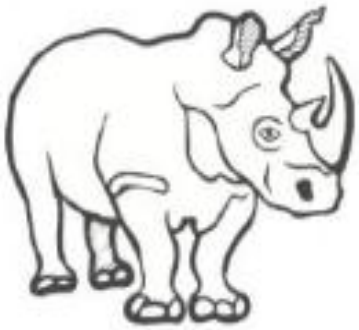
Name: _____ **Date: _____**

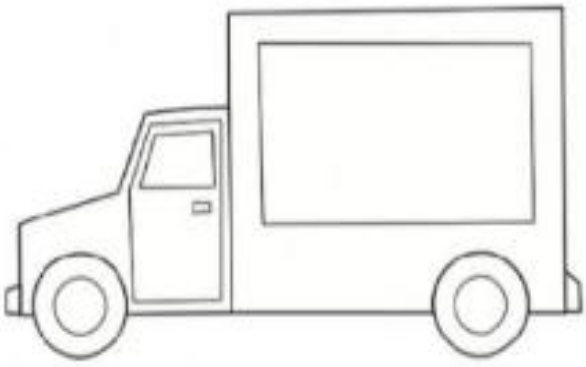
Circle the heaviest object and cross (x) the heavy object.











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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 2** **Week:** 3 **Lesson Plan:** 4

Unit Name: Measurement **Topic:** Heavy, Heavier, Heaviest **Date**:

Objective(s):

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

Compare the masses of two or more objects using the terms "heavy, heavier, heaviest".

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 88 and 90, Fruit toys, Flash cards of objects

Teaching & Learning Activities:

Opening Activities/Warm-up: **(5 min)**

Say, "Assalaamu Alaikum" and start with the name of Allah.
Ask students: How are you? Encourage them to say, "Alhamdulillah".
Ask them about their homework.
Draw three different objects of different masses and ask them to observe and tell which one is heavy, heavier and heaviest. Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: **(22 min)**

Activity 1:

Distribute three toy fruits of three different masses among each student so that each of them gets three fruit toys in three different masses. Put three baskets on the table with tags of "heavy", "heavier" and "heaviest". Call a student to come and put the three toy fruits they have in the correct baskets. Repeat this until all of the students have their turns.

Activity 2:

Put flash cards of objects with three different masses on the table in front of the class. Call a student to the front of the class and ask him/her to find the three objects of three different masses. Then arrange them according to their mass as heavy, heavier and heaviest. Take his/her response and instruct the rest of the class to observe the working and correct if needed. Repeat this activity with all of the students. Appreciate them for their good work.

Sum Up: **(3 min)**

Sum up the lesson by asking students to open their textbooks to page 88 and observe the animals and stones. Then compare their masses using the words "heavy", "heavier" and "heaviest".

Assessment: **(8 min)**

To assess the students learning, ask them write the names of three things they have in sequence of heavy, heavier and heaviest (Quick Check).

Homework: **(2 min)**

Solve Q1 of "Learning Check 4.4" on page 90 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 2** **Week:** 3 **Lesson Plan:** 5

Unit Name: Measurement **Topic:** Light, Lighter, Lightest **Date**:

Objective(s):

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

Compare the masses of two or more objects using the terms "light, lighter, lightest".

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, Three balls of different masses

Teaching & Learning Activities:

Opening Activities/Warm-up: **(5 min)**

Say, "Assalaamu Alaikum" and start with the name of Allah.
Ask students: How are you? Encourage them to say, "Alhamdulillah".
Ask students about their homework.
Point towards a book and a pencil. Ask students to observe and tell which one is lighter. Take their responses that must be the pencil is lighter than the book. Appreciate them for their correct response.

Main Activities/Concept Building: **(22 min)**

Activity 1:

Put three balls of different masses on the table. Hold one ball and show it to students and say, "This ball is light". Show the second ball and hold it in the other hand and say, "This ball is lighter". Lastly hold the third ball and say, "This ball is the lightest". Now put them back on the table. Again, hold all of the balls in sequence and show them again in sequence as light, lighter, lightest. Encourage students to say "light, lighter and lightest" when you show them. Repeat this activity using various objects.

Activity 2:

Give them worksheet 1 and ask them to complete it by following the instructions. Roam around the class, check their work and guide them where needed. Appreciate them for their good work.

Sum Up: **(3 min)**

Sum up the lesson by retelling students which object is light, lighter and lightest by drawing three objects of different masses.

Assessment: **(8 min)**

To assess the students, ask them to observe the classroom objects and tell which one is light, lighter and lightest by comparing their masses.

Homework: **(2 min)**

Solve worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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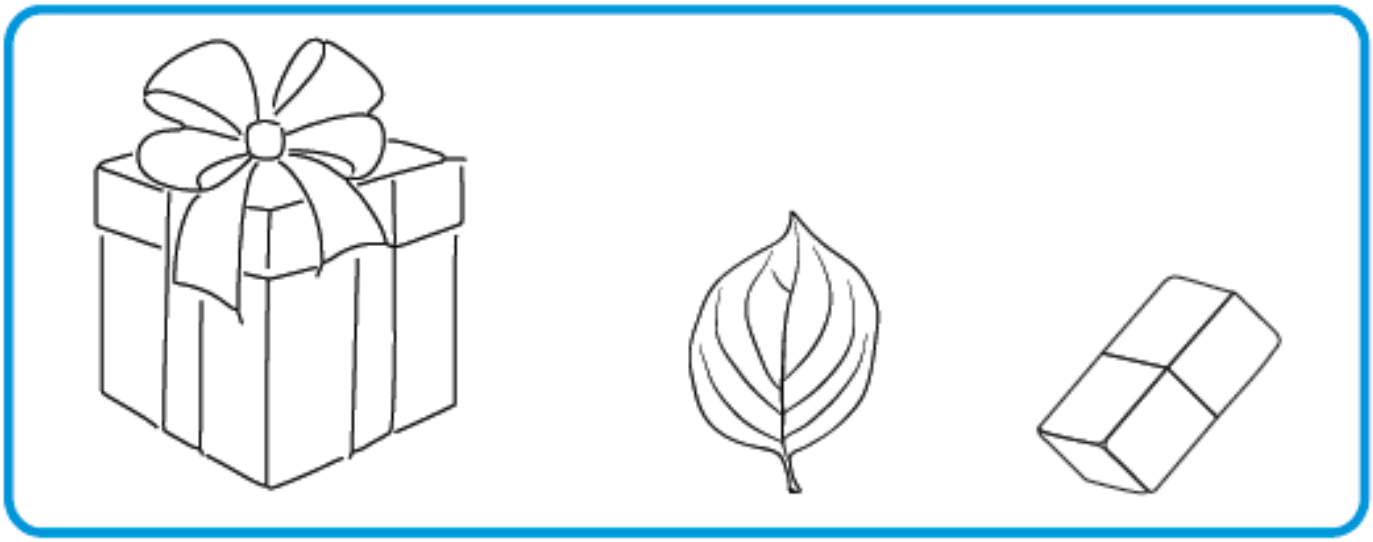
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Worksheet 1

Name: _____ **Date: _____**

Colour the lightest object blue, the lighter object red and the light object yellow.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 2** **Week:** 3 **Lesson Plan:** 6

Unit Name: Measurement **Topic:** Light, Lighter, Lightest **Date**:

Objective(s):

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

Compare the masses of two or more objects using the terms "light, lighter, lightest".

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 89 and 90, marbles of different masses, Flash cards of objects

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask them about their homework.

Show a pencil, a geometry box and a lunch box and call a student to the front of the class. Instruct him/her to lift each and tell which of them is light, lighter and lightest. Take his/her responses and appreciate them for their correct response.

Main Activities/Concept Building: (22 min)

Activity 1:

Distribute three marbles of three different masses among each student so that each of them gets three marbles in three different masses. Put three baskets on the table with tags of "light", "lighter" and "lightest". Call a student to come and put the three marbles according to their masses they have in the correct baskets. Repeat this until all of the students have their turns.

Activity 2:

Put flash cards of objects of three different masses on the table in front of the class. Call a student to the front of the class and ask him/her to find three objects of three different masses. Then arrange them according to their mass as light, lighter and lightest. Take his/her response and instruct the rest of the class to observe the working and correct if needed. Repeat this activity with all of the students. Appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by asking students to open their textbooks to page 89 and observe the objects. Then compare their masses using terms "light", "lighter" and "lightest".

Assessment: (8 min)

To assess the students learning, ask them to take any 3 objects from their school bags and compare their weights (Quick Check).

Homework: (2 min)

Solve Q2 of "Learning Check 4.4" on page 90 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 2** **Week:** 3 **Lesson Plan:** 7

Unit Name: Measurement **Topic:** Summary and Review Exercise **Date**:

Objective(s):

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

Recall the concepts of the whole unit.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 90, 91 and 92

Teaching & Learning Activities:

Opening Activities/Warm-up: **(5 mins)**

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask them:

Which terms are used to compare objects according to their length?

Which terms are used to compare objects according to their height?

Which student is the tallest in the class?

Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: **(30 min)**

Activity 1:

Have students open pages 91 and 92 of their textbooks. Ask them to solve Q1, Q2 and Q3 of 'Unit Check 4' in their textbooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up: **(3 min)**

Sum up the lesson by repeating the summary and vocabulary words of the unit given on page 90.

Assessment: **(0 min)**

N/A

Homework: **(2 min)**

Solve Q4 of "Unit Check 4" on page 92 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 2** **Week:** 4 **Lesson Plan:** 1

Unit Name: Measurement **Topic:** Summary and Review Exercise **Date**:

Objective(s):

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

Recall the concepts of the whole unit.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 90 and 93

Teaching & Learning Activities:

Opening Activities/Warm-up: **(5 min)**

Say, "Assalaamu Alaikum" and start with the name of Allah.
Ask students: How are you? Encourage them to say, "Alhamdulillah".
Ask them about their homework.
Ask student:
Which one is the heaviest, an elephant, a goat or a cat?
Which one is the lightest, an apple, a watermelon or a cherry?

Main Activities/Concept Building: **(25 min)**

Activity 1:

Have students open page 93 of their textbooks. Ask them to solve Q5 and Q6 of 'Unit Check 4' in their textbooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up: **(3 min)**

Sum up the lesson by repeating the summary and vocabulary words of the unit given on page 90.

Assessment: **(0 min)**

N/A

Homework: **(2 min)**

Solve Q7 of "Unit Check 4" on page 93 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 2** **Week:** 4 **Lesson Plan:** 2

Unit Name: Money **Topic:** Pakistani coins and notes **Date**:

Objective(s):

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

Identify Pakistani currency coins (Rs 1, 2, 5 and 10).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 94, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: **(5 min)**

Say, "Assalaamu Alaikum" and start with the name of Allah.
Ask students: How are you? Encourage them to say, "Alhamdulillah".
Try to make the students active and attentive by asking some interesting questions: Ask students: "How much pocket money do you get from your parents?" Ask them: "What do you do with your pocket money?" Ask the students: "How many of you have a money box at home for collecting money?" Tell the students that it is good to save money.

Main Activities/Concept Building: **(25 min)**

Activity 1:

Place some stationery items (with the price tags of 1, 2, 5 and 10 rupees) on the table. Ask the students: "This is a shop. If you need any item from the shop, how can you get it?" Take their responses. Some of them might say that they will buy the item they need. Then ask: "How can we buy items?" Take several responses randomly. If someone says we give money to the shopkeeper to buy items we need, encourage him/her. Then explain that to get anything, we need money. We have to buy it from a shop with money.
Show dummy coins of Rs 1, Rs 2, Rs 5 and Rs 10 to students and tell the value of each coin to them.
Call a student to the front of the class and ask him/her pick up the 1 rupee coin from the given coins. Again call another student and ask him/her to pick up the coin of Rs 2 and show it to class. Repeat this activity with some random students of the class and ask them to pick up the coins of Rs 1, 2, 5 and Rs 10 one by one.

Sum Up: **(3 min)**

Sum up the lesson by showing and telling the value of coins of Rs1, Rs 2, Rs 5 and Rs 10.

Assessment: **(5 min)**

To assess the students, ask them the value of each coin by showing them coins of Rs1, Rs2, Rs 5 and Rs 10.
Ask students to open their textbooks to page 94 and ask them, "Marwa and Ibrahim went for shopping with their parents. They bought some cookies and clothes. How did they buy things from the market?" Take their responses.

Homework: **(2 min)**

Solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

Write the value of each coin.

◯ rupee

◯ rupees

◯ rupees

◯ rupees

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 2** **Week:** 4 **Lesson Plan:** 3

Unit Name: Money **Topic:** Pakistani coins and notes **Date**:

Objective(s):

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

Identify Pakistani currency coins (Rs 1, 2, 5 and 10).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 95, 4 empty jars, Dummy coins

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask students: "How we can buy things from the market?" Take their responses and tell them that we use money to buy things. We use coins and notes to buy things.

Main Activities/Concept Building: (25 min)

Activity 1:

Tell students that today we are going to learn about different coins we use in Pakistan. Place a wallchart in front of students with the pictures of some coins that we use in Pakistan. Ask students one by one about the coins by pointing to the wallchart. Take the response from students and encourage them for the correct answer.

Activity 2:

Put 4 empty jars on the table. Label them "1 Rupee", "2 Rupees", "5 Rupees" and "10 Rupees". Distribute the set of 4 coins (dummy) among all the students. Call them one by one and instruct them to put the coins in the correct jar. Ask them to show each coin to the class before putting it into the relevant jar.

Repeat this activity with all of the students. If the class strength is too large for the time duration, then this activity can be done in pairs instead of individuals.

Ask them to open their textbooks to page 95 and identify the value of the coins.

Sum Up: (3 min)

Sum up the lesson by retelling students about the value of coins of Rs 1, Rs2, Rs 5 and Rs 10 and also tell them that coins are made of metal (Notable note).

Assessment: (5 min)

To assess students, ask them to tell the value of coins by showing them coins of Rs 1, Rs2, Rs 5 and Rs 10.

Homework: (2 min)

Revise the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 2** **Week:** 4 **Lesson Plan:** 4

Unit Name: Money **Topic:** Pakistani coins and notes **Date**:

Objective(s):

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

Identify Pakistani currency notes (Rs 10, 20, 50 and 100).

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Dummy coins and notes, Flash cards of coins

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Put four flash cards of coins on the table upside down. Call a student to the front of the class and ask him/her to choose one flash card randomly. Instruct him/her to tell the value of the coins shown on the flash card. Ask the remaining students to tell if the value is correct. Repeat this activity with some other students of the class.

Main Activities/Concept Building: (22 min)

Tell them that today we are going to learn about Pakistani currency notes.

Activity 1:

Tell students we use coins and notes to buy things. Show students coins and tell them the value of each coin. Show a coin of Rs 10 and a note of Rs 10 and tell them that we use both coins and notes of 10. Now show them the note of Rs 20 and tell them about its value. Repeat this activity for notes of Rs 50 and Rs 100.

Activity 2:

Put the real notes of Rs 10, Rs 20, Rs 50 and Rs 100 on the table. Invite four students to the front of the class. Instruct them to pick up notes one by one and tell the amount of the notes. Repeat this activity with all of the students. If the class strength is too large for the time duration, then this activity can be done in pairs instead of individuals.

Sum Up: (3 min)

Sum up the lesson by retelling students about the value of coins and notes by showing dummy coins and notes.

Assessment: (8 min)

To assess the students, show them dummy notes and ask them value of each note.

Homework: (2 min)

Solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

Write the value of each note.

◯ rupees

◯ rupees

◯ rupees

◯ rupees

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 2** **Week:** 4 **Lesson Plan:** 5

Unit Name: Money **Topic:** Pakistani coins and notes **Date**:

Objective(s):

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

Identify Pakistani currency notes (Rs 10, 20, 50 and 100).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 96 and 97, empty jars, dummy notes of 10, 20, 50 and 100

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask students: "How we can buy things from the market?" Take their responses and tell them that we use money to buy things. Show some coins (Rs 1, Rs 2, Rs 5, Rs 10) and notes (Rs 10, Rs 20, Rs 50, Rs 100) to students and ask them: "Do you know the value of each of the coins and the notes?"

Main Activities/Concept Building: (25 min)

Activity 1:

Tell students that today we are going to learn about different notes we use in Pakistan. Place a wallchart in front of students with the pictures of some notes that we use in Pakistan. Ask students one by one about the notes by pointing to the wallchart. Take the response from students and encourage them for the correct answer.

Activity 2:

Put 4 empty jars on the table. Label them "10 Rupees", "20 Rupees", "50 Rupees" and "100 Rupees". Distribute the set of 4 notes (dummy) among all the students. Call them one by one and instruct them to put the notes in the correct jar. Ask them to show each note to the class before putting it into the relevant jar.

Repeat this activity for all of the students. If the class strength is too large for the time duration, then this activity can be done in pairs instead of individuals. Ask them to open their textbooks to page 96 and identify the value of the notes.

Sum Up: (3 min)

Sum up the lesson by retelling students about the value of notes of Rs 10, Rs20, Rs 50 and Rs 100 and also tell them that notes are made of paper (Notable note).

Assessment: (5 min)

To assess students, ask them to tell the value of notes by showing them notes of Rs 10, Rs20, Rs 50 and Rs 100.

Homework: (2 min)

Solve "Learning Check 5.1" on page 97 of their textbooks.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 2** **Week:** 4 **Lesson Plan:** 6

Unit Name: Money **Topic:** Changing money **Date**:

Objective(s):

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

Recognize money change (up to 100) to its equivalent denominations.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Dummy coins and notes

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Place dummy coins and notes on the table in front of students. Write Rs 20 on the board and call a student to the front of the class. Ask him/her to find the note that represents the value of Rs 20 and paste it in front of it. Take his/her response and appreciate them for their correct response. Repeat this activity with some other students of the class.

Main Activities/Concept Building: (25 min)

Activity 1:

Tell the students that today we are going to learn about changing money.

Place two bowls and some real coins and notes. Divide the class into two teams; Team A and Team B. Give play money of Rs 20 and Rs 50 and coins of Rs 2 and Rs 5 to Team A. Give play money of Rs 10 and Rs 100 and coins of Re 1 and Rs 2 to Team B. Also give 1 bowl to each team. Tell the teams to put money into the bowls in the same amount of money that is written on the board. Write on the board Rs 25. Ask the teams to show money and put it into the bowl. Team A can easily show the note of Rs 20 and coin of Rs 5 but the bowl of Team B will be empty because they do not have any note of Rs 20 or coin of Rs 5. Now, explain to them that 2 notes of ten make Rs 20 and 5 coins of Re 1 make Rs 5. So they need 2 notes of Rs 10 and 5 coins of Re 1. Repeat this activity with Rs 5, Rs 20, Rs 35, Rs 50, etc.

Activity 2:

Put real coins and notes on the table. Show a Rs 100 note to students. Invite any student to the front of the class and ask him/her to exchange the note for other notes of lower value. Take their response and guide them if needed. Repeat with various amounts and different students.

Sum Up: (3 min)

Sum up the lesson by retelling students that we can exchange a note for other notes of lower value by giving different examples of exchanging different notes of lower value.

Assessment: (5 min)

To assess the students, ask them to tell the different combination of coins and notes for Rs 20. Take their responses and appreciate them for their correct response.

Homework: (2 min)

Solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

Complete the following.

a)

One 10-rupee coin = ☐ 5-rupee coins.

b)

One 10-rupee note = ☐ 2-rupee coins.

c)

One 50-rupee note = ☐ 20-rupee notes

and ☐ 10-rupee note.

d)

One 100-rupee note = ☐ 50-rupee notes.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 2** **Week:** 4 **Lesson Plan:** 7

Unit Name: Money **Topic:** Changing Money **Date**:

Objective(s):

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

Recognize money change (up to 100) to its equivalent denominations.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 98 and 99, Dummy coins and notes

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask them about their homework.

Place real coins (1, 2, 5 and 10) on the table. Ask them to make the maximum possible combinations of coins for Rs 8. Probably they will reply: one Re 1 coin, one Rs 2 coin and one Rs 5 coin become Rs 8. Four Rs 2 coins become Rs 8. Eight Re 1 coins become Rs 8.

Main Activities/Concept Building: (22 min)

Tell them that today we are going to learn money change to its equivalent denominations.

Activity 1:

Tell the students that today we are going to learn about exchanging money. Place dummy notes (10, 20, and 50) on the table. Ask them to make the maximum possible combinations of notes for Rs 40. Probably they will reply: Two notes of Rs 20 become Rs 40, four notes of Rs 10 become Rs 40, etc. Repeat this activity with different notes and ask them about their equivalent denominations. Appreciate them for their correct response.

Activity 2:

Divide the class into two groups. Distribute dummy coins and notes (1, 2, 5, 10, 20, and 50) among the students. Ask them to make the maximum possible combinations of coins/notes for Rs 100. Ask them to show their possible combination to the others. Take their responses and tell them that: Two notes of Rs 50 become Rs 100. Five notes of Rs 20 become Rs 100. Ten notes of Rs 10 become Rs 100. Ask them to open their textbooks to page 98 and observe the different combination of coins and notes.

Sum Up: (3 min)

Sum up the lesson by retelling students how we can change money to its equivalent denominations.

Assessment: (8 min)

To assess the students, ask them to tell the possible combination of notes for Rs 50. Also ask them to solve "Quick Check" given on page 98 of their textbooks. Take their responses and appreciate them for their correct answer.

Homework: (2 min)

Solve Q1 of "Learning Check 5.2" given on page 99 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 2** **Week:** 5 **Lesson Plan:** 1

Unit Name: Subtraction **Topic:** Revision **Date**: _____

Objective(s):

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

Revise the topic of finding the unknown in a subtraction equation of the unit "Subtraction".

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask them a few questions relevant to finding the unknown number in the given equation of subtraction.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

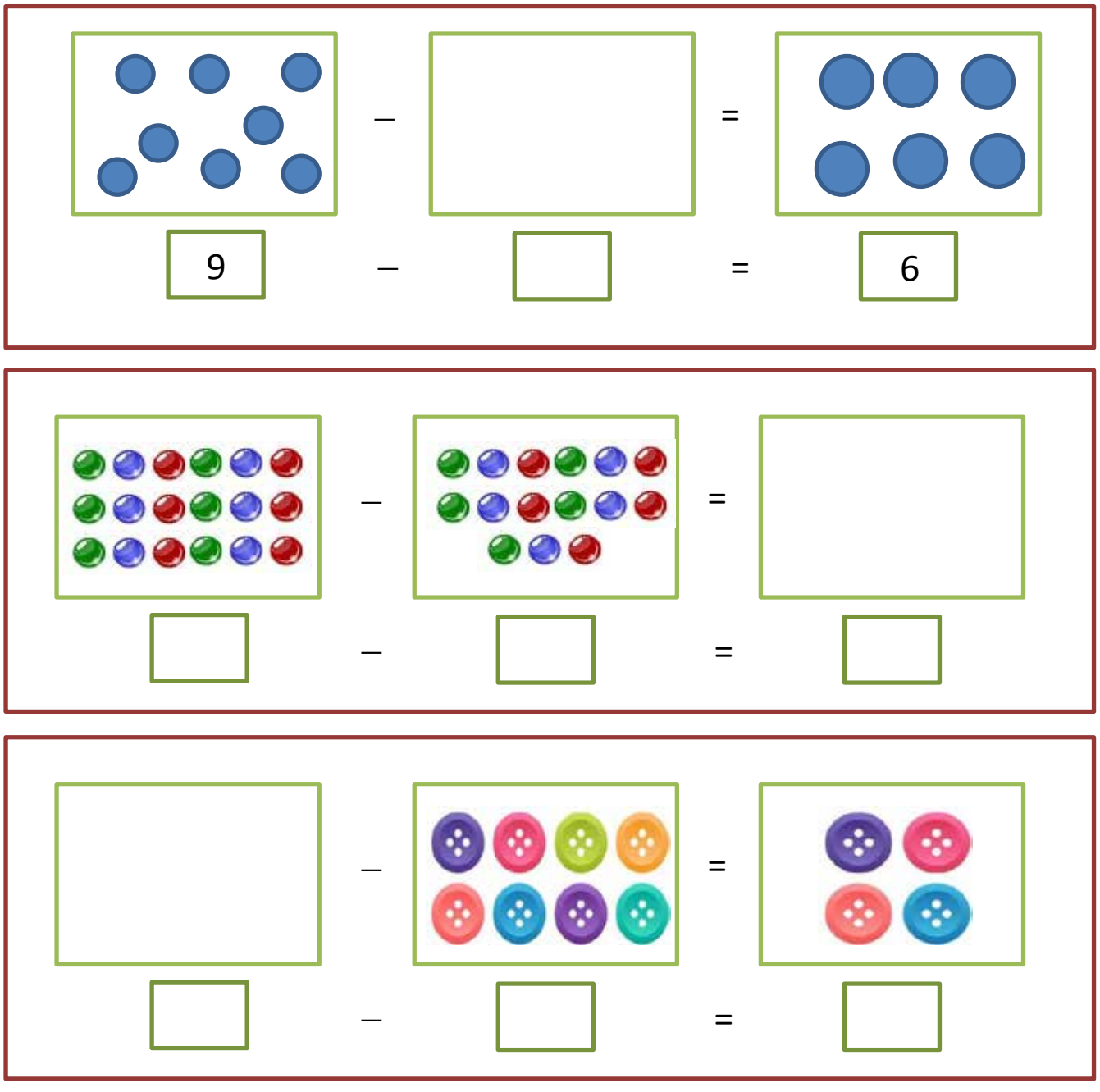
1. Write the missing number to complete the following.

a) 16 – 5 = _____

b) 19 – _____ = 5

c) _____ – 7 = 11

2. Count and complete the missing numbers. Also draw the objects.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 2** **Week:** 5 **Lesson Plan:** 2

Unit Name: Subtraction **Topic:** Revision **Date**:

Objective(s):

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

Revise the topic of mental subtraction of the unit "Subtraction".

Resource Material:

Chalk/Marker, White/Blackboard

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask them a few questions relevant to subtraction of numbers mentally.

Tell students that they are going to revise and practice the concept of mental subtraction of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

1. **Subtract 8 from 19 mentally.**

2. **Ahmad has Rs 17. He bought a chocolate for Rs 14. How much money does he have left? Find mentally.**

3. **Subtract 7 from 11 mentally.**

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 2** **Week:** 5 **Lesson Plan:** 3

Unit Name: Measurement **Topic:** Revision **Date**:

Objective(s):

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

Revise all the topics of the unit "Measurement".

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask them a few questions relevant to comparing length using the terms long, longer, longest and short, shorter and shortest.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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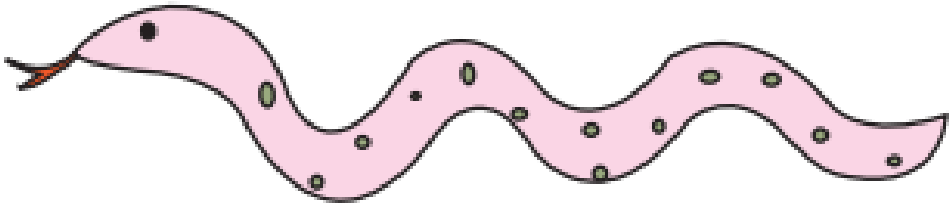
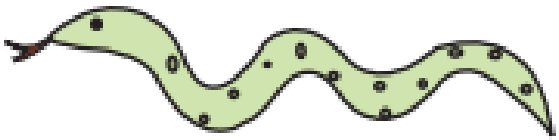
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

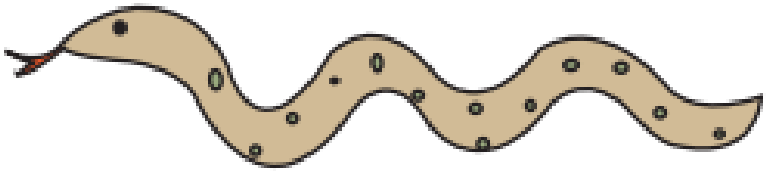
Worksheet

Name: _____ **Date: _____**

1. **Write 1 for the long object, 2 for the longer object and 3 for the longest object.**







2. **Draw a short pencil and a shorter pencil than the given pencil.**

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 2** **Week:** 5 **Lesson Plan:** 4

Unit Name: Measurement **Topic:** Revision **Date**:

Objective(s):

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

Revise the concept of the unit "Measurement".

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Picture of three trees

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Show students a picture of tree trees and ask them which one is tall, taller and tallest.

Then call three students of different height to the front and ask the class to tell which one is tall, taller and tallest.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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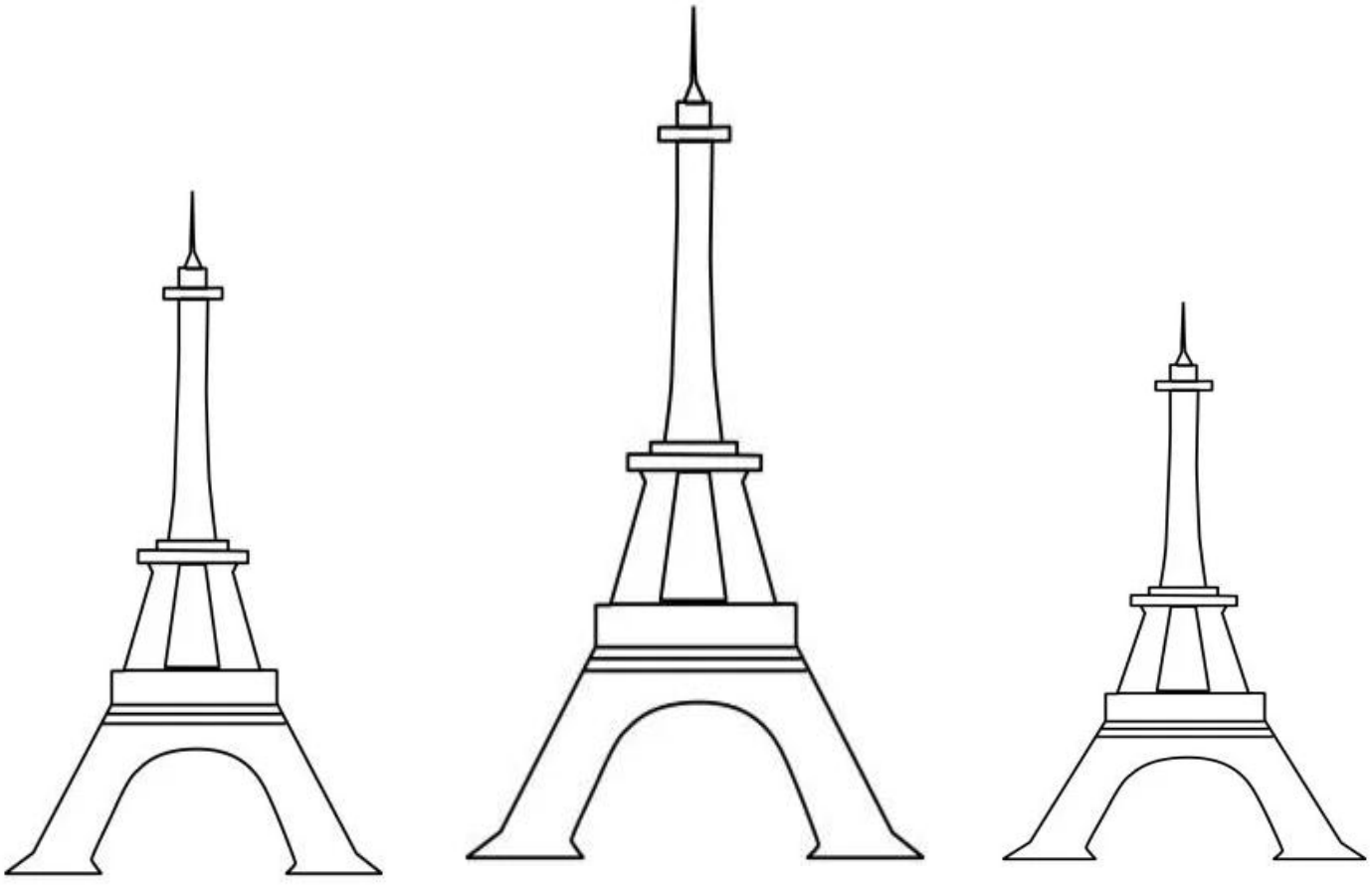
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

1. Circle (○) the tallest tree and tick (✓) the taller tree.

2. Colour the highest tower brown and the high tower grey.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 2** **Week:** 5 **Lesson Plan:** 5

Unit Name: Measurement **Topic:** Revision **Date**:

Objective(s):

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

Revise the concept of the unit "Measurement".

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: **(5 min)**

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask them a few questions relevant to comparing objects according to their masses.

Tell students that they are going to revise and practice the main concepts of heavy, heavier, heaviest and light, lighter, lightest objects of the Unit by solving a worksheet.

Main Activities/Concept Building: **(30 min)**

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up: **(5 min)**

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: **(0 min)**

N/A

Homework: **(0 min)**

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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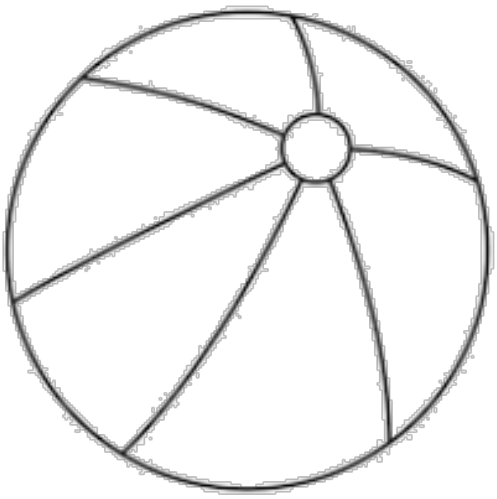
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

1. **Circle the heavy object and tick (✓) the heaviest object.**

2. **Colour the lighter object yellow and lightest object green.**



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 2** **Week:** 5 **Lesson Plan:** 6

Unit Name: Money **Topic:** Revision **Date**:

Objective(s):

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

Revise the concept of the unit "Money".

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask them a few questions relevant to identification of coins and notes.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

Write the value of each coin and note.

◯ rupee

◯ rupees

◯ rupees

◯ rupees

◯ rupees

◯ rupees

◯ rupees

◯ rupees

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 2** **Week:** 5 **Lesson Plan:** 7

Unit Name: Money **Topic:** Revision **Date**:

Objective(s):

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

Revise the concept of the unit "Money".

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask them a few questions relevant to coins, notes and different combination of coins and notes.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

Match the amount of money on the left with the correct amount shown on the right.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 1** **Week:** 1 **Lesson Plan:** 1

Unit Name: Money **Topic:** Changing money **Date**:

Objective(s):

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

Match a group of coins/notes to an equivalent group of different denominations.

Resource Material:

Chalk / Marker, White / Blackboard, Textbook pages 100, Dummy coins and notes, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Place 4 coins of Rs 5 on one side of the table and 2 notes of Rs 10 on the other side of the table. Now tell the students, 2 coins of Rs 5 make Rs 10. Thus, both sides are equal. Repeat this activity with other amounts like Rs 20, Rs 50, etc.

Main Activities/Concept Building: (25 min)

Tell students that today we are going to match a group of coins/notes to an equivalent group of different denominations.

Activity 1:

Place two bowls and some dummy coins and notes. Divide the class into two teams; Team A and Team B. Give play money of Rs 20 and Rs 50 and coins of Rs 2 and Rs 5 to Team A. Give play money of Rs 10 and Rs 100 and coins of Re 1 and Rs 2 to Team B. Also give 1 bowl to each team. Tell the teams to put money into the bowls in the same amount that is written on the board. Write Rs 25 on the board. Ask the teams to show money and put it into the bowl. Team A can easily show the note of Rs 20 and a coin of Rs 5 and team B can also easily show the two notes of Rs 10, 2 coins of Rs 2 and a coin of Re 1. Now, explain to them that 2 notes of ten make Rs 20, 1 coin of Re 1 and 2 coins of Rs 2 make Rs 25. So both teams have an equal amount. Repeat this activity with Rs 50, Rs 80 and Rs 100.

Activity 2:

Put dummy coins and notes on the table. Show a Rs 100 note to the students. Invite any student to the front of the class and ask him/her: "How many notes of Rs 20 do we need to make Rs 100?" If his/her answer is 5, then we say that 5 notes of Rs 20 make Rs 100. So, five notes of Rs 20 each match up to Rs 100. Repeat this activity with various amounts to random students of the class

Sum Up: (3 min)

Sum up the lesson by explaining to students how to match a group of coins/notes to an equivalent group of different denominations.

Assessment: (5 min)

To assess the students, ask them to solve the given worksheet. Roam around the class, check their work and guide them if needed.

Homework: (2 min)

Solve Q2 of Learning Check 5.2 on page 100 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

Match the equal amounts.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 2**

Unit Name: Money **Topic:** Changing Money **Date:**

Objective(s):

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

Determine if enough money is available to make a purchase (up to 100).

Resource Material:

Chalk / Marker, White /Blackboard, Dummy coins and notes, Wallchart of toys with tags, Flash cards of toys with price tags, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students about their homework. Show play money of Rs 50 to students and ask them to tell different combination of coins and notes that are equivalent to Rs 50. Take their response and note down the different combination of Rs 50 on the board. Appreciate them for their correct and active response.

Main Activities/Concept Building: (22 min)

Tell students today that we are going to learn how to determine if enough money is available to make a purchase (up to 100).

Activity 1:

Paste a wallchart of toys with price tags on the board. Call a student to the front of the class and give him/her Rs 20 note. Show a toy aeroplane with a price tag of Rs 50. Ask him/her: “Can you buy the aeroplane with Rs 20?’ Take his/her response that must be no. Now call another student to the front of the class and gave him/her Rs 100. Point towards the toy car with a price tag of Rs 80. Now ask him/her to tell: “Can he/she buy the toy car with Rs 100? Take his/her response that must be yes. Repeat this activity with different students of the class. Appreciate them for their correct response.

Activity 2:

Divide the students into two groups. Give the first group flash cards of toys with price tags and the second group dummy coins and notes. The first group shows a toy and the second group shows the money that is enough to buy that toy. Repeat this with each toy. Roam around the class, observe their activity, and guide them where needed.

Sum Up: (3 min)

Sum up the lesson by explaining to students how to buy the objects from the given money by solving some examples on board.

Assessment: (8 min)

To assess the students, show them different flash cards of objects with price tags and dummy coins and notes and ask them if they can buy the objects with the money or not. Take their responses and appreciate them for good response.

Homework: (2 min)

Solve the given worksheet.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

Write 'yes' if you can buy the given objects.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 1** **Week:** 1 **Lesson Plan:** 3

Unit Name: Money **Topic:** Changing Money **Date**:

Objective(s):

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

Determine if enough money is available to make a purchase (up to 100).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 101, Dummy coins and notes, Toys or stationery items with price tags

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.
Ask students: How are you? Encourage them to say, “Alhamdulillah”.
Ask students about their homework. Show a pencil with a price tag of Rs 12. Now ask students: “If you have a Rs 10 note, can you buy this pencil?” Take their response and appreciate them for their correct response that is no.

Main Activities/Concept Building: (22 min)

Tell the students today that we are going to learn how to determine if enough money is available to make a purchase (up to 100).

Activity 1:

Call a student to the front of the class. Show him/her a geometry box with a price tag of Rs 55. Give him/her two notes of Rs 20 and two notes of Rs 10 and two coins of Rs 5. Now ask him/her if he/she wants to purchase the geometry box to count and tell if he/she has enough money to purchase the geometry box. Take his/her response and then ask him/her to separate the notes equal to Rs 55 from the coins and notes they have. Take their response and appreciate if he/she separate the correct coins and notes that are two notes of Rs 20, one note one Rs 10 and one coin of Rs 5 makes Rs 55. Repeat this activity to the students of the class. Appreciate them for their correct response.

Activity 2:

Give each student some dummy coins and notes. Choose two students that act as a shopkeeper and a customer and give them, toys and stationery items. Call a student to the front of the class and ask him/her to purchase an item that he/she can buy with the money they have. Observe him/her and appreciate by clapping for choosing the correct object with a price tag according to the money they have. Repeat this activity to all students of the class. Appreciate them for their correct response.

Sum Up: (3 min)

Sum up the lesson by explaining how we can purchase things if we have enough money.

Assessment: (8 min)

To assess the students, ask them to solve Q3 (a, b) of Learning Check 5.2 on page 101 of their textbooks.

Homework: (2 min)

Solve Q3(c, d) of Learning Check 5.2 on page 101 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 1** **Week:** 1 **Lesson Plan:** 4

Unit Name: Money **Topic:** Changing Money **Date**:

Objective(s):

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

Add different combinations of coins/notes (to make sum up to 100).

Resource Material:

Chalk/Marker, White/Blackboard, Dummy coins and notes, Flash cards of amount of money, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Place play money coins and notes on the table. Write Rs 20 on the board. Call a student to the front of the class and ask him/her to collect the sets of coins and notes equivalent to Rs 20. Take their response and observe how many sets of different combinations of coins and notes he/she collects that makes Rs 20. Ask the rest of the class to check whether he/she is doing it correctly or not. Appreciate them for their correct response.

Main Activities/Concept Building: (22 min)

Tell the students today that we are going to learn how to add different combinations of coins/notes (to make sum up to 100).

Activity 1:

Place real coins (1, 2, 5, and 10) and notes on the table. Call a student to the front of the class and instruct him/her to count and collect coins whose sum is equal to Rs 15. Observe how many coins they collect. After collecting coins, have them show it to the class. He/she may collect three coins of Rs 5 or one coin of Rs 10 and one coin of Rs 5 or 7 coins of Rs 2 and one coin of Re 1, etc. Now call another student to the front of the class and ask him/her to collect coins and notes whose sum is equal to Rs 40. Observe if they collect correct amount of coins and notes. After collecting, have them count the coins and notes in front of the class and instruct the class to also count with them. Ask them to tell if he/she collected the correct amount of coins and notes. Appreciate him/her if they collect the correct amount of coins and notes equal to Rs 40. Repeat this activity with some other students of the class.

Activity 2:

Make two groups of students. Give the first group flash cards of money written on it and the second group play money coins and notes. The first group shows a flash card of money for example Rs 20 and the second group counts and collects money to show Rs 20. Appreciate them for their correct response. Now repeat the activity by giving play money cards to the first group and money flash cards to the second group.

Sum Up: (3 min)

Sum up the lesson by explaining to students that we can add different combinations of coins and notes.

Assessment: (8 min)

To assess the students, ask them count and tell how many coins and notes of Rs 5 and Rs 10 make Rs 50.

Homework: (2 min)

Solve the given worksheet.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

Count and write the total money.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 1** **Week:** 1 **Lesson Plan:** 5

Unit Name: Money **Topic:** Changing Money **Date**:

Objective(s):

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

Add different combinations of coins/notes (to make sum up to 100).

Resource Material:

Chalk / Marker, White / Blackboard, Textbook page "102" Dummy coins and notes

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.
Ask students: How are you? Encourage them to say, "Alhamdulillah".
Ask them a few questions relevant to how to add different combinations of coins/notes (to make sum up to 100). Place real coins (1, 2, and 5) on the table. Write Rs 50 on the board and ask the students: "How many combinations of coins do you need to make Rs 50?"

Main Activities/Concept Building: (22 min)

Tell the students today that we are going to learn how to add different combinations of coins/notes (to make sum up to 100).

Activity 1:

Place real coins (1, 2, and 5) and notes (10, 20, 50, and 100) on the table. Write Rs 75 on the board and ask some students to count 3 notes of Rs 20, one note of Rs 10 and 5 coins of Re 1. Then add all the coins and notes and ask them for the total amount. If they answer that the total amount is Rs 50, then we can say that students counted correctly. Repeat this activity with other students with different amounts. Appreciate them for their correct response.

Activity 2:

Make pairs of students. Give each pair some play money coins and notes. Instruct each pair to count the coins and notes they have and find the sum of these coins and notes. Roam around and observe their working. Now instruct them to raise their hands when finished. Now call each pair one by one to the front of the class and show their coins and notes to the whole class. Ask them to write their sum on the board. Ask the rest of the class to check and tell if they are correct or not. Repeat this activity with each pair of the class.

Sum Up: (3 min)

Sum up the lesson by explaining how we can find the sum of coins and notes of different combinations by giving different examples.

Assessment: (8 min)

To assess the students, ask them to solve Q4 (a, b) of Learning Check 5.2 on page 102 of their textbooks.

Homework: (2 min)

Solve Q4 (c, d, e) of Learning Check 5.2 on page 102 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 1** **Week:** 1 **Lesson Plan:** 6

Unit Name: Money **Topic:** Adding and Subtracting prices **Date**:

Objective(s):

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

Add and subtract money using the prices of objects (transactions) (e.g. toys).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page "103" Dummy coins and notes, Flash card of objects with price tags

Teaching & Learning Activities:

Opening Activities/Warm-up: (10 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Place play money (coins and notes) on the table at the front of the class. Call a student to the front of the class and ask him/her to count and collect coins and notes of their own choice to show Rs 60. Take their response and appreciate if they collect the correct amount. Repeat this activity with some other students of the class. Appreciate them for their active participation in the class.

Main Activities/Concept Building: (20 min)

Activity 1:

Call two students to the front of the class. Give Rs 20 to one student and Rs 30 to the second student. Now instruct them to count and tell how much amount both students have. Take their responses that must be Rs 50. Now write Rs 20 and Rs 30 on the board and add them. Tell students we can add money in the same way as we add numbers. Now call another two students to the front of the class and give one student Rs 45 and the second student Rs 40. Instruct them to count and tell: "How much amount do you both have altogether?" Appreciate them if they add and give the right answer. Now add on the board and explain how to add these. Repeat the activity with some other students of the class.

Activity 2:

Show a flash card of a pack of chips with a price tag of Rs 75 and a flash card of a pack of biscuits of Rs 20. Ask students: "Can you buy these two things?" "How much do you have to pay and for these things?" Take their response and tell them that to find the amount we have to pay, we have to add these. Now add on the board and explain to students each step and then tell them that we have to Rs 95 to buy these two things. Repeat this by showing flash cards of different things with price tags and ask them to add and tell what the total of the given amount is. Appreciate them for their correct response.

Sum Up: (3 min)

Sum up the lesson by explaining to students how to add money using the prices of objects (transactions).

Assessment: (5 min)

To assess the students, ask them to solve the given worksheet. Roam around the class, check their work and guide them where needed.

Homework: (2 min)

Solve Q1 of Learning Check 5.3 on page 103 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

Look at the objects and their prices. Then solve the given questions.

a) Wali buys a cupcake and a candy bar. How much money does he spend?

Cost of the cupcake = Rs 30

Cost of the candy bar = + Rs 15

Total money spent = Rs ☐☐

b) Sana buys a candy bar and a burger. How much money does she spend?

Cost of the candy bar = Rs ☐☐

Cost of the burger = + Rs ☐☐

Total money spent = Rs ☐☐

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 1** **Week:** 1 **Lesson Plan:** 7

Unit Name: Money **Topic:** Adding and Subtracting prices **Date**:

Objective(s):

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

Recognize to add and subtract money using the prices of objects (transactions).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 104, Dummy coins and notes, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Place real coins (1, 2, and 5) and notes (10, 20, 50, and 100) on the table. Place 3 notes of Rs 10 on one side of the table and 4 coins of Rs 5 on the other side of the table. Ask the students: “If we combine the coins and notes, then how many rupees should be placed on the table?” Take their response and appreciate them for their correct response.

Main Activities/Concept Building: (22 min)

Activity 1:

Call two students to the front of the class. Give Rs 50 to one student and Rs 10 to the second student. Now instruct them to count and tell who has more money. Ask students: “What do we have to do to find how much amount is more than the other?” Take their responses and tell them that we have to subtract Rs 10 from Rs 50. Now write Rs 50 and Rs 10 on the board and subtract them. Tell students we can subtract money in the same way as we subtract numbers. Now call another two students to the front of the class and give one student Rs 80 and the second student Rs 50. Instruct them to count and tell: “How much is one is less than the other?” Appreciate them if they subtract and give the right answer. Now subtract on the board and explain how to subtract these. Repeat the activity with some other students of the class.

Activity 2:

Show a flash card of a cupcake with a price tag of Rs 50. Call a student to the front of the class and ask him/her if he/she has Rs 75. Then tell how much amount is left after buying the cupcake. Take his/her response and then subtract on the board. Now show a flash card of an ice cream with a price of Rs 30. Call a student to the front of the class and give Rs 90. Ask him/her: “Can you buy the ice cream?” “How much money will be left?” Take their response and tell them that to find the amount left, we have to subtract. Now subtract on the board and explain each step to students and then tell them that we have to Rs 60 left after buying the ice cream. Repeat this by showing flash cards of different things with price tags and ask them to subtract and tell what amount is left. Appreciate them for their correct response.

Sum Up: (3 min)

Sum up the lesson by explaining to students how to subtract money using the prices of objects (transactions).

Assessment: (8 min)

To assess the students, ask them to solve the given worksheet. Roam around the class, check their work and guide them where needed.

Homework: (2 min)

Solve Q2 of Learning Check 5.3 on page 104 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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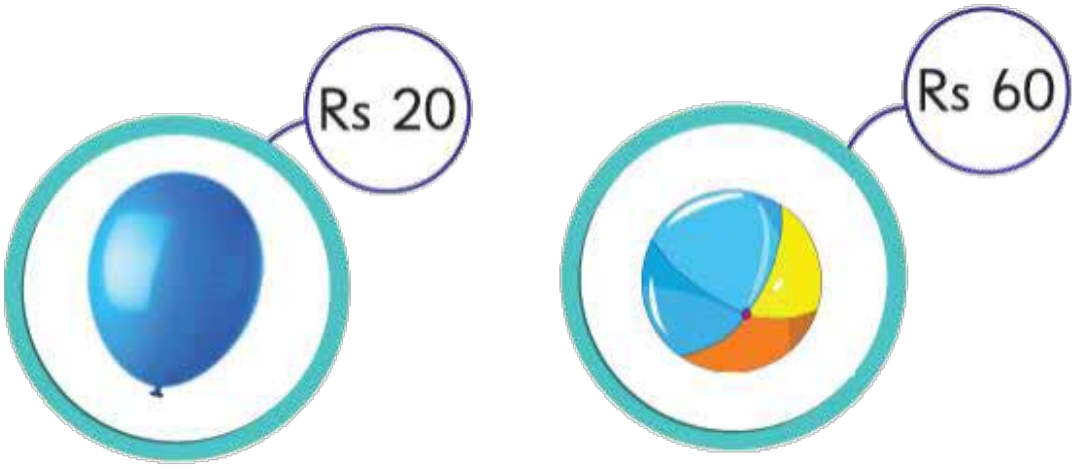
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

Look at the objects and their prices. Then solve the given questions.



a) Qasim had Rs 8. He bought a ball. How much money does he have left?

Total amount	=	Rs	8 0
Cost of the ball	= −	Rs	6 0
Amount left	=	Rs	

b) Amna had Rs 50. She bought a balloon. How much money does she have left?

Total amount	=	Rs	
Cost of the balloon	= −	Rs	
Amount left	=	Rs	

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 1** **Week:** 2 **Lesson Plan:** 1

Unit Name: Money **Topic:** Adding and Subtracting prices **Date**:

Objective(s):

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

Add and subtract money using the prices of objects (transactions) (e.g. toys).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 103 and 104, Dummy coins and notes, Flash cards of set of money

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.
Ask students: How are you? Encourage them to say, “Alhamdulillah”.
Ask students: “How can you subtract the price of objects to find the amount left?” Take their responses and write Rs 25 and Rs 55 and ask them to subtract these and tell the remaining amount. Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (22 min)

Activity 1:

Make two groups of students. Instruct the first group to make an addition problem of money using prices of objects and the second group makes a subtraction problem. Roam around the class, check their work and guide if required. Instruct them to raise their hands when finished. Call the first group to the front of the class and ask them to present their work to the whole class and solve the addition problem of money on the board. Ask the rest of the class to check and correct if needed. Repeat this activity to the second group. Appreciate them for their good work and active participation.

Activity 2:

Write the prices of two objects for example the price of a ball is Rs 72 and price of a candy is Rs 12, on the board. Call a student to the front of the class and ask him/her to add the prices of the objects and find what the total price of two objects is. Take his/her response and appreciate him/her for their good work. Now instruct students to open their textbook to page 103 and solve the examples in their notebooks. Roam around the class, check their work and guide if required. Appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by explaining to students how to add and subtract money using the prices of objects (transactions).

Assessment: (8 min)

To assess the students, ask them to solve Q3 of Learning Check 5.3 on page 104 of their textbooks

Homework: (2 min)

Solve Q4 and Q5 of Learning Check 5.3 on page 104 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 1** **Week:** 2 **Lesson Plan:** 2

Unit Name: Money **Topic:** Summary and Unit Review **Date**:

Objective(s):

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

Recall the concepts of the whole unit.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 105

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.
Ask students: How are you? Encourage them to say, “Alhamdulillah”.
Ask them about their homework.
Ask students: “Do you how we can buy things?”
Show some coins and notes to students and ask them about their values.
Show some a note of Rs 50 and ask students to tell different combination of coins and notes that are equal to Rs 50. Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (30 min)

Activity 1:

Have students open page 105 of their textbooks. Ask them to solve Q1 and Q2 of ’Unit Check 5’ in their textbooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up: (3 min)

Sum up the lesson by repeating the summary and vocabulary words of the unit given on page 105.

Assessment: (0 min)

N/A

Homework: (2 min)

Revise the classwork.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 1** **Week:** 2 **Lesson Plan:** 3

Unit Name: Money **Topic:** Summary and Unit Review **Date**:

Objective(s):

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

Recall the concepts of the whole unit.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 105 and 106

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.
Ask students: How are you? Encourage them to say, “Alhamdulillah”.
Ask them about their homework.
Ask students: “Show a flash card of teddy bear with a price tag of Rs 90. Ask students: “Can you buy this if you have Rs 100?” “If a student has Rs 50 then can he/she buy the teddy bear or not?” Take their responses and appreciate them for their correct answer.
Ask them: “How can we add and subtract the price of objects?”
Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (30 min)

Activity 1:

Have students open page 106 of their textbooks. Ask them to solve Q3 and Q4 of ’Unit Check 5’ in their textbooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up: (3 min)

Sum up the lesson by repeating the summary and vocabulary words of the unit given on page 105.

Assessment: (0 min)

N/A

Homework: (2 min)

Solve Q5 of “Unit Check 5” on page 106 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 1** **Week:** 2 **Lesson Plan:** 4

Unit Name: Time **Topic:** Clocks **Date**:

Objective(s):

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

Recognize the hour and minute hands of an analog clock.

Read and tell time in hours from the analog clock for example 2 o'clock.

Resource Material:

Chalk/Marker, White/Blackboard, Real analog clock, Textbook page 107 and 110

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask students about their homework. Show a clock to students and ask them: "What is this and what is this used for?" Take their responses and tell them that it is a clock and it tells us time.

Main Activities/Concept Building: (22 min)

Ask them to open their textbooks to page 107. Ask them to look at the picture and the question given on the page. Ask them if they can answer it. Take their responses and tell them that they will get to know the answer after completing this topic.

Activity 1:

Show a real clock to students and tell them that this clock is an analog clock. Point out its hand and tell them that it has two hands. The long hand tells us minutes and the short hand tells us hours. Now set the time to 4 o'clock and ask students to tell about the short hand and the long hand. Then tell what the time on the clock is. Take their responses and tell them that the long hand is at 12 and the short hand is at 4 so the time is 4 o'clock. Now set different times on the clock and ask them to tell the time.

Activity 2:

Call a student to the front of the class. Ask him/her to set the time 6 o'clock. Take his/her response. After setting the time, show the clock to the whole class and ask them to tell whether he/she is correct or not. Repeat this activity to random students of the class. Appreciate them for their correct response.

Sum Up: (3 min)

Sum up the lesson by explaining to students that an analog clock tells time with the help of hands. The long hand tells us minutes and the short hand tells us hours. Discuss with them the answer of the question given on page 107 of their textbooks.

Assessment: (8 min)

To assess the students, ask them to draw a clock in their notebooks and show time of 2 o'clock. Roam around, check their work and appreciate them.

Homework: (2 min)

Solve Q1 of "Learning Check 6.1" on page 110 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 1** **Week:** 2 **Lesson Plan:** 5

Unit Name: Time **Topic:** Clocks **Date**:

Objective(s):

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

Recognize the hour and minute hands of an analog clock.

Read and tell time in hours from the analog clock for example 2 o'clock.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 108, 109, 110 and 112, Real analog clock

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask students about their homework. Ask students: "What is an analog clock?" "How many numbers are on an analog clock?" "What is the long and short hand used for?"

Take their responses and appreciate them for their correct responses.

Main Activities/Concept Building: (22 min)

Activity 1:

Paste a wallchart of different times on clocks in o'clock. Call a student to the front of the class and ask him/her to write the time below the first clock. After he/she done ask the rest of the class to check and tell whether he/she is right. Repeat this activity with all students of the class. Appreciate them for their active participation in class.

Activity 2:

Give blank paper to each student and assign to each student a time. Instruct them to draw a clock and show the time assigned by you. Roam around the class and observe their working. Take their responses and appreciate them for their correct work. Ask students to open their textbook to pages 108 and 109 and observe the clocks and the times on them.

Sum Up: (3 min)

Sum up the lesson by explaining how we can tell time using an analog clock. Tell them there are 1 to 12 numbers on an analog clock.

Assessment: (8 min)

To assess the students, ask them to solve Q2 of Learning Check 6.1 on page 110 of their textbooks.

Homework: (2 min)

Solve Q3 of Learning Check 6.1 on page 111 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 1** **Week:** 2 **Lesson Plan:** 6

Unit Name: Time **Topic:** Clocks **Date**:

Objective(s):

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

Read and tell time in hours from the digital clock.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 111, Worksheet, Real digital clock

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.
Ask students: How are you? Encourage them to say, “Alhamdulillah”.
Ask students about their homework. Ask them: “What is an analog clock?” Call students to the front of the class one by one and ask them to show different times on the clock in o’clock. Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (22 min)

Activity 1:

Show a real digital clock to students and tell them that on a digital clock, the time is shown by digits instead of hands. The number to the left of the clock shows hours and the numbers to the right of the clock tell us minutes. Now set the time to 4 o’clock on the digital clock and show it to students. Call a student to the front of the class and ask him/her to set 1 o’clock on the digital clock. Observe their working and appreciate them for their correct work. Repeat this activity to some other students of the class.

Activity 2:

Give them the worksheet and instruct them to complete it by following instructions. Roam around the class, check their work and guide them if required. Discuss with them about their common mistakes. Appreciate them for their active participation.

Sum Up: (3 min)

Sum up the lesson by explaining to students that a digital clock tells time with the help of numbers instead of hands.

Assessment: (8 min)

To assess the students, ask them to draw a digital clock in their notebooks and show the time of 5 o’clock. Roam around, check their work and appreciate them for their good work.

Homework: (2 min)

Solve Q4 of Learning Check 6.1 on page 111 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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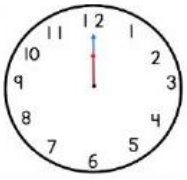
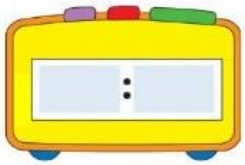
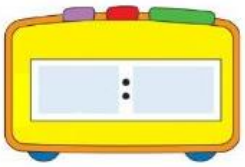
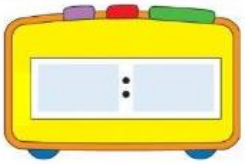
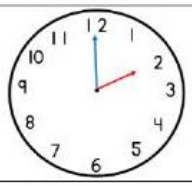
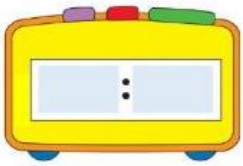
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

1. Read the times on the analog clocks and show them on the digital clocks.

	Clock	Time	Digital time
a)		o'clock	
b)		o'clock	
c)		o'clock	
d)		o'clock	

2. Match the digital clocks to the analog clocks.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 1** **Week:** 2 **Lesson Plan:** 7

Unit Name: Time **Topic:** Clocks **Date**:

Objective(s):

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

Read and tell time in hours from the digital clock.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 109, 110,112 and 113, Wallchart of digital clocks, Blank paper

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.
Ask students: How are you? Encourage them to say, “Alhamdulillah”.
Ask students about their homework. Ask students: “What is a digital clock?” “How time is shown on a digital clock?” “What is the difference between an analog clock and a digital clock?”
Take their responses and appreciate them for their correct responses.

Main Activities/Concept Building: (22 min)

Activity 1:

Paste a wallchart of different times on a digital clock in o’clock. Call a student to the front of the class and ask him/her to write the time below the first clock. After he/she is done, ask the rest of the class to check and tell whether he/she is right. Repeat this activity with all students of the class. Appreciate them for their active participation in class.

Activity 2:

Give blank paper to each student and assign each student a time. Instruct them to draw a digital clock and show the time assigned by you. Roam around the class and observe their working. Take their responses and appreciate them for their correct work. Ask students to open their textbook to pages 109 and 110, observe the digital clocks and the times on them.

Sum Up: (3 min)

Sum up the lesson by explaining how we can tell time using a digital clock. Tell them that we can show time by using the digits (numbers) on the digital clock instead of hands.

Assessment: (8 min)

To assess the students, ask them to solve Q5 of Learning Check 6.1 on page 112 of their textbooks.

Homework: (2 min)

Solve Q6 of Learning Check 6.1 on page 113 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 1** **Week:** 3 **Lesson Plan:** 1

Unit Name: Time **Topic:** Days of the week **Date**:

Objective(s):

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

Name in order the days of the week.

Resource Material:

Chalk/Marker, White/Blackboard, Wallchart of the days of the week, Textbook page 115

Teaching & Learning Activities:

Opening Activities/Warm-up: **(5 min)**

Say, “Assalaamu Alaikum” and start with the name of Allah.
Ask students: How are you? Encourage them to say, “Alhamdulillah”.
Ask students about their homework. Ask students: “What is a clock used for?” “How many types of clocks have we talked about?” Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: **(25 min)**

Activity 1:

Tell students today we will learn about the days of the week. Ask them: “Do you know about the days of week?” Take their responses and then write the poem of the days of the week on the board. Instruct them to read the poem of the days of the week with you in a loud voice. Repeat the rhyme 3 or 4 times with the class. Now ask relevant questions about the days of the week and verify their answers. Encourage the students by saying it along with them.

Activity 2:

Place the flash cards on the table after writing a sequence of numbers from 1 to 7 on each card, like Monday will have the digit 1 written on its back. Ask the students to arrange the flash cards from number 1 to 7. When done, ask one of the students to tell the name of the day on card 1. He/she would say, “Monday”. Ask one of the students to tell the name of the day on card 2. He/she could say, “Tuesday” and so on until “Sunday” comes.

Sum Up: **(3 min)**

Sum up the lesson by retelling students about the days of the week. Tell them that there are seven days of the week. Ask them to learn the days of the week in a loud voice.

Assessment: **(5 min)**

To assess the students, ask them to read the days of the week in a loud voice in correct sequence.

Homework: **(2 min)**

Solve Q1 of Learning Check 6.2 on page 115 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 1** **Week:** 3 **Lesson Plan:** 2

Unit Name: Time **Topic:** Days of the week **Date**:

Objective(s):

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

Name in order the days of the week.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 114, Wallchart of days of week, triangular flash cards of days of week, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.
Ask students: How are you? Encourage them to say, “Alhamdulillah”.
Ask students about their homework. Paste a wallchart of the days of the week on the board. Instruct students to read the name of the days of the week in a loud voice. Roam around the class and observe every student.

Main Activities/Concept Building: (22 min)

Activity 1:

Tell students today we will learn about the days of the week. Write the weekdays in sequence on the board. Ask the students to read aloud after you. Now write the weekdays in scattered form on the board. Call random students one by one to the board and ask them to label these days in sequence as 1st, 2nd, 3rd, 4th, 5th, 6th and 7th on the board. Take their responses and help them if needed. Encourage them for their efforts.

Activity 2:

Pair your students. Prepare colourful triangular cards before class and write the days of the week on each card with a thick marker pen. Students will be paired off, so produce enough sets for each pair. It will be easier for the students to recognise each day if it is written on a different coloured card. Give each pair of students a set of cards that have been shuffled. Ask the pairs to arrange the days on the floor or table according to the correct sequence. After that, everyone touches a card, and have them in a loud voice say the days of the week while paying close attention to the first letter of each word (e.g., “Th” for “Thursday”).

Sum Up: (3 min)

Sum up the lesson by explaining the days of the week. Ask them to open their textbook to page 114 and read the days of the week in correct sequence.

Assessment: (8 min)

To assess the students, ask them to read the days of the week in correct sequence in a loud voice.

Homework: (2 min)

Solve the given worksheet.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

1. Draw a line to connect all the days of the week in the correct order.

Monday	Tuesday	Friday	Wednesday	Thursday
Sunday	Wednesday	Saturday	Tuesday	Friday
Wednesday	Thursday	Friday	Sunday	Saturday
Monday	Friday	Saturday	Sunday	Wednesday

2. Write the days of the week in order.

Sunday	1
Friday	2
Saturday	3
Monday	4
Tuesday	5
Wednesday	6
Thursday	7

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 1** **Week:** 3 **Lesson Plan:** 3

Unit Name: Time **Topic:** Days of the week **Date**:

Objective(s):

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

Identify which day comes after/before a particular day.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, paper wheel of days of week

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.
Ask students: How are you? Encourage them to say, “Alhamdulillah”.
Ask students about their homework. Ask students: “What day is today?” Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (22 min)

Activity 1:

Make a week wheel out of card stock or paper by cutting it into seven equal parts, each of which should represent a different day of the week. The children will be shown the week’s wheel and asked about their daily activities. Place a moving pointer in the center (same as the hand of a clock). Encourage the students to consider the previous and following weeks as you explain why the wheel is depicted as a wheel. Remind the students of what they did yesterday and have them compare it to today to see what is similar or difference. Show a week wheel with the pointer pointing at today next to the schedule. Appreciate them with their correct answer. Repeat this activity with different students.

Activity 2:

Write Thursday on the flash card and paste it on the board with the help of glue. Recite all the days of the week two times. After this, ask the students what will come next after the day of the week, Thursday. If they answer that the next day will be Friday, then appreciate them with their correct answer. Ask other students about the next day after Saturday and before Wednesday. Repeat these activities again and again with different students.

Sum Up: (3 min)

Sum up the lesson by explaining to identify the day which comes after and before a particular day, using a calendar.

Assessment: (8 min)

To assess the students, ask them what day comes before and after Tuesday. Take their responses and ask different questions like that and appreciate them for their correct response.

Homework: (2 min)

Complete the given worksheet.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

Colour the correct option.

a) What comes after Sunday? — Monday | Saturday

b) What comes after Wednesday? — Tuesday | Thursday

c) What comes before Thursday? — Wednesday | Saturday

d) What comes between Thursday and Saturday? — Wednesday | Friday

Circle the day that comes next.

Tuesday, Wednesday	Friday	Thursday
Monday, Tuesday	Wednesday	Friday
Saturday, Sunday	Monday	Thursday

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 1** **Week:** 3 **Lesson Plan:** 4

Unit Name: Time **Topic:** Days of the week **Date**:

Objective(s):

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

Identify which day comes after/before a particular day.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 116, Flash cards of the days of the week, Blank paper

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.
Ask students: How are you? Encourage them to say, “Alhamdulillah”.
Ask students about their homework. Write some days of the week randomly and point towards a particular day and ask them to tell what day comes before and after that day. Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (22 min)

Activity 1:

Display three flash cards with the names of the days and ask them to call out the names of the days that are missing. Display the names of the days in order. Show them a week explaining how the days are displayed in each week and how they can find the corresponding day for a particular date. Ask students, for example, which day comes after and before Thursday. If the students answer that the day before Tuesday is Monday, and the day after Tuesday is Wednesday, then appreciate the students for their correct answer. Repeat this activity with different students.

Activity 2:

Ask students to work in pairs. Give each pair three cards randomly of the days of the week. Instruct the students to read the day that is written on the card and write what comes before and after that day on the back of the card. Roam around, check their work and guide if required. Now ask them to raise their hands when finished. Call each pair one by one to the front of the class and ask him/her to present their work to the whole class. Ask the rest of the class to check and tell whether that pair worked correctly. Appreciate them for their correct work.

Sum Up: (3 min)

Sum up the lesson by explaining how we can tell time using a digital clock. Tell them that we can show time by using the digits (numbers) on the digital clock instead of hands.

Assessment: (8 min)

To assess the students, write random days of week on the board and ask them to tell which day comes after and before the given day.

Homework: (2 min)

Solve Q2 of Learning Check 6.2 on page 116 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 1** **Week:** 3 **Lesson Plan:** 5

Unit Name: Time **Topic:** Months of the solar year **Date**:

Objective(s):

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

Name (orally) the solar months of the year.

Resource Material:

Chalk/Marker, White/Blackboard, Wallchart of the months of the solar year, Flash cards of the months of the year

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students about their homework. Write the days of the week randomly on the board. Call a student to the front of the class and ask him/her to write the days of the week in correct sequence. Observe their working and appreciate him/her for their correct work.

Main Activities/Concept Building: (22 min)

Activity 1:

Display a wallchart of the months of the solar year. Tell students today we will learn about the months of the year. Now read the names of the months in a loud voice and ask students to read with you in a loud voice.

Hang a calendar on the wall where it’s clearly visible to all students. Ask them if they know what a calendar is used for. Take responses and tell them that like a clock, a calendar tells us about the passage of time (days, weeks, months, etc.). Tell the students there are 12 months in the year. Read the names of the months of the year in a loud voice and ask them to repeat with you in a loud voice.

Activity 2:

Place flash cards of the months of the year on the table. Call a student to the front of the class and ask him/her to place the cards in correct order. Make pairs of the students and give each pair a calendar. Now ask the students tell the names of the month and date of their birthday. Instruct them to circle the month and date of their birthday on the calendar. Ask them if they know any date or month in which any special occasion took place. Ask the students about the month and day of Independence Day and instruct them to mention it on the calendar. Take responses and clap for their appreciation.

Sum Up: (3 min)

Sum up the lesson by explaining to students that there are 12 months in a solar year.

Assessment: (8 min)

To assess the students, ask them to read the months of the year in a loud voice in correct sequence.

Homework: (2 min)

Learn the months of the year.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 1** **Week:** 3 **Lesson Plan:** 6

Unit Name: Time **Topic:** Months of the solar year **Date**:

Objective(s):

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

Name (orally) the solar months of the year.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 117 and 118, Flash cards of the months of the year, Wallchart of the months of the year

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.
Ask students: How are you? Encourage them to say, “Alhamdulillah”.
Ask students about their homework. Paste the wallchart of the months of the year on the board and ask students to read the months of the year in a loud voice.

Main Activities/Concept Building: (22 min)

Activity 1:

Show a calendar to students. Ask them: “What is a calendar used for?” Take their responses and tell them that a clock tells us time and a calendar is used to tell us dates and days of months. Make two groups of the students. Distribute a table calendar to each group. One group says the name of a month and the other group circles that month on the calendar. The first group says any date of that month and the other group circles that date. Now repeat this activity by instructing the second group to say the name of any month and the first group circles that month on the calendar. Take their responses and appreciate them for their good response.

Activity 2:

Make pairs of students. Give each pair flash cards of the months of the year and ask them to arrange the cards in correct order. Ask students to open their textbooks to page 118 and match the months of the year with the correct ordinal number. Roam around the class, check their work and guide if required. Appreciate them for their correct work.

Sum Up: (3 min)

Sum up the lesson by explaining to students the correct sequence of the months of the year. Ask them to open their textbooks to page 117 and read the months of the year in correct sequence.

Assessment: (8 min)

To assess the students, write the months of the year on the board and ask students to tell the name of the month that comes next to that month. Take their responses and appreciate them for their correct response.

Homework: (2 min)

Revise the classwork.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 1** **Week:** 3 **Lesson Plan:** 7

Unit Name: Time **Topic:** Islamic Months **Date**:

Objective(s):

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

Name (orally) the Islamic months of the year.

Resource Material:

Chalk/Marker, White/Blackboard, Wallchart of the months of the Islamic year, Flash cards of the months of the Islamic year

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.
Ask students: How are you? Encourage them to say, “Alhamdulillah”.
Ask students about their homework. Write the months of the year randomly on the board. Call a student to the front of the class and ask him/her to write the months in correct sequence. Observe their working and appreciate him/her for their correct work.

Main Activities/Concept Building: (22 min)

Activity 1:

Display a wallchart of months of an Islamic year. Tell students today we will learn about the months of an Islamic year. Now read the names of the months in a loud voice and ask students to read with you in a loud voice.
Hang a calendar on the wall where it’s clearly visible to all students. Ask them: “Do you know what a calendar is used for?” Take responses and tell them that like a clock, a calendar tells us about the passage of time (days, weeks, months, etc.). Tell the students there are 12 months in an Islamic year. Read the names of the months of the year in a loud voice and ask them to repeat with you in a loud voice.

Activity 2:

Place flash cards of the months of the year on the table. Call a student to the front of the class and ask him/her to place the cards in correct order. Make pairs of the students and give each pair a calendar. Now ask the students to tell the name of the month when we celebrate Eid-ul-Fitr. Instruct them to circle the month on the calendar. Ask them if they know any date or month in which any special occasion took place. Ask the students about the month when we celebrate Eid-ul-Azha and instruct them to mention it on the calendar. Take responses and clap for their appreciation.

Sum Up: (3 min)

Sum up the lesson by explaining to students that there are 12 months in an Islamic year.

Assessment: (8 min)

To assess the students, ask them to read the months of an Islamic year in a loud voice in correct sequence.

Homework: (2 min)

Learn the months of an Islamic year.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 1** **Week:** 4 **Lesson Plan:** 1

Unit Name: Time **Topic:** Islamic Months **Date**:

Objective(s):

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

Name (orally) the Islamic months of the year.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 119 and 120, Flash cards of the months of an Islamic year, Wallchart of the months of an Islamic year

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.
Ask students: How are you? Encourage them to say, “Alhamdulillah”.
Ask students about their homework. Paste the wallchart of the months of an Islamic year on the board and ask students to read the months of the year in a loud voice.

Main Activities/Concept Building: (22 min)

Activity 1:

Show an Islamic calendar to students. Ask them: “What is a calendar used for?” Take their responses and tell them that a clock tells us time and a calendar is used to tell us the date and day of months. Make two groups of the students. Distribute a table calendar to each group. One group says the name of a month for example Ramadan and the other group circles that month on the calendar. Now repeat this activity by instructing the second group to say the name of any month and the first group circles that month on the calendar. Take their responses and appreciate them for their good response.

Activity 2:

Make pairs of students. Give each pair flash cards of the months of an Islamic year and ask them to arrange the cards in correct order. Ask students to open their textbook to page 120 and write the correct position of the months of the year in the given space. Roam around the class, check their work and guide if required. Appreciate them for their correct work.

Sum Up: (3 min)

Sum up the lesson by explaining to students the correct sequence of the months of an Islamic year. Ask them to open their textbooks to page 119 and read the months of the year in correct sequence.

Assessment: (8 min)

To assess the students, write one month for example “Safar” of the Islamic year on the board and ask students to tell the name of the month that comes next to that month. Take their responses and appreciate them for their correct response.

Homework: (2 min)

Revise the classwork.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 Periodic Unit: 2 **Week:** 4 **Lesson Plan:** 2

Unit Name: Time **Topic:** Summary and Review Exercise **Date**:

Objective(s):

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

Recall the concepts of the whole unit.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 121 and 122

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.
Ask students: How are you? Encourage them to say, “Alhamdulillah”.
Ask them about their homework.
Ask students:
“What does a clock tells us?” “How many types of clocks have we learned about?”
“What does the long hand and short hand show?” Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (30 min)

Activity 1:

Have students open pages 121 and 122 of their textbooks. Ask them to solve Q1 and Q2 of ’Unit Check 6’ in their textbooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up: (3 min)

Sum up the lesson by repeating the summary and vocabulary words of the unit given on page 121.

Assessment: (0 min)

N/A

Homework: (2 min)

Revise the classwork.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 Periodic Unit: 2 **Week:** 4 **Lesson Plan:** 3

Unit Name: Time **Topic:** Summary and Review Exercise **Date**:

Objective(s):

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

Recall the concepts of the whole unit.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 121 -124

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.
Ask students: How are you? Encourage them to say, “Alhamdulillah”.
Ask them about their homework.
Ask students:
“How many days are in a week?”
“How many months are in a year?”

Main Activities/Concept Building: (30 min)

Activity 1:

Have students open pages 122 and 123 of their textbooks. Ask them to solve Q3 and Q4 of ’Unit Check 6’ in their textbooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up: (3 min)

Sum up the lesson by repeating the summary and vocabulary words of the unit given on page 121.

Assessment: (0 min)

N/A

Homework: (2 min)

Solve Q5 of “Unit check 6” given at page 124 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 1** **Week:** 4 **Lesson Plan:** 4

Unit Name: Shapes **Topic:** Rectangle **Date**:

Objective(s):

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

Identify the basic shape (Rectangle).

Recognize and identify shapes of similar objects in daily life.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 125, Flash card of a big rectangle, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Tell students: Today we will learn about rectangles. Ask them: “Do you know about rectangles?” Take their responses and ask the name of some objects that are of rectangle-shaped. Appreciate if someone gives the right answer.

Main Activities/Concept Building: (22 min)

Ask them to open their textbooks to page 125. Ask them to look at the picture and the question given on the page. Ask them if they can answer it. Take responses and tell them that they will get to know the answer after completing this topic.

Activity 1:

Show a flash card of a big rectangle to students and ask them: “Do you know the name of this shape?” Take their responses and tell them that this shape is called a rectangle. Now draw a rectangle on the board and point out its sides. Tell students to observe its sides as two are long and two are short. Tell them that a rectangle has 4 sides, 2 long and 2 short. 2 long sides are equal to each other and 2 short sides are equal to each other. Now call a student to the front of the class and ask him/her to draw a rectangle on the board. Take his/her response and appreciate if he/she draws the correct figure. Repeat this with random students of the class.

Activity 2:

Ask students to observe the classroom objects and write the name of objects that are rectangle-shaped in their notebooks. Roam around the class, check their work and guide them if required. Now call students one by one to the front of the class and instruct them to tell the names of classroom objects that are rectangle-shaped. Take their responses and appreciate them for their correct responses.

Sum Up: (3 min)

Sum up the lesson by retelling students about the rectangle. Tell them that it has four sides and its opposite sides are equal in length. Also discuss with them the answer of the question given at page 125.

Assessment: (8 min)

To assess the students, ask them to tell the name of 3 objects that they saw in their surroundings that are rectangle-shaped.

Homework: (2 min)

Complete the given worksheet.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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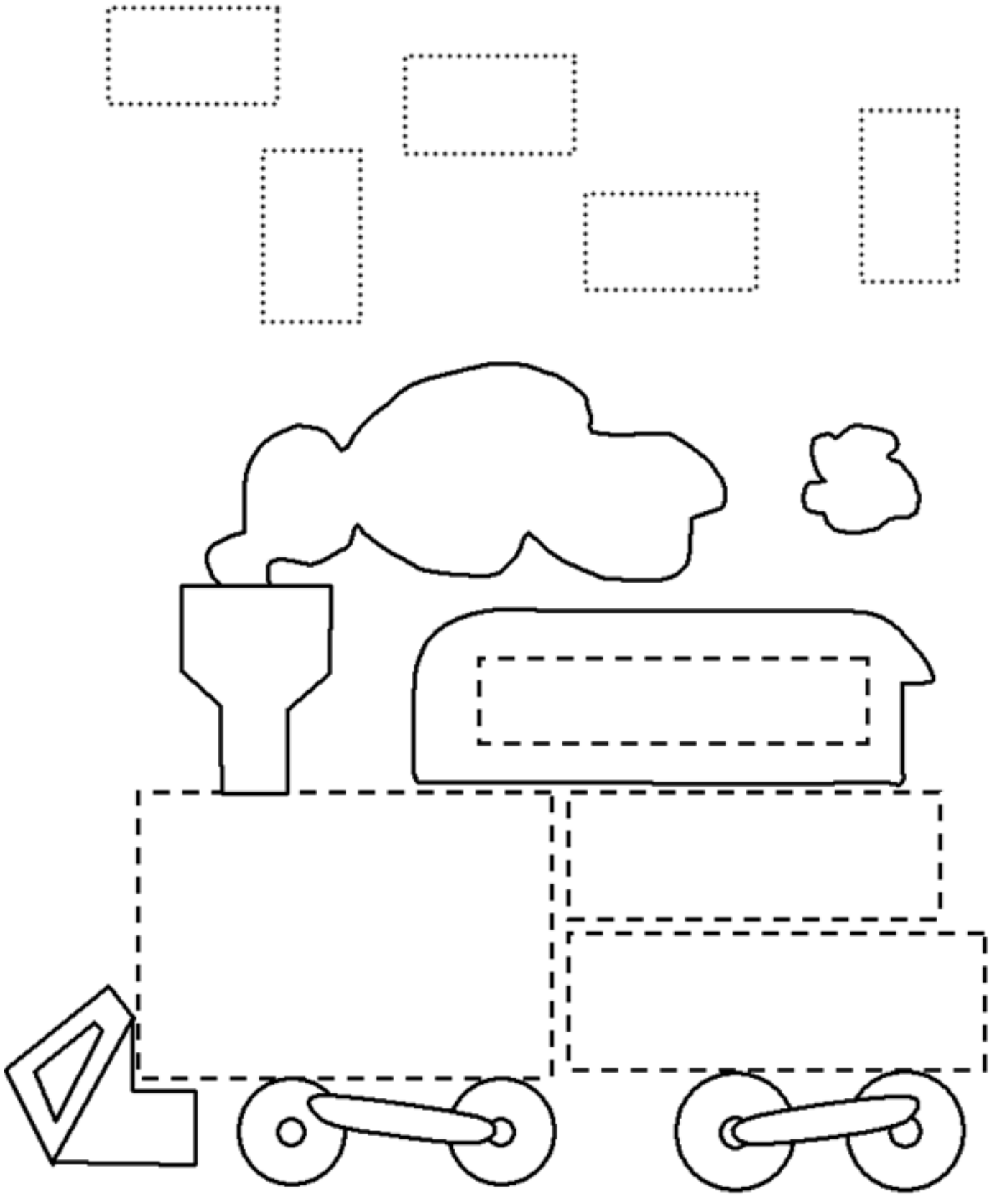
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

Trace the rectangles and then colour the picture.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 1** **Week:** 4 **Lesson Plan:** 5

Unit Name: Shapes **Topic:** Rectangle **Date**:

Objective(s):

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

Identify the basic shape (Rectangle).

Recognize and identify shapes of similar objects in daily life.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 126, Wallchart of rectangle-shaped objects, Worksheet, Flash cards of objects of different shapes

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Draw different shapes on the board. Call a student to the front of the class and ask him/her to circle the rectangles. Take his/her response and appreciate them for their correct work.

Main Activities/Concept Building: (22 min)

Activity 1:

Display a wallchart on the wall at the front of the class. Point out the rectangles and the objects that are made of rectangles (i.e. table, desk, door, etc.). Read the rhymes of rectangles loudly. Tell the students that a rectangle has four sides and its opposite sides are equal. Now ask them to think and tell some rectangle-shaped objects which they can see in their classroom. Appreciate them for their correct identification. Give every student a chance to do this activity.

Activity 2:

Ask students to work in pairs. Give each pair flash cards of objects of different shapes. Instruct them to separate the flash cards of objects that are rectangle-shaped. Roam around the class, check their work and guide them if required. Call each pair one by one to the front of the class and ask them to display their work to the whole class. Ask the rest of the class to check and tell if they selected the correct flash cards of rectangle-shaped objects. Ask students to open their textbooks to page 126 and look at the objects that are rectangle-shaped.

Sum Up: (3 min)

Sum up the lesson by retelling students about rectangles and the objects that are of rectangle-shaped. Also discuss with them “Notable Note” given at page 126.

Assessment: (8 min)

To assess the students, ask them to solve the “Quick Check” given at page 126 of their textbooks. Ask them to colour all the rectangles given on page 126 of their textbooks. Roam around the class, check their work and guide them if required.

Homework: (2 min)

Complete the given worksheet.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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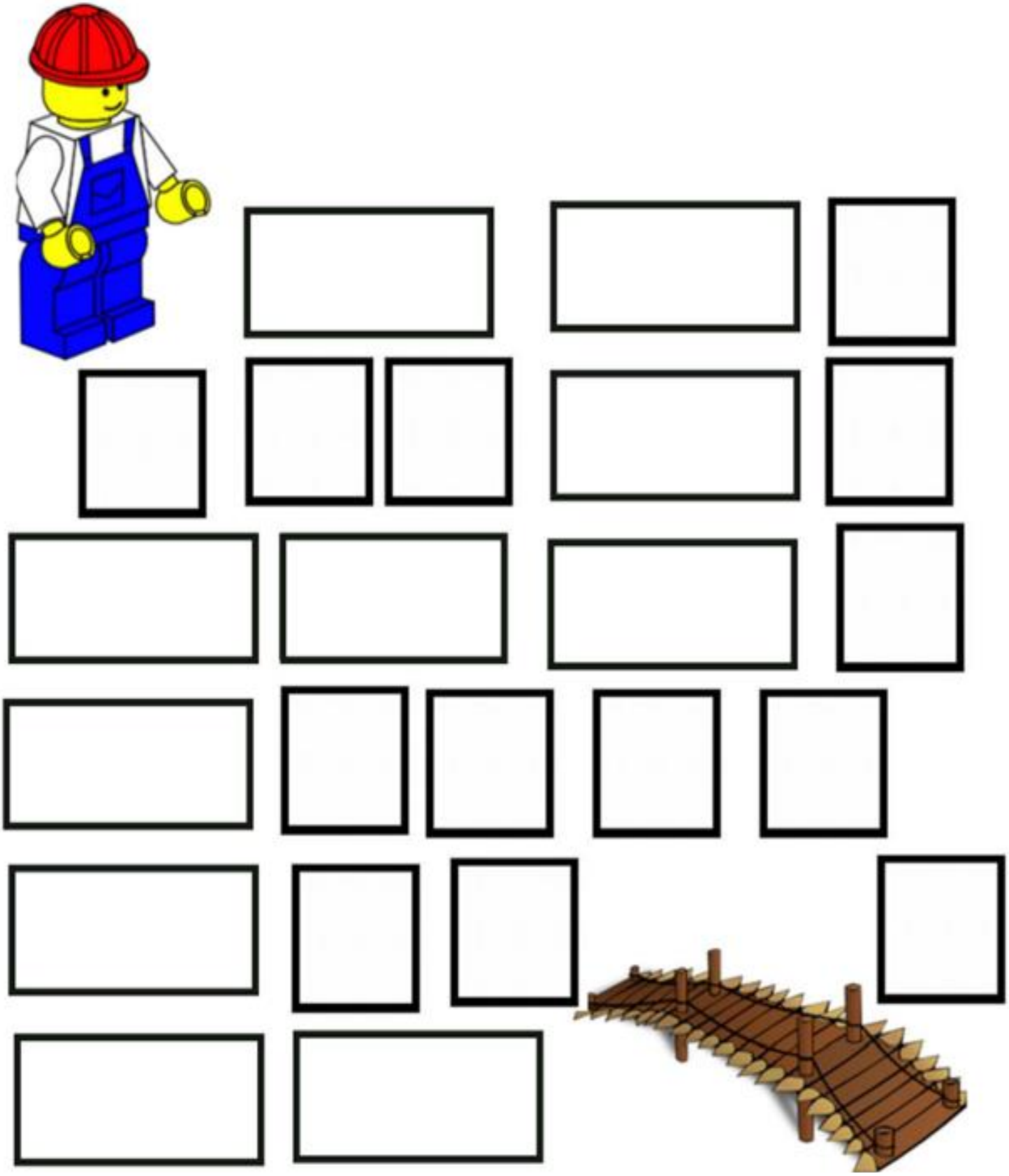
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

Help the man reach the bridge by colouring the rectangles.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 1** **Week:** 4 **Lesson Plan:** 6

Unit Name: Shapes **Topic:** Square **Date**:

Objective(s):

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

Identify the basic shape (Square).

Recognize and identify shapes of similar objects in daily life.

Resource Material:

Chalk/Marker, White/Blackboard, Flash card of a big square, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students about their homework. Ask them to tell the name of some objects that are rectangle-shaped. Take their responses and appreciate them for their correct answer. Tell students that today we will learn about squares. Ask them: “Do you know about squares?” Take their responses and ask them the names of some objects that are of square-shaped. Appreciate if someone gives the right answer.

Main Activities/Concept Building: (22 min)

Activity 1:

Show a flash card of a big square to students and ask them: “Do you know the name of this shape?” Take their responses and tell them that this shape is called a square. Now draw a square on the board and point out its sides. Tell students to observe all its four sides. Tell them that a square has 4 sides of equal length. Now call a student to the front of the class and ask him/her to draw a square on the board. Take his/her response and appreciate if he/she draws the correct figure. Repeat this with random students of the class.

Activity 2:

Ask students to observe the classroom objects and write the names of the objects that are square-shaped in their notebooks. Roam around the class, check their work and guide them if required. Now call students one by one to the front of the class and instruct them to tell the names of classroom objects that are square-shaped. Take their responses and appreciate them for their correct responses.

Sum Up: (3 min)

Sum up the lesson by retelling students that squares have four equal sides. Also give the names of objects that are square-shaped.

Assessment: (8 min)

To assess the students, ask them to tell the names of 3 objects that they saw in their surroundings that are square-shaped.

Homework: (2 min)

Complete the given worksheet.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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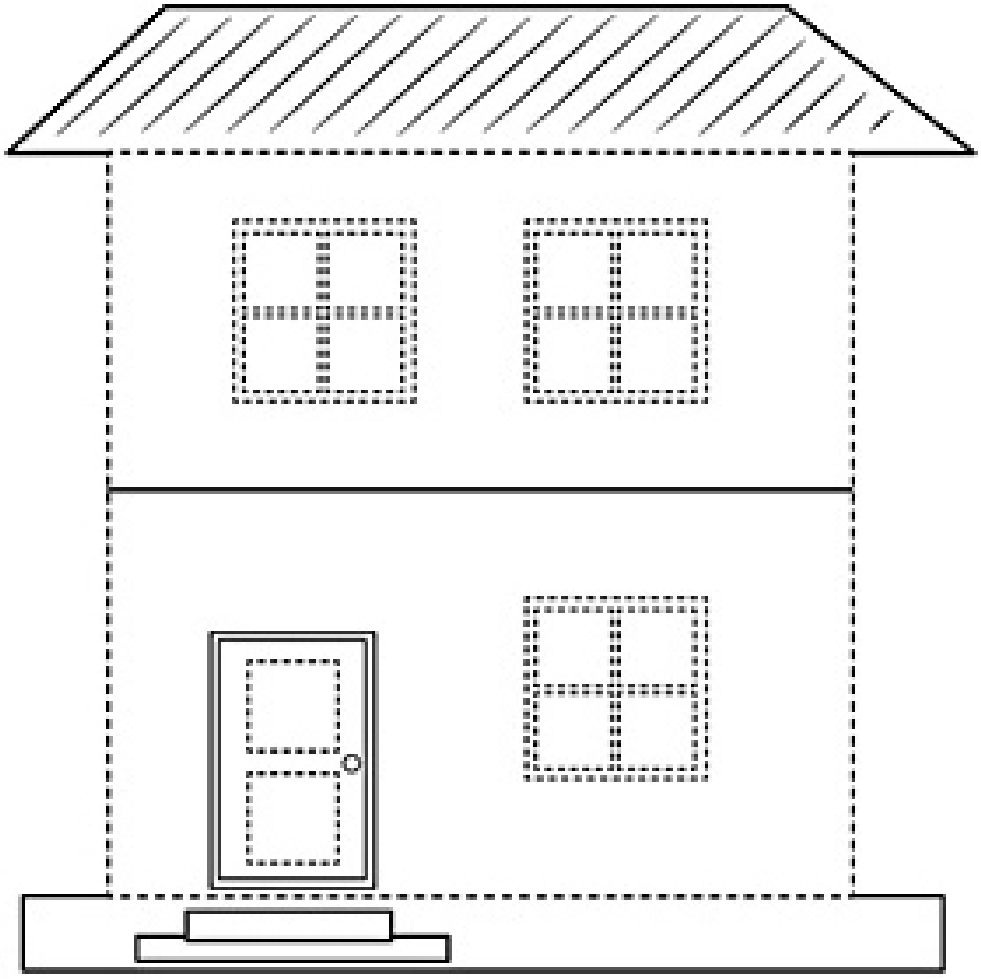
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

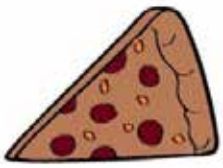
Worksheet

Name: _____ **Date: _____**

Trace and colour all the squares.



Match the square with the objects that are square-shaped.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 1** **Week:** 4 **Lesson Plan: 7**

Unit Name: Shapes **Topic:** Square **Date**:

Objective(s):

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

Identify the basic shape (Square).

Recognize and identify shapes of similar objects in daily life.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 127, Wallchart of square-shaped objects, Worksheet, Flash cards of objects of different shapes

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Draw different shapes on the board. Call a student to the front of the class and ask him/her to circle the squares. Take his/her response and appreciate him/her for their correct work.

Main Activities/Concept Building: (22 min)

Activity 1:

Display a wallchart on the wall at the front of the class. Point out the squares and the shapes that are made of squares (i.e. clock, photo frame, dice, etc.). Read the rhymes of squares loudly. Tell the students that a square has four sides and its opposite sides are equal. Now ask them to think and tell the names of some square objects which they can see in their classroom. Appreciate them for their correct identification. Give every student a chance to do this activity.

Activity 2:

Ask students to work in pairs. Give each pair flash cards of objects of different shapes. Instruct them to separate the flash cards of objects that are square-shaped. Roam around the class, check their work and guide them if required. Call each pair one by one to the front of the class and ask them to display their work to the whole class. Ask the rest of the class to check and tell if they selected the correct flash cards of square-shaped objects. Ask students to open their textbooks to page 127 and look at the objects that are square-shaped.

Sum Up: (3 min)

Sum up the lesson by retelling students about squares and the objects that are square-shaped. Also discuss with them “Notable Note” given at page 127.

Assessment: (8 min)

To assess the students, ask them to solve the “Quick Check” given at page 127 of their textbooks. Ask them to colour all the squares given on page 127 of their textbooks. Roam around the class, check their work and guide them if required.

Homework: (2 min)

Complete the given worksheet.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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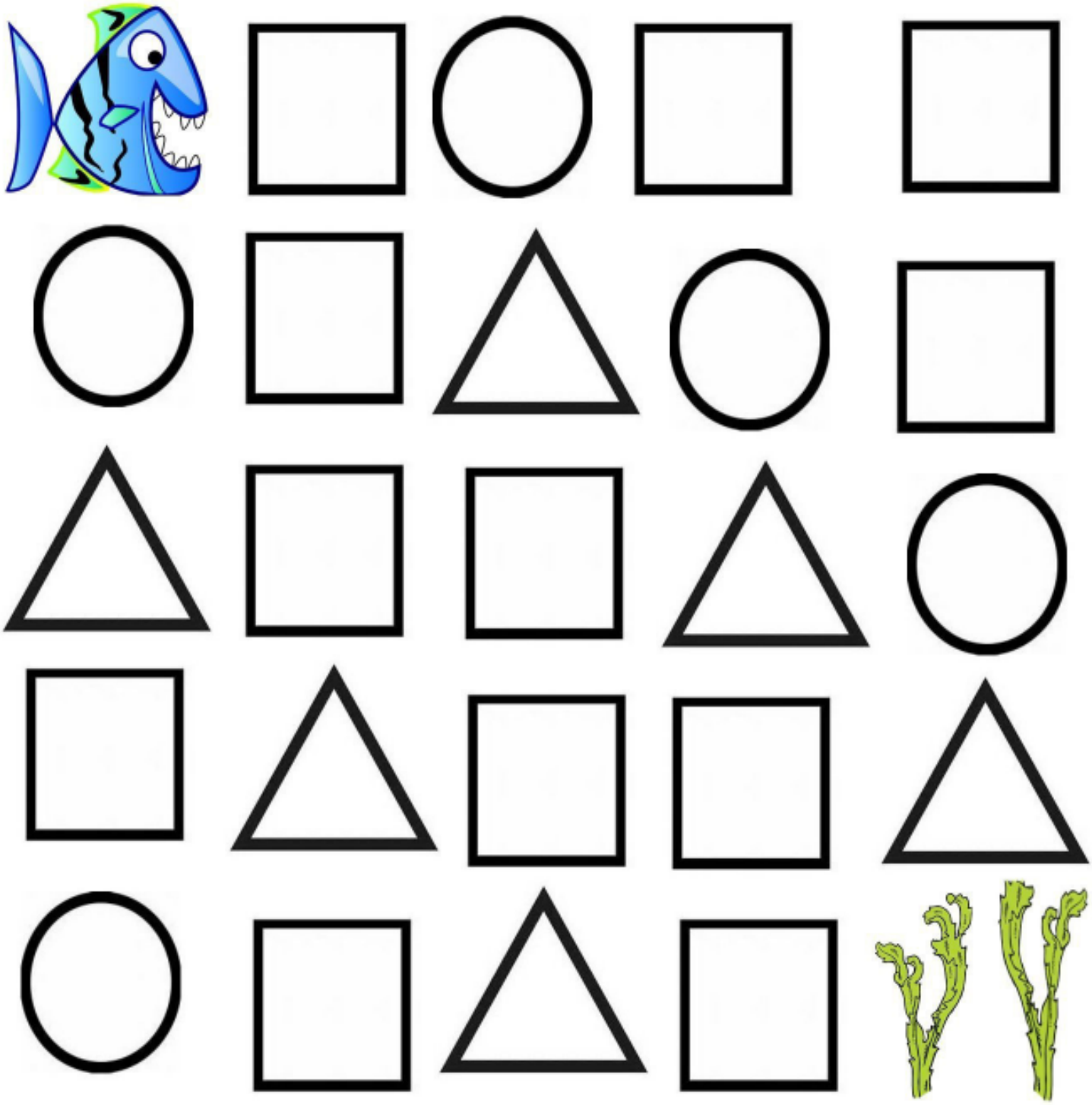
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

Help the fish reach its food by colouring the squares.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 Periodic Unit: 2 **Week:** 5 **Lesson Plan:** 1

Unit Name: Money **Topic:** Revision **Date**:

Objective(s):

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

Revise the Concepts of the unit “Money”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them a few questions relevant to money and its equivalent amount.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

Match the coins and notes to their equivalent amount.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 Periodic Unit: 2 **Week:** 5 **Lesson Plan:** 2

Unit Name: Money **Topic:** Revision **Date**:

Objective(s):

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

Revise the Concepts of the unit “Money”.

Resource Material:

Chalk/Marker, White/Blackboard

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them a few questions relevant to addition and subtraction of the prices of objects.

Tell students that they are going to revise and practice adding and subtracting the prices of money by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

Look at the prices of the objects and answer the questions.

a) Ahmad bought a geometry box and a cup. How much money did he spend in all?

b) Asma bought a notebook. She has Rs 50. How much money is left?

c) Tahir bought a ruler and notebook. If he has Rs 95, then how much money is left?

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 Periodic Unit: 2 **Week:** 5 **Lesson Plan:** 3

Unit Name: Time **Topic:** Revision **Date**:

Objective(s):

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

Revise the Concepts of the unit "Time".

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask them a few questions relevant to time and clocks.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

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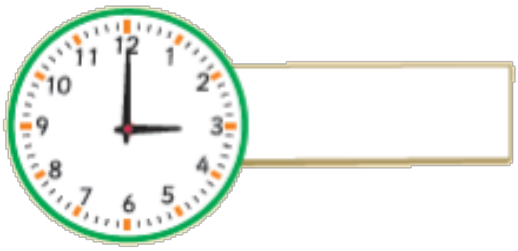
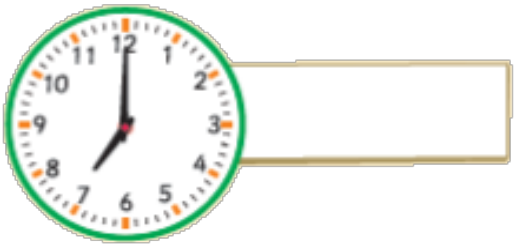
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Worksheet

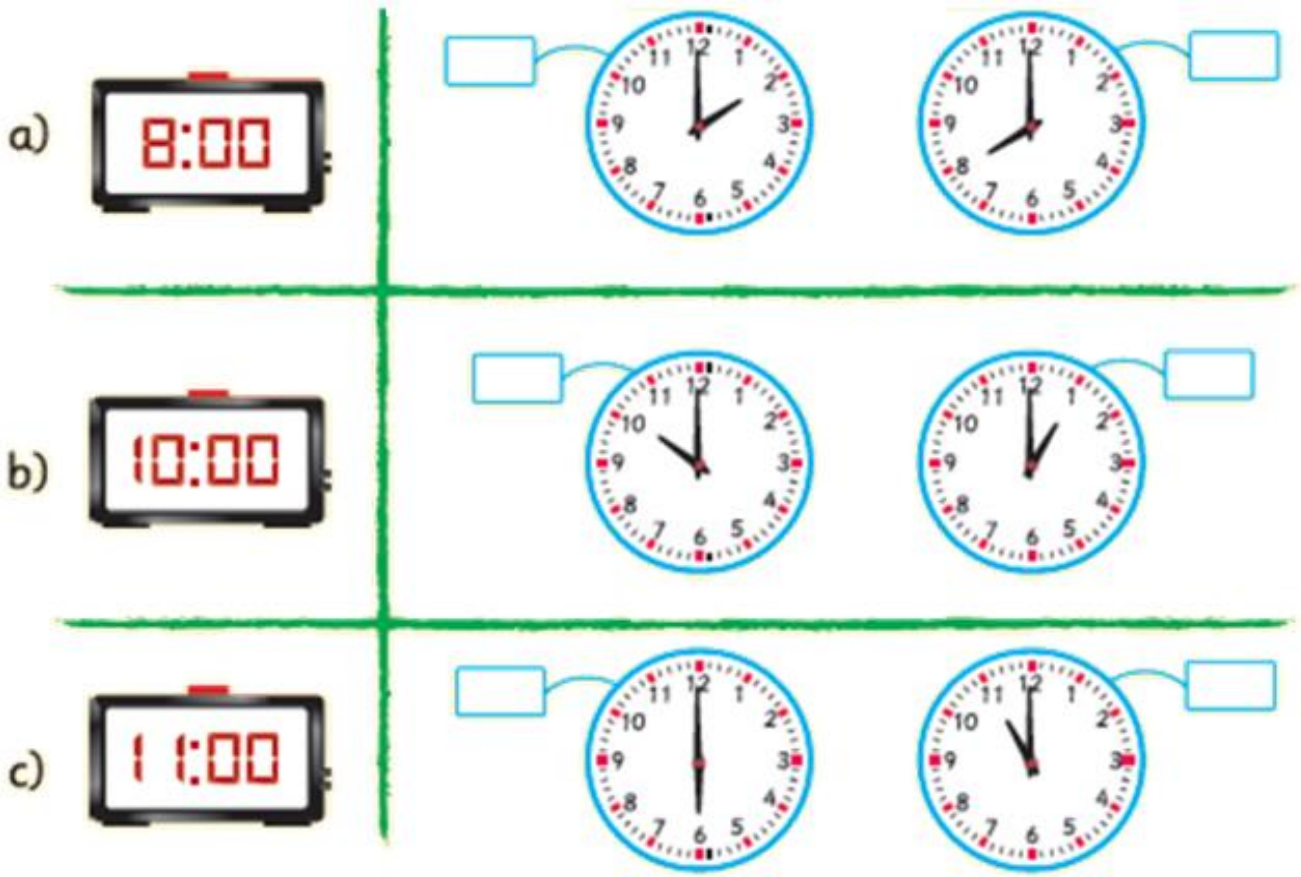
Name: _____ **Date: _____**

1. Look at the clocks. Write the time that each clock shows.





2. Tick (✓) the analog clock showing the same time as the digital clock.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 2** **Week:** 5 **Lesson Plan:** 4

Unit Name: Time **Topic:** Revision **Date**:

Objective(s):

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

Revise the concept of the unit "Time".

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Picture of three trees

Teaching & Learning Activities:

Opening Activities/Warm-up: **(5 min)**

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Revise the concept of the days of the week by asking question relevant to the topic. Ask students: "Which day comes after and before Tuesday?"

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: **(30 min)**

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up: **(5 min)**

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: **(0 min)**

N/A

Homework: **(0 min)**

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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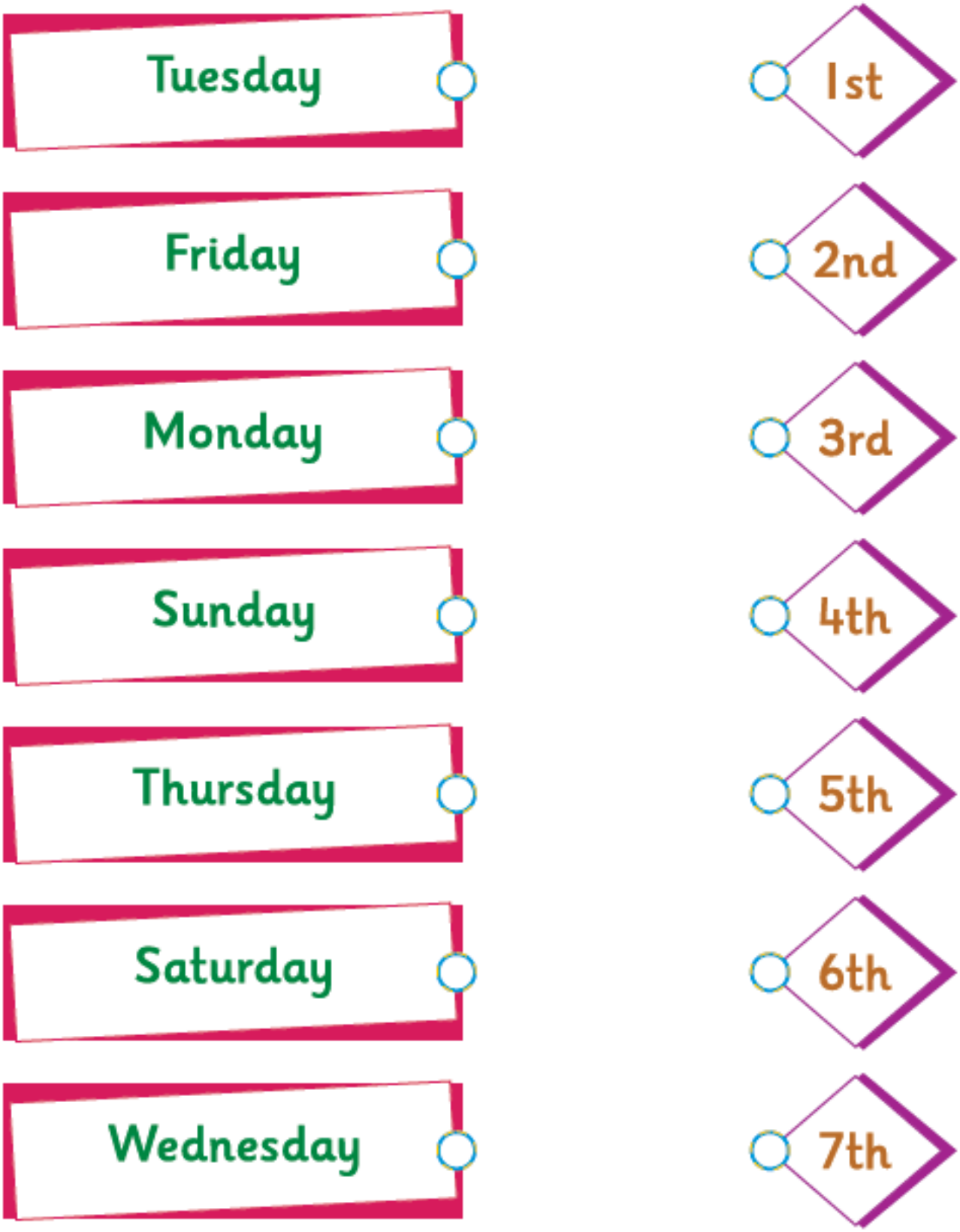
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

Match the days of the week with their correct ordinal number.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 2 **Periodic Unit: 2** **Week:** 5 **Lesson Plan:** 5

Unit Name: Time **Topic:** Revision **Date**:

Objective(s):

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

Revise the concept of the unit "Time".

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: **(5 min)**

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask them a few questions relevant to the months of a year.

Tell students that they are going to revise and practice writing the months of a year in order by solving a worksheet.

Main Activities/Concept Building: **(30 min)**

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up: **(5 min)**

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: **(0 min)**

N/A

Homework: **(0 min)**

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

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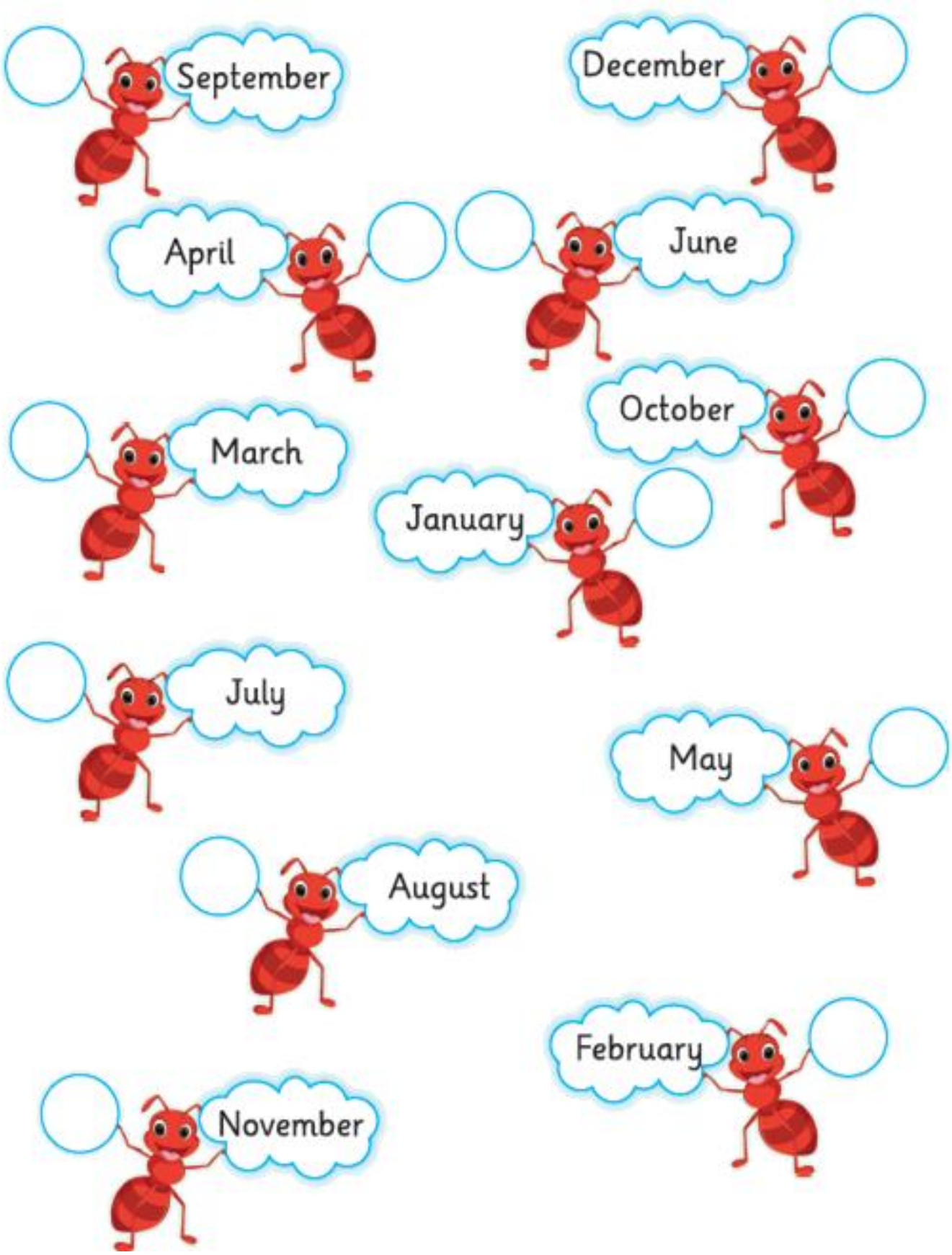
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

Write the correct order of the months of a year.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 Periodic Unit: 2 **Week:** 5 **Lesson Plan:** 6

Unit Name: Shapes **Topic:** Revision **Date**:

Objective(s):

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

Revise the concept of the unit "Shapes".

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask them a few questions relevant to rectangles and rectangle-shaped objects.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

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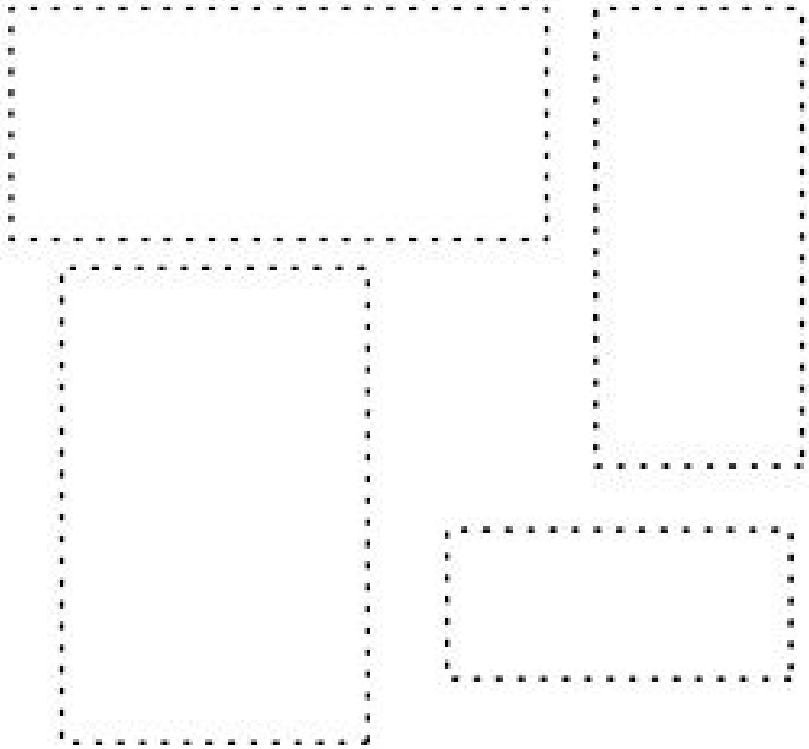
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

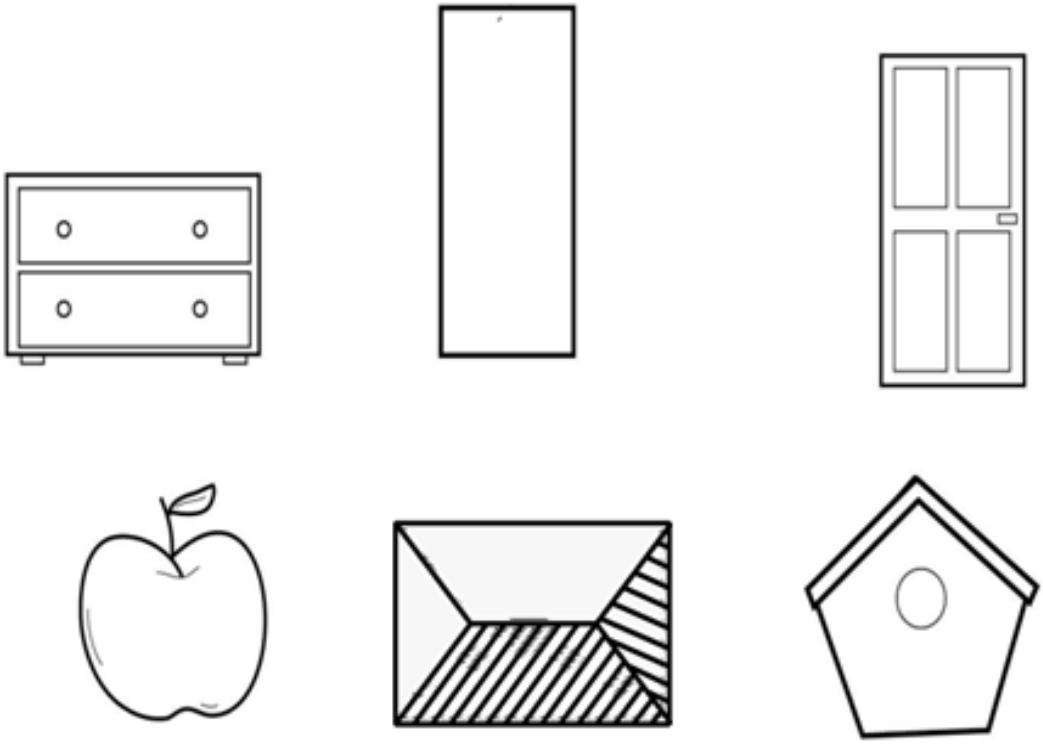
Worksheet

Name: _____ **Date: _____**

Trace the rectangles.



Match the rectangle with the rectangle-shaped objects.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 Periodic Unit: 2 **Week:** 5 **Lesson Plan:** 7

Unit Name: Shapes **Topic:** Revision **Date**:

Objective(s):

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

Revise the concept of the unit "Shapes".

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: **(5 min)**

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask them a few questions relevant to squares and objects that are square-shaped.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: **(30 min)**

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up: **(5 min)**

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: **(0 min)**

N/A

Homework: **(0 min)**

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

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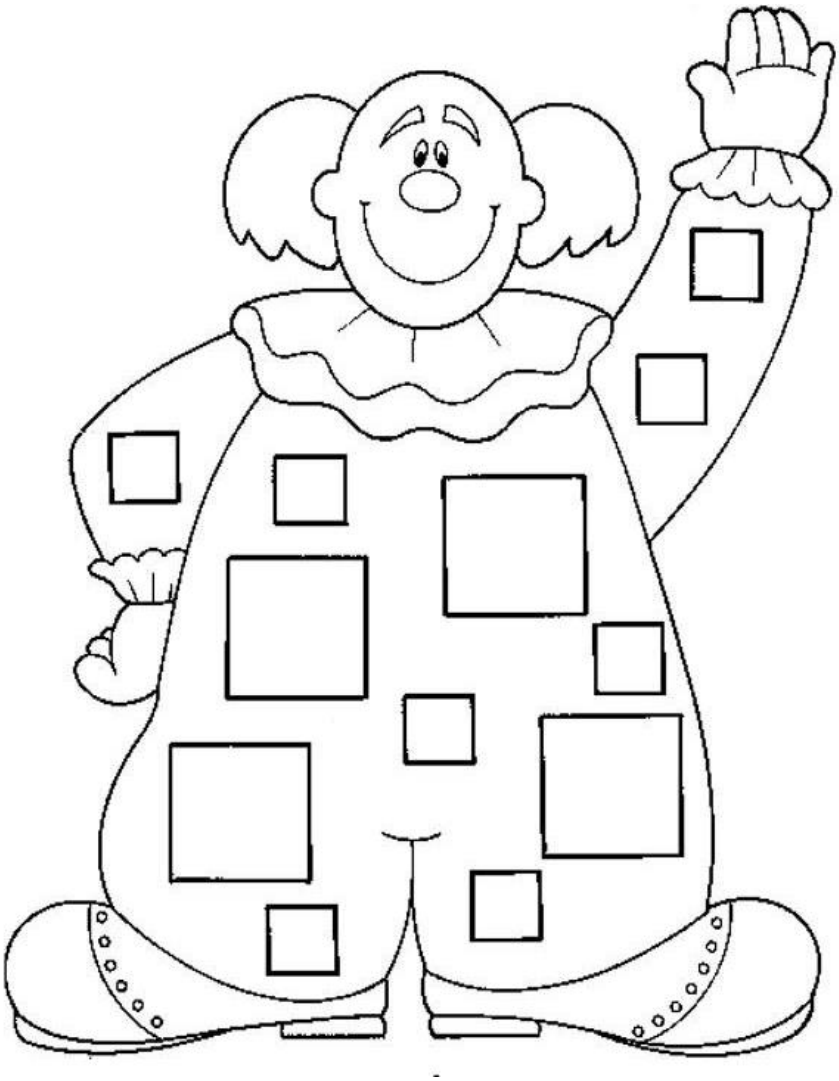
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

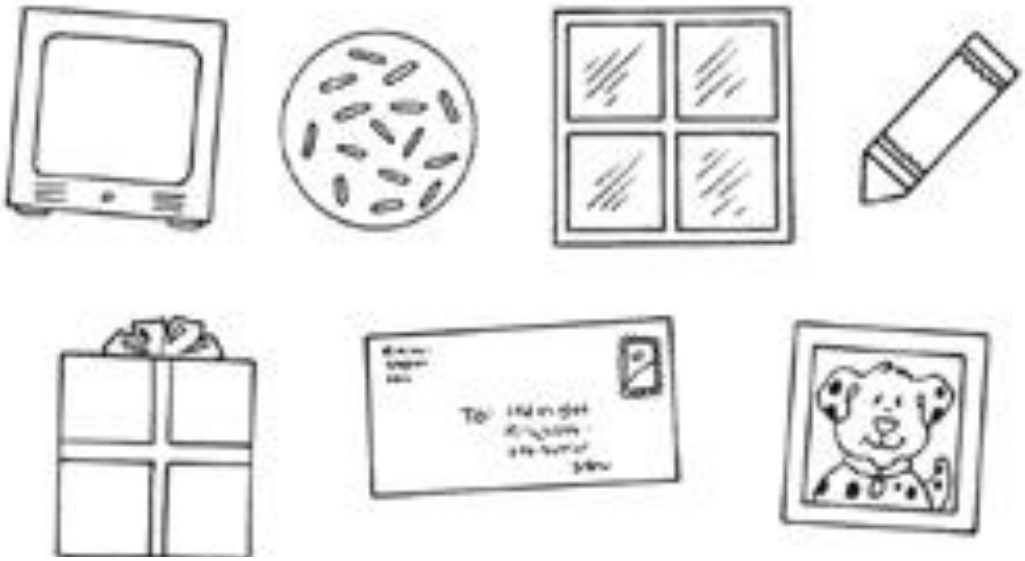
Worksheet

Name: _____ **Date: _____**

Colour all the squares.



Colour all the square objects.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 2** **Week:** 1 **Lesson Plan:** 1

Unit Name: Shapes **Topic:** Circle **Date**:

Objective(s):

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

Identify the basic shape (Circle)

Recognize and identify shapes of similar objects in daily life.

Resource Material:

Chalk/Marker, White/Blackboard, Flash card of a big circle, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Tell students: Today we will learn about circle shape. Ask them: “Do you know about circle?” Take their responses and ask the name of some objects that are of circle-shaped. Appreciate if someone gives the right answer. Show a flashcard of circle to students. Tell them that it is called circle and say in loud voice circle and draw with your index finger circle in the air and instruct them to follow you and draw with their index finger in the air.

Main Activities/Concept Building: (22 min)

Activity 1:

Show a flash card of a big circle to students and ask them: “Do you know the name of this shape?” Take their responses and tell them that this shape is called a circle. Now draw a circle on the board and point out its sides. Tell students circle is in round shape it has no side and no corners. Now call a student to the front of the class and ask him/her to draw a circle on the board. Take his/her response and appreciate if he/she draws the correct figure. Repeat this with random students of the class.

Activity 2:

Ask students to observe the classroom objects and write the name of objects that are circle-shaped in their notebooks. Roam around the class, check their work and guide them if required. Now call students one by one to the front of the class and instruct them to tell the names of classroom objects that are circle-shaped. Take their responses and appreciate them for their correct responses.

Sum Up: (3 min)

Sum up the lesson by retelling students about the circle and the objects that are in circle shape. Tell them that the circle is in round shape with no sides and no corners.

Assessment: (8 min)

To assess the students, ask them to tell the name of 3 objects that they saw in their surroundings that are circle-shaped.

Homework: (2 min)

Complete the given worksheet.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

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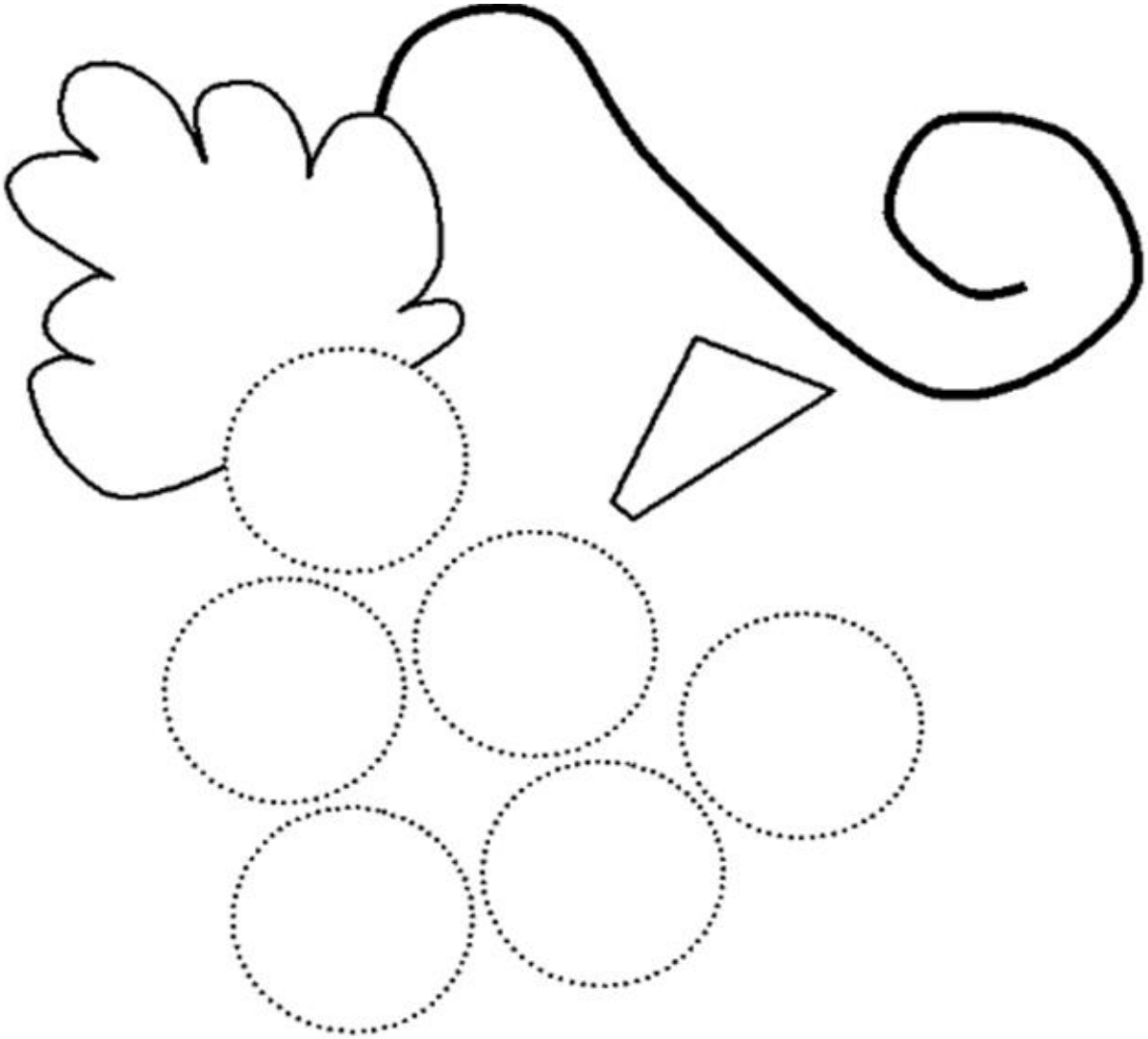
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

1. Trace the circles and then colour the picture.



2. Trace the circles and colour them red.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 2**

Unit Name: Shapes **Topic:** Circle **Date:**

Objective(s):

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

Identify the basic shape (Circle)

Recognize and identify shapes of similar objects in daily life.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 128, Wallchart of circle-shaped objects, Worksheet, Flash cards of objects of different shapes

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

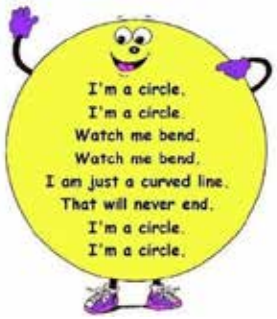
Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Draw different shapes on the board. Call a student to the front of the class and ask him/her to identify and tick the circles. Take his/her response and appreciate them for their correct work.

Main Activities/Concept Building: (22 min)

Activity 1:



Display a wallchart on the wall at the front of the class. Point out the circles and the objects that are made of circles (i.e. clock, pizza, biscuits, etc.). Read the rhymes of circles loudly. Tell the students that a circle is in round shape and no sides and no corners. Now ask them to think and tell some circle-shaped objects which they can see in their classroom. Appreciate them for their correct identification. Give every student a chance to do this activity.

Activity 2:

Ask students to work in pairs. Give each pair flash cards of objects of different shapes. Instruct them to separate the flash cards of objects that are circle-shaped. Roam around the class, check their work and guide them if required. Call each pair one by one to the front of the class and ask them to display their work to the whole class. Ask the rest of the class to check and tell if they selected the correct flash cards of circle-shaped objects. Ask students to open their textbooks to page 128 and look at the objects that are circle-shaped.

Sum Up: (3 min)

Sum up the lesson by retelling students about the circle shape and the objects that are of circle-shaped. Tell them some objects that are in circle shape for example sun, moon and our earth are in round or circle shape.

Assessment: (8 min)

To assess the students, ask them to solve the “Quick Check” given at page 128 of their textbooks. Ask them to tick all the circles given on page 128 of their textbooks. Roam around the class, check their work and guide them if required.

Homework: (2 min)

Complete the given worksheet.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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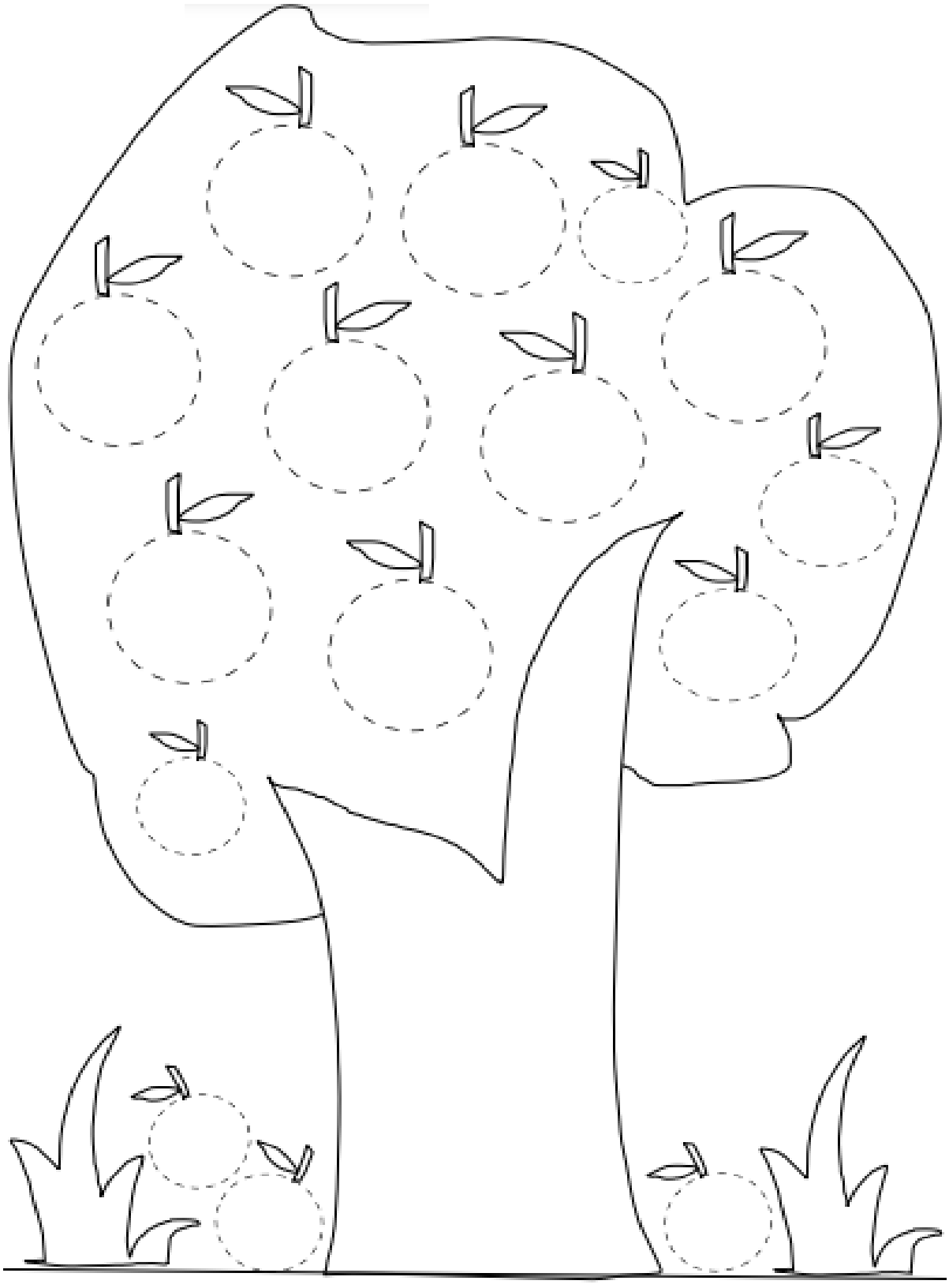
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

Trace and colour the circles orange.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 2** **Week:** 1 **Lesson Plan:** 3

Unit Name: Shapes **Topic:** Triangle **Date**:

Objective(s):

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

Identify the basic shape (Triangle)

Recognize and identify shapes of similar objects in daily life**.**

Resource Material:

Chalk/Marker, White/Blackboard, Flash card of a big triangle, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Tell students: Today we will learn about triangle. Ask them: “Do you know about triangle?” Take their responses and ask the name of some objects that are of triangle-shaped. Appreciate if someone gives the right answer.

Main Activities/Concept Building: (22 min)

Activity 1:

Show a flash card of a big rectangle to students and ask them: “Do you know the name of this shape?” Take their responses and tell them that this shape is called a rectangle. Now draw a triangle on the board and point out its sides. Tell students to observe. Ask them to count and tell how many sides a triangle has. Tell them that a triangle has three sides that may or may not be equal in length. Now call a student to the front of the class and ask him/her to draw a triangle on the board. Take his/her response and appreciate if he/she draws the correct figure. Repeat this with random students of the class.

Activity 2:

Ask students to observe the classroom objects and write the name of objects that are triangle-shaped in their notebooks. Roam around the class, check their work and guide them if required. Now call students one by one to the front of the class and instruct them to tell the names of classroom objects that are triangle-shaped. Take their responses and appreciate them for their correct responses.

Sum Up: (3 min)

Sum up the lesson by retelling students about the triangle. Tell them that it has three sides and all sides may or may not be equal in length.

Assessment: (8 min)

To assess the students, ask them to tell the name of 3 objects that they saw in their surroundings that are triangle-shaped.

Homework: (2 min)

Complete the given worksheet.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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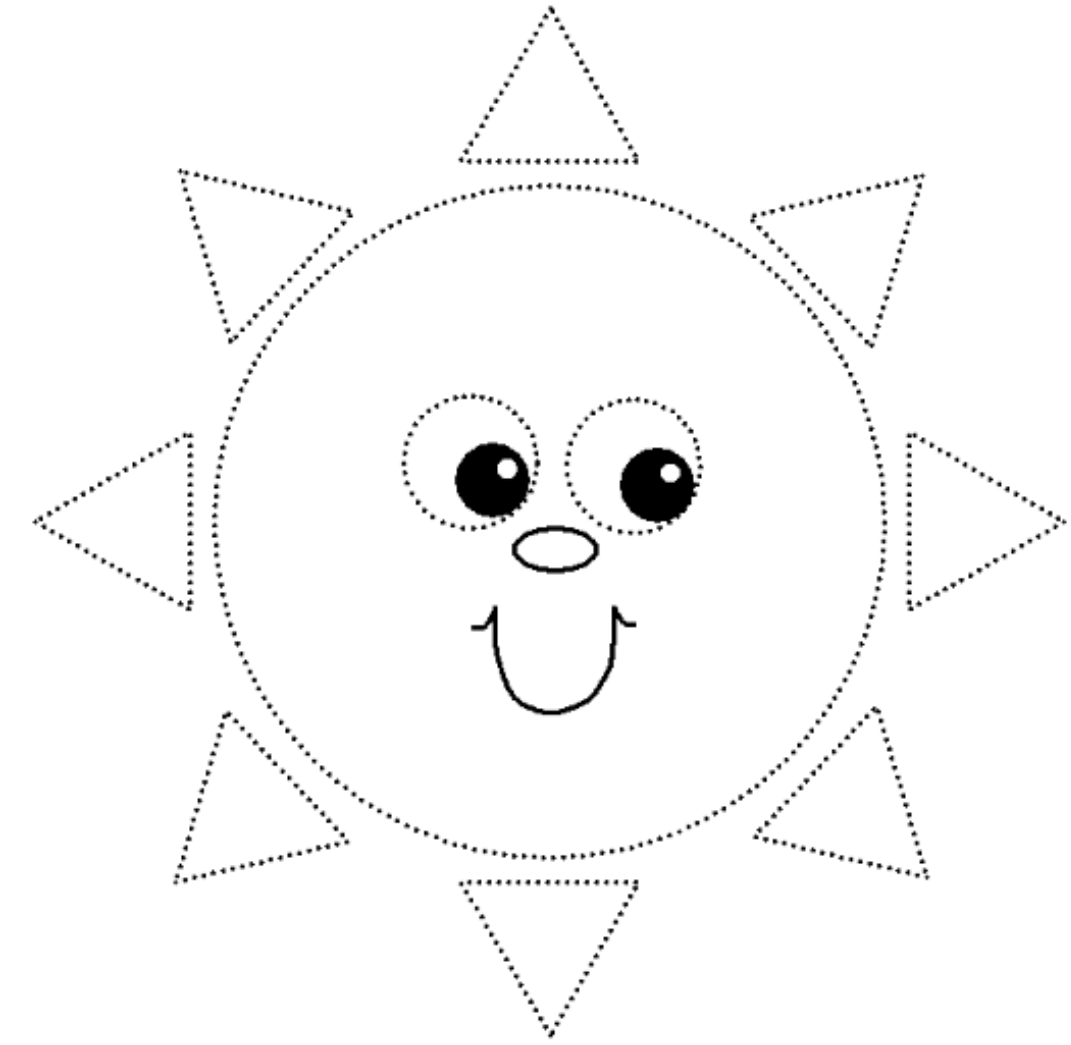
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

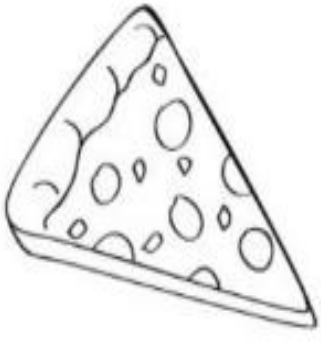
Worksheet

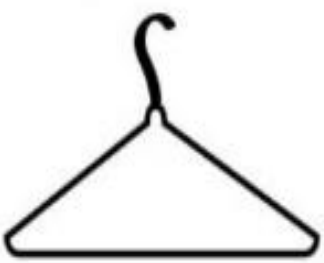
Name: _____ **Date: _____**

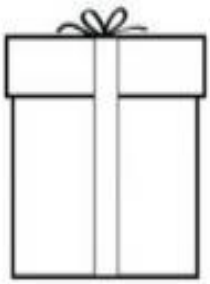
1. Trace and colour all the triangles.



2. Colour the triangle shaped objects.







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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 2** **Week:** 1 **Lesson Plan:** 4

Unit Name: Shapes **Topic:** Triangles **Date**:

Objective(s):

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

Identify the basic shape (Triangle)

Recognize and identify shapes of similar objects in daily life.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 129, Wallchart of triangle-shaped objects, Worksheet, Flash cards of objects of different shapes

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

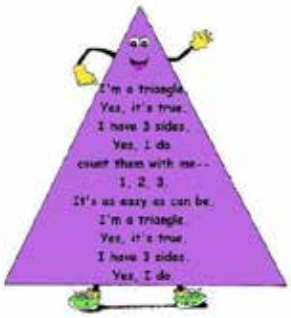
Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Draw different shapes on the board. Call a student to the front of the class and ask him/her to circle the triangles. Take his/her response and appreciate them for their correct work.

Main Activities/Concept Building: (22 min)

Activity 1:

Display a wallchart on the wall at the front of the class. Point out the triangles and the objects that are made of triangles (i.e. table, desk, door, etc.). Read the rhymes of triangles loudly. Tell the students that a triangle has four sides and its opposite sides are equal. Now ask them to think and tell some triangle-shaped objects which they can see in their classroom. Appreciate them for their correct identification. Give every student a chance to do this activity.



Activity 2:

Ask students to work in pairs. Give each pair flash cards of objects of different shapes. Instruct them to separate the flash cards of objects that are triangle-shaped. Roam around the class, check their work and guide them if required. Call each pair one by one to the front of the class and ask them to display their work to the whole class. Ask the rest of the class to check and tell if they selected the correct flash cards of triangle-shaped objects. Ask students to open their textbooks to page 129 and look at the objects that are triangle-shaped.

Sum Up: (3 min)

Sum up the lesson by retelling students about triangles and the objects that are of triangle-shaped. Tell them that a triangle has three sides and corners.

Assessment: (8 min)

To assess the students, ask them to solve the “Quick Check” given at page 129 of their textbooks. Ask them to trace and colour all the triangles given on page 129 of their textbooks. Roam around the class, check their work and guide them if required.

Homework: (2 min)

Complete the given worksheet.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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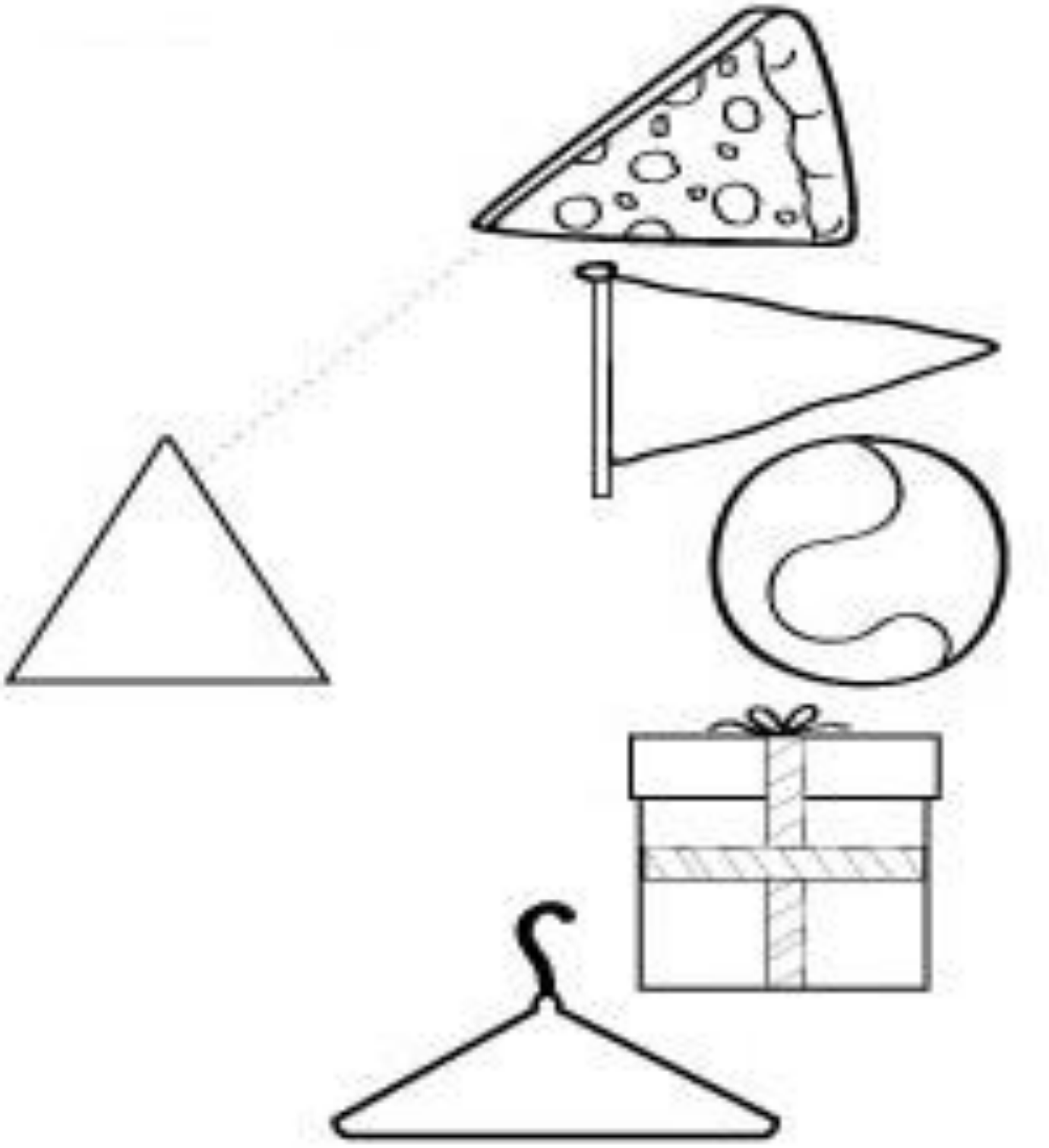
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

Draw a line to match the triangle shape with the objects that are triangle shape.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 2** **Week:** 1 **Lesson Plan:** 5

Unit Name: Shapes **Topic:** Shapes **Date**:

Objective(s):

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

Match similar basic shapes in daily life.

Resource Material:

Chalk / Marker, White / Blackboard, flash cards of objects of different shape objects, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.
Ask students: How are you? Encourage them to say, “Alhamdulillah”.
Ask students: about their homework. Draw a circle and a triangle on the board. Ask students to tell the name of the shapes. Also tell how many sides a triangle has? How many sides a circle has? Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (22 min)

Tell students today we are going to find out the objects in our daily life that matches to the basic 2-D shapes.

Activity 1:

Make small groups of students. Give each group 4 basket tagged with circle, square, rectangle and triangle. Give each group flash cards of objects of these shapes. Instruct the groups to find out the objects that are of rectangle shape and put in the basket that have tagged with rectangle. Similarly find out the objects that are of square shape and put that flash card in the basket tagged with square. Roam around and check their work. Instruct them to raise hand when finished. now call one by one each group to the front of the class and ask them to show their working to the whole class. The group with quick and accurate working is the winner.

Activity 2:

Ask students to observe the classroom objects and find out the rectangle, circle, square and triangle shape objects in the class and make list of these objects. Then share their findings with each other. Appreciate them for their active participation in class.

Sum Up: (3 min)

Sum up the lesson by explaining and re-telling the name of different shape objects that matches with 2D shapes.

Assessment: (8 min)

To assess the students, ask them to write two objects of each shape in their notebook.

Homework: (2 min)

Solve the given worksheet.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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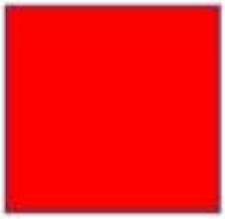
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

Match the objects with their shapes.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 2** **Week:** 1 **Lesson Plan:** 6

Unit Name: Shapes **Topic:** Shapes **Date**:

Objective(s):

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

Distinguish basic shapes by considering their attributes (sides).

Resource Material:

Chalk/Marker, White/Blackboard, shapes flash card, flash cards at which each shape sides are written, wallchart of 2-D shape objects (square, rectangle, triangle, circle), Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students about their homework. Paste a wall chart of different objects of basic shapes. Point out each object one by one and ask students to loudly tell the name of the shape of that objects. Take their responses and appreciate them for their correct answers.

Main Activities/Concept Building: (22 min)

Activity 1:

Draw a square, rectangle, triangle and circle on the board. Call a student to the front of the class and ask him/her to write the number of sides of the square shape below it. Take his/her responses and appreciate if he/she write the correct number of sides. Now call another student to the front of the class and ask him/her to write the number of sides of the rectangle. Take his/her responses and appreciate if he/she write the correct number of sides. Repeat this for each shape. Appreciate the students for their correct answers.

Activity 2:

Make two groups of students according to the strength of the class. Give one group flash cards of the shapes and the other group flash cards of sides of the shapes. The first group show the shape of the card and the other group show the flash card that has correct number of sides of that shape. Repeat this for every shape card. Appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by re-telling students about the sides of each shape that a square has 4 equal sides, a rectangle has 2 long and 2 short sides, a triangle has 3 sides and a circle has no side.

Assessment: (8 min)

To assess the students, ask them to solve the given worksheet. Roam around the class, check their work and guide them where needed.

Homework: (2 min)

Revise the classwork.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

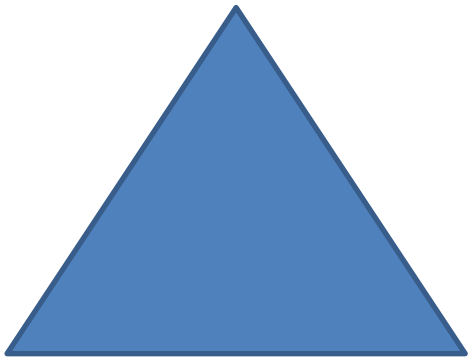
Write the name and sides of the given shapes.

Name: _____

Number of sides: _____

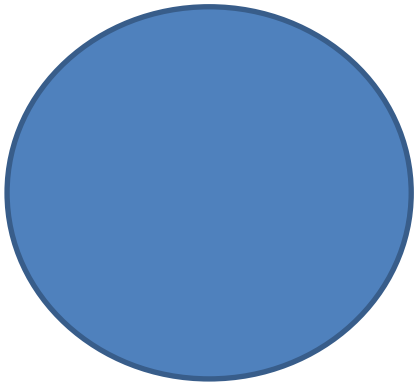
Name: _____

Number of sides: _____



Name: _____

Number of sides: _____



Name: _____

Number of sides: _____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 2** **Week:** 1 **Lesson Plan:** 7

Unit Name: Shapes **Topic:** Shapes **Date**:

Objective(s):

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

Distinguish basic shapes by considering their attributes (sides).

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Call a student to the front of the class and ask him/her to draw a square on the board and write the number of sides and corner of square. Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (22 min)

Activity 1:

Ask students to draw shapes square, rectangle, triangle and circle in their notebooks. Instruct them to write the name and sides of each shape beside that shape. Roam around the class, check their work and guide them where needed. Now call one by one each student to the front of the class and ask them to show their working. Appreciate them for their correct work.

Activity 2:

Have students to work in pairs. Give each student flash cards of objects of different shapes. Instruct them to find out the name of the shape of the objects and then write the shape name back of the card and also write the number of sides and corners of that shape. Roam around the class and check their working. Now call one by one each pair to the front of the class and ask them first show the flash card of object and then tell the name and sides of that shape. Repeat this activity with every pair of the class. Clap for them for their good work..

Sum Up: (3 min)

Sum up the lesson by drawing and re-telling students about the name of shapes and their sides and corners.

Assessment: (5 min)

To assess the students, ask them to solve the given worksheet. Roam around the class, check their work and guide them where needed.

Homework: (2 min)

Revise the classwork.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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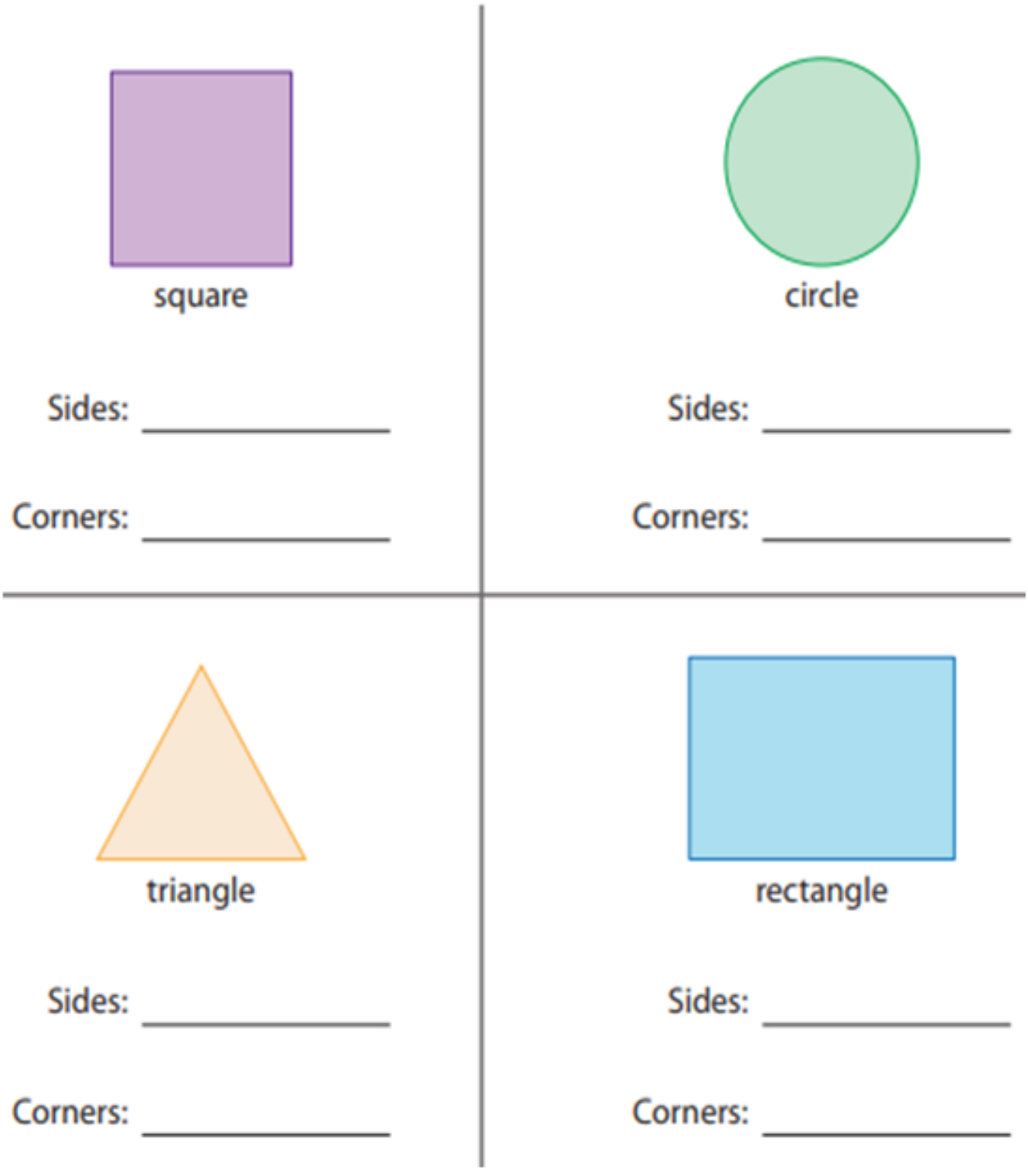
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

Write the number of sides and corners of the given shapes.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 2** **Week:** 2 **Lesson Plan:** 1

Unit Name: Shapes **Topic:** Shapes **Date**:

Objective(s):

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

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

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 130, Worksheet, Button and sticker of square, rectangle, triangle and circle shape

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students to observe the classroom objects and find out the objects that are of rectangle shape. Take their responses and appreciate them for their correct responses.

Main Activities/Concept Building: (22 min)

Activity 1:

Make pairs of students. Give each pairs buttons of different shapes (square, rectangle, circle and triangle shape) give each pair four disposable bowl. Instruct them to put the square shape buttons in one bowl and rectangle shape bowl in another bowl. Similarly separate out all shape buttons and put in different bowls and loudly tell the sides of each shape buttons by counting. Appreciate them for their correct responses.

Activity 2:

Provide different shape stickers to students and ask them first find out all square shape stickers and paste them on one notebook page and then find the rectangle shape stickers and paste them in another page of the notebook. Similarly, for triangle and circle shape stickers. Ask students to tell the name of the shape and then tell about its sides and corners.

Sum Up: (3 min)

Sum up the lesson by re-telling students we can classify objects according to their sides and corners. Tell the sides and corners of each shape to them.

Assessment: (8 min)

To assess the students, ask them to solve Q1 of Learning Check 7.1 on page 130 of their textbooks

Homework: (2 min)

Solve the given worksheet.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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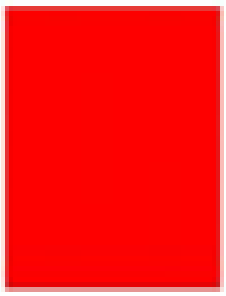
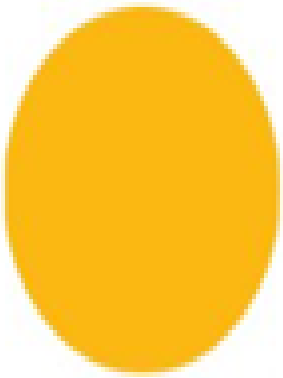
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

Circle the correct number of sides of each shape.

	2	3	4
	2	3	4
	1	0	4
	3	4	5

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 2** **Week:** 2 **Lesson Plan:** 2

Unit Name: Shapes **Topic:** Shapes **Date**:

Objective(s):

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

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

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 131, dough or clay, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students about their homework. Instruct students to write the name of five toy names that are of square, rectangle, triangle of circle shape. Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (30 min)

Activity 1:

Have students to work in pairs. Give each pair dough or clay. Instruct them to make shapes by using dough and count the sides of each shape that they make. Then attach paper chit with each shape that have their name and sides. Roam around the class, check their work and guide where needed. Now call one by one pair to the front of the class and instruct them to display their work to the whole class. Appreciate them for their good work. Now give them worksheet and ask them to solve the given worksheet.

Sum Up: (3 min)

Sum up the lesson by re-telling students about the different shape object that we found in our surrounding and then classify that object according to their sides as square, rectangle, triangle and circle.

Assessment: (0 min)

To assess the students, ask them to solve Q2 of Learning Check 7.1 on page 131 of their textbooks

Homework: (2 min)

Solve Q3 of “Learning check 7.1” given at page 131 of their textbook.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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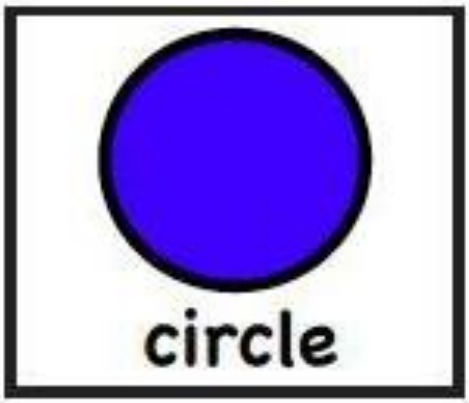
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

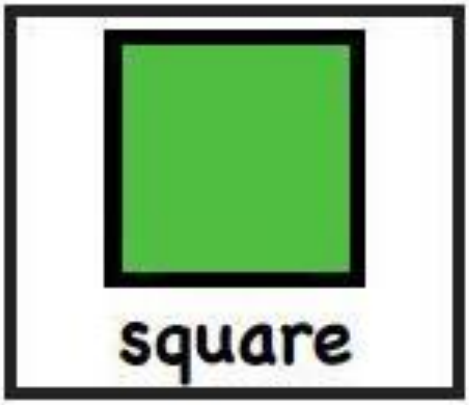
Match the shapes with their sides and corners.



I have 3 sides.

My sides are straight.

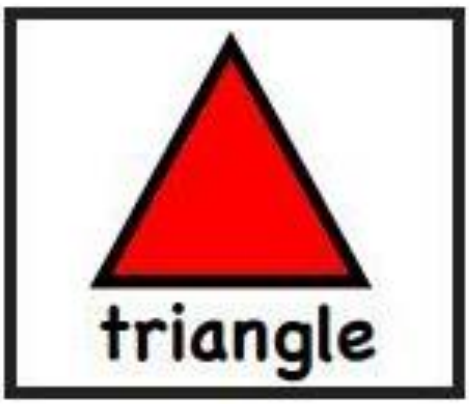
I have 3 corners.



I have 4 sides.

My opposite sides are equal.

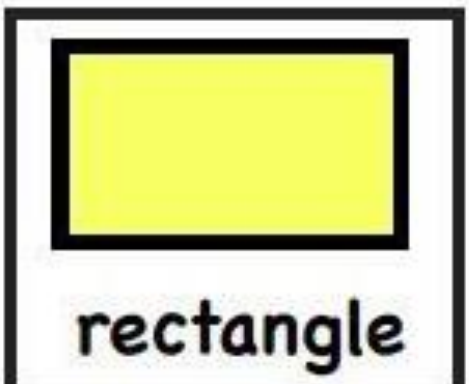
I have 4 corners.



I have ○ side.

My side is curved.

I have no corners.



I have 4 sides.

My sides are all the same size.

I have 4 corners.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 2** **Week:** 2 **Lesson Plan:** 3

Unit Name: Shapes **Topic:** Patterns **Date**:

Objective(s):

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

Identify the next shape in the patterns with 2 or 3 elements.

Extend a given pattern of 2 or 3 elements.

Resource Material:

Chalk/Marker, White/Blackboard, paper, worksheets

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them about their homework. Check the students' pervious knowledge by asking them different questions regarding shapes such as:

What is meant by 2D shapes? Tell the names of two 2D shapes? How many corner and sides does a circle have? How many corner and sides does a square have?

What is the difference between a square and rectangle?

Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (25 min)

Activity 1:

Tell the students that they are going to learn how to identify and create patterns according to one or two of the following attributes and describe the patterns.

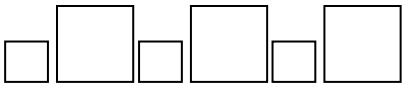
a. Size b. Shape c. Colour

Draw the following pattern on the board such as two squares and one circle and then repeat this pattern.

Ask the students to tell the name of the shapes. Then explain about the pattern, a sequential arrangement of objects is called 'pattern'. Then, distribute a A4 paper among the students and ask them to try to make your own patterns of shapes according to their size of their own choice on the A4 paper. Walk around, check their work and guide them if necessary.

Activity 2:

Draw two shapes big square and small square on the board and arrange them into a pattern. Like: Small Square and big square, small square and big square as shown below. Then describe the pattern that this is a sequential arrangement of squares according to their size. Ask the students to draw a pattern of their own choice in their Notebook. Roam around the class, check their work and help them if necessary. Appreciate them for their good work.



Sum Up: (3 min)

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

Assessment: (5 min)

To assess the students ask them to complete the given worksheet 1. Roam around the class, check their work and guide where needed.

Homework: (2 min)

Solve worksheet 2.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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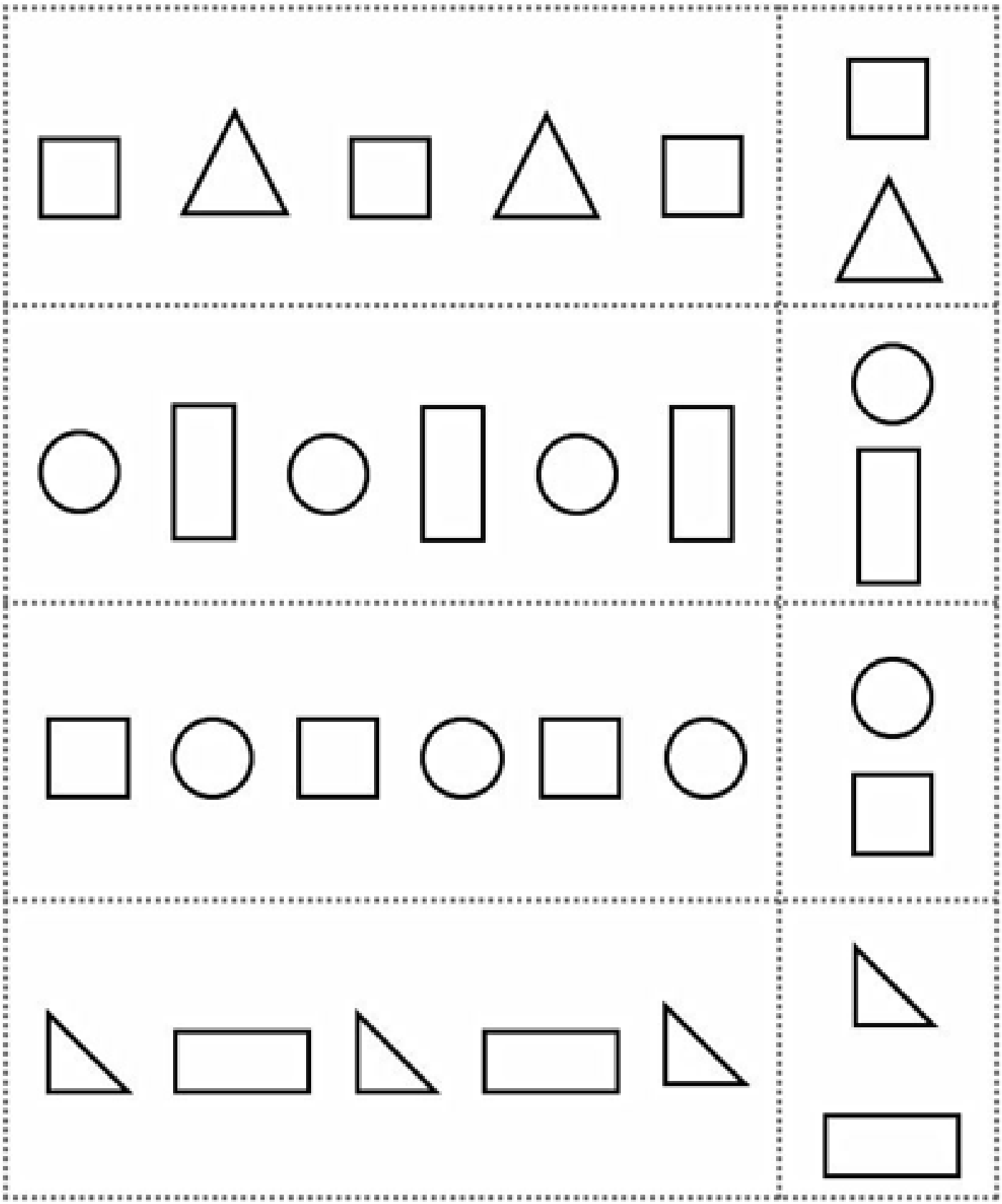
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Worksheet 1

Name: _____ **Date: _____**

Identify and colour the shape that comes next.



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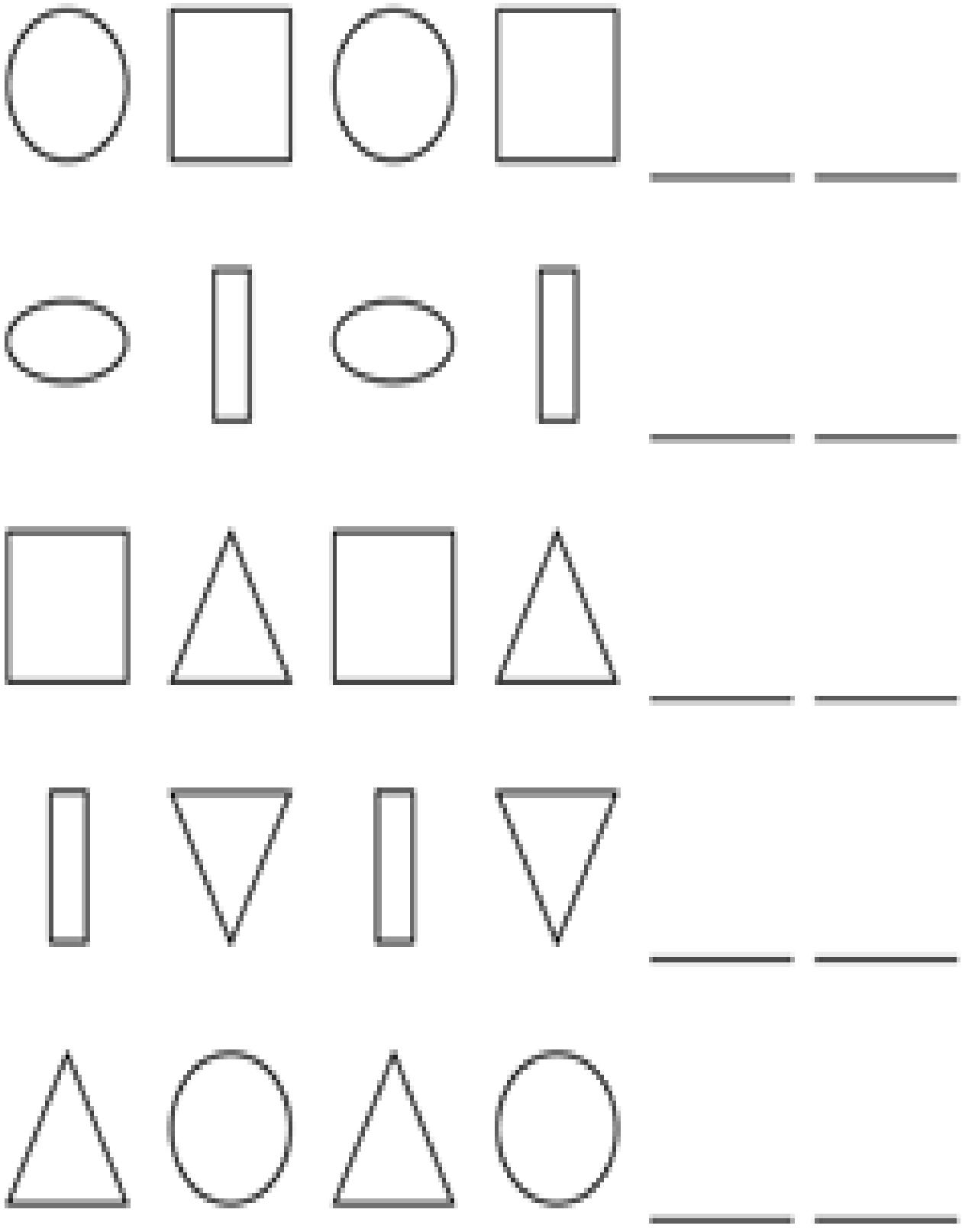
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Worksheet 2

Name: _____ **Date: _____**

Identify and complete the given pattern.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 2** **Week:** 2 **Lesson Plan:** 4

Unit Name: Shapes **Topic:** Patterns **Date**:

Objective(s):

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

Identify the next shape in the patterns with 2 or 3 elements.

Extend a given pattern of 2 or 3 elements.

Resource Material:

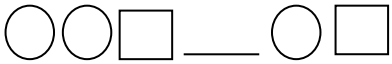
Chalk/Marker, White/Blackboard, Textbook page 132 and 133, flash cards of shapes, Worksheet

Opening Activities/Warm-up: (5 min)

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask students about their homework. Draw some missing repeating shape patterns on the board. Ask one students to come to the board and complete the pattern. Instruct the remaining students to guess the changes in the patterns. Supervise them and check their performances.



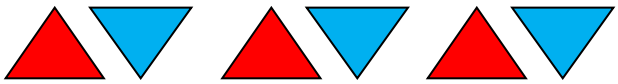
Main Activities/Concept Building: (22 min)

Activity 1:

Divide the whole class into two groups (Group A and Group B). Distribute some flash cards of different shapes in different sizes among the groups. Instruct Group A and Group B to make their own patterns using shapes. Encourage them for their efforts. Ask the groups to show their patterns to each other and guess the changes in the patterns.

Activity 2:

Ask the students to observe the given patterns. Then ask different questions about these patterns, Explain the students about orientation of patterns. Using flash cards of triangles of two colours (red and blue). Paste red triangle and blue triangles in different directions on the board. Tell the students about the colour patterns of the triangles. Now ask them to make their own patterns of triangle and colour them according to their own choice.



Sum Up: (3 min)

Sum up the lesson by explaining to students about how to create and draw patterns. Instruct them to open their textbook page 132 and observe the different shapes patterns. Explain notable note to students.

Assessment: **(8 min)**

To assess the students, ask them solve Q1 and Q2 of "learning check 7.2" given at page 133 of their textbook. Roam around and check their work and guide them where needed.

Homework: **(2 min)**

Solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

Identify and complete the given pattern.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 2** **Week:** 2 **Lesson Plan:** 5

Unit Name: Shapes **Topic:** Summary and review Exercise **Date**:

Objective(s):

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

Recall the concepts of the whole unit.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 134, 135 and 136

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.
Ask students: How are you? Encourage them to say, “Alhamdulillah”.
Ask them about their homework.
Ask students:
How many sides a square has?
How many sides a rectangle has? What is the difference between square and rectangle? Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (30 min)

Activity 1:

Have students open pages 134 and 135 of their textbooks. Ask them to solve Q1 and Q2 of ’Unit Check 7’ in their textbooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up: (3 min)

Sum up the lesson by repeating the summary and vocabulary words of the unit given on page 134.

Assessment: (0 min)

N/A

Homework: (2 min)

Solve Q3 of “Unit check 7” given at page 136 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 2** **Week:** 2 **Lesson Plan:** 6

Unit Name: Shapes **Topic:** Summary and review Exercise **Date**:

Objective(s):

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

Recall the concepts of the whole unit.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 134, 137 and 138

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.
Ask students: How are you? Encourage them to say, “Alhamdulillah”.
Ask them about their homework.
Ask students:
How many sides a square has?
How many sides a rectangle has? What is the difference between square and rectangle? Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (30 min)

Activity 1:

Have students open pages 137 of their textbooks. Ask them to solve Q4 of ’Unit Check 7’ in their textbooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up: (3 min)

Sum up the lesson by repeating the summary and vocabulary words of the unit given on page 134.

Assessment: (0 min)

N/A

Homework: (2 min)

Solve Q5 of “Unit check 7” given at page 138 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 2** **Week:** 2 **Lesson Plan:** 7

Unit Name: Positions **Topic:** Inside or outside **Date**:

Objective(s):

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

Identify whether an object is placed Inside or outside of a given object.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 141, Flash cards of positions inside or outside

Teaching & Learning Activities:

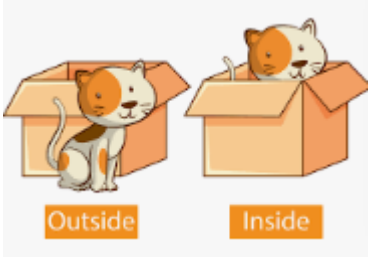
Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.
Ask students: How are you? Encourage them to say, “Alhamdulillah”.
Ask students about their homework. Show some toys to the students and put a toy inside your bag and ask them to tell the position of the object that is inside the bag. Now put the toy outside the bag and ask them about their position. Appreciate them for their good response.

Main Activities/Concept Building: (22 min)

Activity 1:

Draw two boxes on the board. Draw a ball inside the box and an apple outside the box. Ask the students: Which thing is inside the box and which is outside the box? Take their responses and tell them that the ball is inside the box and an apple is outside the box. Now show a picture card to the students. Tell the students to look at the cat in picture 1 and 2. Ask them to tell: Which cat is inside the box and which is outside the box. After taking their responses tell them that in picture 1 the car is inside the box and in picture 2 the cat is outside the box.



Activity 2:

Have the students work in pairs. Give each group some flash cards of positions. Ask them to identify and separate out the cards in which objects are inside something. Instruct the other group to separate out the cards in which objects are outside of something.

Sum Up: (3 min)

Sum up the lesson by re-telling them about positional words inside and outside.

Assessment: (8 min)

To assess the students, ask them to solve Q1 of Learning Check 8.1 on page 141 of their textbooks.

Homework: (2 min)

Solve Q2 of Learning Check 8.1 on page 141 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 2** **Week:** 3 **Lesson Plan:** 1

Unit Name: Positions **Topic:** Inside or outside **Date**:

Objective(s):

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

Identify whether an object is placed Inside or outside of a given object.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 139, 140 and 141

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.
Ask students: How are you? Encourage them to say, “Alhamdulillah”.
Ask students about their homework. Draw two birds one inside the nest and the other outside the nest. Now explain the position of the birds by saying ‘inside’ and ‘outside’ the nest.

Main Activities/Concept Building: (25 min)

Activity 1:

Make two groups of the students. Give each group a blank paper. Instruct first group to draw an object that is inside the basket. Instruct the second group to draw an object that is outside the basket. Ask them to raise their hand when finished. Now call one member of each group and ask them to paste their paper sheet on the board. Appreciate them for their good work.

Activity 2:

Make two groups of the students. Give each group a flash cards of objects that are inside or outside of something. Instruct first group to separate out the flash cards in which objects are inside. Instruct second group to separate out the flash cards in which objects are outside. Ask them to raise their hand when finished. Now call one member of each group and ask them to paste their flash cards on the board. Appreciate them for their good work. Ask students to open their textbook page 140 and observe the position of lion.

Sum Up: (3 min)

Sum up the lesson by retelling students about the position of objects inside and outside by giving different examples. Ask students to look at the pictures at page 139 and tell which block is inside something.

Assessment: (5 min)

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

Homework: (2 min)

Solve Q3 of Learning Check 8.1 on page 141 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 2** **Week:** 3 **Lesson Plan:** 2

Unit Name: Positions **Topic:** Above or below **Date**:

Objective(s):

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

Identify whether an object is placed above or below a given object.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 143

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students about their homework. Call a student to the front of the class and ask him/her to draw a bowl and draw a candy inside the bowl and a candy outside the bowl. Take their response and appreciate them for their correct response.

Main Activities/Concept Building: (22 min)

Activity 1:

Tell students today we will learn about the positional word above and below the something. Draw a table on the board and show the ball above and a ball below the table and explain the position of the ball as above or below. Ask students to observe the classroom objects and observe their position as above or below. As watch is above the table and bag is below the table.

Activity 2:

Make pairs of students and ask them draw a picture of your own choice that show above or below positional word. Roam around the class, check their work and guide them where needed. Now call one by one each pair to the front of the class and ask them to show their working to the whole class. Appreciate them for their good work and discuss with them about their common mistakes.

Sum Up: (3 min)

Sum up the lesson by explaining students the positional word above and below by showing different flash cards and explaining it to them.

Assessment: (8 min)

To assess the students, ask them to solve Q1 of Learning Check 8.2 on page 143 of their textbooks.

Homework: (2 min)

Revise the classwork.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 2** **Week:** 3 **Lesson Plan:** 3

Unit Name: Positions **Topic:** above or below **Date**:

Objective(s):

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

Identify whether an object is placed above or below a given object.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 142 and 143

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students about their homework. Tell students today we will learn about the positional word above and below. Show a picture of airplane above the sea and a fish below the water. Ask student to tell the position of each of one. Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (22 min)

Activity 1:

Make two groups of the students. Give each group a blank paper. Instruct first group to draw an object that is above the table. Instruct the second group to draw an object that is below the table. Ask them to raise their hand when finished. Now call one member of each group and ask them to paste their paper sheet on the board. Appreciate them for their good work.

Activity 2:

Make two groups of the students. Give each group a flash cards of objects that are above or below of something. Instruct first group to separate out the flash cards in which objects are above. Instruct second group to separate out the flash cards in which objects are below. Ask them to raise their hand when finished. Now call one member of each group and ask them to paste their flash cards on the board. Appreciate them for their good work. Ask students to open their textbook page 142 and observe the position of ducks.

Sum Up: (3 min)

Sum up the lesson by retelling students about the position of objects above or below by giving different examples.

Assessment: (5 min)

To assess the students, ask them to show something above and below their desk.

Homework: (2 min)

Solve Q2 of Learning Check 8.2 on page 143 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 2** **Week:** 3 **Lesson Plan:** 4

Unit Name: Positions **Topic:** over and under **Date**:

Objective(s):

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

Identify whether an object is placed over or under a given object.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 145, Flash card of vehicles moving over and under the underpass

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.
Ask students: How are you? Encourage them to say, “Alhamdulillah”.
Ask students about their homework. Tell students to day we will learn about the positional word over and under. Ask them Do you know about the position of objects as over and under. Take their responses and appreciate if someone gives the right answer.

Main Activities/Concept Building: (22 min)

Activity 1:

Tell students today we will learn about the positional word Over and under. Show a flash card of underpass. Vehicles are mover over and under the underpass. By pointing the position of the vehicles tell them which one is over and which one is under the underpass. Explain students that in your bed room the clock is over the bed and your shoes are under the bed. Explain the positional words over and under by giving different examples.

Activity 2:

Make pairs of students and ask them draw a picture of your own choice that show over and under positional word. Roam around the class, check their work and guide them where needed. Now call one by one each pair to the front of the class and ask them to show their working to the whole class. Appreciate them for their good work and discuss with them about their common mistakes.

Sum Up: (3 min)

Sum up the lesson by explaining students about the position of objects as over and under by drawing different objects over and under on the board.

Assessment: (8 min)

To assess the students, ask them to draw a water and a fish under and a bird over the water. Roam around and check their work and guide where needed.

Homework: (2 min)

Solve Q1 of Learning Check 8.3 on page 145 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 2** **Week:** 3 **Lesson Plan:** 5

Unit Name: Positions **Topic:** over and under **Date**:

Objective(s):

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

Identify whether an object is placed over or under a given object.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 144 and 145, flash card of positional word objects over or under

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.
Ask students: How are you? Encourage them to say, “Alhamdulillah”.
Ask students about their homework. Tell students today we will learn about the positional word over and under. Show a picture of airplane over the sea and a fish under the water. Ask student to tell the position of each of one. Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (25 min)

Activity 1:

Make two groups of the students. Give each group a blank paper. Instruct first group to draw an object that is over the tree. Instruct the second group to draw an object that is under the tree. Ask them to raise their hand when finished. Now call one member of each group and ask them to paste their paper sheet on the board. Appreciate them for their good work.

Activity 2:

Make two groups of the students. Give each group a flash cards of objects that are over and under something. Instruct first group to separate out the flash cards in which objects are over. Instruct second group to separate out the flash cards in which objects are under. Ask them to raise their hand when finished. Now call one member of each group and ask them to paste their flash cards on the board. Appreciate them for their good work. Ask students to open their textbook page 144 and observe the position of boys on slide.

Sum Up: (3 min)

Sum up the lesson by retelling students about the positional words over and under by giving different examples to them.

Assessment: (5 min)

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

Homework: (2 min)

Solve Q2 of Learning Check 8.3 on page 145 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 2** **Week:** 3 **Lesson Plan:** 6

Unit Name: Positions **Topic:** Far or near **Date**:

Objective(s):

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

Identify whether an object is placed far or near a given object.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 147

Teaching & Learning Activities:

Opening Activities/Warm-up: **(5 min)**

Say, “Assalaamu Alaikum” and start with the name of Allah.
Ask students: How are you? Encourage them to say, “Alhamdulillah”.
Ask students about their homework. Put the pencil under the table. Ask students to tell what is the position of the pencil. Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: **(22 min)**

Activity 1:

Tell students today we will learn about the position far and near. Call two students to the front of the class. Instruct one student to stand near the board and the other student to the door of the classroom. Now ask rest of the class to tell which student is near the board. And which students is far from the board. Take their responses and appreciate them if someone gives the correct answer then explain the position of both students. now ask students which student is near the door and which one is far from the door. Take their

Activity 2:

Give blank paper to students. instruct them to draw a picture of boy and then draw two balls in such a way that one ball is near and one is far from the boy. Roam around the class and check their work and guide them where needed. Appreciate them for their correct response.

Sum Up: **(3 min)**

Sum up the lesson by explaining to students the position of objects by using positional word far and nearby point two students that is one first bench and one is from last bench and ask them which one is far and which one near the teacher.

Assessment: **(8 min)**

To assess the students, ask them to solve Q1 of “Learning check 8.4” given at page 147 of their textbook.

Homework: **(2 min)**

Revise the classwork.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 2** **Week:** 3 **Lesson Plan:** 7

Unit Name: Positions **Topic:** Far or near **Date**:

Objective(s):

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

Identify whether an object is placed far or near a given object.

Resource Material:

Chalk/Marker, White/Blackboard, flash card of objects that are far from someone and near to someone, Textbook pages 146 and 147, Worksheet, Blank paper

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask students about their homework. Draw a square on the board. Now call a student to the front of the class and ask him/her to draw a circle near the square. Take their responses and appreciate if he/she draw a circle at correct position. Now call another student to the front of the class and ask him/her to draw a triangle far from the square. Observe the student working and appreciate him/her for the correct work.

Main Activities/Concept Building: (22 min)

Activity 1:

Have students to work in pairs. Give each pair some flash card of objects in position of far and near to someone. Ask them to circle the object that is far and tick the object that is near to someone. Roam around the class and check their work. Now ask them to come one by one to the front of the class and by pasting the flashcard on the board and tell the position of the objects. Appreciate them for the correct response.

Activity 2:

Give blank paper to each student and instruct them to draw a tree and show a bird is near and far from the tree. Now ask students to open their textbook page 146 and observe the position of boy and girl and tell which one is far and which one is near to the tree. Take their responses and appreciate them for the correct response.

Sum Up: (3 min)

Sum up the lesson by explaining to students the position of the objects as far and near to someone by giving different examples.

Assessment: (8 min)

To assess the students, ask them to solve Q2 of “Learning check 8.4” given at page 147 of their textbook.

Homework: (2 min)

Solve the given worksheet.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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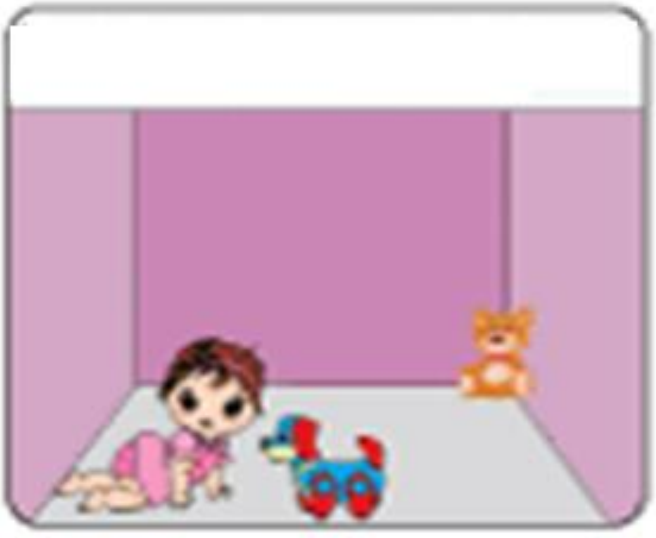
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

Circle the objects that is in far position.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 2** **Week:** 4 **Lesson Plan:** 1

Unit Name: Positions **Topic:** Before and After **Date**:

Objective(s):

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

Identify whether an object is placed before or after a given object.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 149, Flash card of animals in queue

Teaching & Learning Activities:

Opening Activities/Warm-up: **(5 min)**

Say, “Assalaamu Alaikum” and start with the name of Allah.
Ask students: How are you? Encourage them to say, “Alhamdulillah”.
Ask students about their homework. Ask students about the concept of position far and nearby showing flash cards of objects that are near to someone and far from someone. Ask them to observe and tell which one is far and which one is near.

Main Activities/Concept Building: **(22 min)**

Activity 1:

Tell students today we will learn about the position word after and before.
Call three students to the front of the class and give then cards A, B and C. Now Ask them to stand in queue. now tell students the student that have card letter A has before the student that have letter B and The student that have letter B before the student that have letter C card. But the student that have letter C card is after the student that have letter B card. Similarly, the student that have letter B card is after the student that have letter A. Repeat this activity by changing the position of the students to explain the concept of before and after.

Activity 2:

Make pairs of students. Give each pair flash cards different animals that are moving in queue. instruct students to write the position of each animal on the card and then show their card to the whole class. Appreciate them for their correct response.

Sum Up: **(3 min)**

Sum up the lesson by re-telling students about before and after concept of position by giving different examples.

Assessment: **(8 min)**

To assess the students, ask them to solve Q1 of “Learning check 8.5” given at page 149 of their textbook.

Homework: **(2 min)**

Revise the classwork.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 Periodic Unit: 2 **Week:** 4 **Lesson Plan:** 2

Unit Name: Positions **Topic:** Before and after **Date**:

Objective(s):

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

Identify whether an object is placed before or after a given object.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 148 and 149, flash card of three bicycles in three different colours.

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.
Ask students: How are you? Encourage them to say, “Alhamdulillah”.
Ask them about their homework.
Tell students today we will learn about the positional words before and after. Draw a square, rectangle and triangle in a row. Ask students to tell which one is before and which one is after someone. Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (25 min)

Activity 1:

Ask students to work in pairs. Given each student three flash card of three colour bicycles (blue, red and pink). Now instruct them to arrange the cards in such a way that blue car is before the red car. Again arrange the cars such that red car is after the pink car and blue car is before the pink car. Observe the students they doing correctly or not. Appreciate them for their correct working.

Activity 2:

Ask students to open their textbook page 148 and observe the position of duck, hen and sheep and tell which one is after and which one is before the hen. Take their responses and appreciate them for their correct responses.

Sum Up: (3 min)

Sum up the lesson by re-telling students about the positional words before and after by giving different real-life example.

Assessment: (5 min)

To assess the learning of students, ask them to solve Q2 of “Learning check 8.5” given at page 149 of their textbook.

Homework: (2 min)

Revise the classwork.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 2** **Week:** 4 **Lesson Plan:** 3

Unit Name: Positions **Topic:** Summary and Review Exercise **Date**:

Objective(s):

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

Recall the concepts of the whole unit.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 150 and 151

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.
Ask students: How are you? Encourage them to say, “Alhamdulillah”.
Ask them about their homework.
Ask students:
What is meant by the word position.
How we represent the positional words “above and below” by objects.
Ask them to observe the classroom objects and point out the object that are above something and that are below something. Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (30 min)

Activity 1:

Have students open pages 150 of their textbooks. Ask them to solve Q1 and Q2 of ’Unit Check 8’ in their textbooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up: (3 min)

Sum up the lesson by repeating the summary and vocabulary words of the unit given on page 150.

Assessment: (0 min)

N/A

Homework: (2 min)

Solve Q3 of “Unit check 8” given at page 151 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 2** **Week:** 4 **Lesson Plan:** 4

Unit Name: Position **Topic:** Summary and Review Exercise **Date**:

Objective(s):

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

Recall the concepts of the whole unit.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 150 -152

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.
Ask students: How are you? Encourage them to say, “Alhamdulillah”.
Ask them about their homework.
Ask students:
Ask students about the basic concept of position.
Tell students that they are going to revise and practice the main concepts of the Unit. Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (30 min)

Activity 1:

Have students open pages 151 and 152 of their textbooks. Ask them to solve Q4 and Q5 of ’Unit Check 8’ in their textbooks. Walk around the class and appreciate them for the correct solutions. Guide them if required.

Sum Up: (3 min)

Sum up the lesson by repeating the summary and vocabulary words of the unit given on page 150.

Assessment: (0 min)

N/A

Homework: (2 min)

Revise the classwork.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 2** **Week:** 4 **Lesson Plan:** 5

Unit Name: Position **Topic:** Summary and Review Exercise **Date**:

Objective(s):

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

Recall the concepts of the whole unit.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 150 and 152

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.
Ask students: How are you? Encourage them to say, “Alhamdulillah”.
Ask them about their homework.
Ask students about the basic concept of position.
Tell students that they are going to revise and practice the main concepts of the Unit. Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (30 min)

Activity 1:

Have students open pages 152 of their textbooks. Ask them to solve Q6 and Q7 of ’Unit Check 8’ in their textbooks. Walk around the class, check their work and appreciate them for the correct solutions. Guide them if required.

Sum Up: (3 min)

Sum up the lesson by repeating the summary and vocabulary words of the unit given on page 150.

Assessment: (0 min)

N/A

Homework: (2 min)

Solve QQ6 and Q7 of “Unit check 8” given at page 152 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 2** **Week:** 4 **Lesson Plan:** 6

Unit Name: Shapes **Topic:** Revision **Date**:

Objective(s):

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

Revise the Concepts of the unit “Shapes”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them a few questions relevant to shape triangle and its sides.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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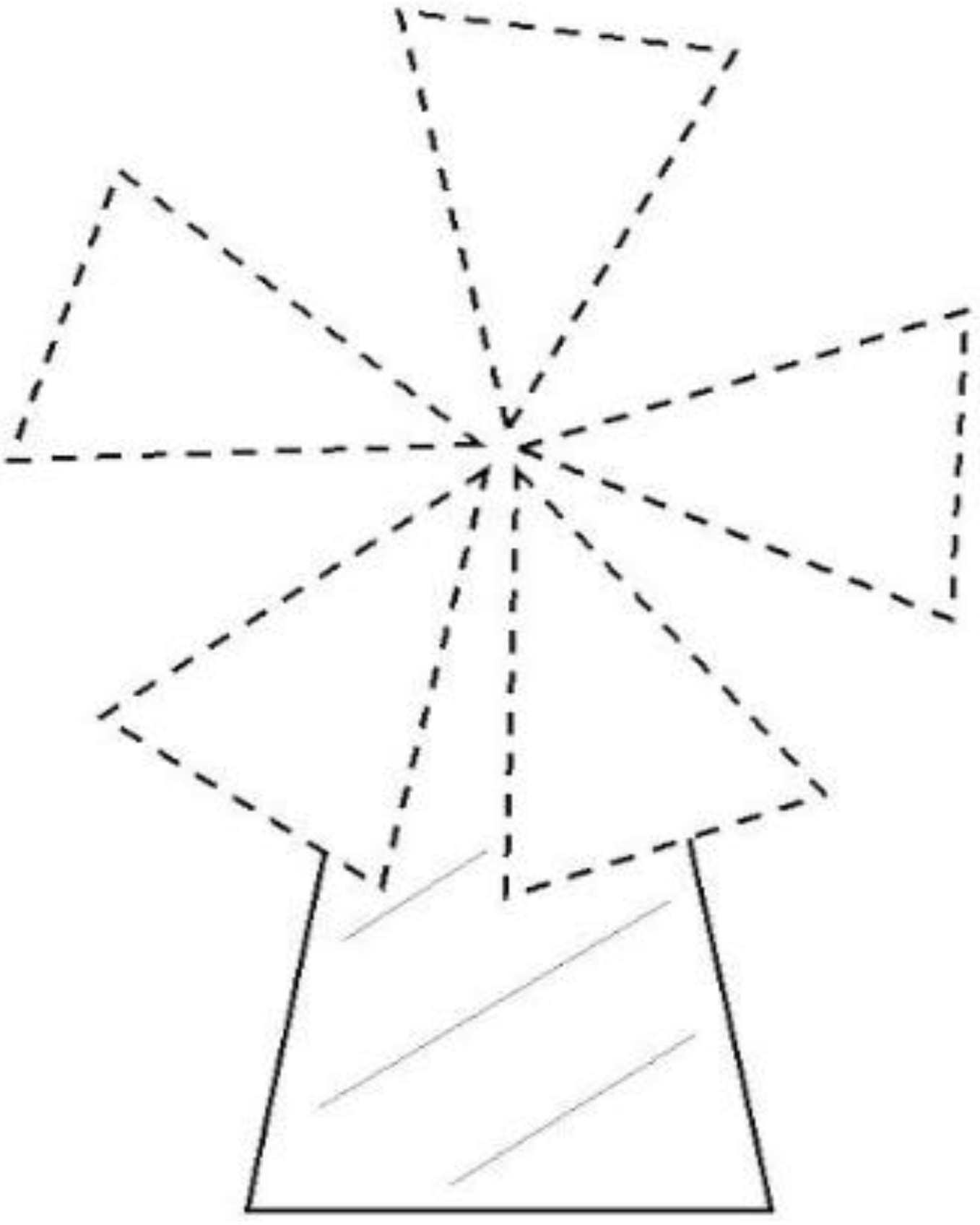
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

Trace the triangles and colour them.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 2** **Week:** 4 **Lesson Plan:** 7

Unit Name: Shapes **Topic:** Revision **Date**:

Objective(s):

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

Revise the Concepts of the unit “Shapes”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them a few questions relevant to shape circle.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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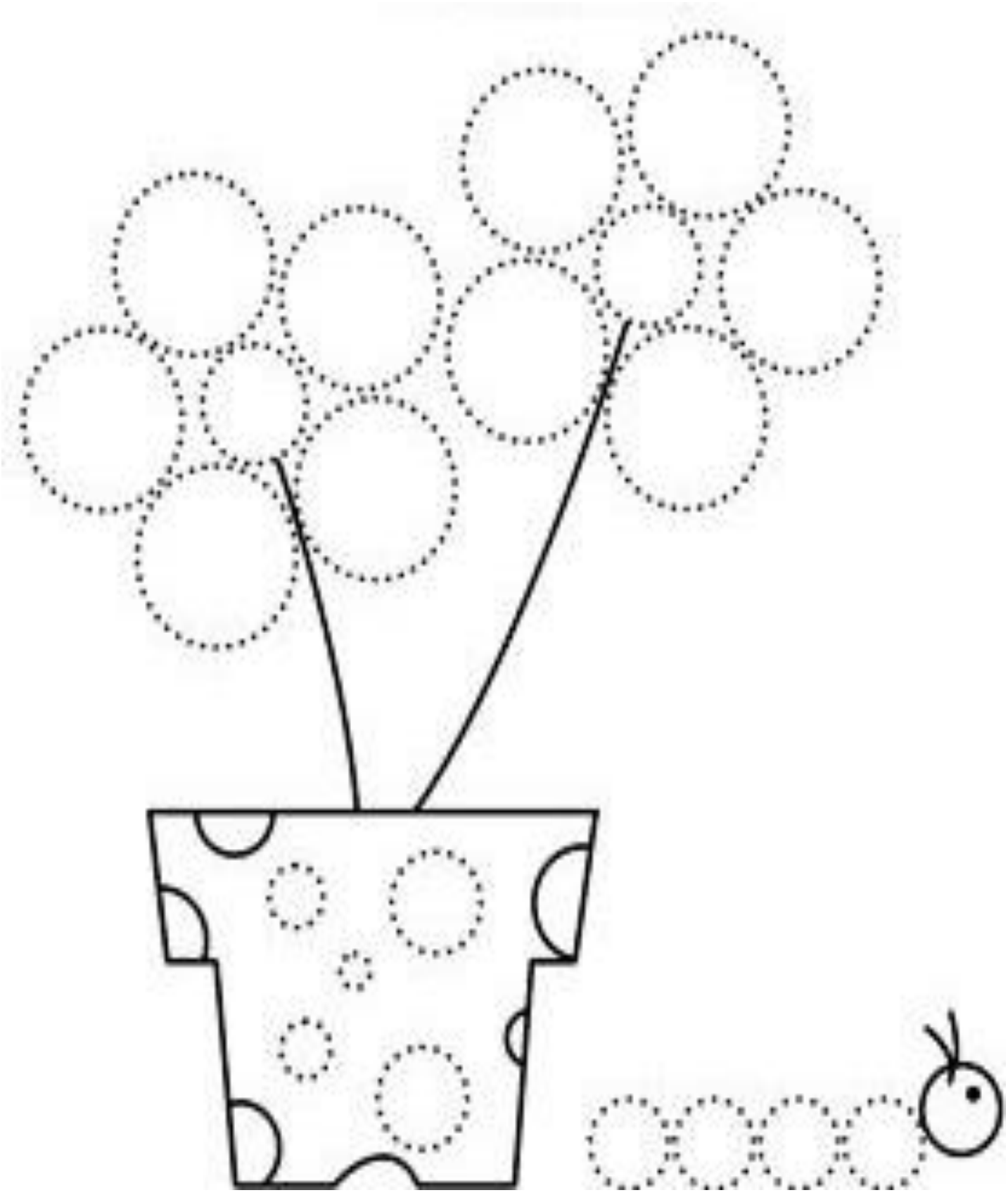
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

Trace the circles and colour the picture.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 2** **Week:** 5 **Lesson Plan:** 1

Unit Name: Shapes **Topic:** Revision **Date**:

Objective(s):

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

Revise the Concepts of the unit “Shapes”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them a few questions relevant to shapes and their classification according to the sides and corners.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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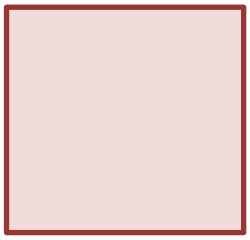
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Worksheet

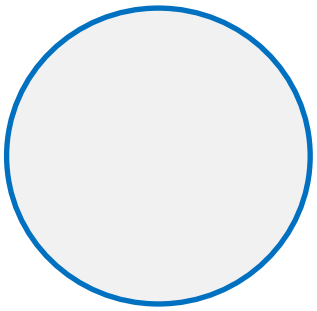
Name: _____ **Date: _____**

Write the sides and number of corners of the given shapes.

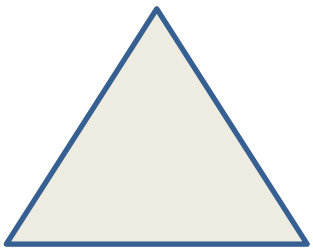


A square has_____ sides and _____ corners.

A rectangle has_____ sides and _____ corners.



A Circle has_____ sides and _____ corners.



A triangle has_____ sides and _____ corners.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 2** **Week:** 5 **Lesson Plan:** 2

Unit Name: Patterns **Topic:** Revision **Date**:

Objective(s):

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

Revise the Concepts of the unit “Shapes”.

Resource Material:

Chalk/Marker, White/Blackboard

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them a few questions relevant to patterns of different shapes and colours.

Tell students that they are going to revise and practice the concept by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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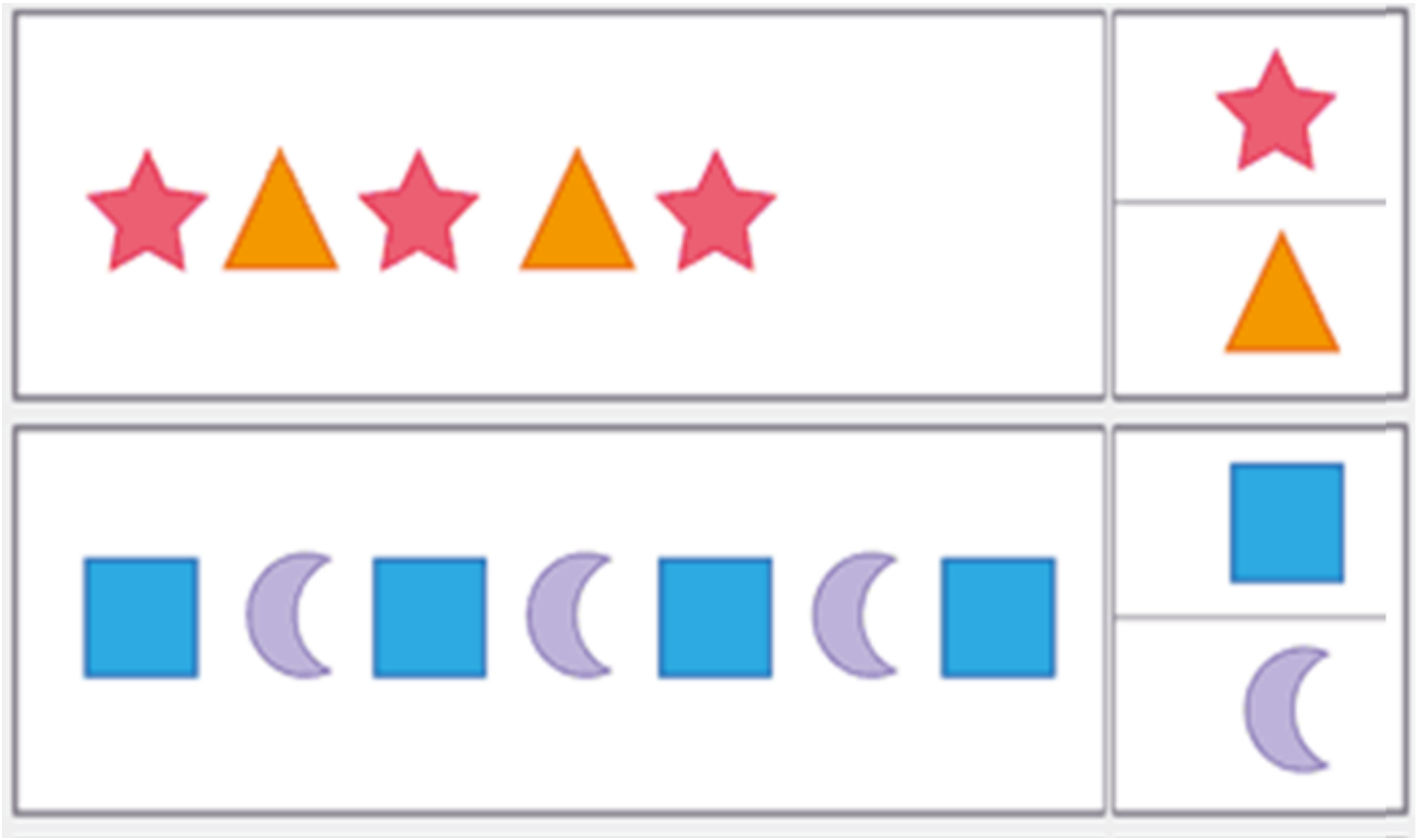
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

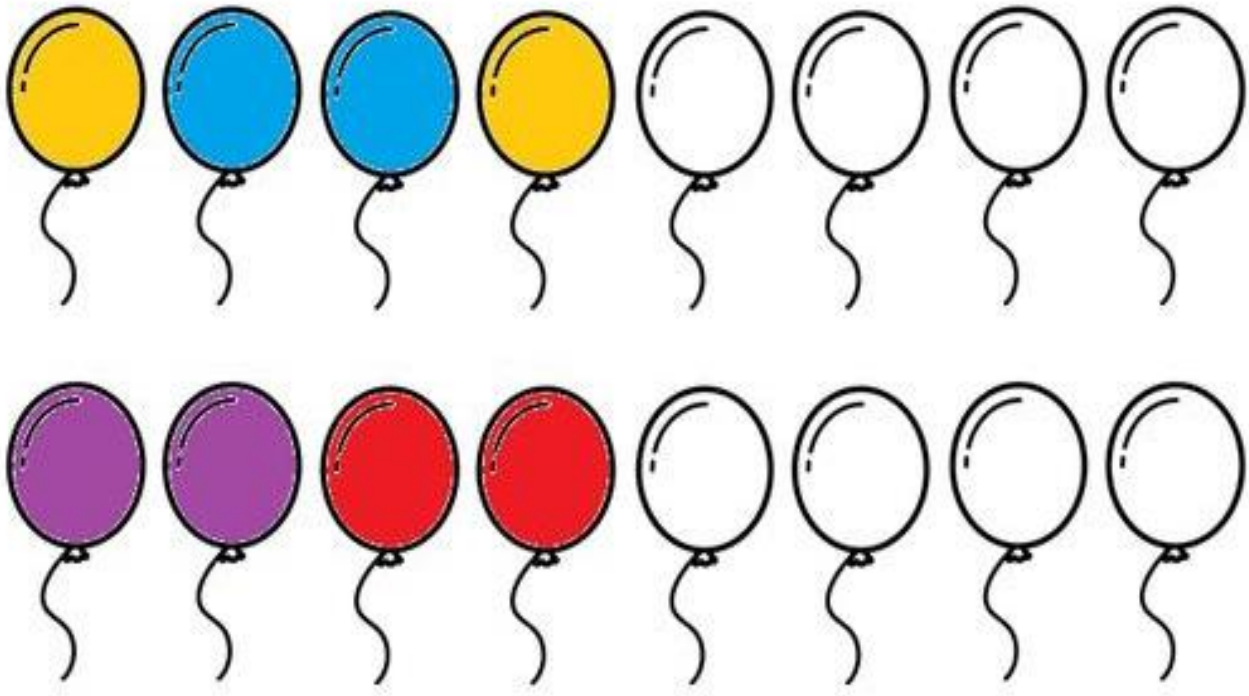
Worksheet

Name: _____ **Date: _____**

Circle the shape that comes next.



Colour the shapes to complete the patterns.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 2** **Week:** 5 **Lesson Plan:** 3

Unit Name: Positions **Topic:** Revision **Date**:

Objective(s):

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

Revise the Concepts of the unit “Positions”.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Say, “Assalaamu Alaikum” and start with the name of Allah.

Ask students: How are you? Encourage them to say, “Alhamdulillah”.

Ask them a few questions relevant to Positions inside and outside.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: (30 min)

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up: (5 min)

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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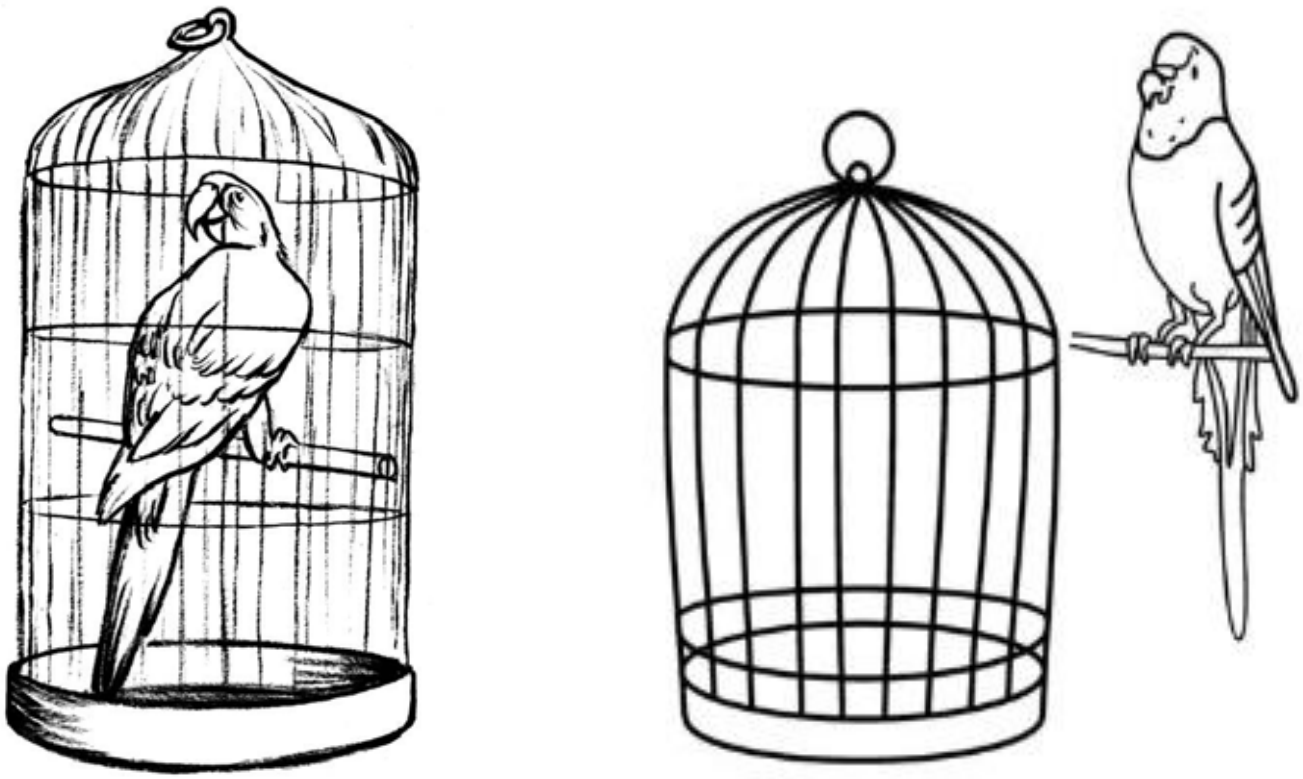
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

1. Circle the cat that is inside.

2. Colour the parrot that is outside the cage.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 2** **Week:** 5 **Lesson Plan:** 4

Unit Name: Positions **Topic:** Revision **Date**:

Objective(s):

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

Revise the concept of the unit "Positions".

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: **(5 min)**

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask them a few questions relevant to Positions above and below.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: **(30 min)**

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up: **(5 min)**

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: **(0 min)**

N/A

Homework: **(0 min)**

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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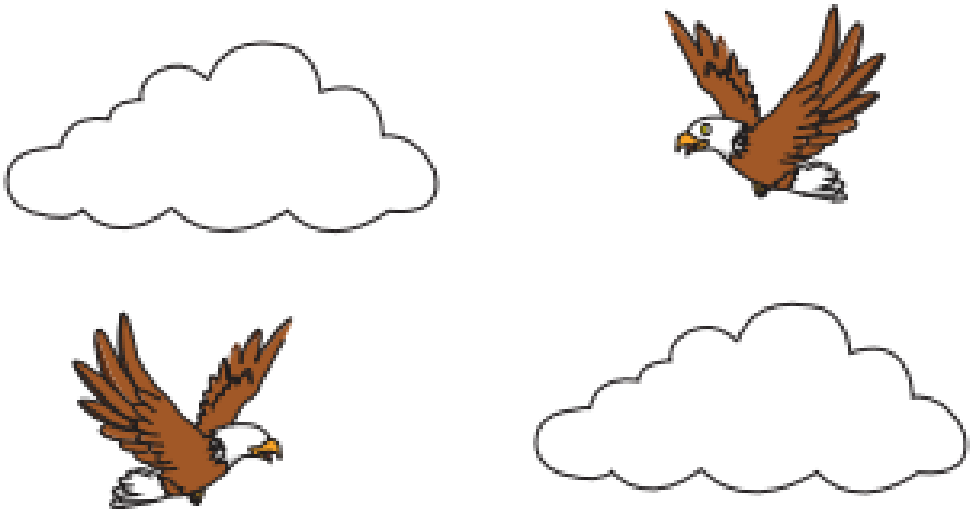
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

1. Circle the monkey that is above the tree.

2. Circle the bird that is below the clouds.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 2** **Week:** 5 **Lesson Plan:** 5

Unit Name: Positions **Topic:** Revision **Date**:

Objective(s):

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

Revise the concept of the unit "Positions".

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: **(5 min)**

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask them a few questions relevant to Positions over and under.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: **(30 min)**

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up: **(5 min)**

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: **(0 min)**

N/A

Homework: **(0 min)**

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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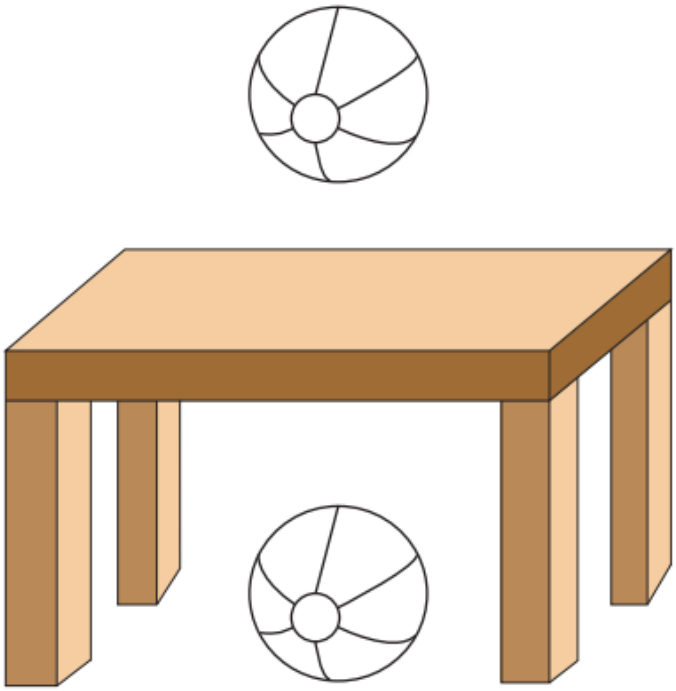
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

1. Circle the dog that is over something.

2. Colour the ball red that is under and blue that is over position.



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 2** **Week:** 5 **Lesson Plan:** 6

Unit Name: Position **Topic:** Revision **Date**:

Objective(s):

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

Revise the concept of the unit "Position".

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: **(5 min)**

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask them a few questions relevant to Positions far and near.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: **(30 min)**

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up: **(5 min)**

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: **(0 min)**

N/A

Homework: **(0 min)**

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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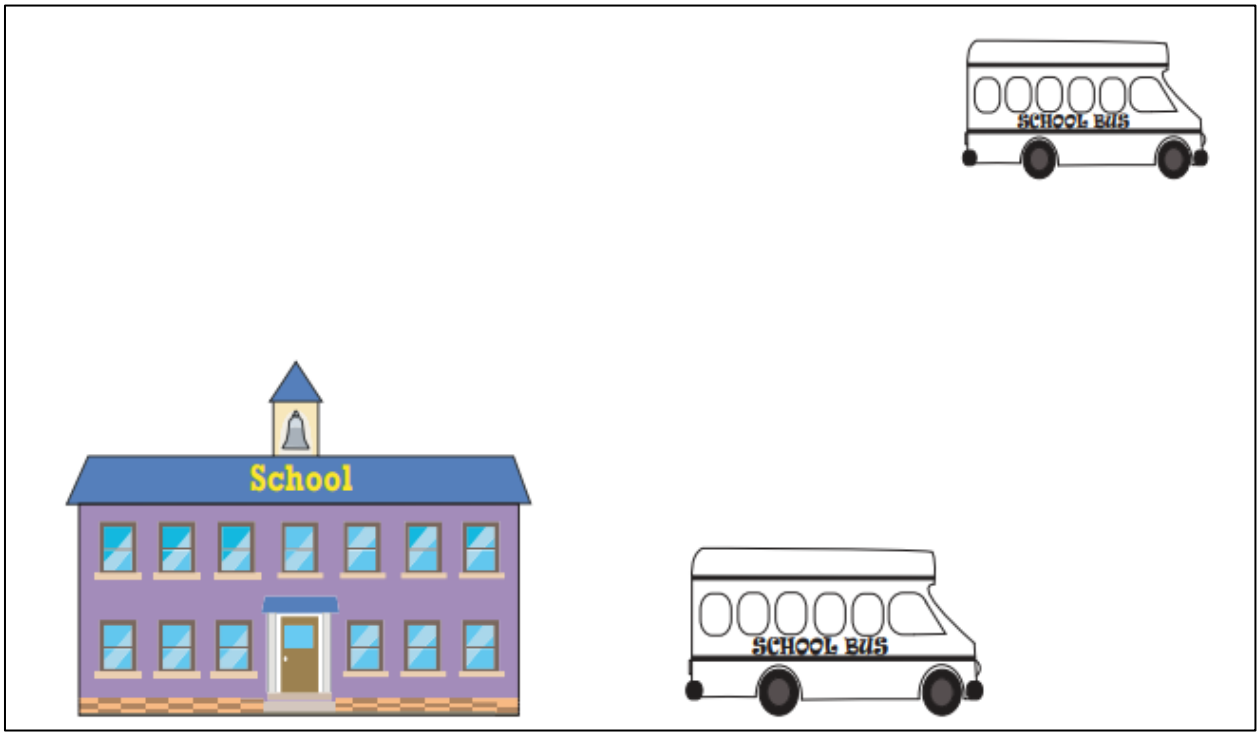
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Worksheet

Name: _____ **Date: _____**

1. Colour the bus that is near the school.



2. Circle the toy that is far from the girl.

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

Term: 3 **Periodic Unit: 2** **Week:** 5 **Lesson Plan:** 7

Unit Name: Position **Topic:** Revision **Date**:

Objective(s):

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

Revise the concept of the unit "Position".

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: **(5 min)**

Say, "Assalaamu Alaikum" and start with the name of Allah.

Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask them a few questions relevant to Positions before and after.

Tell students that they are going to revise and practice the main concepts of the Unit by solving a worksheet.

Main Activities/Concept Building: **(30 min)**

Activity:

Give the worksheet to students. Instruct them to complete it. Roam around the class, check their work and guide them if needed.

Sum Up: **(5 min)**

Based on the worksheets solved by students, retell the basic concepts and correct the common mistakes.

Assessment: **(0 min)**

N/A

Homework: **(0 min)**

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

_____

_____

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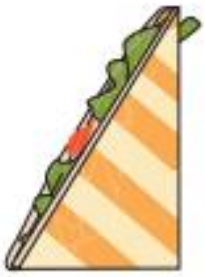
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK&FEDERAL)	Mathematics	1		40 Min

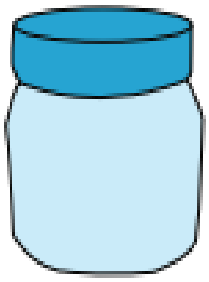
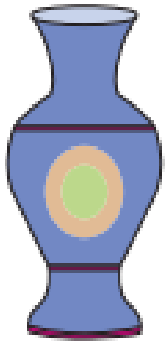
Worksheet

Name: _____ **Date: _____**

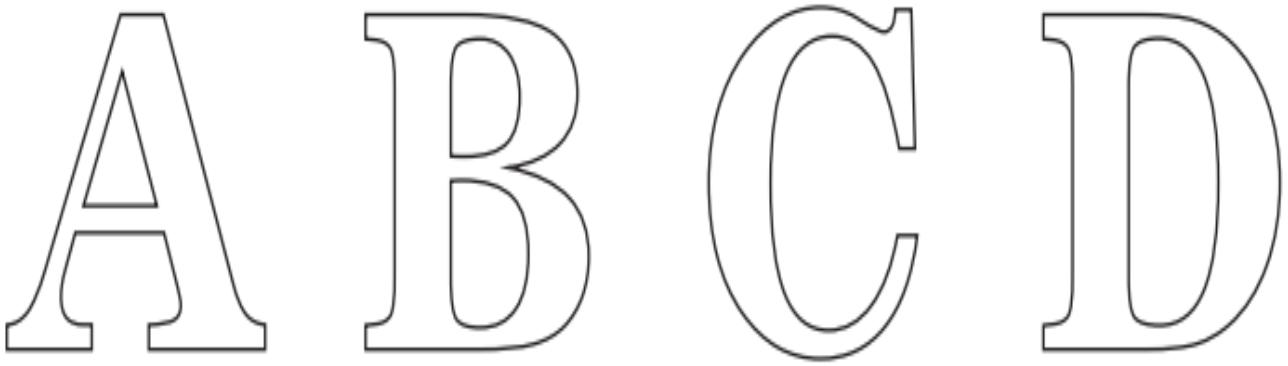
1. Circle the object that is before the burger.



2. Circle the object that is after the cup and tick (✓) that is before.

3.Colour the letter red that is after C and colour the letter Blue that is before B.



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