

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Term: 1

Periodic Unit: 1

Week: 1

Lesson plan: 1

Topic: Orientation

Date:

Objective(s):

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

Introduce themselves at the first day of new class and know about other classmates.

Resource Material:

Chalk/Marker, White/Blackboard, Flash cards of teacher's name and all students' names, Paint box, 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".

Welcome students with a smiling face and show them their seats.

Main Activities/Concept Building:

(32 min)

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

Activity 1:

Arrange chairs around a table. Give each student a flash card of their name. Tell students about yourself.

Call a student to the front of the class and instruct him/her to tell his/her name to the class by showing his/her name flash card. Ask him/her to tell about their favourite things like toys, fruits, vegetables, etc.

Repeat this activity with all students of the class.

Activity 2:

Give each student a blank paper sheet. Put a paint box on the table. Instruct each child to dip their hand in the paint and then paste their hand on the paper. Ask them to write the first letter of their name on the paper. Repeat this activity with all students of the class. Ask them after doing this show their work to their classmates. Clap for the students for their active participation in class.

Sum Up:

(3 min)

Sum up the lesson by retelling your name. Randomly ask students to tell the name of some of their classmates.

Assessment:

(0 min)

N/A

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Recalling

Date: _____

Objective(s):

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

Recall to differentiate between big and small.

Recall to differentiate between long and short.

Resource Material:

Chalk/Marker, White/Blackboard, Cut-outs of some big and small shapes, Chart paper, Glue

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".

Greet students with a smiling face. Ask them if they remember about big and small. Show them a few big and small objects and ask to identify them as big or small.

Again, ask them if they know about long and short. Show them a few long and short objects and ask to identify them. Appreciate if they respond correctly.

Main Activities/Concept Building:

(35 min)

Activity 1:

Paste a chart with two columns labelled "Small" and "Big". Distribute cut-outs of 2-D shapes in 2 sizes among the students. Call them to the board one by one and ask them to paste the big shapes under the "Big" column and the small shapes under the "Small" column using glue. Clap to appreciate when they do it correctly. Encourage them to say "Big" and "Small" when they paste.

Give worksheet 1 to students. Instruct them to follow the instructions and explain if they have any confusion. Roam around the class, check their work and guide them if needed.

Activity 2:

Make two groups of students and divide them into Team A and Team B. Place all stationery items (including pencils, rules, sharpener and crayons) on the table. Now instruct the students to choose one person from the other team and ask him/her to pick one object and label it as short and long. Appreciate them on correctly labelling and clap.

Give worksheet 2 to students. Instruct them to follow the instructions and explain if they have any confusion. Roam around the class, check their work and guide them if needed.

Sum Up:

(5 min)

N/A

Assessment:

(0 min)

N/A

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

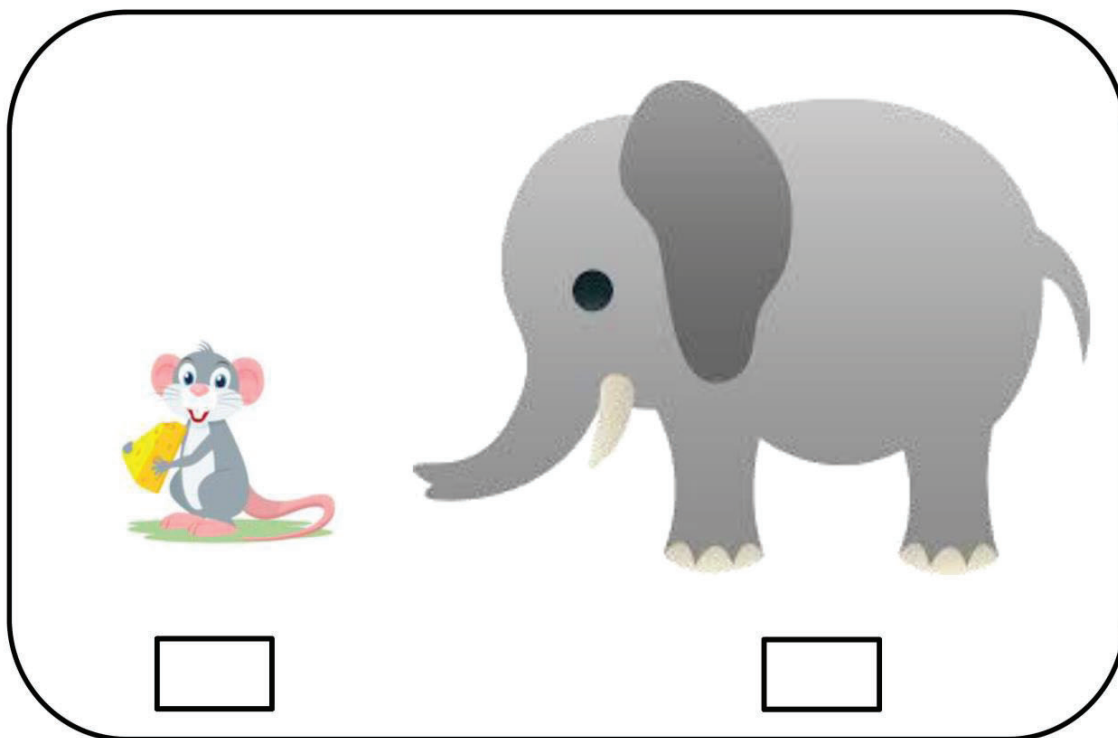
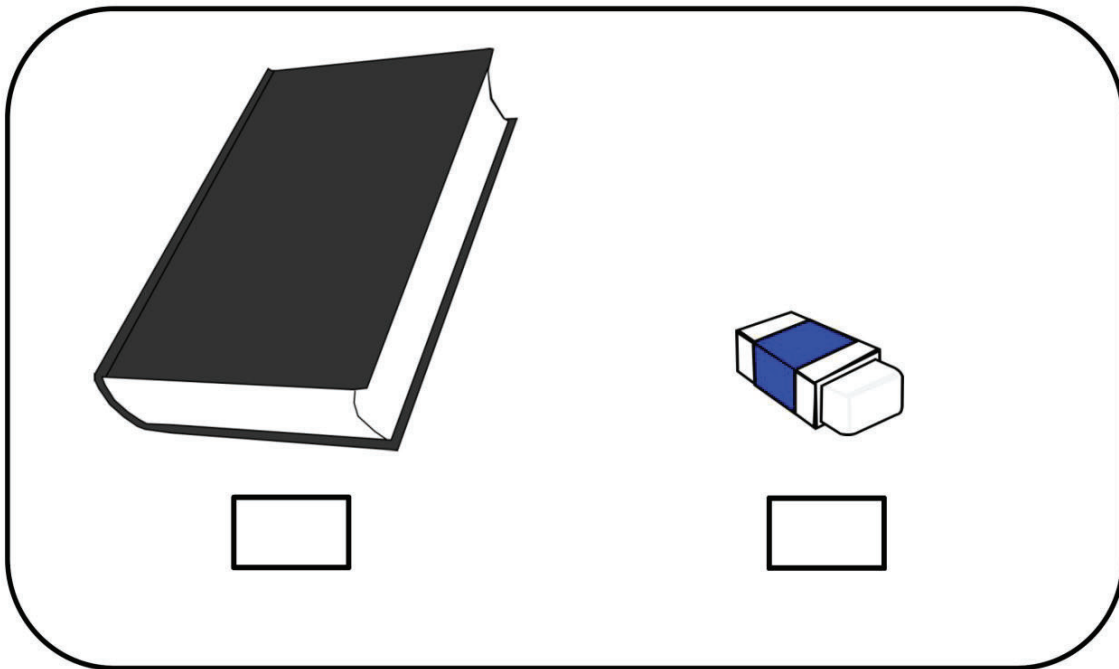
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 1

Name: _____

Date: _____

Tick (✓) the big objects in each.



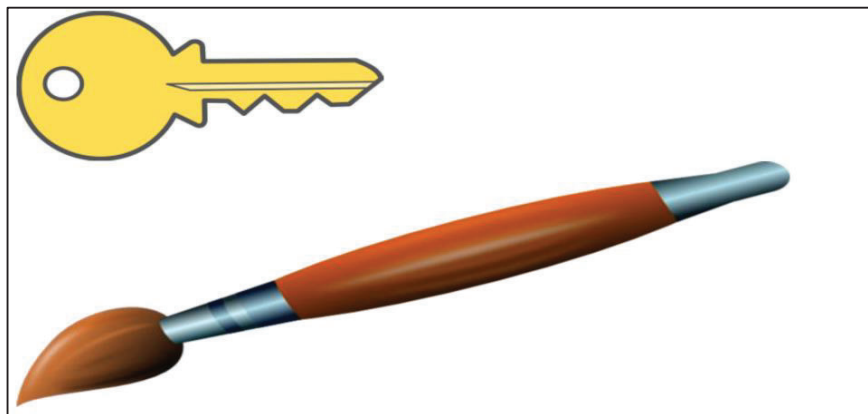
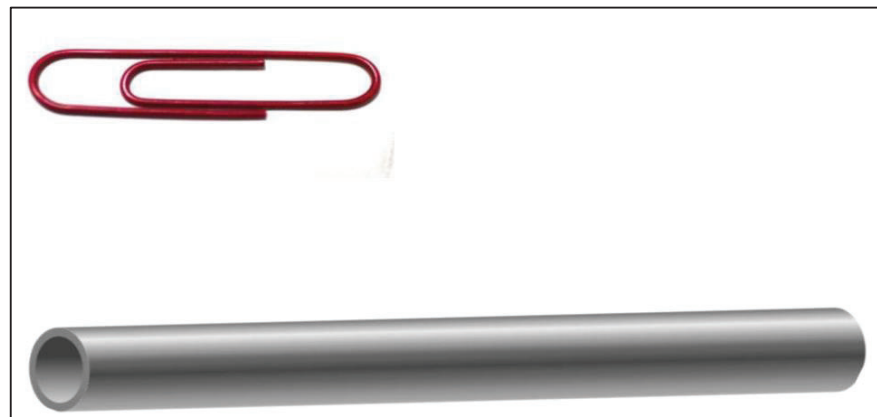
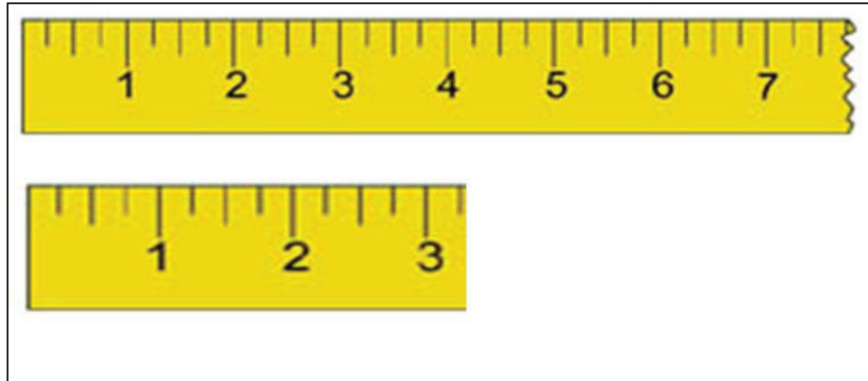
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 2

Name: _____

Date: _____

Circle the short objects in each.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Recalling

Date:

Objective(s):

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

Recall to differentiate between heavy and light.

Recall to differentiate between wide and narrow.

Resource Material:

Chalk/Marker, White/Blackboard, Two baskets with label "heavy" and "light", A few light and heavy objects, A few wide and narrow objects, 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".

Greet students with a smiling face. Ask them if they remember about heavy and light. Show them a few heavy and light objects and ask them to identify them. Again, ask them if they know about wide and narrow. Show them a few wide and narrow objects and ask them to identify them. Appreciate if they respond correctly.

Main Activities/Concept Building:

(35 min)

Activity 1:

Put two baskets labelled "Heavy" and "Light". Place multiple heavy and light objects in pairs (like a stone and a brush, a feather and an eraser, a piece of paper and a block, etc.) on the table. Call students to the front and ask them to hold and feel the objects in both hands. Then put both objects in the basket with the correct label. Clap to appreciate when they do it correctly. Encourage them to say "heavy" and "light".

Give worksheet 1 to students. Instruct them to follow the instructions and explain if they have any confusion. Roam around the class, check their work and guide them if needed.

Activity 2:

Place a glass and an empty flower vase in the centre of the classroom on a table. Now ask the students to tell which is wide and which is narrow. Encourage the students who point to the right object. Explain the difference with different examples of narrow and wide e.g. small and large size pipes, glasses and jugs, narrow and wide bangles, etc. Clap to appreciate them when they do it correctly

Give worksheet 2 to students. Instruct them to follow the instructions and explain if they have any confusion. Roam around the class, check their work and guide them if needed.

Sum Up:

(0 min)

N/A

Assessment:

(0 min)

N/A

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

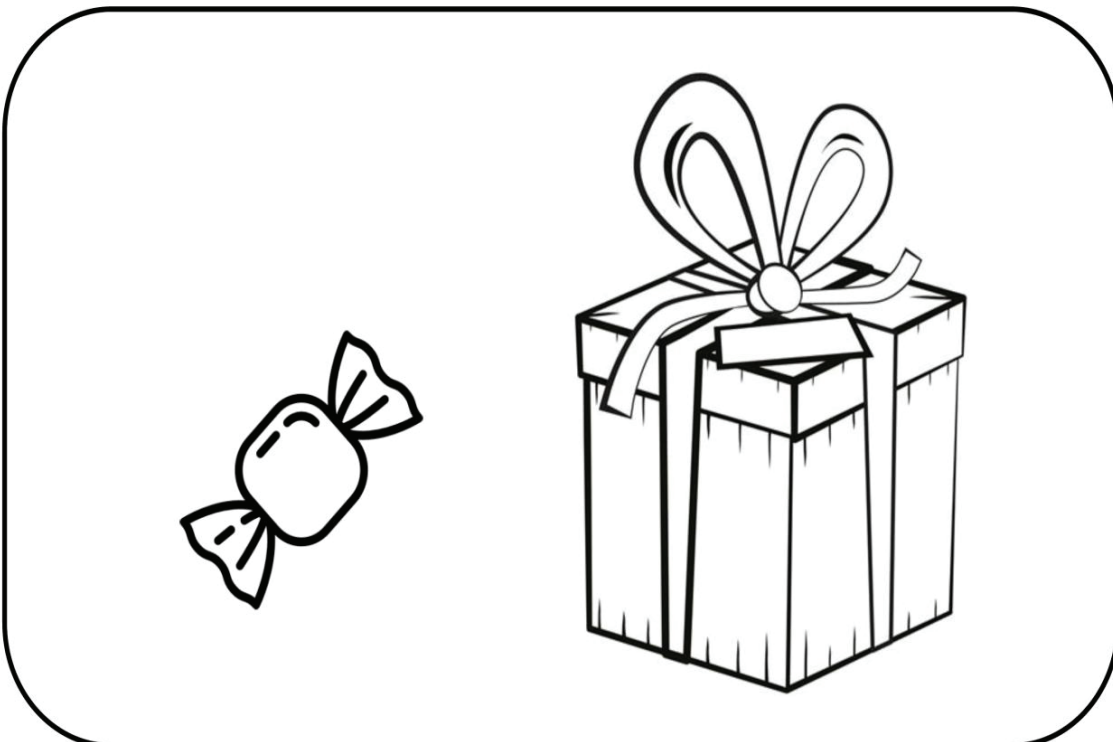
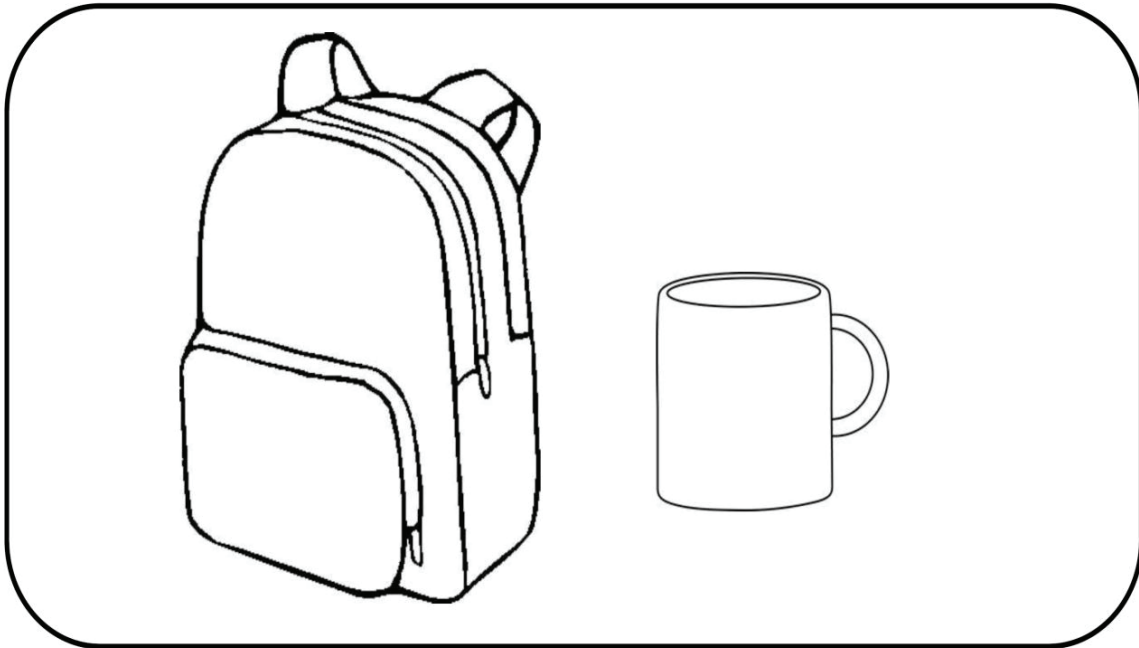
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 1

Name: _____

Date: _____

Colour the light object green and heavy object blue in each.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 2

Name: _____

Date: _____

The fish bowl is wide. Draw something narrow in the given box.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Big, Bigger, Biggest

Date:

Objective(s):

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

Differentiate between the objects on the basis of size as big, bigger biggest.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 1, Objects of three sizes, 3 balls of 3 size, 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".

Greet students with a smiling face. Show two objects of different size and ask if they can identify which one is small and which is big.

Main Activities/Concept Building:

(25 min)

Activity 1:

Use three balls of different size. Sit with them on the carpet in a circle. Throw the ball to a student to catch and say, "This ball is big." A student throws it back to you and says, "This ball is big." Carry on until everyone gets a turn. Then do the same with the next ball. Throw it and say, "This ball is bigger." Finally, do the same with the last ball. Throw it and say, "This ball is the biggest." Repeat this using a variety of objects.

Activity 2:

Place three different sizes of the same item like 3 boxes, 3 books, 3 blocks, 3 Lego blocks, etc. Ask the students to tell which one is the biggest and why. Then give them tags of Big, Bigger, Biggest and ask them to place them correctly with the relevant object.

Sum Up:

(3 min)

Sum up the lesson by asking them to open page 1 of their textbooks and retell the terms big, bigger and biggest through pictures.

Assessment:

(5 min)

Draw pictures of books of different sizes and ask the students which one is big, bigger and biggest.

Homework:

(2 min)

Solve the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

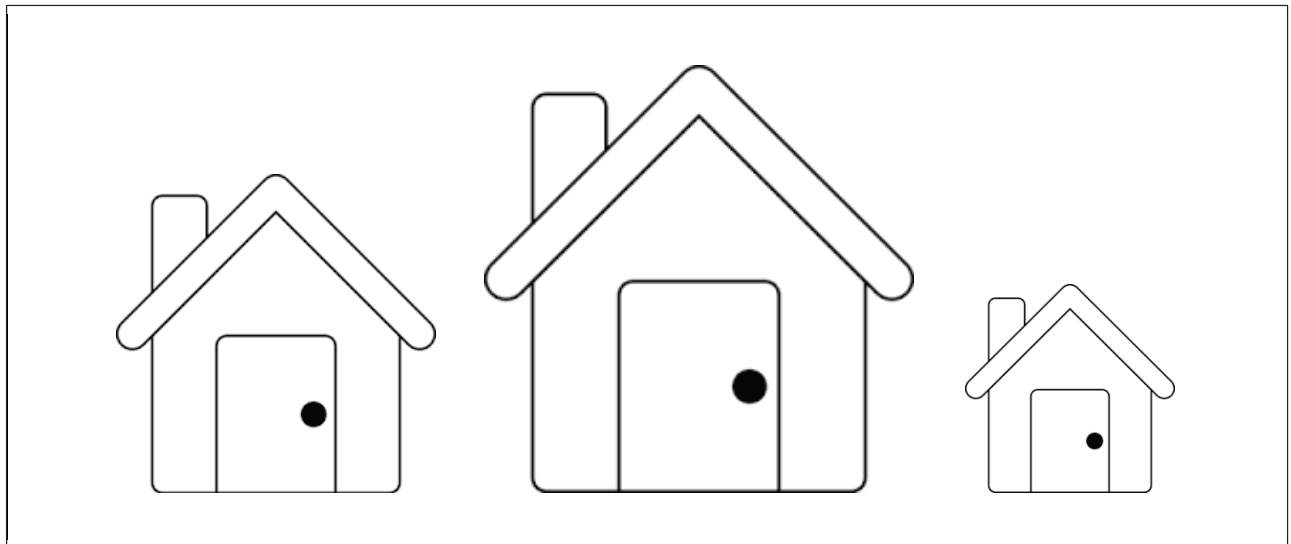
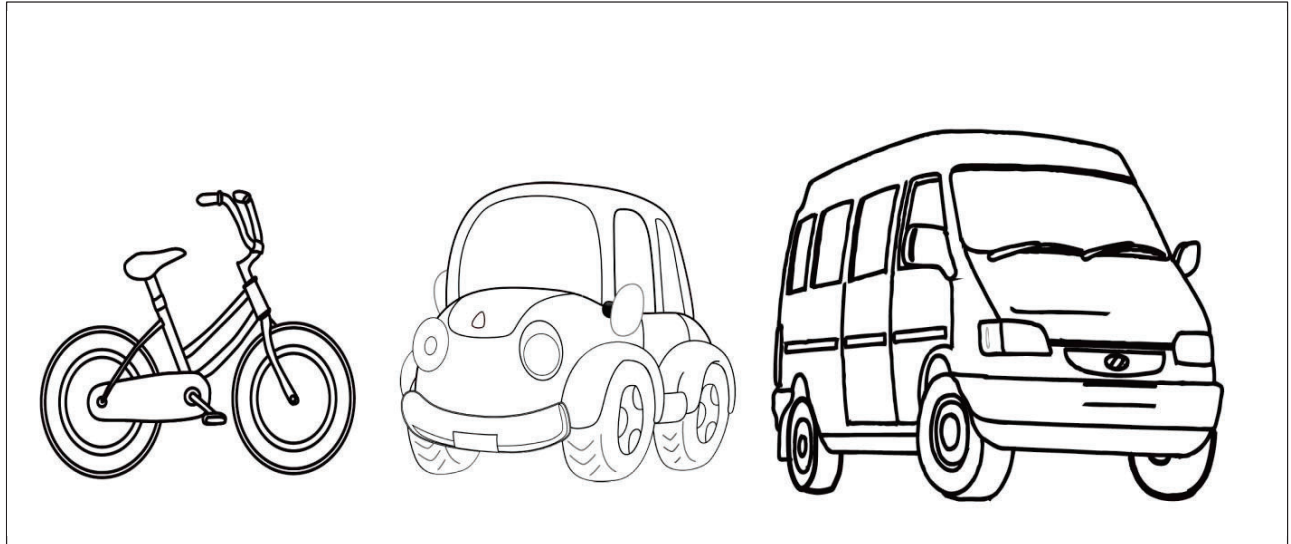
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

Name: _____

Date: _____

Colour the big object red, bigger object green and the biggest object blue in each.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Small, Smaller, Smallest

Date:

Objective(s):

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

Differentiate between the objects on the basis of size as small, smaller, smallest.

Resource Material:

Chalk/Marker, White/Blackboard, **Textbook page 1**, Toy cars in 3 different size, Beads or buttons, 3 toy cars of 3 size, 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".

Greet students with a smiling face. Show three objects of different size and ask them to tell which one is the biggest.

Main Activities/Concept Building:

(25 min)

Activity 1:

Use three toy cars of different size. Sit with the students on the carpet in a circle. Move the car to a student and say, "This car is small." The student pushes it back to you and repeats, "This car is small." Carry on until everyone gets a turn. Then do the same with the next car. Move the car to a student and say, "This car is smaller." Finally, do the same with the last car. Move the car and say, "This car is the smallest."

Activity 2:

Distribute beads/buttons of three sizes among each student such that each of them gets three objects in three sizes. Put three baskets on the table with tags of "small", "smaller" and "smallest". Call a student to come and put the three objects they have in the correct basket. Repeat this until all students have their turns.

Sum Up:

(3 min)

Sum up the lesson by asking them to open page 1 of textbooks and retell the terms small, smaller and smallest through pictures.

Assessment:

(5 min)

Assess student's learning by putting 3 blocks of different size and ask them to tell which one is the smallest.

Homework:

(2 min)

Solve the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

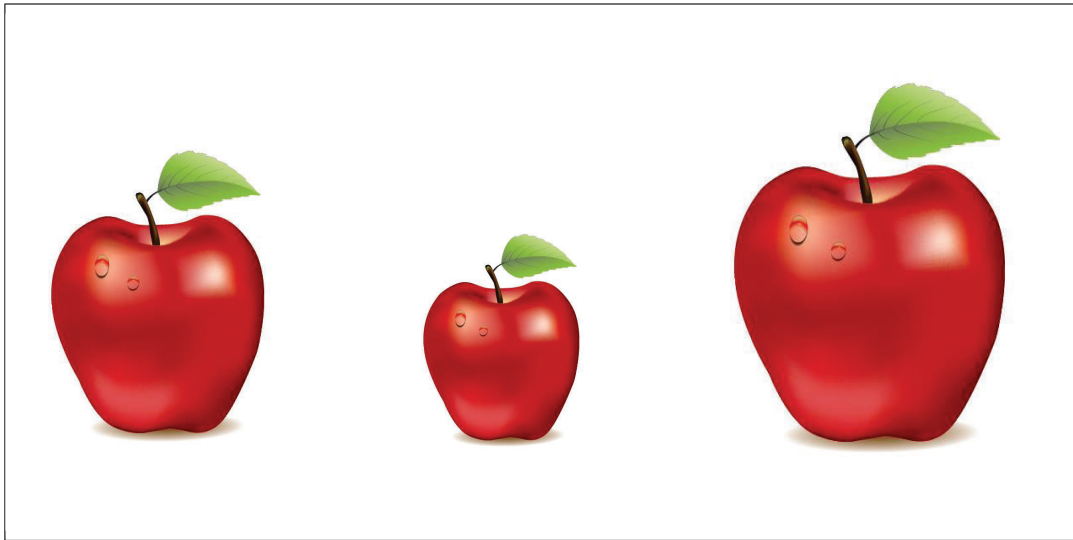
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

Name: _____

Date: _____

Circle the small object, cross (x) the smaller object and tick (✓) the smallest object in each.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Big, Bigger, Biggest; Small, Smaller, Smallest

Date:

Objective(s):

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

Arrange objects and later pictures according to their size going from the biggest to the smallest.

Resource Material:

Chalk/Marker, White/Blackboard, Objects of three sizes, 3 toy cars of 3 sizes, Picture 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".

Greet students with a smiling face. Show three objects of different size and ask them to tell which one is the smallest and which one is the biggest.

Main Activities/Concept Building:

(25 min)

Activity 1:

Use 3 objects of three sizes (books, toys, blocks, etc.). Put them on a separate small table in random order clearly visible to all the students. Ask them, "Which object is the biggest?"

Take their responses, pick the biggest object and place it on the left corner of the centre table. Again, ask them, "Which object is the smallest?" Take their responses, pick the smallest object and place it on the right corner of the centre table. Now put the medium sized object in the middle of the biggest and smallest object.

Tell the students we have just arranged the objects from the biggest to the smallest. As you say, "From the biggest to the smallest", move your hand in left to right direction of the objects. Have them say after you, "Biggest to smallest". Repeat this activity using different objects and have the students loudly say "Biggest to smallest".

Activity 2:

Distribute picture cards of objects in three sizes among all students such that each of them get a picture card of one object in three sizes. Ask them to arrange these picture cards from biggest to the smallest and put them in order on their tables. Observe their working and guide them where necessary.

Sum Up:

(2 min)

Sum up the lesson by showing different picture cards with three different sized objects and arranging them from the biggest to the smallest.

Assessment:

(8 min)

Solve the worksheet.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

Name: _____

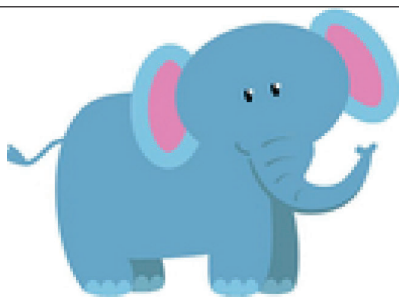
Date: _____

**Write 1, 2 and 3 to arrange these objects from the biggest to the smallest.
Write 1 for the biggest object and 3 for the smallest object in each.**



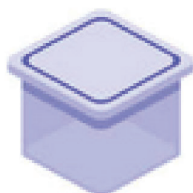




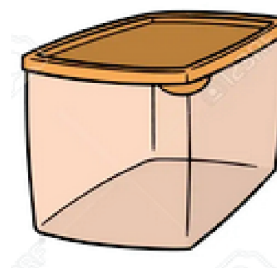












Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Big, Bigger, Biggest; Small, Smaller, Smallest

Date:

Objective(s):

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

Arrange objects and later pictures according to their size going from the smallest to biggest.

Resource Material:

Chalk/Marker, White/Blackboard, **Textbook page 2**, Objects of three sizes, Picture 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".

Greet students with a smiling face. Show three objects of different size and ask them to tell which one is the smallest and which one is the biggest.

Main Activities/Concept Building:

(25 min)

Activity 1:

Use 3 objects of three sizes (books, toys, blocks, etc.). Put them on a separate small table in random order clearly visible to all the students. Ask them, "Which object is the smallest?"

Take their responses, pick the smallest object and place it on the left corner of the centre table.

Again, ask them, "Which object is the biggest?"

Take their responses, pick the biggest object and place it on the right corner of the centre table.

Now put the medium sized object in the middle of the smallest and biggest object. Tell the students we have just arranged the objects from the smallest to the biggest. As you say, "From the smallest to the biggest", move your hand in left to right direction of the objects. Have them say after you, "Smallest to biggest".

Repeat this activity using different objects and have the students loudly say "Smallest to biggest".

Activity 2:

Distribute picture cards of objects in three sizes among all students such that each of them get a picture card of one object in three sizes. Ask them to arrange these picture cards from smallest to biggest and put them in order on their tables.

Observe their working and guide them where necessary.

Sum Up:

(3 min)

Sum up the lesson by showing different picture cards with three different sized objects and arranging them from the smallest to the biggest.

Assessment:

(5 min)

Ask them to do the activity given on page 2 of their textbooks.

Homework:

(2 min)

Solve the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

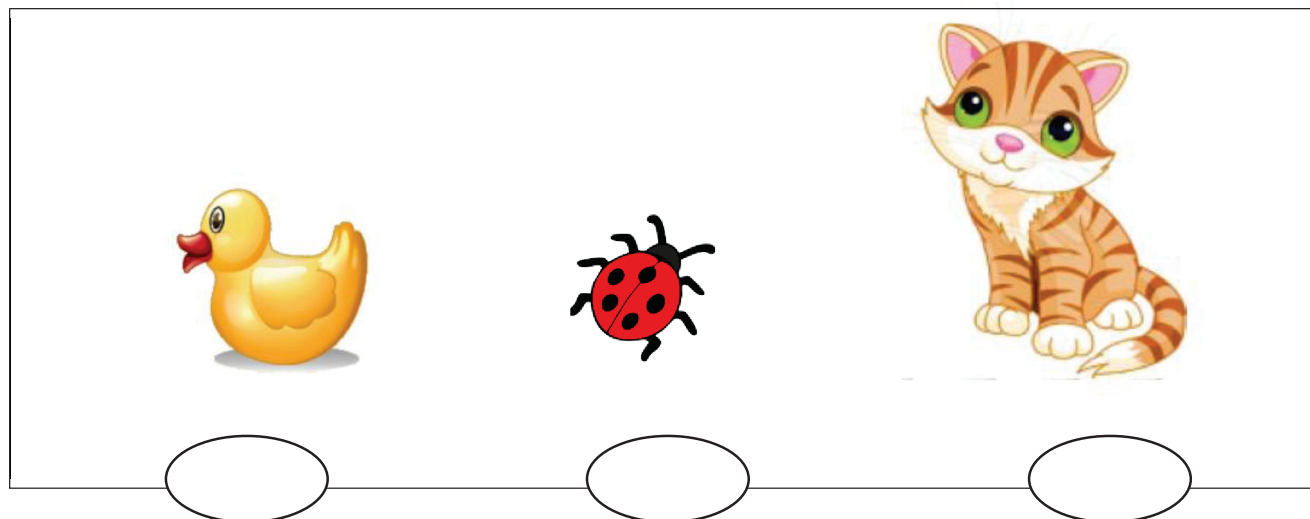
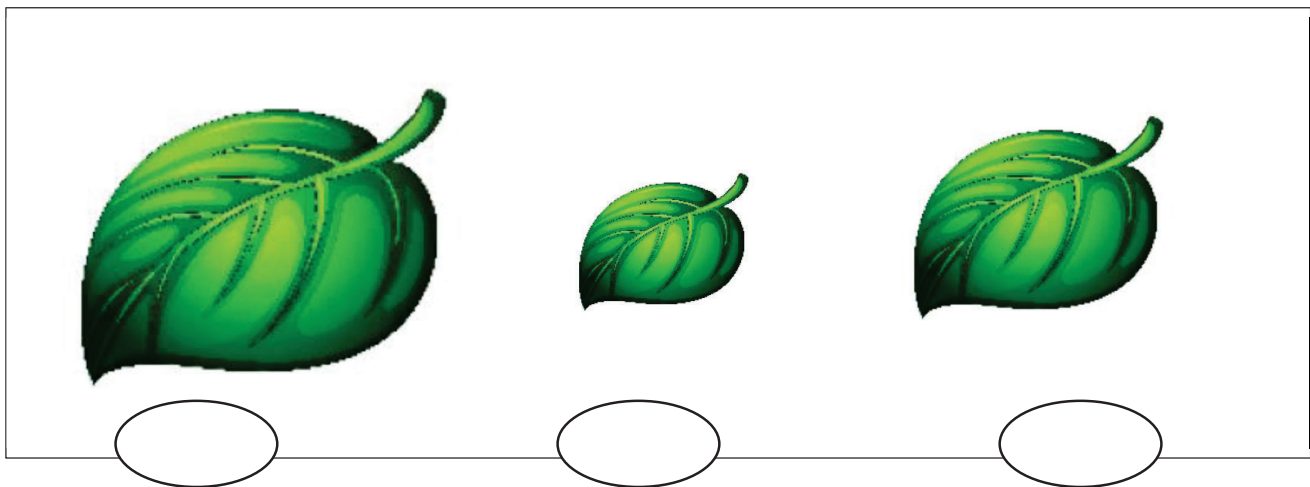
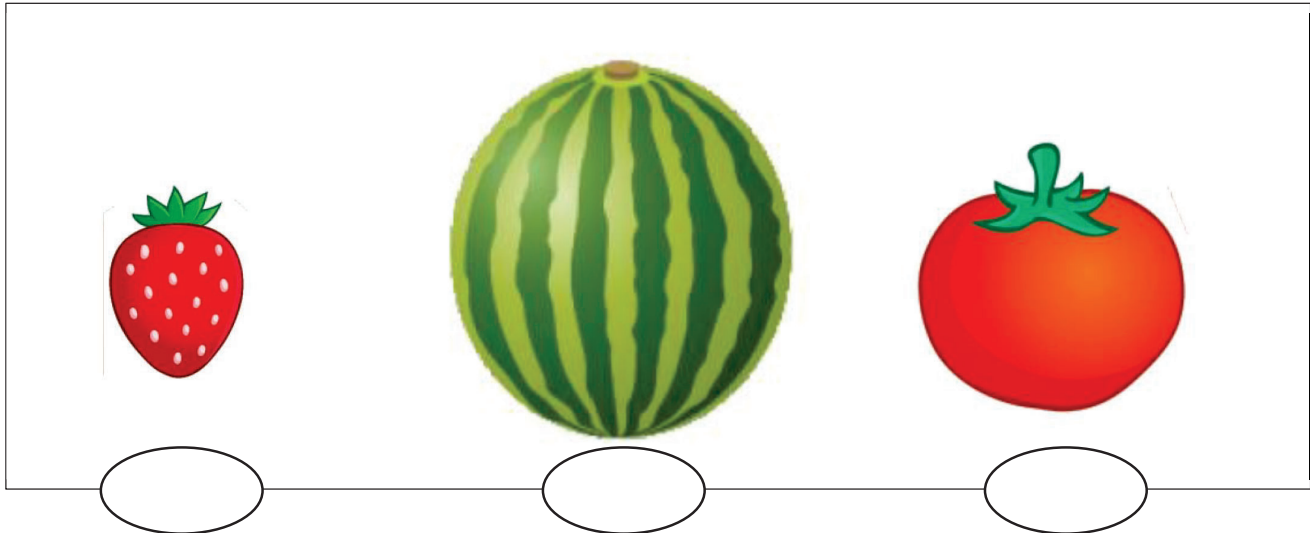
Worksheet

Name: _____

Date: _____

Write 1, 2 and 3 to arrange these objects from the smallest to the biggest.

Write 1 for the smallest object and 3 for the biggest object in each.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Long, Longer, Longest

Date:

Objective(s):

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

Differentiate between the objects on the basis of length as long, longer, longest.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 3, Ribbon in 3 lengths, Woolen thread in 3 lengths, 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".

Greet students with a smiling face. Show two objects of different length and ask if they can identify which one is long and which is short.

Main Activities/Concept Building:

(25 min)

Activity 1:

Put three ribbons in different lengths on the table. Pick and hold one ribbon and show it to the 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:

Distribute woolen threads of three lengths among each student such that each of them get three threads 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 basket. Repeat this until all students have their turns.

Sum Up:

(3 min)

Sum up the lesson by asking them to open page 3 of their textbooks and retell the terms long, longer, longest through pictures.

Assessment:

(5 min)

Draw pictures of pencils of different lengths and ask the students about their long, longer, longest one.

Homework:

(2 min)

Solve the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

Name: _____

Date: _____

Write long, longer and longest in the correct boxes.













Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Short, Shorter, Shortest

Date:

Objective(s):

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

Differentiate between the objects on the basis of length as short, shorter, shortest.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 3, Pencils, Crayons and paper clips, Straws in different colours of three lengths, 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".

Greet students with a smiling face. Show three objects of different lengths and ask them to tell which one is the longest.

Main Activities/Concept Building:

(25 min)

Activity 1:

Put a pencil, a crayon and a paper clip on the table. Pick and 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:

Distribute straws in different colours of three lengths among each student such 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 basket. Repeat this until all students have their turns.

Sum Up:

(3 min)

Sum up the lesson by asking them to open page 3 of their textbooks and retell the terms short, shorter and shortest through pictures.

Assessment:

(5 min)

Assess student's learning by putting 3 strings of different lengths and ask them to tell which one is the shortest.

Homework:

(2 min)

Solve the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

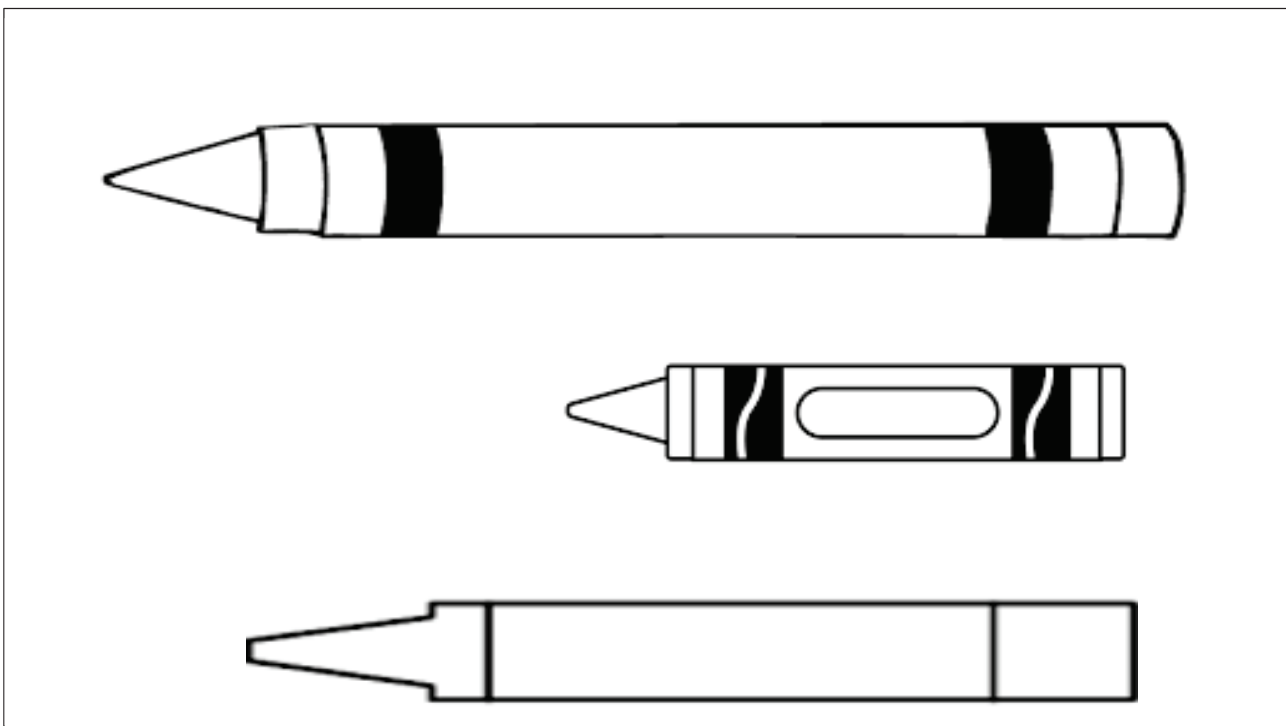
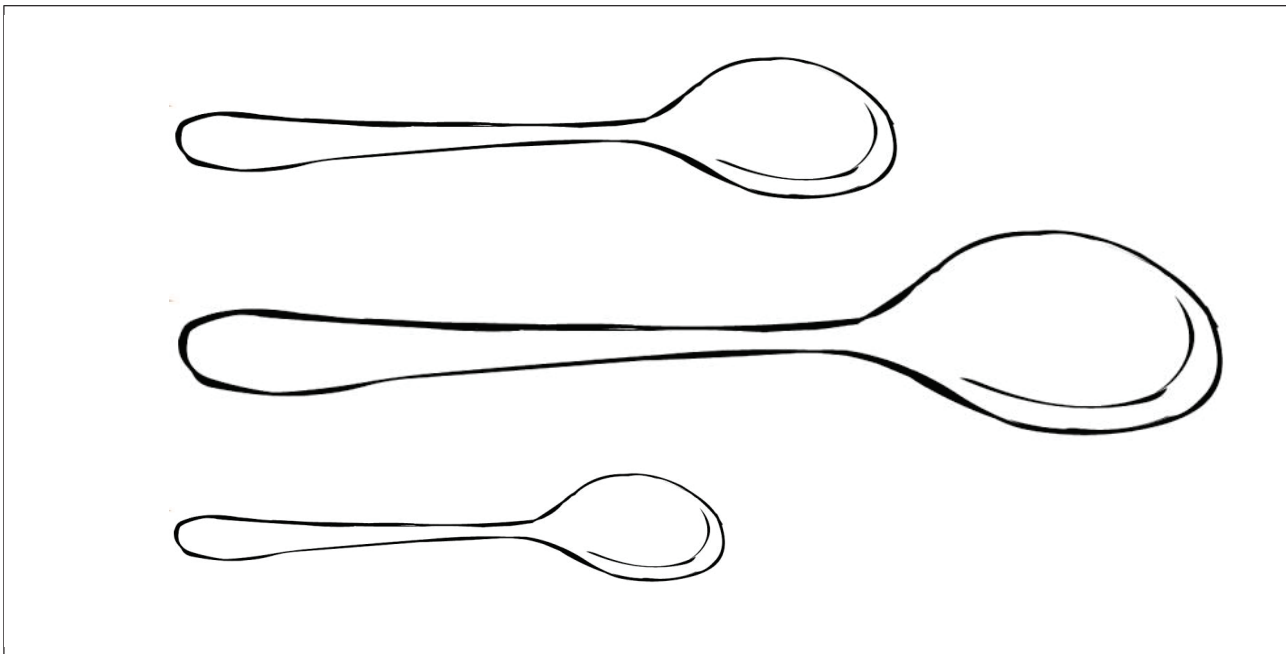
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

Name: _____

Date: _____

Colour the short object red, the shorter object blue and the shortest object green in each.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Long, Longer, Longest; Short Shorter Shortest

Date:

Objective(s):

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

Arrange objects and later pictures according to their length going from the longest to the shortest.

Resource Material:

Chalk/Marker, White/Blackboard, Objects of three lengths, Picture 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".

Greet students with a smiling face. Show three objects of different lengths and ask them to tell which one is the shortest and which one is the longest.

Main Activities/Concept Building:

(25 min)

Activity 1:

Use 3 objects of three lengths (ribbons, pencils, crayons, etc.). Put them on a separate small table in random order clearly visible to all the students.

Ask them, "Which object is the longest?" Take their responses, pick the longest object and place it on the left corner of the centre table. Again, ask them, "Which object is the shortest?"

Take their responses, pick the shortest object and place it on the right corner of the centre table. Now put the medium length object in the middle of the longest and shortest object. Tell the students we have just arranged the objects from the longest to shortest. As you say, "From the longest to shortest", move your hand in left to right direction of the objects. Have them say after you, "Longest to shortest".

Repeat this activity using different objects and have the students loudly say, "Longest to shortest".

Activity 2:

Distribute picture cards of objects in three lengths among all students such that each of them gets a picture card of one object in three lengths. Ask them to arrange these picture cards from longest to shortest and put them in order on their tables. Observe their working and guide them where necessary.

Sum Up:

(2 min)

Sum up the lesson by showing different picture cards with three different length objects and arranging them from the longest to the shortest.

Assessment:

(8 min)

Solve the worksheet.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

Name: _____

Date: _____

**Write 1, 2 and 3 to arrange these objects from the longest to the shortest.
Write 1 for the longest object and 3 for the shortest object in each.**













Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Long, longer, Longest; Short Shorter Shortest

Date:

Objective(s):

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

Arrange objects and later pictures according to their size going from the shortest to longest.

Resource Material:

Chalk/Marker, White/Blackboard, **Textbook page 4**, 3 objects of three lengths (ribbons, pencils, crayons), Picture 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".

Greet students with a smiling face. Show three objects of different length and ask them to tell which one is the shortest and which one is the longest.

Main Activities/Concept Building:

(25 min)

Activity 1:

Use 3 objects of three lengths (ribbons, pencils, crayons, etc.) and put them on a separate small table in random order clearly visible to all the students. Ask them, "Which object is the shortest?"

Take their responses, pick the shortest object and place it on the left corner of the centre table. Again, ask them, "Which object is the longest?" Take their responses, pick the shortest object and place it on the right corner of the centre table. Now put the medium length object in the middle of the shortest and longest object.

Tell the students we have just arranged the objects from the shortest to longest. As you say, "From the shortest to longest", move your hand in left to right direction of the objects.

Have them say after you, "Shortest to longest". Repeat this activity using different objects and have the students loudly say, "Shortest to longest".

Activity 2:

Distribute picture cards of objects in three lengths among all students such that each of them gets a picture card of one object in three lengths. Ask them to arrange these picture cards from shortest to longest and put them in order on their tables. Observe their working and guide them where necessary.

Sum Up:

(3 min)

Sum up the lesson by showing different picture cards with three different length objects and arranging them from the smallest to the biggest.

Assessment:

(5 min)

Ask them to do the activity given on page 4 of their textbooks.

Homework:

(2 min)

Solve the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

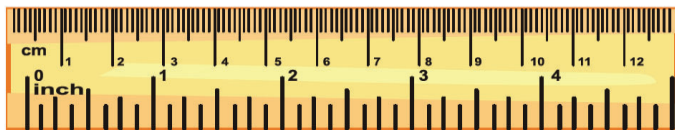
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

Name: _____

Date: _____

Write 1, 2 and 3 to arrange these objects from the shortest to the longest.
Write 1 for the shortest object and 3 for the longest object in each.





Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Heavy, Heavier, Heaviest

Date:

Objective(s):

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

Differentiate between the objects on the basis of weight as heavy, heavier, heaviest.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 5, A table, A chair, A wooden box, 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".

Greet students with a smiling face. Show two objects of different weight. Randomly call a few students and ask them to hold and feel the weight and then tell which object is heavy and which one is light.

Main Activities/Concept Building:

(25 min)

Activity 1:

Place three objects (a table, a chair, a wooden box) of in the front. Pick up the wooden box and say, "This is heavy." Have the students come forward in a queue. Ask them to hold the box one by one and feel its weight and say, "This is heavy." Next pick up the chair and say, "This is heavier."

Again, ask them to come forward in a queue, try to pick up the chair one by one and feel its weight.

Then say, "This is heavier." Similarly repeat this for the table and have students try to hold and pick it from one side to feel that the table is the heaviest. Have them focus on the terms while doing this activity.

Repeat this activity using various objects.

Activity 2:

Take students on a round of the school. Ask them to look and observe the heavy, heavier and heaviest objects around them and share their findings with you.

Sum Up:

(3 min)

Sum up the lesson by asking them to open page 5 of their textbooks and retell the terms heavy, heavier and heaviest.

Assessment:

(5 min)

Show objects of different weight and have the students hold them. Then ask them which is heavy, heavier or heaviest among them.

Homework:

(2 min)

Solve the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

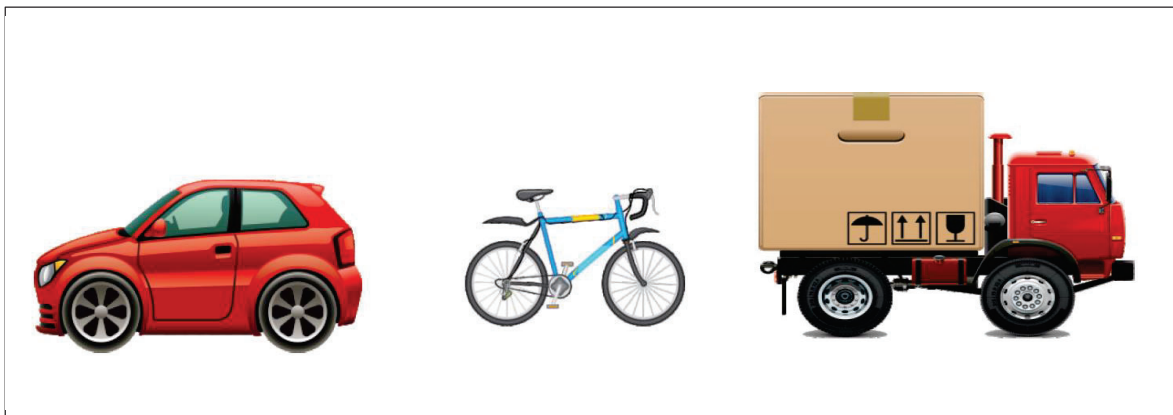
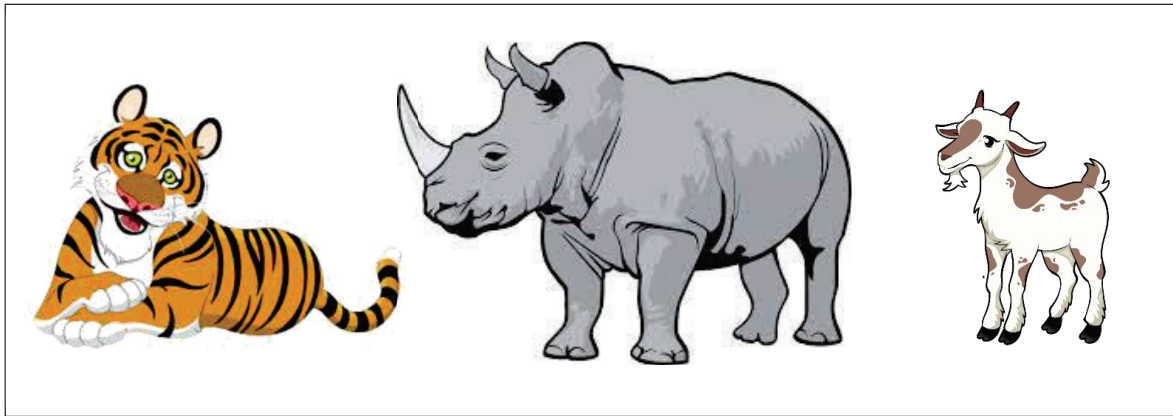
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

Name: _____

Date: _____

Circle the heavy object, tick (✓) the heavier object and cross (x) the heaviest object in each of these.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Light, Lighter, Lightest

Date:

Objective(s):

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

Differentiate between the objects on the basis of weight as light, lighter, lightest.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 5, Stone, Feather, Eraser, Small bat, A book, A geometry box, 3 toys of different weight, 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".

Greet students with a smiling face. Show three objects of different weight and ask them to tell which one is heavy, heavier or heaviest.

Main Activities/Concept Building:

(25 min)

Activity 1:

Have the students sit in a circle. Sit beside them and put three objects (stone, feather and eraser) of different weight near you. Pick and hold the stone and show it to the students and say, "This is light". Now pass the stone to a student and have him/her hold and feel it. Have him/her say, "This is light", as he/she holds and feels it. Ask him/her to pass it on to the next student and repeat the activity until everyone has his/her turn. Next, pick and hold the eraser and show it to the students and say, "This is lighter". Now pass on the eraser to a student and have him/her hold and feel it. Have him/her say, "This is lighter", as he/she holds and feels it.

Ask him/her to pass it on to the next student and repeat the activity until everyone has his/her turn. Lastly, pick and hold the feather and show it to the students and say, "This is lightest". Now pass on the feather to a student and have him/her hold and feel it. Have him/her say, "This is lightest", as he/she holds and feels it.

Ask him/her to pass it on to the next student and repeat the activity until everyone has his/her turn. After this, provide an opportunity to the students to hold and feel and compare the weight of two or three objects. Repeat this activity using various objects like blocks, coins, pencils, etc.

Activity 2:

Place three objects (like a small bat, a book, a geometry box) of different weight in the front. Have students guess which object they think will be the lightest. Ask students to raise their hands to share their answers. Repeat this process using different objects.

Sum Up:

(3 min)

Sum up the lesson by asking them to open page 5 of their textbooks and retell the terms light, lighter, lightest.

Assessment:

(5 min)

Assess student's learning by putting 3 toys of different weight and ask them to tell which one is the lightest.

Homework:

(2 min)

Solve the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

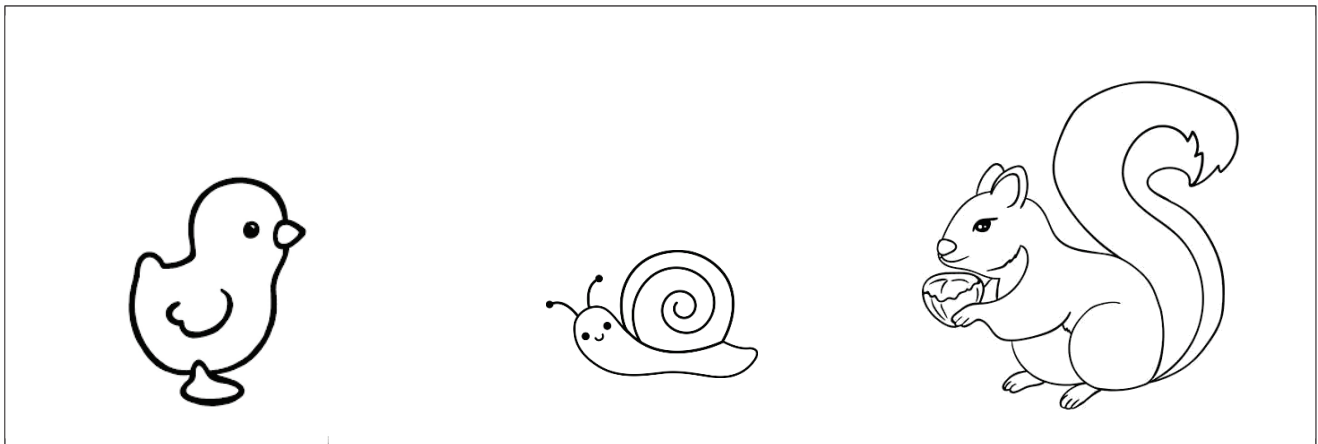
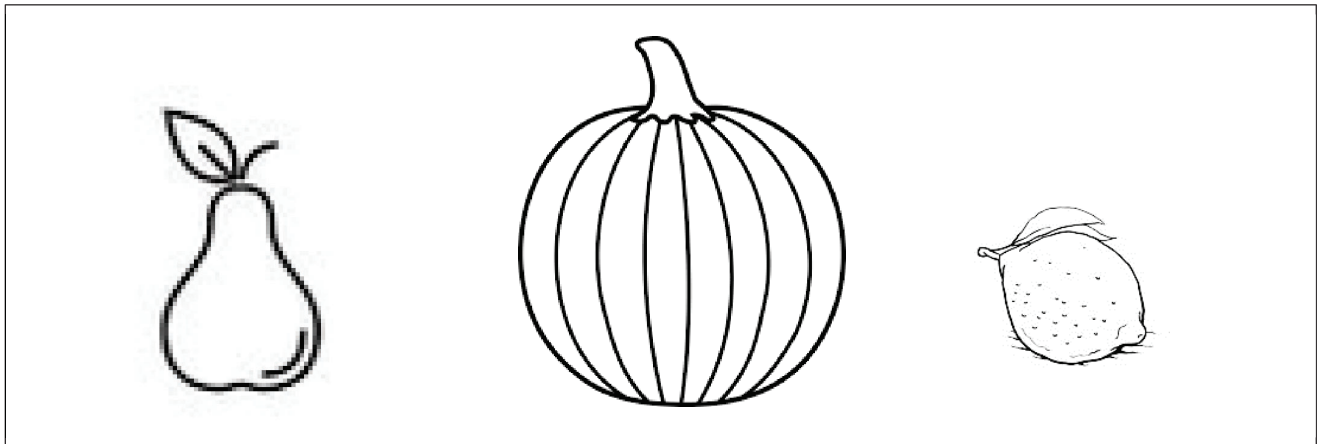
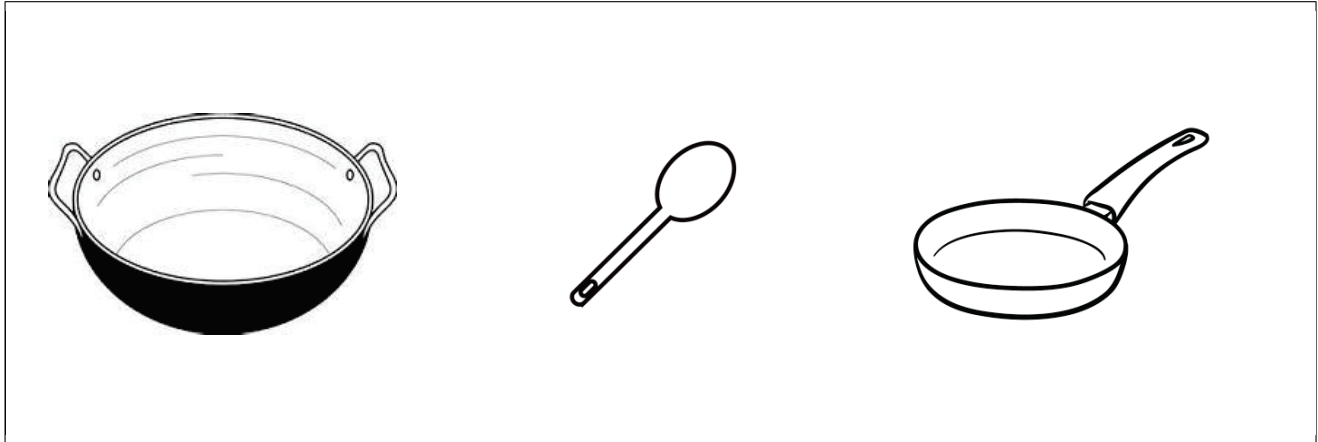
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

Name: _____

Date: _____

Colour the light object orange, the lighter object green and the lightest object yellow in each.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Heavy, Heavier, Heaviest; Light, Lighter, Lightest

Date:

Objective(s):

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

Arrange objects and then pictures, according to their weight going from the heaviest to the lightest.

Resource Material:

Chalk/Marker, White/Blackboard, School bag, A hand bag, A pouch, Wallchart, Picture 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".

Greet students with a smiling face. Show three objects of different weight and ask them to tell which one is the lightest and which one is the heaviest.

Main Activities/Concept Building:

(25 min)

Activity 1:

Use objects (a school bag, a hand bag, a pouch) of different weights. Put them on a separate small table in random order clearly visible to all the students. Call any student and ask, "Which object is the heaviest?"

Let him/her hold the objects to decide which object is the heaviest. After the identification, pick the heaviest object and place it on the left corner of the centre table. Again call any student and ask, "Which object is the lightest?" Let him/her hold the objects to decide which object is the lightest.

After the identification, pick the lightest object and place it on the right corner of the centre table. Now put the medium weight object in the middle of the two objects. Tell the students we have just arranged the objects from the heaviest to lightest. As you say, "From the heaviest to lightest", move your hand in left to right direction of the objects. Have them say after you, "Heaviest to lightest". Repeat this activity using different objects and have the students loudly say, "Heaviest to lightest".

Activity 2:

Paste a laminated wallchart of random pictures of 3 objects of three weighs on the board. Ask the students to write 1, 2 and 3 to show the order of these objects from the heaviest to lightest. Observe their working and guide them where necessary.

Sum Up:

(2 min)

Sum up the lesson by showing different picture cards with three objects of different weights and arranging them from the heaviest to the lightest.

Assessment:

(8 min)

Solve the worksheet.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

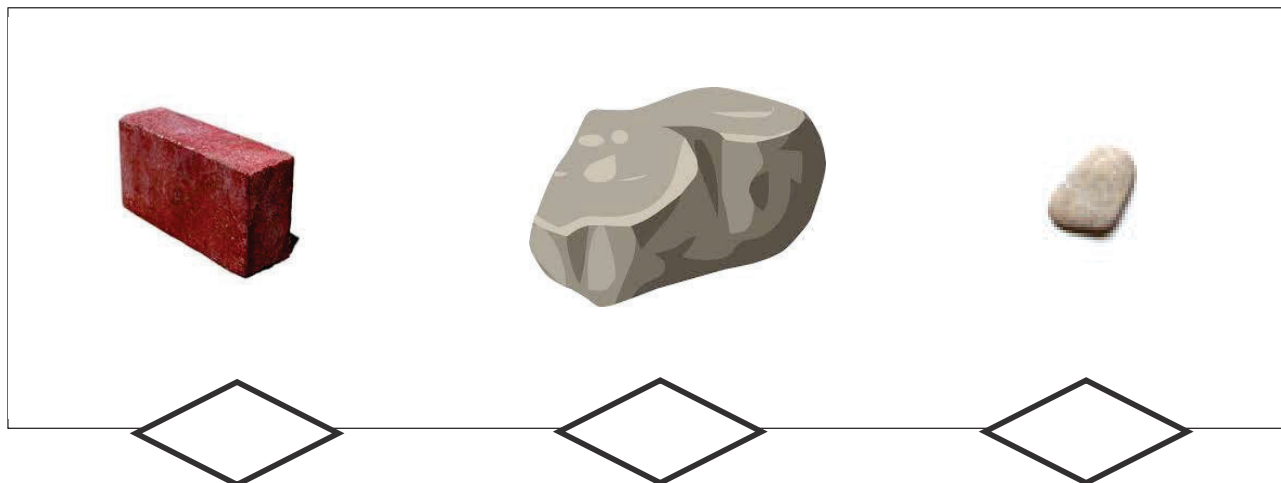
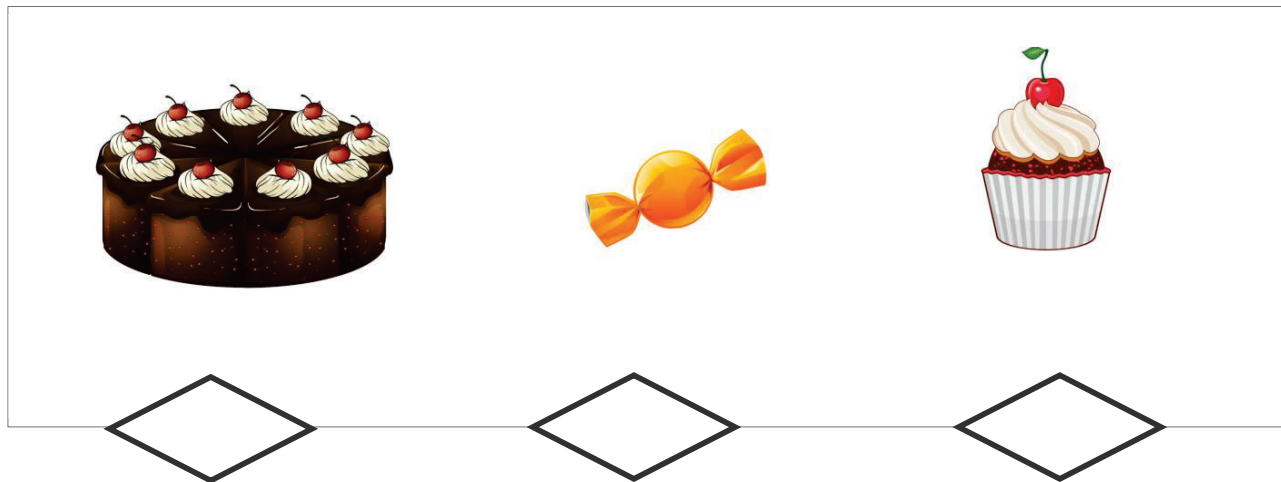
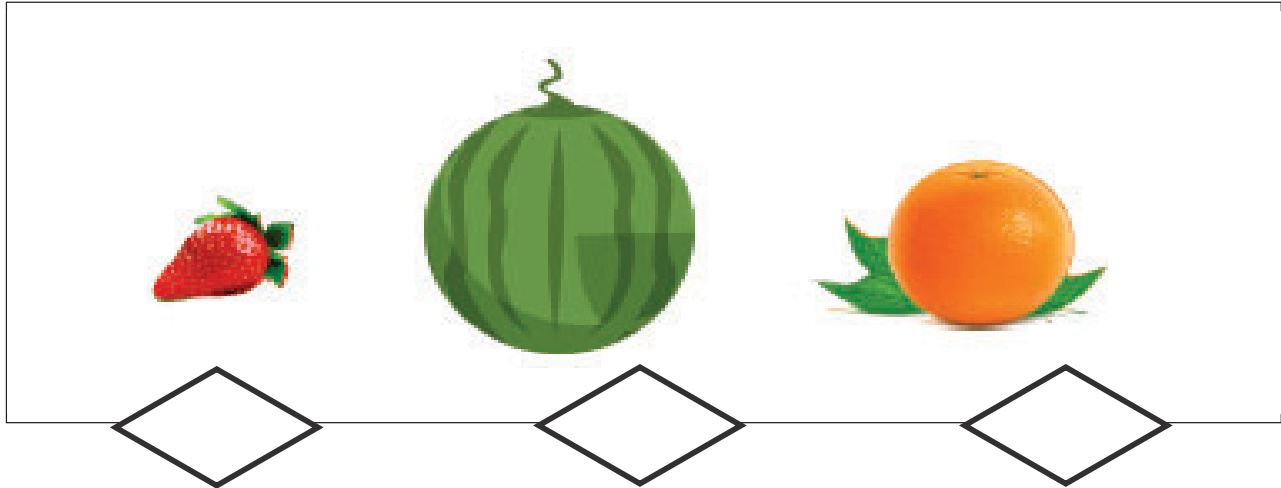
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

Name: _____

Date: _____

**Write 1, 2 and 3 to arrange these objects from the heaviest to the lightest.
Write 1 for the heaviest object and 3 for the lightest object in each..**



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Heavy, Heavier, Heaviest; Light, Lighter, Lightest

Date:

Objective(s):

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

Arrange objects and then pictures, according to their weight going from the lightest to the heaviest.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 6, A book, A diary and a lighter notebook, Wallchart, Picture 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".

Greet students with a smiling face. Show three objects of different weight and ask them to arrange them from the heaviest to the lightest.

Main Activities/Concept Building:

(25 min)

Activity 1:

Use objects (a book, a diary and a lighter notebook) of different weights. Put them on a separate small table in random order clearly visible to all the students.

Ask them, "Which object is the lightest?" Take their responses, pick the lightest object and place it on the left corner of the centre table. Again, ask them, "Which object is the heaviest?"

Take their responses, pick the heaviest object and place it on the right corner of the centre table. Now put the medium weight object in the middle of the two objects. Tell the students we have just arranged the objects from the lightest to heaviest. As you say, "From the lightest to heaviest", move your hand in left to right direction of the objects. Have them say after you, "Lightest to heaviest". Repeat this activity using different objects and have the students loudly say, "Lightest to heaviest".

Activity 2:

Paste a laminated wallchart of random pictures of 3 objects of three weights on the board. Ask the students to write 1, 2 and 3 to show the order of these objects from the lightest to heaviest. Observe their working and guide them where necessary.

Sum Up:

(3 min)

Sum up the lesson by showing different picture cards with three different length objects and arranging them from the smallest to the biggest.

Assessment:

(5 min)

Ask them to do the activity given on page 6 of their textbooks.

Homework:

(2 min)

Solve the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

Name: _____

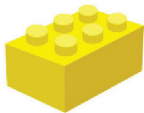
Date: _____

**Write 1, 2 and 3 to arrange these objects from the lightest to the heaviest.
Write 1 for the lightest object and 3 for the heaviest object in each.**



















Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Narrow, Narrower, Narrowest

Date:

Objective(s):

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

Differentiate between the objects on the basis of width as narrow, narrower, narrowest.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 7, Pieces of rope, Picture cards, Tags of narrow, narrower and narrowest, 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".

Greet students with a smiling face. Show two objects of different widths. Ask the students to tell which object is narrow and which one is wide.

Main Activities/Concept Building:

(25 min)

Activity 1:

Have students sit on the carpet in a circle. Ask 3 students to sit in the centre.

Use ropes and make a narrow circle around the students sitting in the centre. Now call 2 more students and ask them to sit on the carpet near the first 3 students. Use another rope and make a narrower circle around the students. Lastly call another student and ask him/her to sit on the carpet near them.

Use the third piece of rope and make the narrowest circle around the kid. Tell them by pointing towards each group by saying, "This circle is narrow", "This circle is the narrower" and "This circle is the narrowest".

Have them say the same following you. After this, ask the students to draw narrow, narrower and narrowest circles using the ribbons and identify them.

Activity 2:

Make groups of students. Place at least 5 sets of pictures (showing narrow, narrower and narrowest objects in each set) displayed on a chart paper at different places of the classroom. Provide tags of with the terms narrow, narrower and narrowest to each group. Ask each group to go to one display centre and paste the tags correctly on the pictures. Appreciate them for their correct identification.

Sum Up:

(3 min)

Sum up the lesson by asking them to open page 7 of their textbooks and retell the terms narrow, narrower and narrowest.

Assessment:

(5 min)

Show objects of different widths, have the students hold them and then ask them which is narrow, narrower or narrowest among them.

Homework:

(2 min)

Solve the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

Name: _____

Date: _____

Circle the narrow object, tick (✓) the narrower object and cross (x) the narrowest object in each of these.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Wide, Wider, Widest

Date:

Objective(s):

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

Differentiate between the objects on the basis of width as wide, wider, widest.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 7 and 9, Bowl/glasses or pipes of different widths

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".

Greet students with a smiling face. Show three objects of different width and ask them to tell which one is narrow, narrower or narrowest.

Main Activities/Concept Building:

(25 min)

Activity 1:

Place 3 bowls of different width in the centre of the classroom on a table. Now show the narrowest bowl to the students and tell them that this bowl is wide. Have him/her say, "Wide" following you. Similarly repeat this for the other two bowls and have them say, "Wider" and "Widest". Repeat this activity using various objects. Alternately, call a student and have him/her open their arms. Tell them that their arms are open wide. Ask him/her to open a bit more and tell them that now their arms are open wider. Similarly ask him/her to open their arms further and tell the students that their arms are opened the widest now. Repeat the activity until everyone has his/her turn.

Sum Up:

(3 min)

Sum up the lesson by asking them to open page 7 of their textbooks and retell the terms wide, wider, widest.

Assessment:

(5 min)

Assess student's learning by showing 3 objects of different width and ask them to tell which one is the widest.

Homework:

(2 min)

Do the activity given on page 9 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Narrow, Narrower, Narrowest; Wide, Wider, Widest

Date:

Objective(s):

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

Arrange objects and then pictures, according to their width going from the narrowest to the widest.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 8 and 10, Flash cards, Boxes in 3 widths

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".

Greet students with a smiling face. Show three objects of different width and ask them to tell which one is the widest and which one is the narrowest.

Main Activities/Concept Building:

(25 min)

Activity 1:

Tell the students today they are going to learn about the terms "narrowest to widest". Show 3 flash cards of gates of different width in front of the students. Ask the students: Which gate is the narrowest?

Take their responses, pick the flash card of the narrowest gate and place it on the left corner on the board.

Again, ask them: Which gate is the widest? Take their responses, pick the flash card of the widest gate and

place it on the right corner on the board. Now paste the third flash card of the gate in the centre of the two

flash cards of the gates. Explain to them that we have arranged the flash cards of gates of different width

from "the narrowest to the widest". Ask the students to say after you, "The narrowest to the widest".

Repeat this activity using various objects.

Activity 2:

Have the students work in 3 groups. Group "A", Group "B" and Group "C" respectively.

Place 3 boxes in different widths (or pictures) in front of the students in the class. Invite any student from "Group A" and ask him/her to point out the narrowest box. Take their response and encourage him/her.

Now place the narrowest box on the left corner of the teacher's table. Invite any student from "Group B"

and ask him/her to point out the widest box. Take their response and encourage him/her. Then place the

widest box on the right corner of the teacher's table. Now place the third box at the centre of the teacher's

table. Tell them that we arranged the boxes from narrowest to widest.

Repeat this activity using different objects and ask them to say, "Narrowest to widest".

Sum Up:

(2 min)

Sum up the lesson by asking them to open page 8 of their textbooks and retell the arrangement of objects from the narrowest to the widest.

Assessment:

(8 min)

Do the activity given on page 10.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Narrow, Narrower, Narrowest; Wide, Wider, Widest

Date:

Objective(s):

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

Arrange objects and then pictures, according to their width going from the widest to the narrowest.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 8 and 11, 3 Baskets of different widths, Picture 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".

Greet students with a smiling face. Show three objects of different widths and ask them to arrange them from the narrowest to the widest.

Main Activities/Concept Building:

(25 min)

Tell the students that today they are going to learn about the terms "widest to narrowest".

Show 3 baskets of different width to the students.

Ask the students: Which basket is the widest? Take their responses, pick the widest basket and put it on the left corner on the table. Now ask them: Which basket is the narrowest? Take their responses, pick the narrowest basket and place it on the right corner on the table. Now put the third basket in the centre of the two baskets on the table. Explain to them that we have arranged the baskets of different width from "the widest to the narrowest". Ask the students to say after you, "The widest to narrowest".

Tell the students that if we observe this arrangement of the baskets from right to left, it is called "the narrowest to the widest". Ask the students to say after you, "The narrowest to the widest".

Activity 2:

Show 3 flash cards of stairs in 3 different widths to the students. Put the flash cards randomly on the table.

Call students one by one to come to the table. Ask them to arrange the flash cards of the stairs from the widest to the narrowest. Appreciate them for their correct arrangement and help them if needed.

Repeat this activity using different objects of different width.

Sum Up:

(3 min)

Sum up the lesson by asking them to open page 8 of their textbooks and retell the arrangement of objects from the widest to the narrowest.

Assessment:

(5 min)

Ask them to do the activity given on page 11 of their textbooks.

Homework:

(2 min)

Solve the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

Name: _____

Date: _____

**Write 1, 2 and 3 to arrange these objects from the widest to the narrowest.
Write 1 for the widest object and 3 for the narrowest object in each.**



















Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Half and Full

Date:

Objective(s):

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

Differentiate between half and full.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 12, 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".

Greet students with a smiling face Take two glasses and fill one to the fullest amount and the other to half.

Ask them, "What difference do you see in the two glasses?" Take their response and appreciate them for their participation.

Main Activities/Concept Building:

(25 min)

Have the students sit comfortably on the carpet in a circle. Sit with them and show 2 transparent plastic cups. Fill one cup full with sand and the other cup half full. Point towards the full cup and tell them this cup is "full" because there is no more space in it to be filled. Again, point towards the half-filled cup and tell this one is "half" filled because there is still half more space that can be filled. Repeat this activity using a few other containers and objects. Focus on the terms "Full" and "Half". Ask the students to repeat the terms when you show them full or half-filled containers.

Sum Up:

(3 min)

Sum up the lesson by asking them to open page 12 of their textbooks and retell the half and full concept.

Assessment:

(5 min)

Show them a few full and half-filled containers. Ask them to identify which one is full and which one is half filled.

Homework:

(2 min)

Do the activity given on page 12 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Half and Full

Date:

Objective(s):

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

Differentiate between half and full.

Resource Material:

Chalk/Marker, White/Blackboard, A few containers, Rice, Sand, Empty plastic cups, Chart paper, Pom-poms/cut-outs of shapes/glitter tubes, Glue stick, 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".

Greet students with a smiling face. Show them two half and full filled containers. Ask them:

Which one is full?

Which one is half filled?

Main Activities/Concept Building:

(25 min)

Activity 1:

Have the students sit comfortably on the carpet in a circle. Make pairs of students and give each pair tags of "Full" and "Empty", a set of 2 containers and some raw rice. Ask them to fill one container fully and the other half full. Then tag the containers correctly. Roam around and check their activity. Clap for them when they are done.

Activity 2:

Divide the students into groups. Distribute chart paper with an outline of 2 large containers; one labelled with "Full" and one with "Half". Provide them pom-poms/cut-outs of shapes/glitter tubes (whichever is easily available). Ask them to fill one container fully and the other half full by pasting the objects using glue. Roam around and check their activity. Clap for them when they are done.

Sum Up:

(2 min)

Sum up the lesson by retelling the concept of Half and Full by showing some containers.

Assessment:

(8 min)

Give worksheet 2 to students. Instruct them to follow the instructions and explain if they have any confusion. Roam around the class, check their work and guide them if needed.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

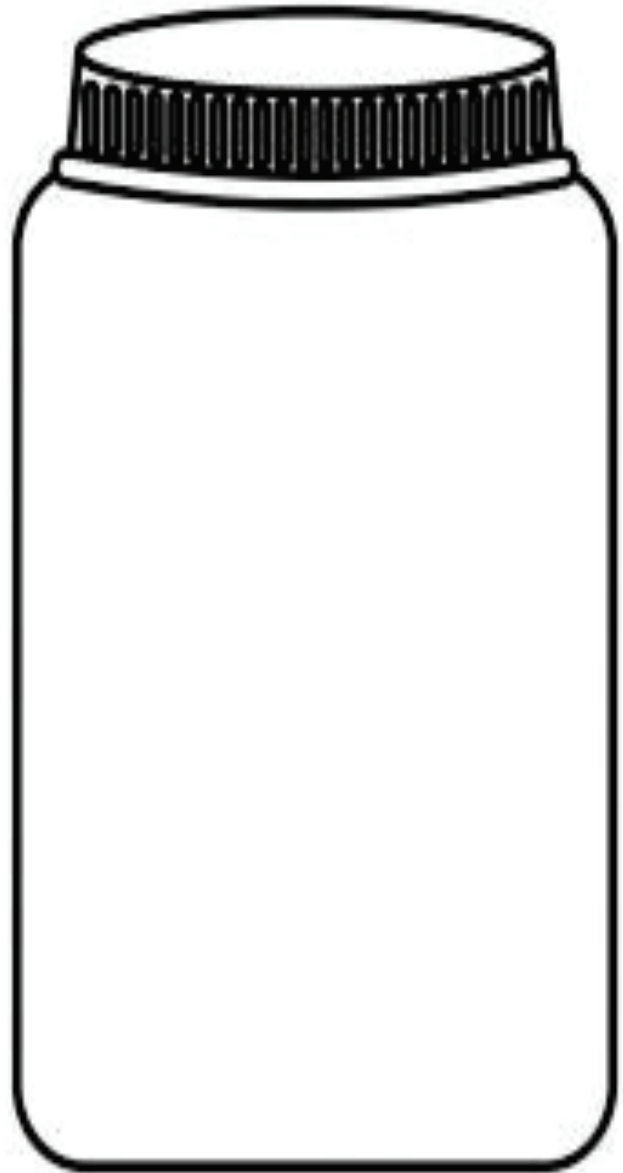
Name: _____

Date: _____

Colour the containers to show full and half.



Half



Full

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Term: 1 **Periodic Unit: 1** **Week: 5** **Lesson plan: 2**
Topic: Revision **Date:**

Objective(s):

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

Revise all the concepts.

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".

Greet students with a smiling face.

Main Activities/Concept Building: (35 min)

Activity 1:

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

Sum Up: (0 min)

N/A

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

Name: _____

Date: _____

Match the objects with their correct labels.

Smallest





Biggest



Smallest





Biggest



Smallest





Biggest



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Term: 1 **Periodic Unit: 1** **Week: 5** **Lesson plan: 3**
Topic: Revision **Date:**

Objective(s):

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

Revise all the concepts.

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".

Greet students with a smiling face.

Main Activities/Concept Building: (35 min)

Activity 1:

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

Sum Up: (0 min)

N/A

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

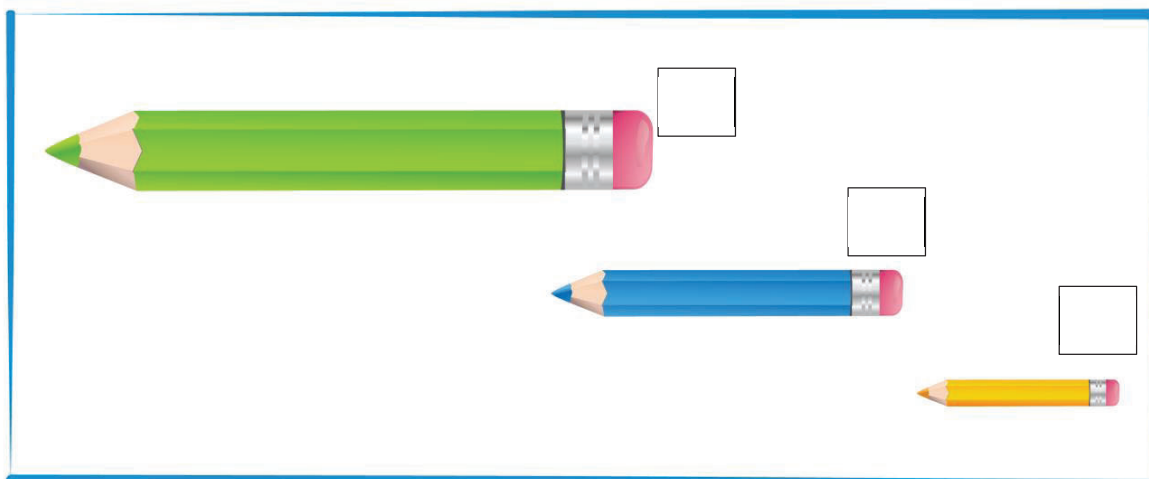
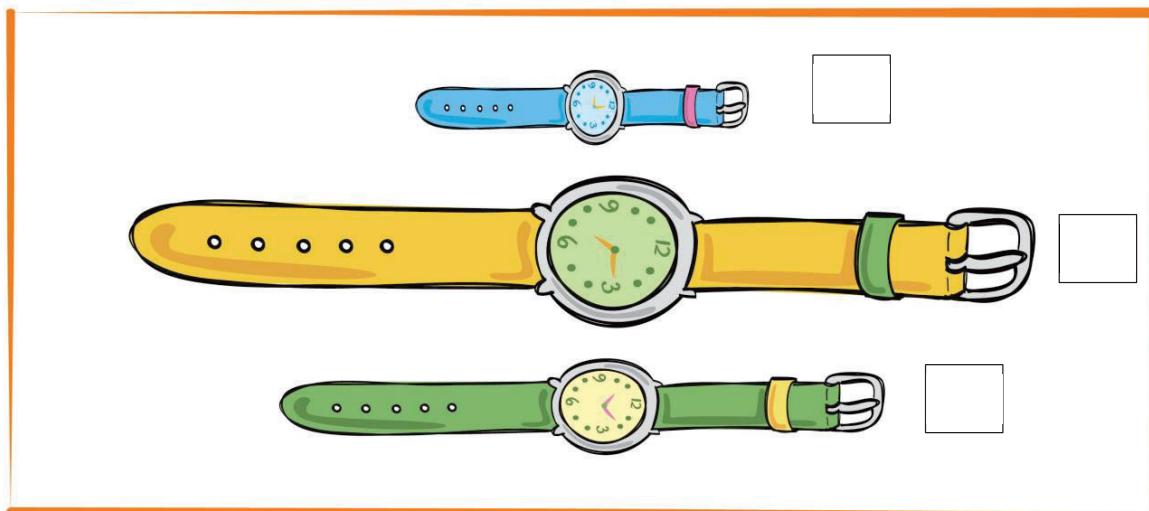
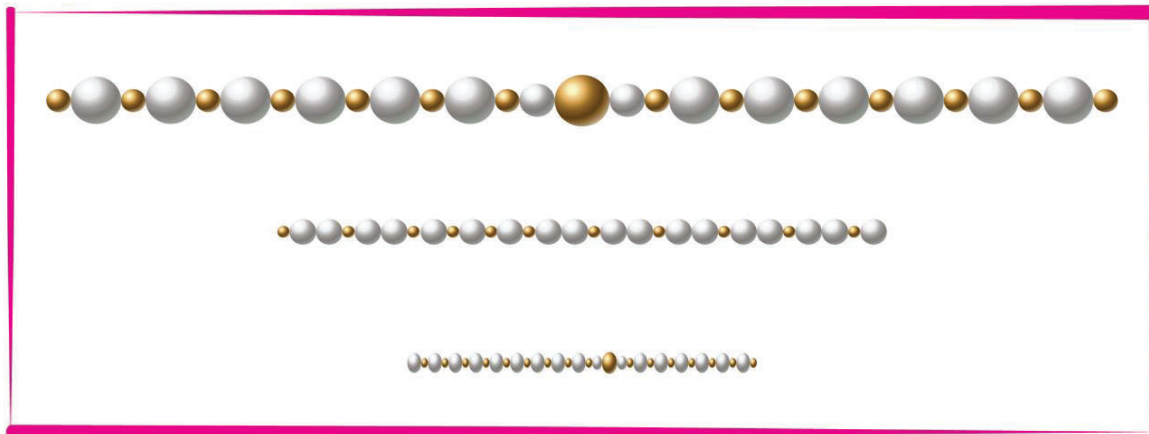
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

Name: _____

Date: _____

Write 1, 2 and 3 to arrange these objects from the shortest to the longest.
Write 1 for the shortest object and 3 for the longest object in each.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Term: 1 **Periodic Unit: 1** **Week: 5** **Lesson plan: 4**
Topic: Revision **Date:**

Objective(s):

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

Revise all the concepts.

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".

Greet students with a smiling face.

Main Activities/Concept Building: (35 min)

Activity 1:

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

Sum Up: (0 min)

N/A

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

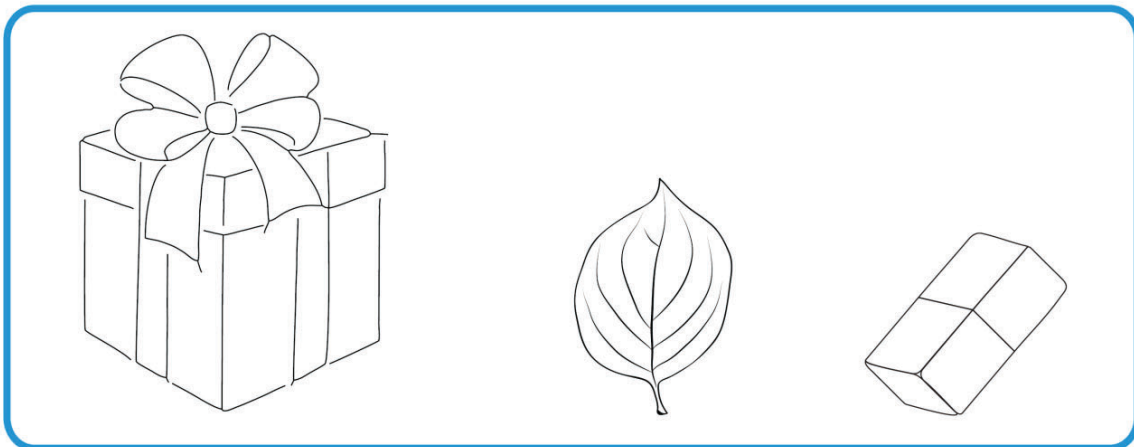
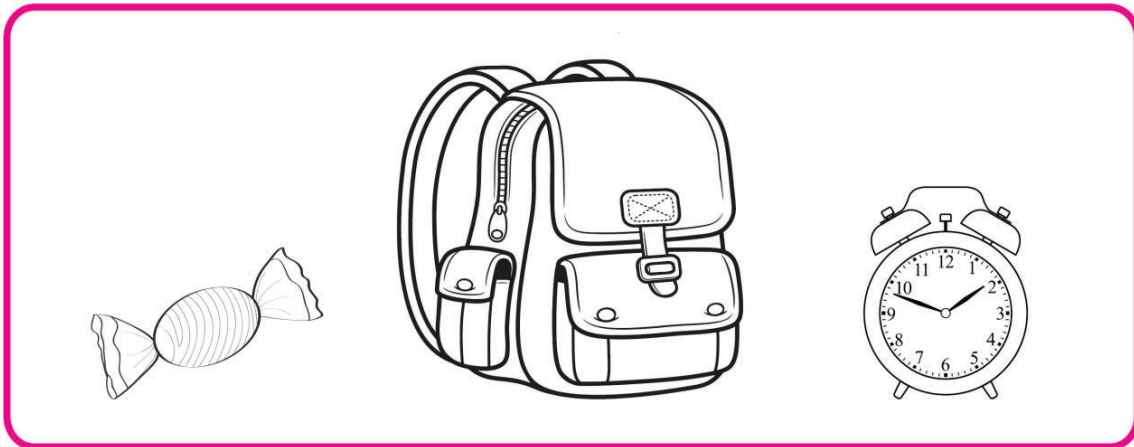
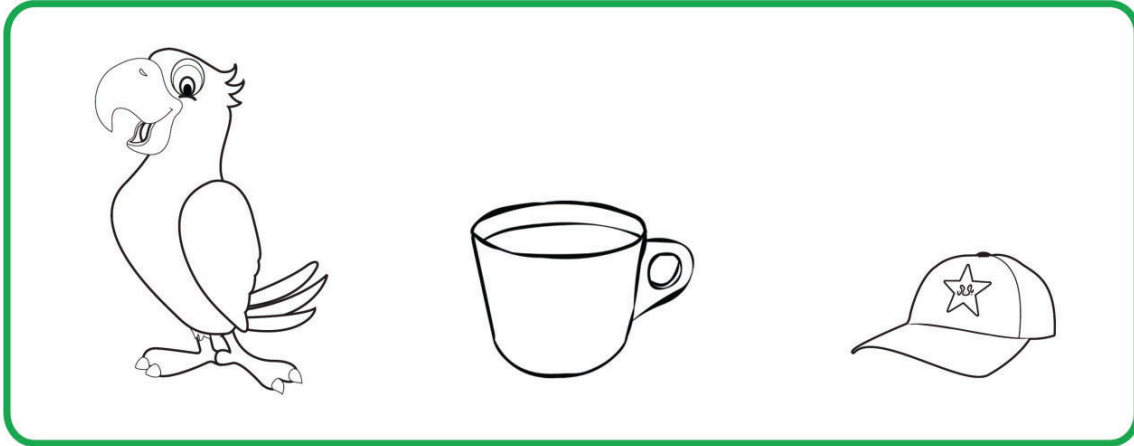
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

Name: _____

Date: _____

Colour the heaviest objects green and the lightest objects yellow in each.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Term: 1 **Periodic Unit: 1** **Week: 5** **Lesson plan: 5**
Topic: Revision **Date:**

Objective(s):

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

Revise all the concepts.

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".

Greet students with a smiling face.

Main Activities/Concept Building: (35 min)

Activity 1:

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

Sum Up: (0 min)

N/A

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

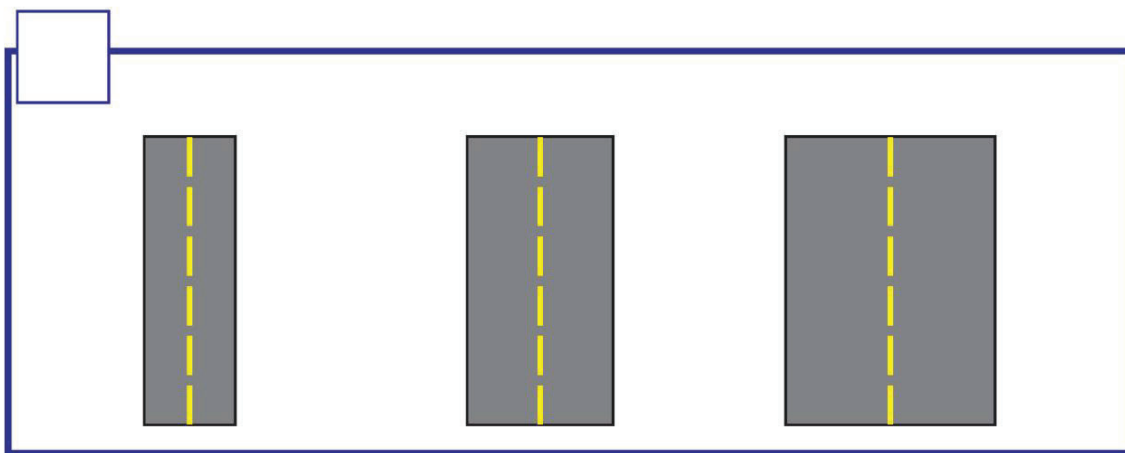
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

Name: _____

Date: _____

Tick (✓) the box if the objects are arranged from the narrowest to the widest in each.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Hot and Cold

Date:

Objective(s):

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

Describe and compare objects using temperature (hot & cold) as measurement attributes.

Resource Material:

Whiteboard, Board marker, Textbook Page 13, 2 disposable cups, Hot and cold water, Flash cards of hot and cold objects (sun, fire, ice cube, orange juice, ice cream), Video player, 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: Do you know what is meant by hot objects? What is meant by cold objects? Take their responses and then show 2 flash cards of hot and cold items such as an ice cream and an ice cube. Ask the students to look and tell which one is cold and which one is hot. Take their responses and appreciate if they respond correctly. Tell them that today we are going to learn about the concept of "Hot and Cold".

Play the following video:

<https://www.youtube.com/watch?v=PvDvLC5vT74>

Main Activities/Concept Building:

(25 min)

Activity 1:

Place 2 disposable cups on the table in front of the students. Put cold water in one glass. Invite the students to come one by one to the table. Instruct them to put their finger in the cup and feel its temperature and say "it is cold water". Take their responses and appreciate them. Now put light warm water in the other glass. Instruct them to put their finger in the cup and feel its temperature and say "it is hot water". Take their responses and appreciate them.

Activity 2:

Show some flash cards of different hot and cold items such as the sun, fire, ice cube, juice, etc. to the students. Tell them, "the sun is hot", "the fire is hot", "the ice cube is cold" and "the orange juice is cold". Instruct them that when you show a hot object then they must say it is hot and when you show a cold object they must say it is cold. Appreciate them for their efforts. Repeat this activity using hot and cold objects.

Sum Up:

(3 min)

Sum up the lesson by asking students to open their textbooks to page 13 and explain the concept through pictures of hot and cold objects.

Assessment:

(5 min)

Distribute worksheet 1 among students. Instruct them to do it by themselves. Roam around the class and help them if needed. Encourage them for their work.

Homework:

(2 min)

Complete worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

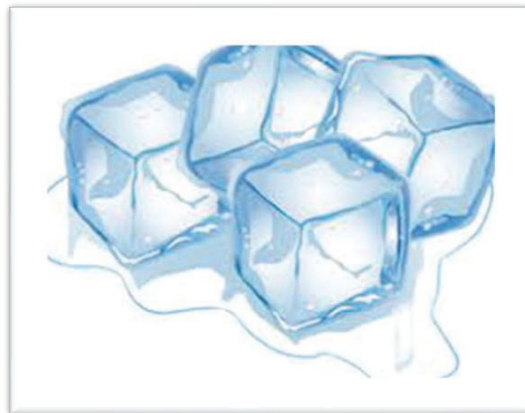
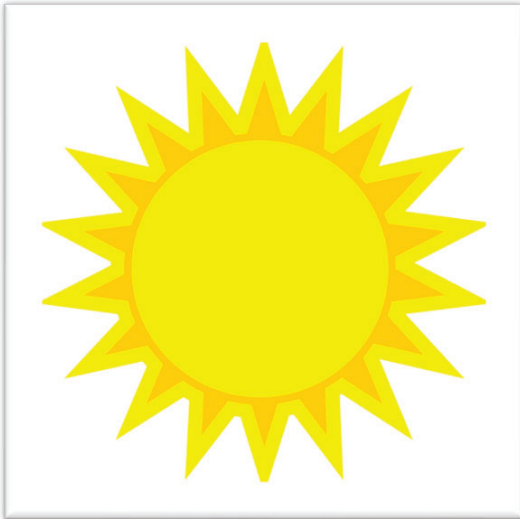
Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Flash cards



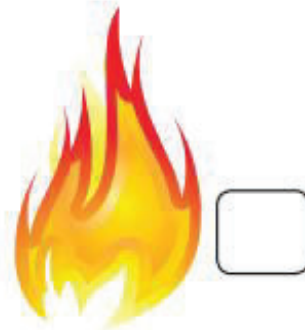
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 1

Name: _____

Date: _____

Cross (X) the pictures which are hot and tick (✓) the pictures which are cold.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 2

Name: _____

Date: _____

1. Tick (✓) the hot objects and cross (×) out the cold objects.



2. Circle the hot objects.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Hot and Cold

Date:

Objective(s):

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

Describe and compare objects using temperature (hot & cold) as measurement attributes.

Resource Material:

Chalk/Marker, White/Blackboard, Flash cards of hot and cold objects, Worksheets, Wallchart of hot and cold objects, Textbook page 14

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".

Greet students with a smiling face. Ask them if they remember about hot and cold objects. Show them a few hot and cold objects and ask them to identify them as hot and cold. Appreciate if they respond correctly.

Main Activities/Concept Building:

(22 min)

Activity 1:

Have the students work in pairs. Give some flash cards of different hot and cold objects to each pair such as ice cream, matchstick, pizza, tea, ice cube, juice, etc. Now give them a blank sheet divided into two columns labelled as "Hot objects" and "Cold objects". Instruct the students to paste hot items in the hot object column and cold items in the cold object column. Now call each pair one by one to the front of the class and instruct them to show their working to the whole class. Clap for the class on their active participation.

Activity 2:

Place a wallchart of hot and cold objects in front of students on the board. Call a student to the front of the class and ask him/her to circle one hot object and one cold object. Take his/her response and appreciate for the correct response. Repeat this activity for some other students of the class randomly. Now give them worksheet 1 and ask them to complete the worksheet by following the instructions. Roam around, check their work and guide them if needed.

Sum Up:

(3 min)

Sum up the lesson by retelling students about some hot objects and cold objects that they have in their homes.

Assessment:

(8 min)

To assess the students, ask them to tell the names of 5 objects that are hot and 5 objects that are cold. Ask them to complete worksheet 2. Roam around the class, check their work and guide them if required.

Homework:

(2 min)

Do the activity given in their textbooks on page 14.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

Name: _____

Date: _____

Tick (✓) the hot objects and cross (X) the cold objects.



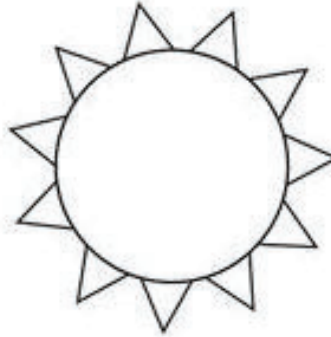
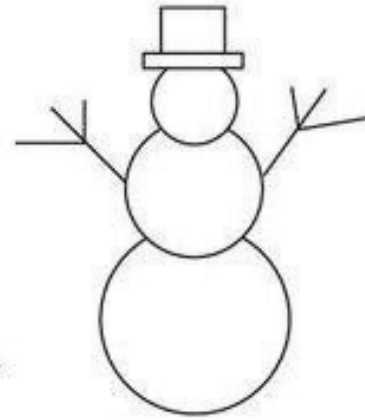
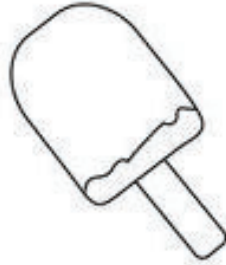
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 2

Name: _____

Date: _____

Colour the cold objects blue and the hot objects red.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Smooth and Rough

Date: _____

Objective(s):

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

Differentiate between the objects on the basis of texture (smooth & rough).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 15, Rough and smooth objects/toys such as: CDs, stones, marbles, balls, blocks, rubber ball, pineapple, apple, etc. Flash cards of log, zebra, and crocodile, Two baskets labelled with tags 'Smooth and 'Rough'

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 them that today we are going to learn about the term "smooth" and "rough". To grab the student's attention, place several objects with different textures on a table. Label each objects as "smooth" and "rough" such as CDs, stones, marbles, balls, etc. Have the students come to the table and touch each item to get an idea of how they feel. Explain to them if they feel by touching any object that is not smooth, we can say that it is rough. If they feel smooth, we can say it is a smooth object.

Main Activities/Concept Building:

(22 min)

Activity 1:

Place two baskets labelled with tags 'Smooth and 'Rough' on the table. Place some smooth and rough objects in front of the class such as blocks, CDs, rubber ball, pineapple, apple, etc. Have the students come to the table turn by turn and touch each item to get an idea if its texture is "rough" or "smooth". Instruct them to put smooth and rough objects in the correctly labelled baskets. Do this activity and make sure each student has a chance to touch each item. Appreciate them for their effort by clapping for the participant if he/she puts the objects in the correct basket.

Activity 2:

Show some flash cards of different rough and smooth items such as a log, zebra, and crocodile to the students. Tell them "the log is rough", "the crocodile is rough", and "the zebra is smooth". Instruct them that when you show a rough object then they must say it is rough and when you show a smooth object they must say it is smooth. Appreciate them for their efforts. Repeat this activity using rough and smooth objects.

Sum Up:

(3 min)

Sum up the lesson by instructing them to open their textbooks to page 15 and explaining the concept of smooth and rough through the objects given.

Assessment:

(8 min)

To assess the students give them the worksheet and instruct them to complete it by following the instructions. Roam around, check their work and guide them if required.

Homework:

(2 min)

Find 5 objects in your home that are smooth and 5 that are rough.

Teacher's Self-Evaluation:

Target: Achieved ☐

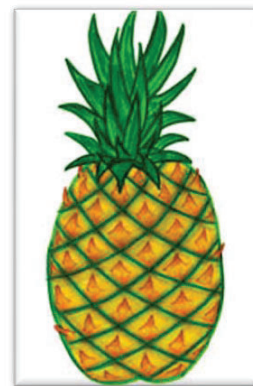
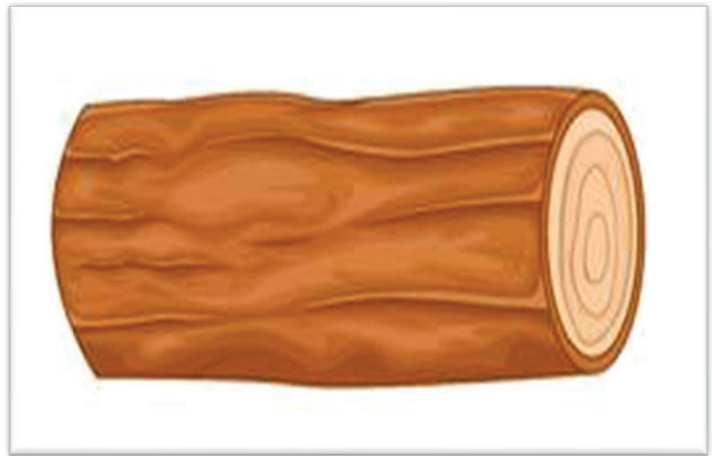
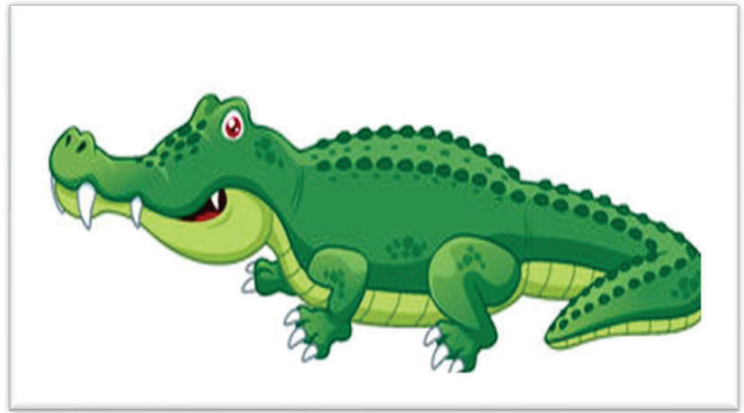
Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Flash cards



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

Name: _____

Date: _____

1. Tick (✓) the smooth objects and cross (x) out the rough objects.



2. Circle all the objects having a rough texture.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Smooth and Rough

Date:

Objective(s):

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

Differentiate between the objects on the basis of texture (smooth & rough).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 16, Stickers of rough and smooth objects/toys such as bricks, blocks, mango, turtle, etc. Rubber balls, Piece of wood, 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".

Greet students with a smiling face. Ask them about their homework. Show smooth and rough items such as a ball and a piece of wood. Invite a student and ask him/her to touch each object. Ask him/her to say loudly that the ball is smooth and the piece of wood is rough. Take their response and clap for him/her.

Main Activities/Concept Building:

(25 min)

Activity 1:

Give some stickers of different smooth and rough objects such as bricks, blocks, mango, turtle, etc. to each student. Now divide the board into two columns labelled as "Smooth" and "Rough". Next call the students one by one and instruct them to paste rough objects in the rough column and smooth objects in the smooth column. Clap for the class on their active participation.

Activity 2:

Put some flash cards of rough and smooth objects on the table in front of the class. Call a student to the front of the class and ask him/her to differentiate and separate out the flash card of an object that is rough. Take his/her response and appreciate them for the correct working. Repeat this activity with some other students.

Sum Up:

(3 min)

Sum up the lesson by retelling students about smooth and rough objects.

Assessment:

(5 min)

To assess students, ask them to find objects in the classroom that are smooth and rough. Give them the worksheet and ask them to complete it by following the instructions. Roam around the class, check their work and guide them if required.

Homework:

(2 min)

Do activity given in their textbooks on page 16.

Teacher's Self-Evaluation:

Target: Achieved ☐

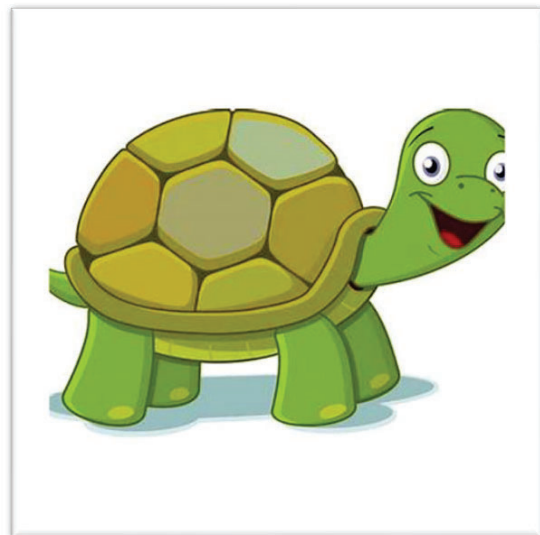
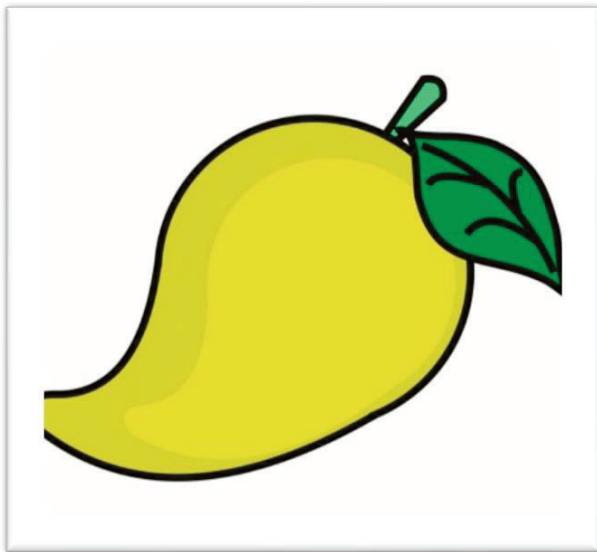
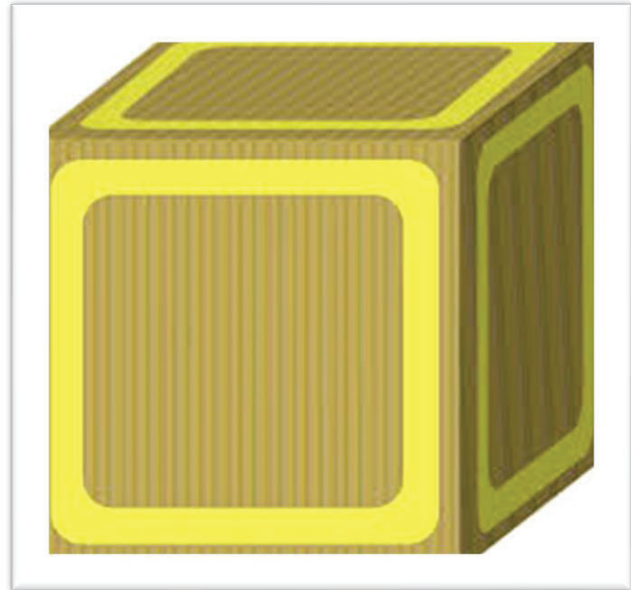
Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Flash cards



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

Name: _____

Date: _____

Circle the rough objects.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Backward Counting **Date:**

Objective(s):

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

Count backwards from 20 to 1.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 17 and 18, Worksheet, Video player, Wallchart of backward counting on staircase, numbers cards 1 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".

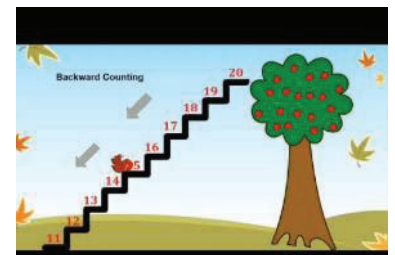
Greet students with a smiling face. Tell students today we are going to learn about backward counting. Ask them: Do you know about how to count backward from any given number? Take their responses and appreciate if someone gives the correct answer. To grab the students' attention, play the following video about backward counting:

<https://www.youtube.com/watch?v=o0t5CYe7Pns>

Main Activities/Concept Building: (25 min)

Activity 1:

Paste a colourful wallchart of a staircase on the board with numbers from 20 down to 1 written on each step. Tell the students that they are "coming down the stairs" as they count backwards. Call one student randomly at a time to come forward and place a pointer, stick, or their finger on number 20, then move step by step down the staircase while the whole class says the numbers together: 20, 19, 18... until 1. Repeat this with all students so that all can participate. This activity helps them clearly see and practice that backward counting means moving down step by step, just like walking down stairs.



Activity 2:

Arrange the students in a circle. Give each student a number card from 1 to 20. Ask the students holding the cards to come in front and make a line, starting from 20 down to 1. The whole class will clap and count backwards together: 20, 19, 18 ... until 1. After one round, shuffle the cards and give them again so other students also get a turn. To make it more fun, instruct the students to take one step back each time when they say a number. This way they will enjoy and easily learn backward counting from 20 to 1.

Sum Up: (3 min)

Sum up the lesson by asking them to open page 17 of their textbooks and retell about backward counting by reading backward counting.

Assessment: (5 min)

To assess student's learning, instruct them to do the activity given in their textbooks on pages 17 and 18.

Homework: (2 min)

Solve the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

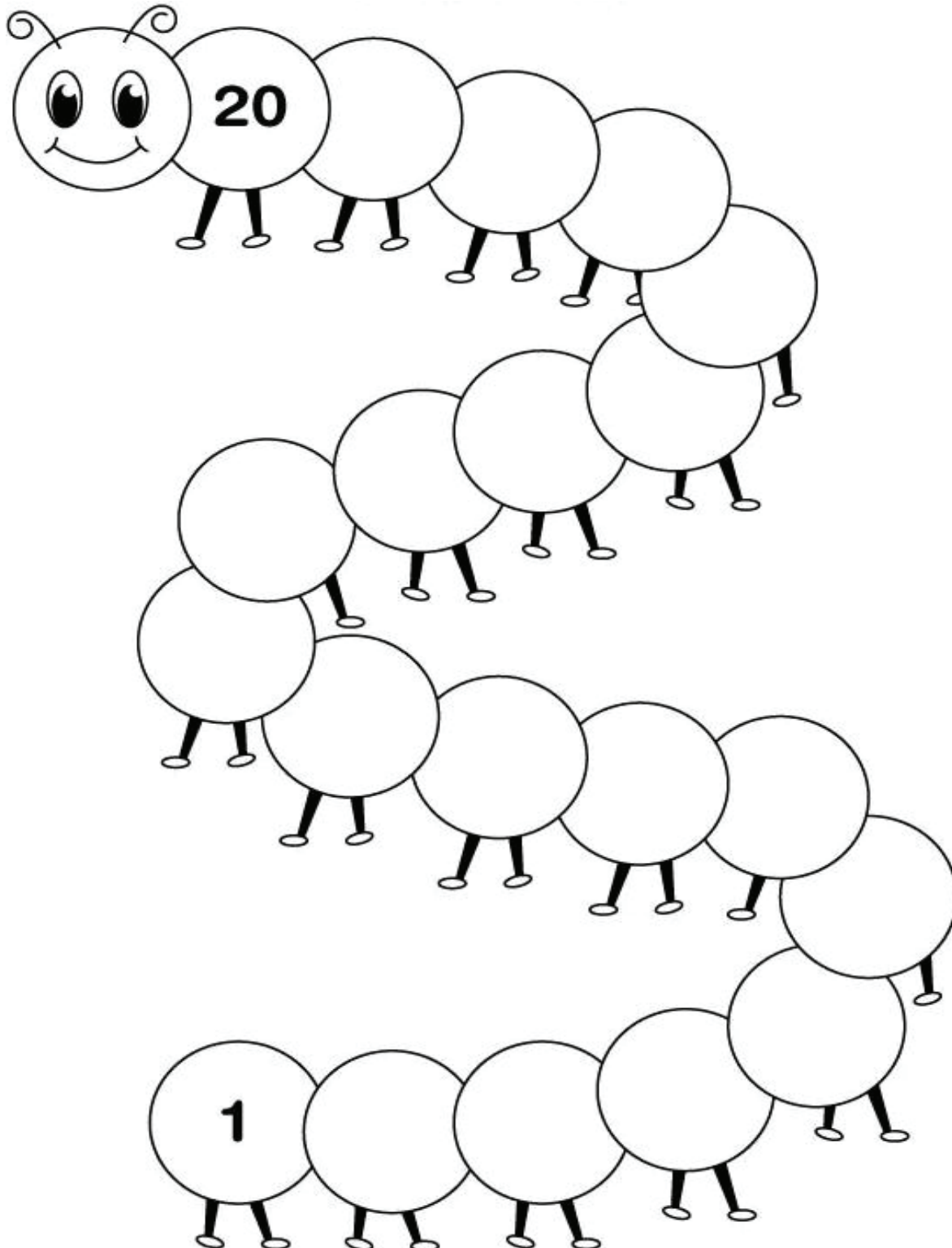
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

Name: _____

Date: _____

Count backwards and write the missing numbers.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Greater and Smaller Number

Date: _____

Objective(s):

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

Identify which numeral represents a bigger quantity or lesser quantity.

Resource Material:

Chalk/Marker, White/Blackboard, 2 Jars, 50 beads, 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".

Greet students with a smiling face. Invite 5 students to come to the front of the class. Split them into 2 groups. The first group should have 2 students, and the other should have 3. Ask the class: Which group has more students and which one has less students? Clap at their correct answer.

Main Activities/Concept Building:

(25 min)

Activity 1:

Show some beads to the students. Put two empty jars of beads on the table and create two groups of beads, one with more than the other. Reinforce the terminologies of 'less' and 'more'. Call a random student to the front of the class and ask him/her to compare these groups using these terms. Then call another student to the front of the class and ask him/her to count the beads of both jars and tell which jar has more beads. Take their response and appreciate him/her for the correct answer. For example, Jar A has 13 beads and Jar B has 11 beads, Now tell them that Jar A has more beads than Jar B so 13 is a greater number than 11 and Jar B has less beads so 11 is smaller than 13. Switch over the beads and repeat the activity several times.

Activity 2:

Give them the worksheet and instruct them to complete it by following the instructions. Walk 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 retelling students about bigger and lesser quantity by drawing different number of objects and by comparing and telling which one has less and which one has more objects.

Assessment:

(5 min)

To assess the students learning, ask them to draw two groups of circles in their notebooks with different quantities. Ask them to count and tell which group has less and which group has more number of circles.

Homework:

(2 min)

Solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

Name: _____

Date: _____

Count the objects and write the numbers in the boxes. Colour the box with the greater number.

















Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Greater and Smaller Number

Date: _____

Objective(s):

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

Identify which numeral represents a bigger quantity or lesser quantity.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 19, Flashcards of numbers, 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".

Greet students with a smiling face. Draw 6 stars and 3 circles on the board. Ask the students one by one to count the stars and circles. Then ask them: Which are more in number, the stars or circles? Take their response and clap for correct answers. Tell them 6 is greater than 3.

Main Activities/Concept Building:

(25 min)

Activity 1:

Call a random student to the front of the class and ask him/her to draw two sets of a different numbers of balls on the board. Now call another student to the board and ask him/her to count and write the number of balls in each set. Then ask the remaining students to tell which set has more balls. Clap at their correct response. Then tell them to compare the numbers and ask: Which number is smaller? Take their response and appreciate them for the correct answer. For example, set A has 7 balls and set B has 12 balls. Now tell them that set A has less beads than set B. So 12 is a greater number than 7 and Jar b has less beads so 7 is smaller than 12. Repeat this concept with several objects.

Activity 2:

Have the students work in pairs. Give two number flash cards to each pair. Ask one of them to compare their numbers and show the greater number to the class. Clap at their correct response. Repeat this activity. Later, ask the students to open their textbooks to page 19. Instruct them to count and write the number in the given boxes and then colour the box with the greater number. Roam around the class and check their work. Guide the students if they are having any difficulty.

Sum Up:

(3 min)

Sum up the lesson by retelling them about the terms 'greater' and 'smaller' numbers. Ask them: Which number is smaller, 24 or 42?

Assessment:

(5 min)

Distribute worksheet 1 among the students. Ask them to complete it by following the instructions. Walk around the class and help them if needed. Appreciate them for their good work.

Homework:

(2 min)

Solve worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

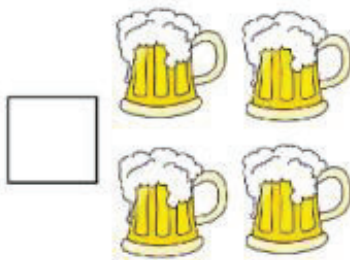
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

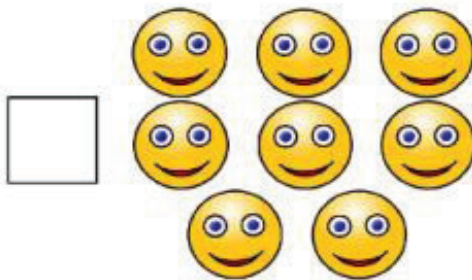
Worksheet 1

Name: _____

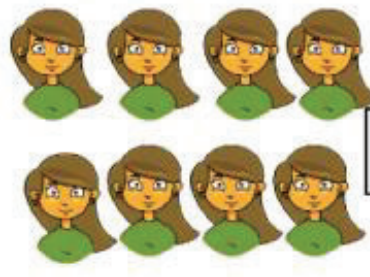
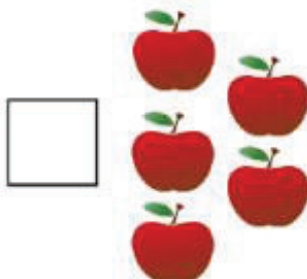
Date: _____

Count and tick (✓) the lesser number of objects.


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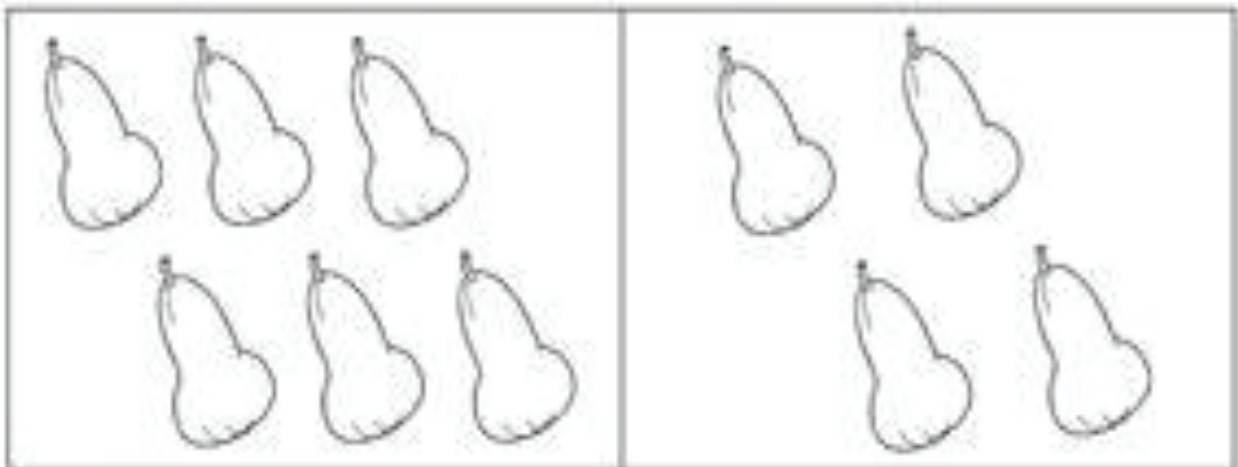
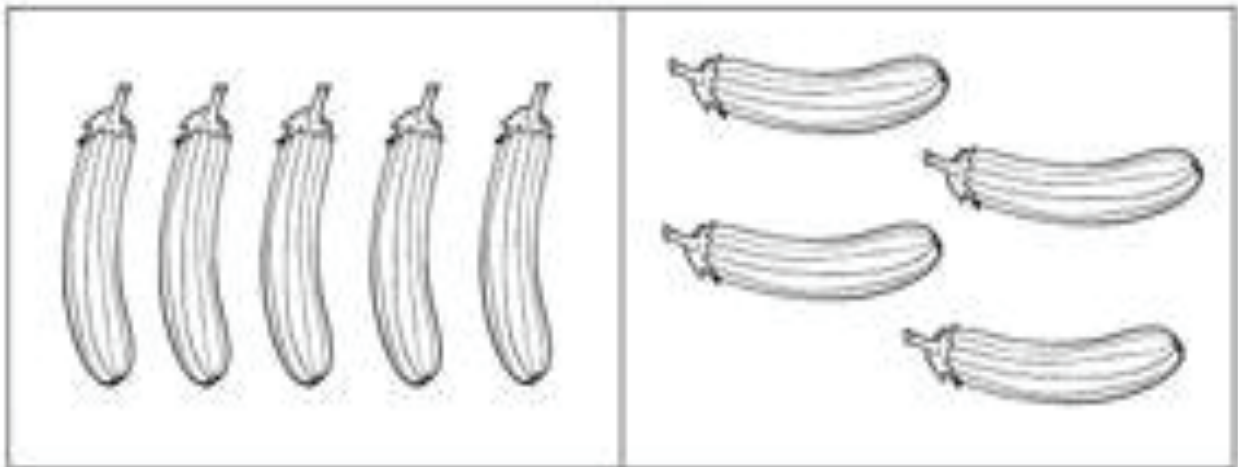
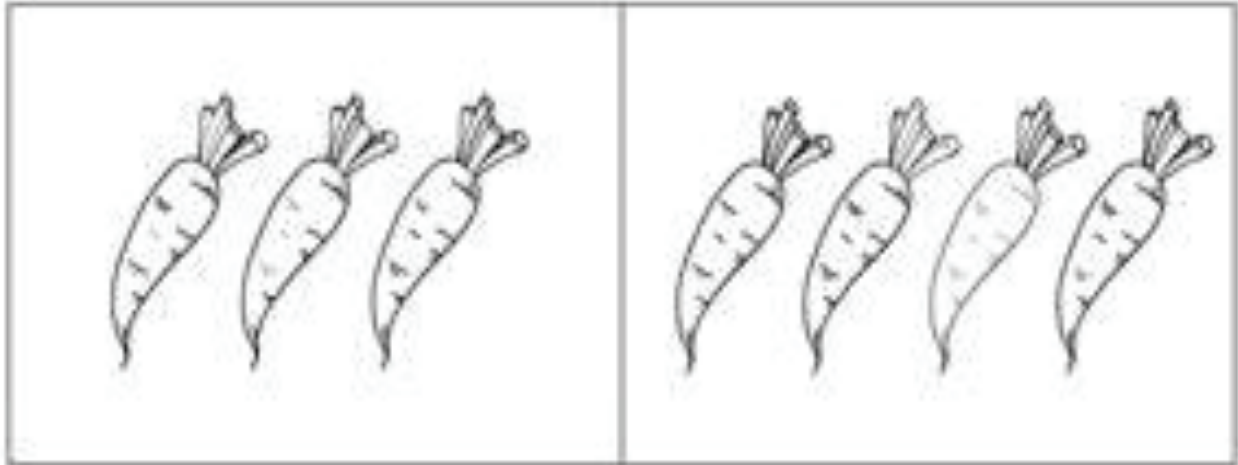
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 2

Name: _____

Date: _____

Count and colour the group having more number of objects.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Ordinal Numbers

Date:

Objective(s):

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

Identify ordinal numbers up to tenth.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 20, Wallchart of animal race, Stickers of balls, 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".

Greet students with a smiling face. Ask the students: Who got first position in the exams? Similarly ask for the 2nd and 3rd positions. Clap for them. To grab the students' attention, play the following video:

<https://www.youtube.com/watch?v=fR8KyCt5XtA>

Main Activities/Concept Building:

(25 min)

Activity 1:

Paste a wallchart of an animal race on the board. Tell the students to look at the position of the animals in the race. Randomly point to the animals and ask the position of that animal. Now call 10 students to the front of the class and instruct them to arrange themselves in queue. Ask the rest of the class to tell who is in 6th position, 4th position, etc.

Activity 2:

Divide the class into two groups. Distribute ten stickers of balls in different colours with tags of ordinal numbers 1st to 10th among the students of each group. Give blank chart paper to each group. Ask them to paste these balls in sequence according to the ordinal number. Later, ask each group to show their work to you and the other group. Appreciate the group that correctly completes it first.

Sum Up:

(3 min)

Sum up the lesson by counting on figures from 1st to 10th by taking pauses and ask the students to tell the next number. Ask them to open their textbooks to page 20 and explain the concept through pictures.

Assessment:

(5 min)

To assess the students learning, ask them to draw 10 circles in sequence in their notebooks and then write the ordinal number to tell the position of each circle in the sequence.

Homework:

(2 min)

Solve the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

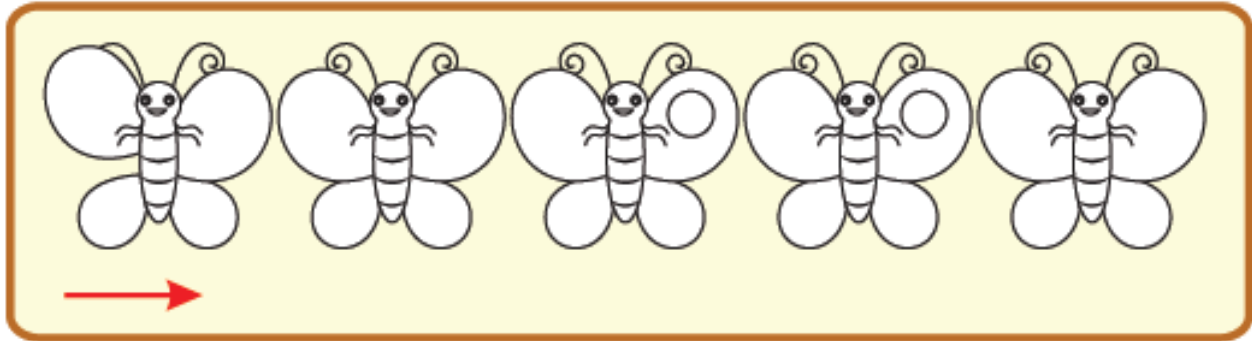
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

Name: _____

Date: _____

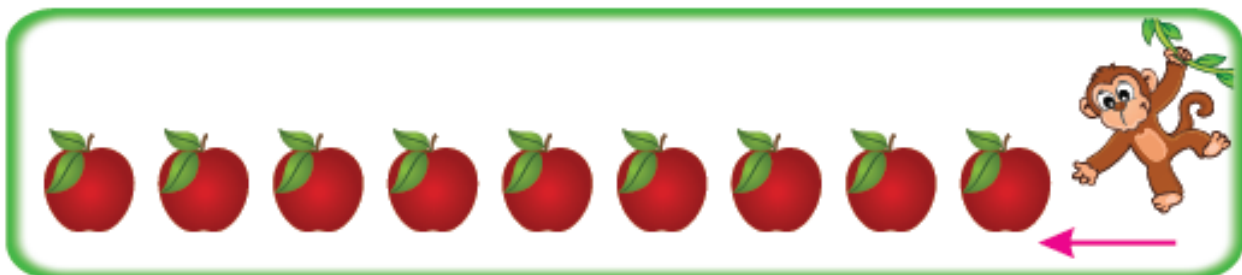
Colour the 2nd and 4th objects.



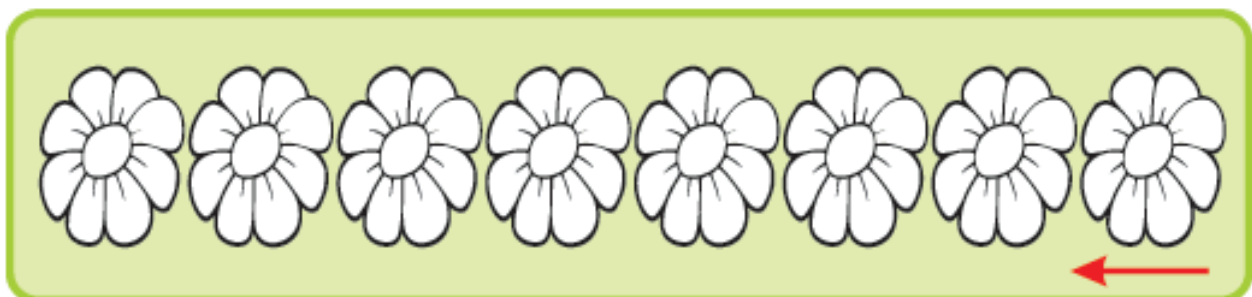
Circle the 2nd mushroom.



Circle the 8th apple.



Colour the 3rd, 5th and 7th objects.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Ordinal Numbers

Date: _____

Objective(s):

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

Identify ordinal numbers up to tenth.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 21, Worksheet, Balloons, Flash card of ordinal 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".

Greet students with a smiling face. Ask them about their homework.

Place 10 balloons of different colours on the board. Tell the students that we can tell about the position of any object using ordinal numbers. Point towards the balloons and say 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, and 10th. Repeat this activity for other objects (toys).

Main Activities/Concept Building:

(25 min)

Activity 1:

Draw 10 blocks on the board in sequence. Distribute ordinal numbers (1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, and 10th) among the students. Call random students one by one to the front of the class. Ask the students to place his/her ordinal number card and place it on the board with the correct block. Appreciate them for their good efforts.

Activity 2:

Call 10 students to the front of the class. Give an ordinal number card (1st, 2nd, 3rd, 4th, 5th, ..., 10th) to each student. Ask them to arrange themselves in sequence from 1st to 10th according to the ordinal numbers given to them. Ask the rest of the class to tell who is in the 2nd position, who is in the eight position starting from the right. Now again ask the rest of the class to tell who is in the 3rd position, who is in the 7th position, starting from the left. Repeat the activity with other students.

Sum Up:

(3 min)

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

Assessment:

(5 min)

Distribute the worksheet among the students. Ask them to complete it by following the instructions. Walk around the class and help them if needed. Appreciate them for their good work.

Homework:

(2 min)

Do the activity given in their textbooks on page 21.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Flash Cards of Ordinal Numbers

1st

2nd

3rd

4th

5th

6th

7th

8th

9th

10th

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

Name: _____

Date: _____

Colour the correct position of the given animals.

									
1st First	2nd Second	3rd Third	4th Fourth	5th Fifth	6th Sixth	7th Seventh	8th Eighth	9th Ninth	10th Tenth

	5th Fifth	4th Fourth	1st First
	2nd Second	9th Ninth	8th Eighth
	3rd Third	6th Sixth	7th Seventh
	1st First	5th Fifth	10th tenth
	1st First	9th Ninth	6th Sixth
	8th Eighth	5th Fifth	3rd Third

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Numbers up to 20 and Counting in Tens

Date:

Objective(s):

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

Recall numbers up to 20.

Count in tens from 10 to 50.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, Wallchart of numbers 1 to 20, 50 ice cream sticks, rubber bands, Textbook page 22

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".

Greet students with a smiling face. Tell the students that today we will recall the numbers up to 20 and counting numbers in tens. To grab the students' attention, play the following video:

<https://www.youtube.com/watch?v=9cx8Mi4Nv64>

Main Activities/Concept Building:

(22 min)

Activity 1:

Paste a wallchart of numbers 1 to 20 on the board. Call a student randomly on the board and instruct him/her to point out the numbers one by one and read the number in loud voice. Repeat this activity to some other students of the class. Appreciate them for the correct responses. Repeat this activity with all the students. Clap to appreciate them.

Activity 2:

Divide the students into 5 groups according to the strength of the class. Provide each group with up to 50 ice cream sticks and some rubber bands. Instruct the students to count 10 sticks and tie them with a rubber band to make one bundle. Ask each group to keep making bundles until they reach 50 sticks. After this, show the class that each bundle represents "ten." Together, count aloud the bundles: one ten (10), two tens (20), three tens (30), four tens (40), and five tens (50) by showing one bundle, two bundles, three bundles, four bundles and 5 bundles respectively. Explain that by grouping sticks into tens, we do not need to count each stick one by one. It makes counting faster and easier. This helps clearly understand counting in tens from 10 to 50. Finally, instruct students to open their textbook on page 22, look at the bundles of matchsticks, and loudly count and recognize the numbers 10, 20, 30, 40, and 50.

Sum Up:

(3 min)

Sum up the lesson by reading numbers 1 to 20 in loud voice and then counting in tens from 10 to 50 by drawing different objects bundles of tens on the board.

Assessment:

(8 min)

Assess students by asking students how many tens make 30 and how many tens bundles make 50. Ask them to complete the given worksheet 1.

Homework:

(2 min)

Complete worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

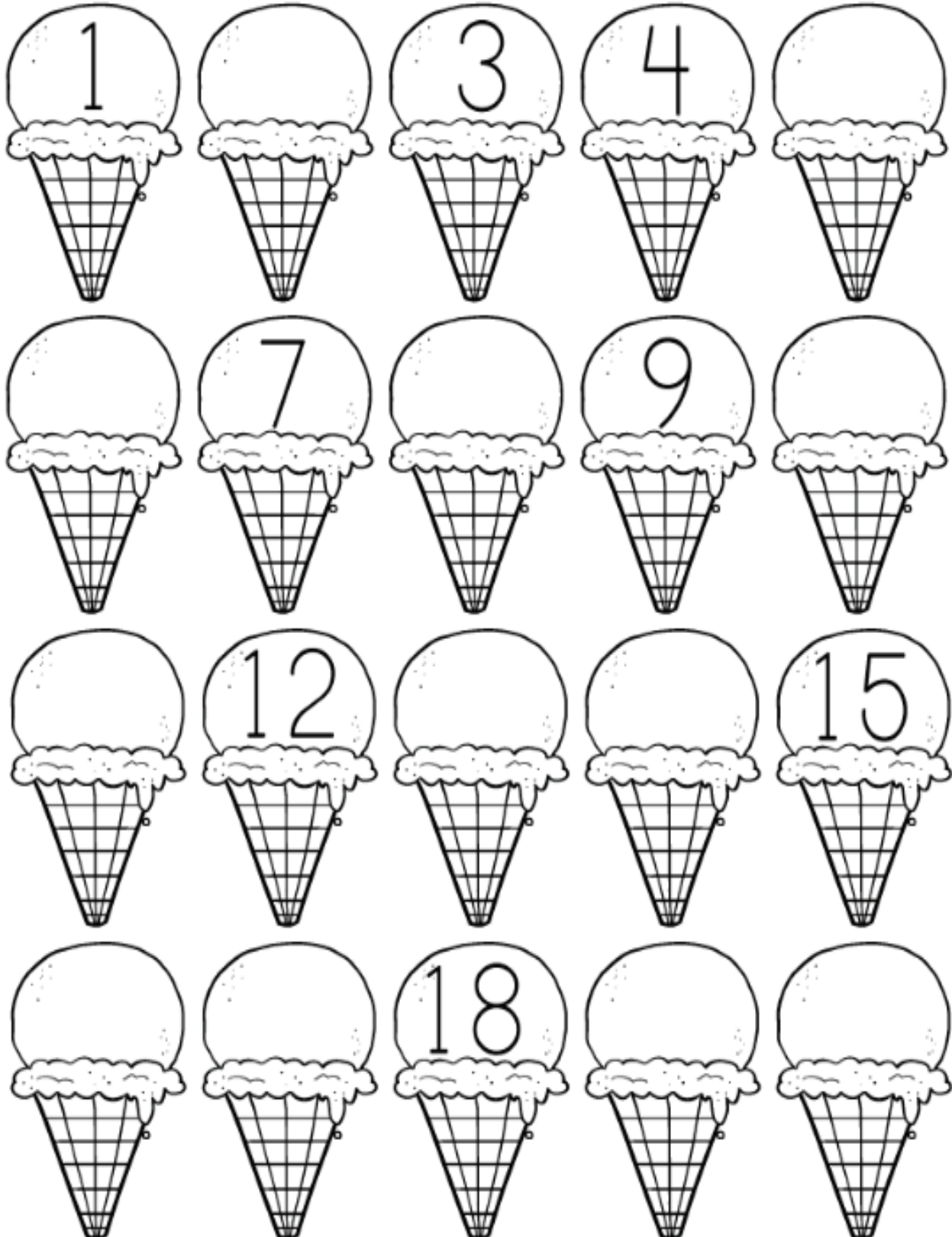
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 1

Name: _____

Date: _____

Write the missing numbers.



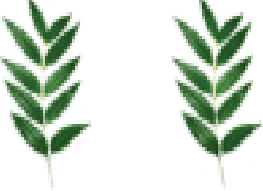
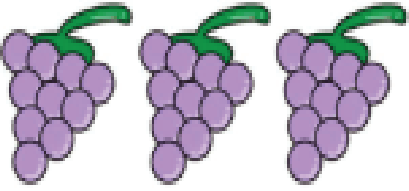
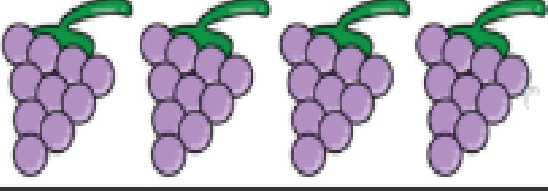
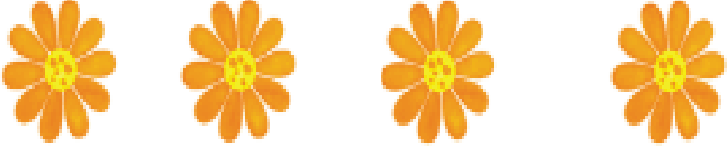
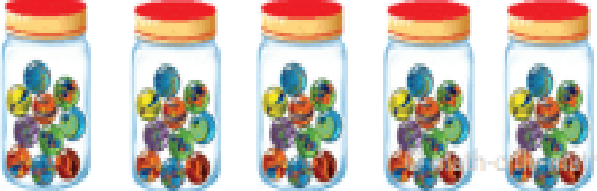
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 2

Name: _____

Date: _____

Count in tens and write the number.

	Number	
	Number	
	Number	
	Number	
	Number	
	Number	

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Numbers 21 to 30

Date:

Objective(s):

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

Identify and write the correct numerals to represent the number 21 and use it to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Large-sized flash card of the number 21, Worksheets, Beads, Ice cream sticks, Textbook page 23

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".

Greet students with a smiling face. Show a large-sized flash card with the number 21 written on it. Tell the students that this is the number 21. Tell them that it is made up of the number 2 and 1. Encourage them to loudly say the number 21 by following you.

Main Activities/Concept Building:

(25 min)

Activity 1:

Show 2 groups of ten ice cream sticks and 1 ice cream stick to the students (2 bundles and 1 stick).

Ask the students: How many bundles and sticks are there? Which number is made by these bundles and sticks? Take their responses and encourage them if they will say the number 21. Make two small groups of students and ask them to sit in a circle. Give each group a set of 3 jars labelled with the numbers 1-2-3.

Give them beads (more than 20 and less than or equal to 21). Ask them to make bundles of 10 beads and put them in a jar labelled with the number 1. Count 10 beads and put them in the jar labelled with the number 2 and continue the process. When two groups of 10 are finished, then ask them: How many jars are filled by tens? Invite one group at a time to the front of the class and ask them to share the number of beads they collected. Ask them: How many beads are left? That must be 1. Ask the students to say the numerals that represent their beads (for example, 2 bundles and 1 bead = 21 beads in all). Explain to them that 2 groups of ten beads and 1 bead makes the number 21.

Activity 2:

Give worksheet 1 to students. Ask them to follow the instructions and complete it. Identify and colour the circle having the number 21. Roam around the class, check their work and guide them if needed.

Appreciate them for their good work.

Sum Up:

(3 min)

Sum up the lesson by asking students to open their textbook page 23 and observe two bundles of ten match sticks represents 2 tens and 1 match stick represent 1 one that makes number 21.

Assessment:

(5 min)

Assess students by showing them 2 groups of ten beads and 1 bead. Then ask them to count the total number of beads and tell how many beads are there.

Homework:

(2 min)

Solve worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

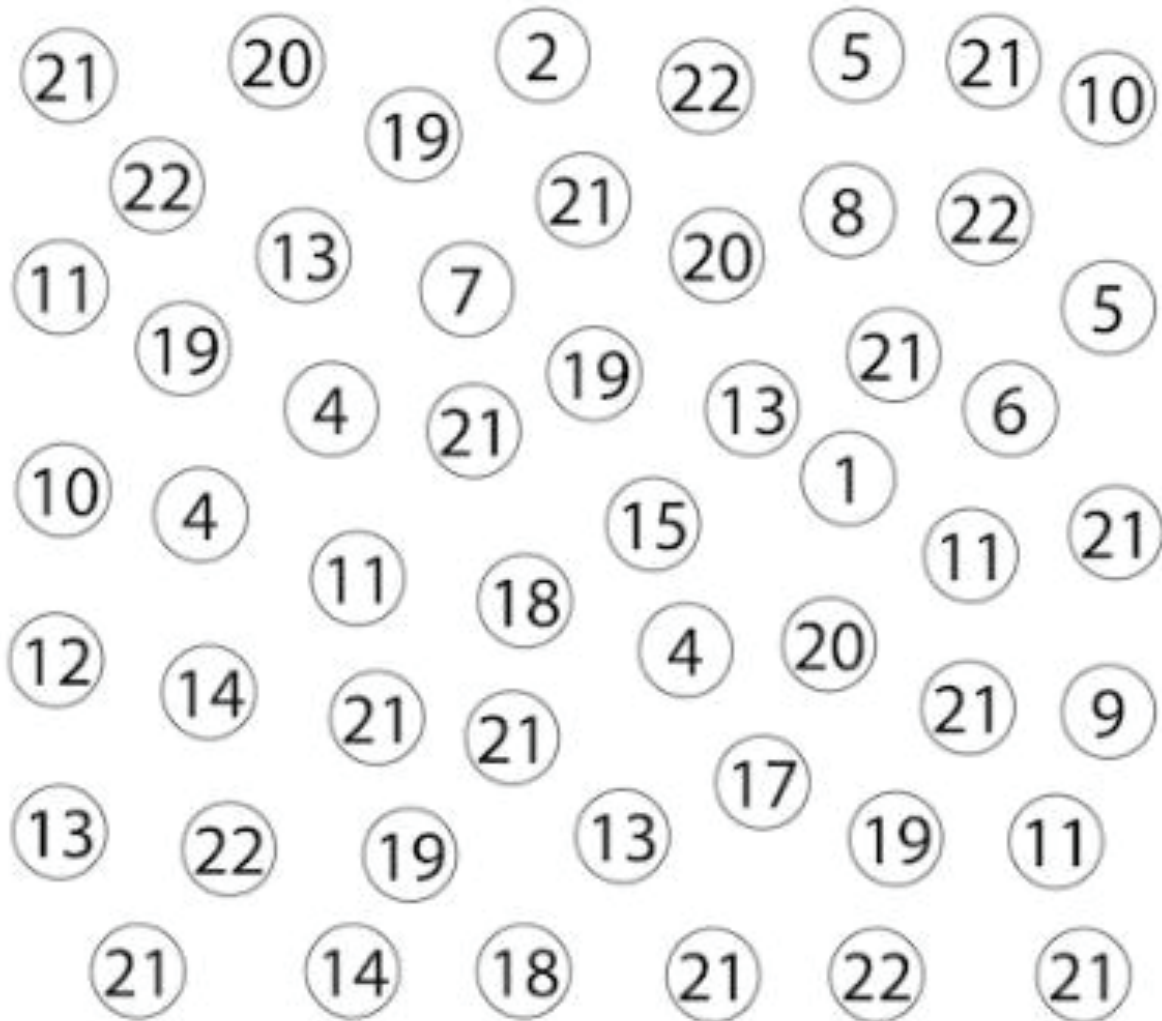
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 1

Name: _____

Date: _____

1. Identify and colour the number 21.



2. Draw 21 circles.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 2

Name: _____

Date: _____

Trace and write.

21	21	21	21	21
21	21	21	21	21
21	21	21	21	21
21	21	21	21	21
.	.	.	.	.
.	.	.	.	.
.	.	.	.	.
.	.	.	.	.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Term: 1

Periodic Unit: 2

Week: 3

Lesson plan: 2

Topic: Numbers 21 to 30

Date:

Objective(s):

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

Identify and write the correct numerals to represent the number 22 and use it to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Large-sized flash card of number 22, Worksheets, Beads, Sticks, Textbook page 23

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".

Greet students with a smiling face. Show a large-sized flash card with the number 22 written on it. Tell the students that this is the number 22. Tell them that it is made up of the numbers 2 and 2. Encourage them to loudly say the number 22 by following you.

Main Activities/Concept Building:

(25 min)

Activity 1:

Show 2 groups of ten sticks and 2 sticks to the students (2 bundles and 2 sticks). Ask the students: How many bundles and sticks are there? Which number is made by these bundles and sticks? Take their responses and encourage them if they will say the number 22. Make two small groups of students and ask them to sit in a circle. Give each group a set of 3 jars labelled with the numbers 1-2-3. Give them beads (more than 20 and less than or equal to 22). Ask them to make bundles of 10 beads and put them in a jar labelled with the number 1. Count 10 beads and put them in the jar labelled with the number 2 and continue the process. When two groups of 10 are finished, ask them: How many jars are filled by tens? Invite one group at a time to the front of the class and ask them to share the number of beads they collected. Ask them: How many beads are left? That must be 2. Ask the students to say the numerals that represent their beads (for example, 2 bundles and 2 beads = 22 beads in all). Explain to them that 2 groups of ten beads and 2 beads make the number 22.

Activity 2:

Give worksheet 1 to students. Ask them to follow the instructions and complete it. Identify and colour the circles having the number 22. Roam around the class, check their work and guide them if needed. Appreciate them for their good work.

Sum Up:

(3 min)

Sum up the lesson by asking students to open their textbook page 23 and observe two bundles of ten match sticks represents 2 tens and 2 match sticks represent 2 ones that makes number 22.

Assessment:

(5 min)

Assess students by showing 2 groups of ten beads and 2 beads. Ask them to count the total number of beads and tell how many beads are there.

Homework:

(2 min)

Solve worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

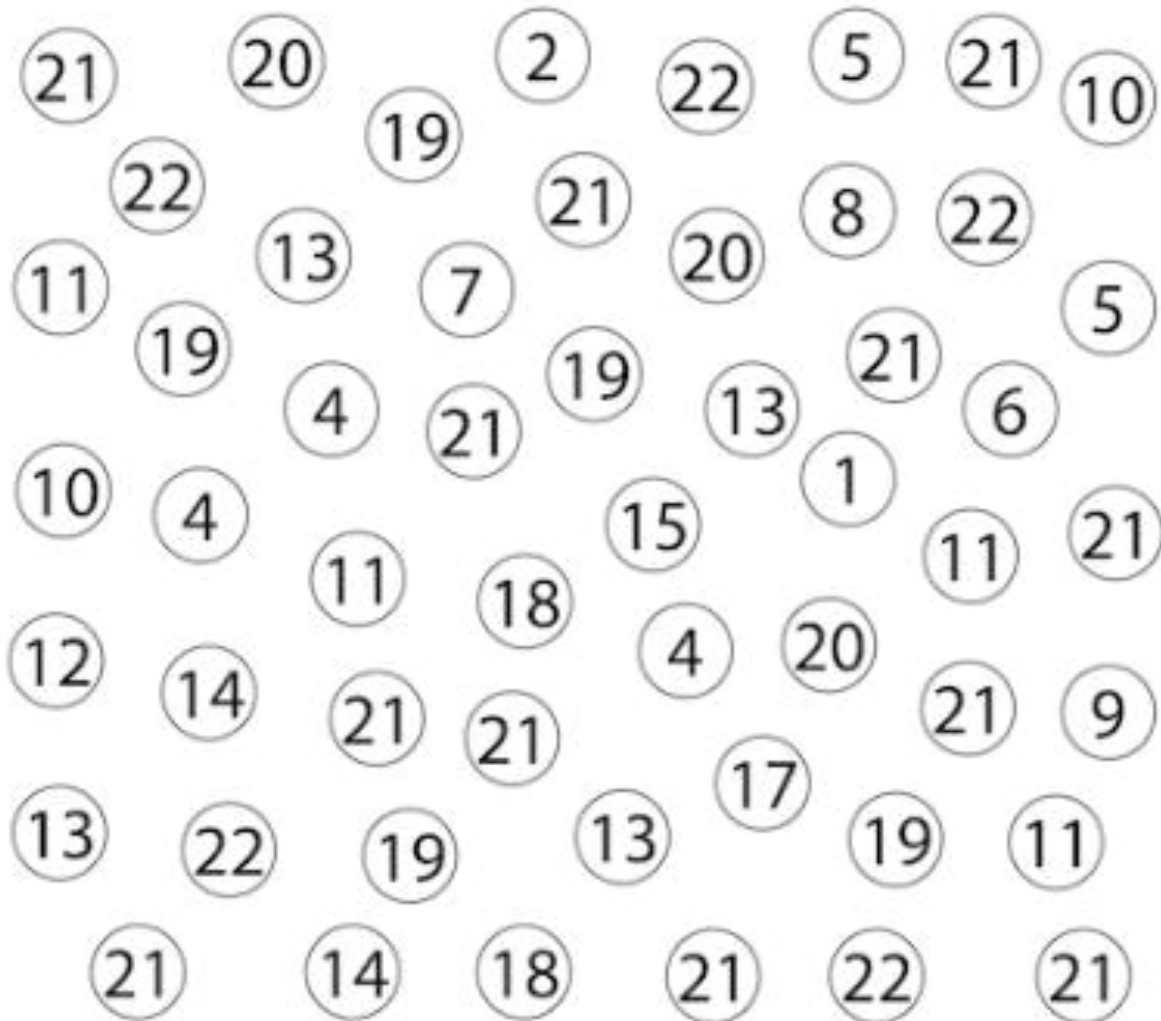
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 1

Name: _____

Date: _____

1. Identify and colour the number 22.



2. Draw 22 oranges.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 2

Name: _____

Date: _____

Trace and write.

22	22	22	22	22
22	22	22	22	22
22	22	22	22	22
22	22	22	22	22
.	.	.	.	.
.	.	.	.	.
.	.	.	.	.
.	.	.	.	.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Term: 1

Periodic Unit: 2

Week: 3

Lesson plan: 3

Topic: Numbers 21 to 30

Date:

Objective(s):

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

Identify and write the correct numerals to represent the number 23 and use it to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Large-sized flash card of number 23, Worksheets, Buttons, Sticks, Textbook page 23

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".

Greet students with a smiling face. Show a large-sized flash card with the number 23 written on it. Tell the students that this is the number 23. Tell them that it is made up of the numbers 2 and 2. Encourage them to loudly say the number 23 by following you.

Main Activities/Concept Building:

(25 min)

Activity 1:

Show 2 groups of ten sticks and 3 sticks to the students (2 bundles and 3 sticks). Ask the students: How many bundles and sticks are there? Which number is made by these bundles and sticks? Take their responses and encourage them if they will say the number 23. Make two small groups of students and ask them to sit in a circle. Give each group a set of 3 jars labelled with the numbers 1-2-3. Give them beads (more than 20 and less than or equal to 23). Ask them to make bundles of 10 buttons and put them in a jar labelled with the number 1. Count 10 buttons and put them in the jar labelled with the number 2 and continue the process. When two groups of 10 are finished, ask them: How many jars are filled by tens? Invite one group at a time to the front of the class and ask them to share the number of buttons they collected. Ask them: How many buttons are left? That must be 3. Ask the students to say the numerals that represent their buttons (for example, 2 bundles and 3 buttons = 23 buttons in all). Explain to them that 2 groups of ten buttons and 3 buttons make the number 23.

Activity 2:

Give worksheet 1 to students. Ask them to follow the instructions and complete it. Identify and colour 23 cups. Roam around the class, check their work and guide them if needed. Appreciate them for their good work.

Sum Up:

(3 min)

Sum up the lesson by asking students to open their textbook page 23 and observe two bundles of ten match sticks represents 2 tens and 3 match sticks represent 3 ones that makes number 23.

Assessment:

(5 min)

Assess students by showing 2 groups of ten buttons and 3 buttons. Ask them to count the total number of beads and tell how many beads are there.

Homework:

(2 min)

Solve worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

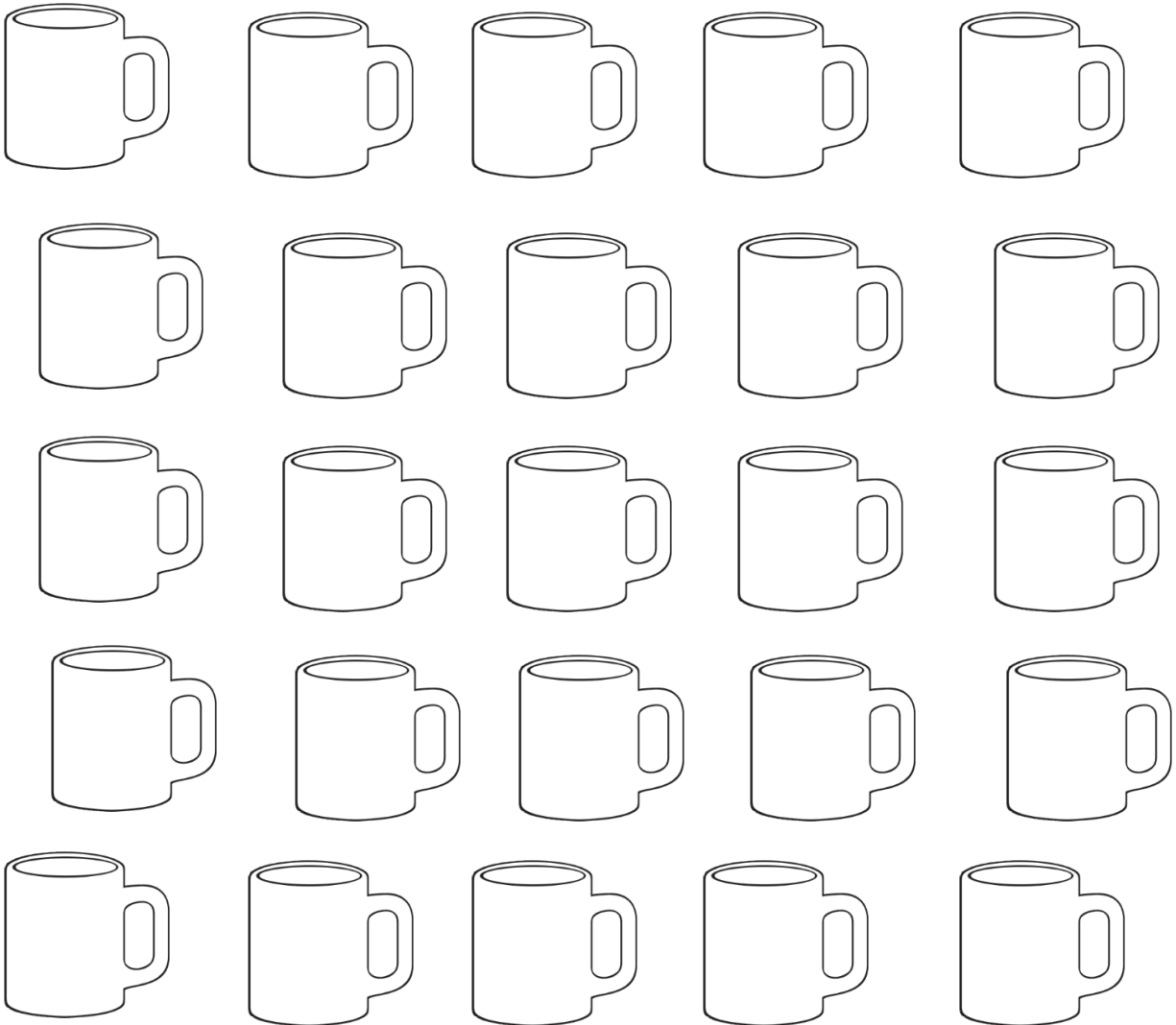
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 1

Name: _____

Date: _____

1. Count and colour 23 cups.



2. Draw 23 circles.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 2

Name: _____

Date: _____

Trace and write.

23	23			
23	23			
23	23			
23	23			
23	23			
23	23			
23	23			
23	23			
23	23			

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Term: 1

Periodic Unit: 2

Week: 3

Lesson plan: 4

Topic: Numbers 21 to 30

Date:

Objective(s):

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

Identify and write the correct numerals to represent the number 24 and use it to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Large-sized flash card of the number 24, Worksheets, Balls, Pencils, Textbook page 23

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".

Greet students with a smiling face. Show a large-sized flash card with the number 24 written on it. Tell the students that this is the number 24. Tell them that it is made up of the numbers 2 and 4. Encourage them to loudly say the number 24 by following you.

Main Activities/Concept Building:

(25 min)

Activity 1:

Show 2 groups of ten pencils and 4 pencils to the students (2 bundles and 4 pencils). Ask the students: How many bundles and pencils are there? Which number is made by these bundles and pencils? Take their responses and encourage them if they will say the number 24. Make two small groups of students and ask them to sit in a circle. Give each group a set of 3 jars labelled with the numbers 1-2-3. Give them balls (more than 20 and less than or equal to 24). Ask them to make bundles of 10 balls and put them in a jar labelled with the number 1. Count 10 balls and put them in the jar labelled with the number 2 and continue the process. When two groups of 10 are finished, ask them: How many jars are filled by tens? Invite one group at a time to the front of the class and ask them to share the number of balls they collected. Ask them: How many balls are left? That must be 4. Ask the students to say the numerals that represent their balls (for example, 2 bundles and 4 balls = 24 balls in all). Explain to them that 2 groups of ten balls and 4 balls make the number 24.

Activity 2:

Give worksheet 1 to students. Ask them to follow the instructions and complete it. Identify and colour the circles having the number 24. Roam around the class, check their work and guide them if needed. Appreciate them for their good work.

Sum Up:

(3 min)

Sum up the lesson by asking students to open their textbook page 23 and observe two bundles of ten match sticks represents 2 tens and 4 match sticks represent 4 ones that makes number 24.

Assessment:

(5 min)

Assess students by showing 2 groups of ten balls and 4 balls. Ask them to count the total number of balls and tell how many balls are there.

Homework:

(2 min)

Solve worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

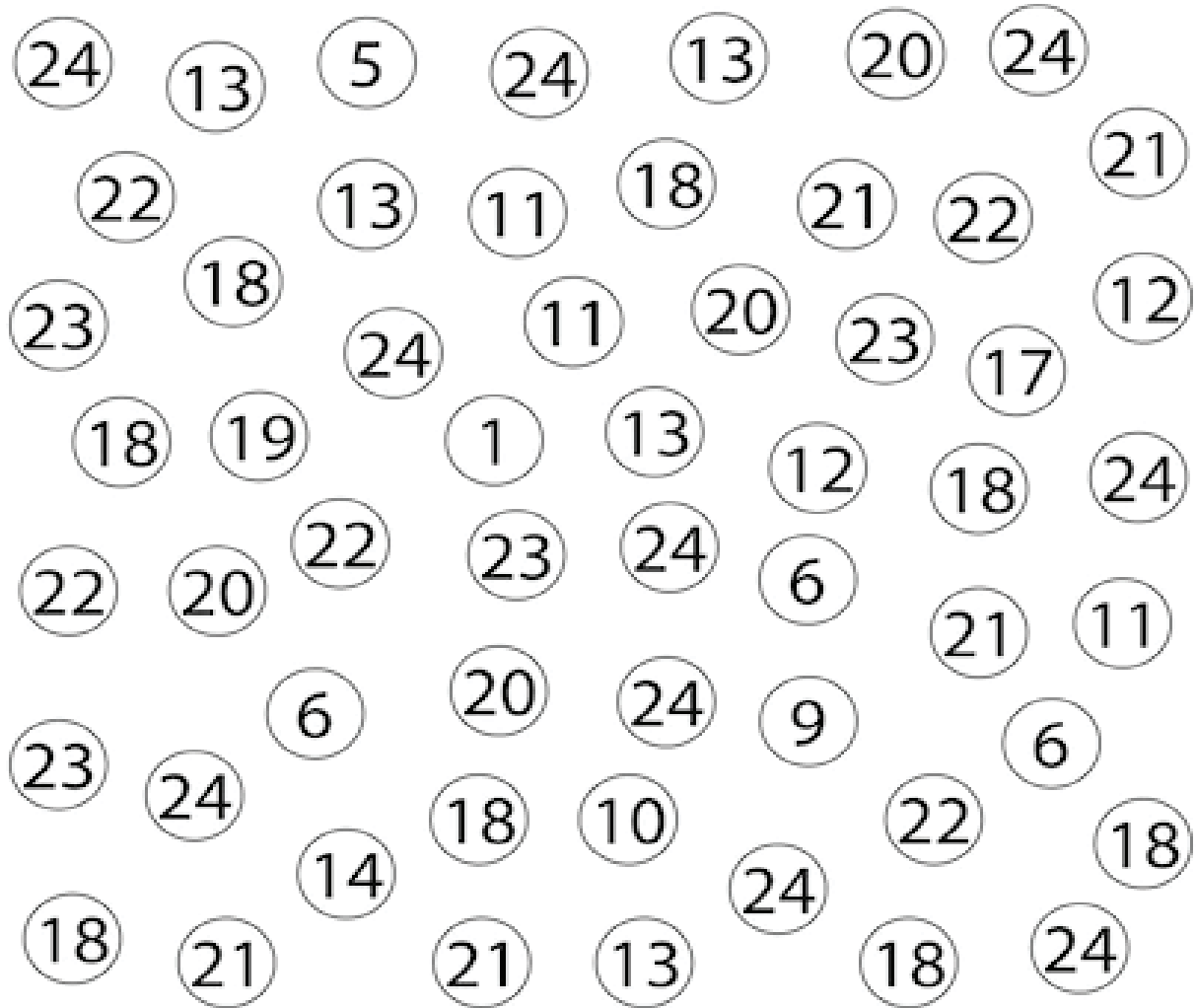
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 1

Name: _____

Date: _____

1. Identify and colour the number 24.



2. Draw 24 squares.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 2

Name: _____

Date: _____

Trace and write.

24	24	24	24	24
24	24	24	24	24
24	24	24	24	24
24	24	24	24	24
.	.	.	.	.
.	.	.	.	.
.	.	.	.	.
.	.	.	.	.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Numbers 21 to 30

Date: _____

Objective(s):

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

Identify and write the correct numerals to represent the number 25 and use it to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Large-sized flash card of the number 25, Worksheets, Candies, Pencils, 3 bowls, Marbles, Textbook page 23

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".

Greet students with a smiling face. Show a large-sized flash card with the number 25 written on it. Tell the students that this is the number 25. Tell them that it is made up of the numbers 2 and 5. Encourage them to loudly say the number 25 by following you.

Main Activities/Concept Building:

(25 min)

Activity 1:

Show 2 groups of ten candies and 5 candies to the students (2 bundles and 5 candies). Ask the students: How many bundles and candies are there? Which number is made by these bundles and candies? Take their responses and encourage them if they will say the number 25. Make two small groups of students and ask them to sit in a circle. Give each group a set of 3 bowls labelled with the numbers 1-2-3. Give them marbles (more than 20 and less than or equal to 25). Ask them to make bundles of 10 marbles and put them in a bowl labelled with the number 1. Count 10 marbles and put them in the bowl labelled with the number 2 and continue the process. When two groups of 10 are finished, ask them: How many bowls are filled by tens? Invite one group at a time to the front of the class and ask them to share the number of marbles they collected. Ask them: How many marbles are left? That must be 5. Ask the students to say the numerals that represent their marbles (for example, 2 bundles and 5 marbles = 25 marbles in all). Explain to them that 2 groups of ten marbles and 5 marbles make the number 25.

Activity 2:

Give worksheet 1 to students. Ask them to follow the instructions and complete it. Identify and colour the circles having the number 25. Roam around the class, check their work and guide them if needed. Appreciate them for their good work.

Sum Up:

(3 min)

Sum up the lesson by asking students to open their textbook page 23 and observe two bundles of ten match sticks represents 2 tens and 5 match sticks represent 5 ones that makes number 25.

Assessment:

(5 min)

Assess students by showing them 2 groups of ten pencils and 5 pencils. Ask them to count the total number of pencils and tell how many pencils are there.

Homework:

(2 min)

Solve worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

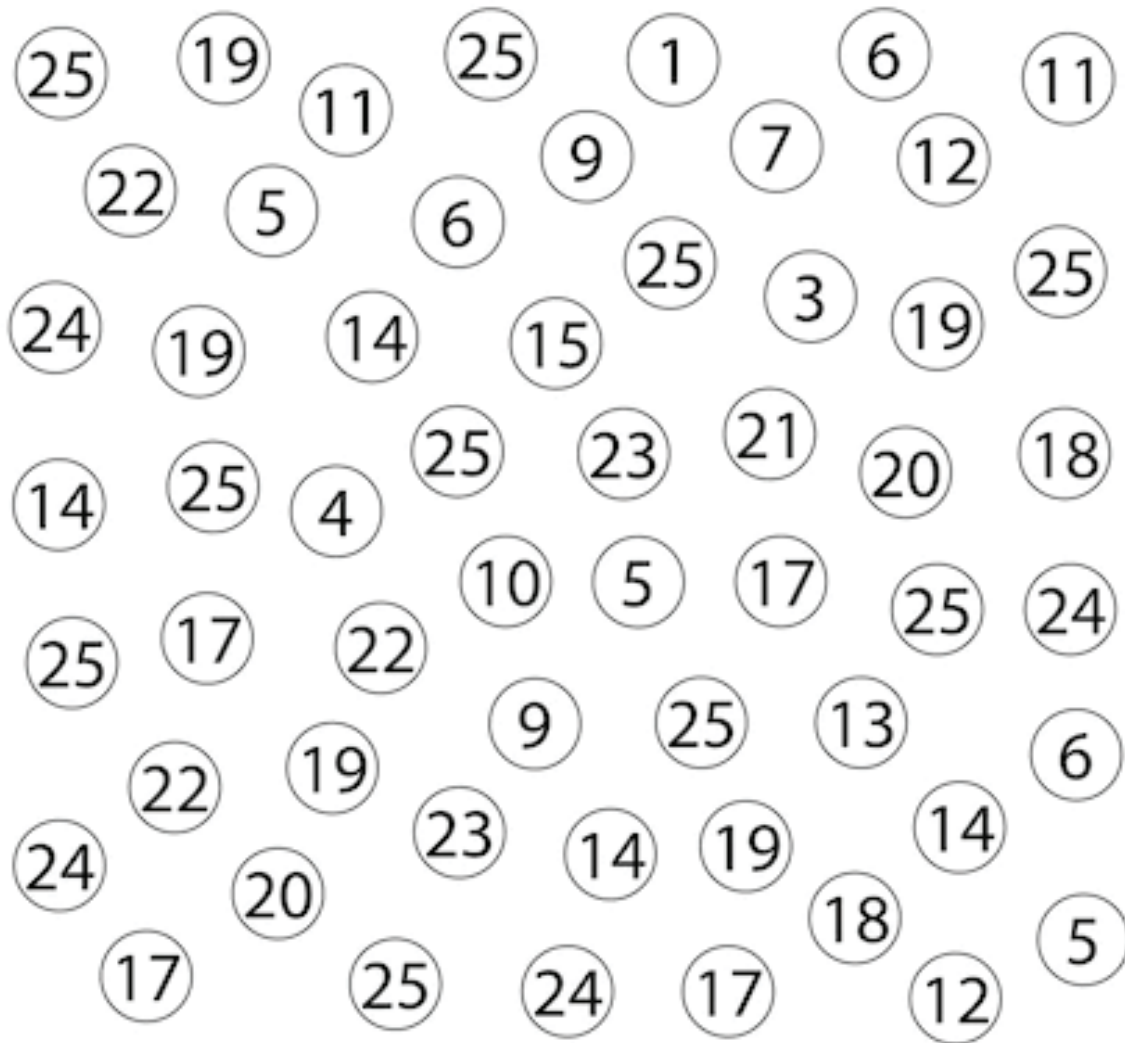
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 1

Name: _____

Date: _____

1. Identify and colour the number 25.



2. Draw 25 balloons.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 2

Name: _____

Date: _____

Trace and write.

25	25	25	25	25
25	25	25	25	25
25	25	25	25	25
25	25	25	25	25
.	.	.	.	.
.	.	.	.	.
.	.	.	.	.
.	.	.	.	.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Numbers 21 to 30

Date: _____

Objective(s):

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

Identify and write the correct numerals to represent the number 26 and use it to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Large-sized flash card of the number 26, Worksheets, Crayons, Ice cream Sticks, Rubber band, Erasers, Textbook page 23

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".

Greet students with a smiling face. Show a large-sized flash card with the number 26 written on it. Tell the students that this is the number 26. Tell them that it is made up of the numbers 2 and 6. Encourage them to loudly say the number 26 by following you.

Main Activities/Concept Building:

(26 min)

Activity 1:

Show 2 groups of ten sticks and 6 sticks to the students (2 bundles and 6 sticks). Ask the students: How many bundles and sticks are there? Which number is made by these bundles and sticks? Take their responses and encourage them if they will say the number 26. Make two small groups of students and ask them to sit in a circle. Give each group a set of 3 bowls labelled with the numbers 1-2-3. Give them erasers (more than 20 and less than or equal to 26). Ask them to make bundles of 10 erasers and put them in a bowl labelled with the number 1. Count 10 erasers and put them in the bowl labelled with the number 2 and continue the process. When two groups of 10 are finished then ask them: How many bowls are filled by tens? Invite one group at a time to the front of the class and ask them to share the number of erasers they collected. Ask them: How many erasers are left? That must be 6. Ask the students to say the numerals that represent their erasers (for example, 2 bundles and 6 erasers = 26 erasers in all). Explain to them that 2 groups of ten erasers and 6 erasers make the number 26.

Activity 2:

Give worksheet 1 to students. Ask them to follow the instructions and complete it. Count and colour 26 objects. Roam around the class, check their work and guide them if needed. Appreciate them for their good work.

Sum Up:

(3 min)

Sum up the lesson by asking students to open their textbook page 23 and observe two bundles of ten match sticks represents 2 tens and 6 match sticks represent 6 ones that makes number 26.

Assessment:

(5 min)

Assess them by showing 2 groups of ten crayons and 6 crayons. Ask them to count the total number of crayons and tell how many crayons are there.

Homework:

(2 min)

Solve worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

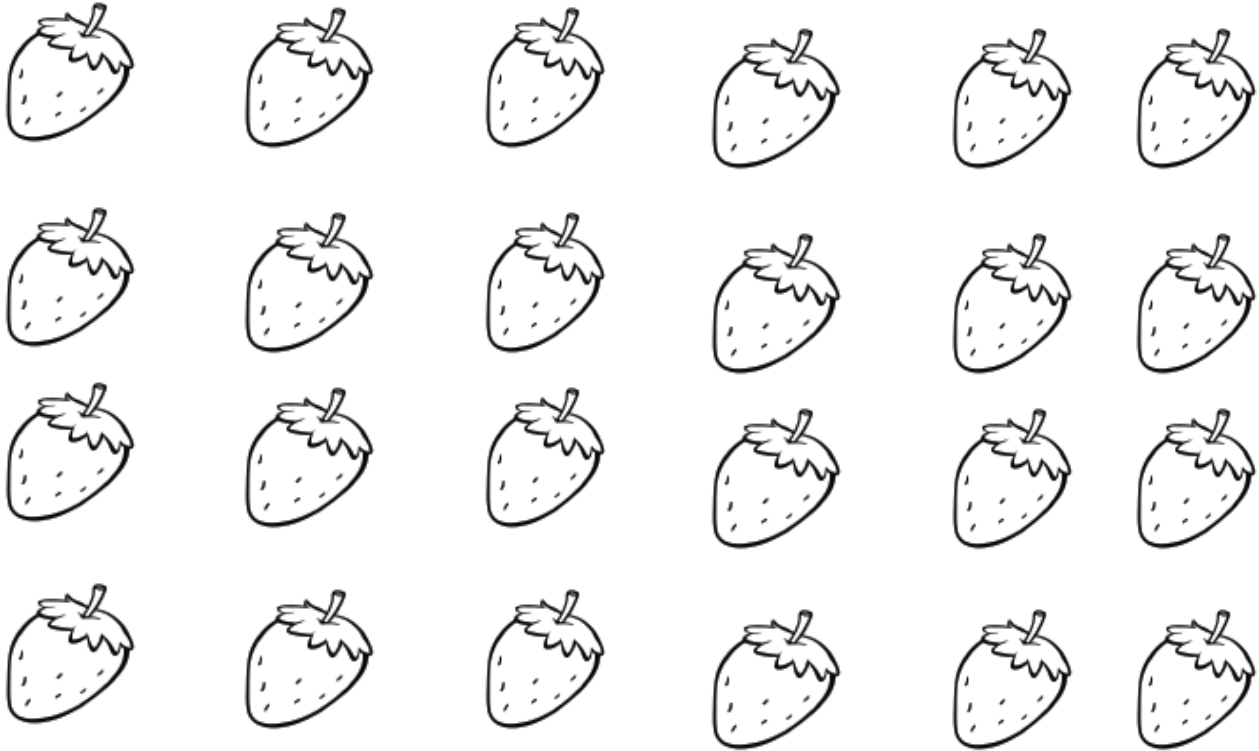
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 1

Name: _____

Date: _____

1. Count and colour 26 objects.



2. Draw 26 squares.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 2

Name: _____

Date: _____

Trace and write.

26	26	26	26	26
26	26	26	26	26
26	26	26	26	26
26	26	26	26	26
.	.	.	.	.
.	.	.	.	.
.	.	.	.	.
.	.	.	.	.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Numbers 21 to 30

Date: _____

Objective(s):

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

Identify and write the correct numerals to represent the number 27 and use it to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Large-sized flash card of the number 27, Worksheets, Balls, Pencils, Textbook page 23

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".

Greet students with a smiling face. Show a large-sized flash card with the number 27 written on it. Tell the students that this is the number 27. Tell them that it is made up of the numbers 2 and 7. Encourage them to loudly say the number 27 by following you.

Main Activities/Concept Building:

(25 min)

Activity 1:

Show 2 groups of ten pencils and 4 pencils to the students (2 bundles and 7 pencils). Ask the students: How many bundles and pencils are there? Which number is made by these bundles and pencils? Take their responses and encourage them if they will say the number 27. Make two small groups of students and ask them to sit in a circle. Give each group a set of 3 jars labelled with the numbers 1-2-3. Give them balls (more than 20 and less than or equal to 27). Ask them to make bundles of 10 balls and put them in a jar labelled with the number 1. Count 10 balls and put them in the jar labelled with the number 2 and continue the process. When two groups of 10 are finished, ask them: How many jars are filled by tens? Invite one group at a time to the front of the class and ask them to share the number of balls they collected. Ask them: How many balls are left? That must be 7. Ask the students to say the numerals that represent their balls (for example, 2 bundles and 7 balls =27 balls in all). Explain to them that 2 groups of ten balls and 3 balls make the number 27.

Activity 2:

Give worksheet 1 to students. Ask them to follow the instructions and complete it. Count and colour 27 objects. Roam around the class, check their work and guide them if needed. Appreciate them for their good work.

Sum Up:

(3 min)

Sum up the lesson by asking students to open their textbook page 23 and observe two bundles of ten match sticks represents 2 tens and 7 match sticks represent 7 ones that makes number 27.

Assessment:

(5 min)

Assess students by showing them 2 groups of ten balls and 7 balls. Ask them to count the total number of balls and tell how many balls are there.

Homework:

(2 min)

Solve worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

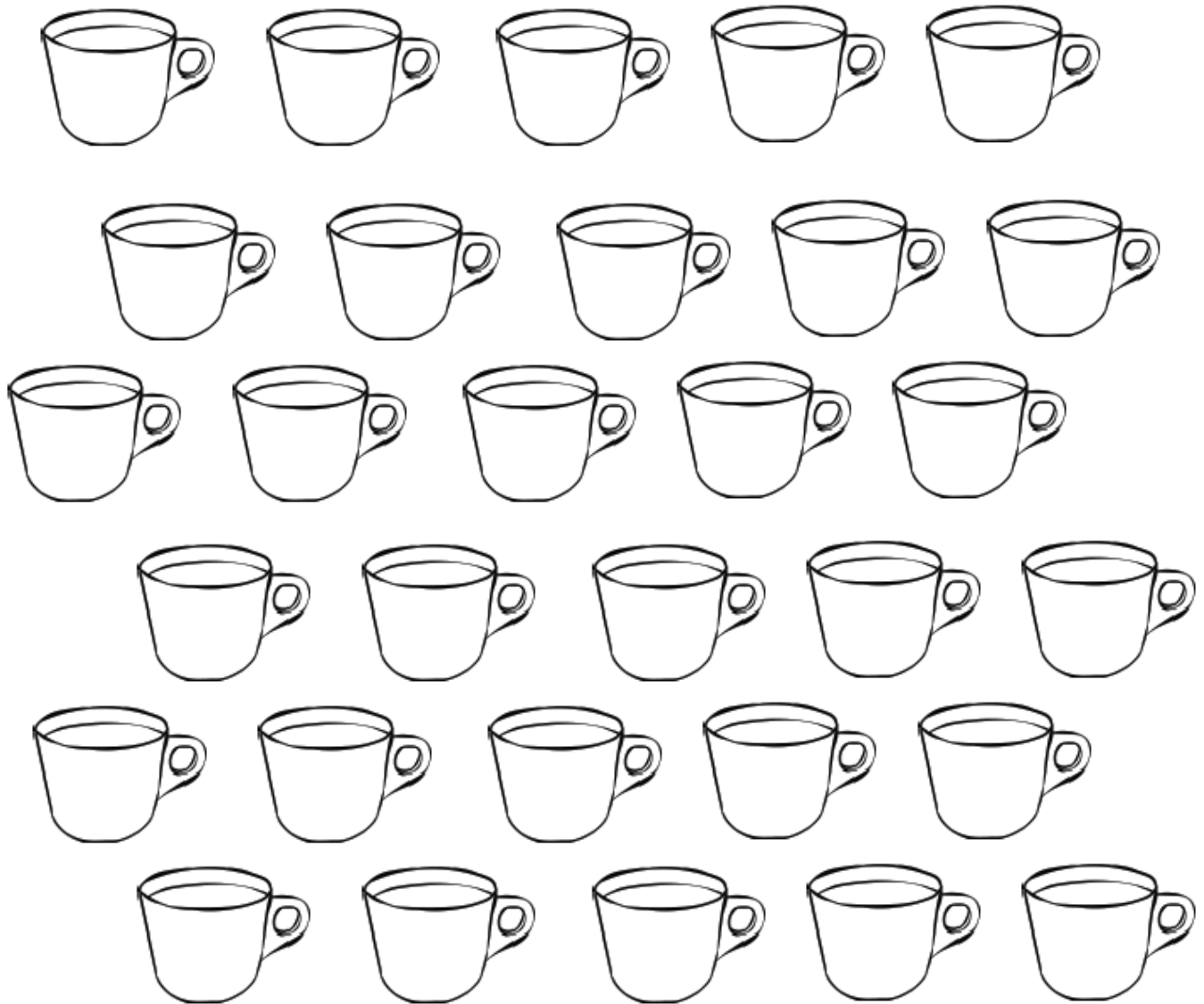
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 1

Name: _____

Date: _____

1. Count and colour 27 objects.



2. Draw 27 circles.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 2

Name: _____

Date: _____

Trace and write.

27	27	27	27	27
27	27	27	27	27
27	27	27	27	27
27	27	27	27	27
.	.	.	.	.
.	.	.	.	.
.	.	.	.	.
.	.	.	.	.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Numbers 21 to 30

Date: _____

Objective(s):

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

Identify and write the correct numerals to represent the number 28 and use it to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Large-sized flash card of the number 28, Worksheets, Candies, Pencils, 3 bowls, Marbles, Textbook page 23

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".

Greet students with a smiling face. Show a large-sized flash card with the number 28 written on it. Tell the students that this is the number 28. Tell them that it is made up of the numbers 2 and 5. Encourage them to loudly say the number 28 by following you.

Main Activities/Concept Building:

(25 min)

Activity 1:

Show 2 groups of ten candies and 5 candies to the students (2 bundles and 8 candies). Ask the students: How many groups of tens candies and candies are there? Which number is made by these groups of candies and candies? Take their responses and encourage them if they will say the number 28. Make two small groups of students and ask them to sit in a circle. Give each group a set of 3 bowls labelled with the numbers 1-2-3. Give them marbles (more than 20 and less than or equal to 28). Ask them to make bundles of 10 marbles and put them in a bowl labelled with the number 1. Count 10 marbles and put them in the bowl labelled with the number 2 and continue the process. When two groups of 10 are finished, ask them: How many bowls are filled by tens? Invite one group at a time to the front of the class and ask them to share the number of marbles they collected. Ask them: How many marbles are left? That must be 8. Ask the students to say the numerals that represent their marbles (for example, 2 bundles and 8 marbles = 28 marbles in all). Explain to them that 2 groups of ten marbles and 8 marbles make the number 28.

Activity 2:

Give worksheet 1 to students. Ask them to follow the instructions and complete the worksheet. Identify and colour the circles having the number 28. Roam around the class, check their work and guide them if needed. Appreciate them for their good work.

Sum Up:

(3 min)

Sum up the lesson by asking students to open their textbook page 23 and observe two bundles of ten match sticks represents 2 tens and 8 match sticks represent 8 ones that makes number 28.

Assessment:

(5 min)

Assess students by showing them 2 groups of ten pencils and 8 pencils. Ask them to count the total number of pencils and tell how many pencils are there.

Homework:

(2 min)

Solve the worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

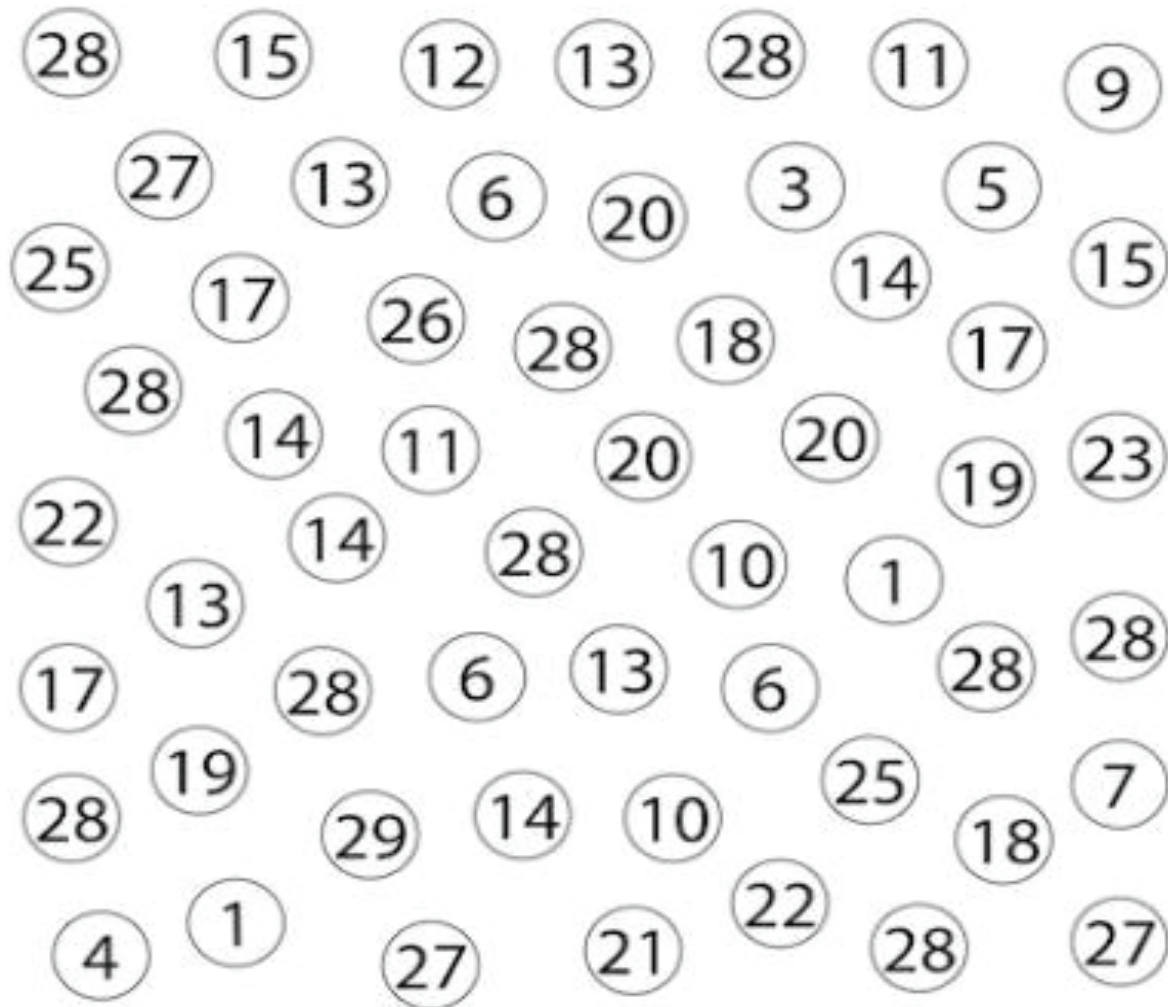
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 1

Name: _____

Date: _____

1. Identify and colour the number 28.



2. Draw 28 circles.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 2

Name: _____

Date: _____

Trace and write.

28	28	28	28	28
28	28	28	28	28
28	28	28	28	28
28	28	28	28	28
.	.	.	.	.
.	.	.	.	.
.	.	.	.	.
.	.	.	.	.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Numbers 21 to 30

Date: _____

Objective(s):

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

Identify and write the correct numerals to represent the number 29 and use it to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Large-sized flash card of the number 29, Worksheets, Sticks, Pencils, 3 bowls, Buttons, Textbook page 23

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".

Greet students with a smiling face. Show a large-sized flash card with the number 29 written on it. Tell the students that this is the number 29. Tell them that it is made up of the numbers 2 and 5. Encourage them to loudly say the number 29 by following you.

Main Activities/Concept Building:

(25 min)

Activity 1:

Show 2 groups of ten pencils and 9 pencils to the students (2 bundles and 9 pencils). Ask the students: How many groups of ten pencils and other pencils are there? Which number is made by these groups of pencils and pencils? Take their responses and encourage them if they will say the number 29. Make two small groups of students and ask them to sit in a circle. Give each group a set of 3 bowls labelled with the numbers 1-2-3. Give them buttons (more than 20 and less than or equal to 29). Ask them to make bundles of 10 buttons and put them in a bowl labelled with the number 1. Count 10 buttons and put them in the bowl labelled with the number 2 and continue the process. When two groups of 10 are finished then ask them: How many bowls are filled by tens? Invite one group at a time to the front of the class and ask them to share the number of buttons they collected. Ask them: How many buttons are left? That must be 8. Ask the students to say the numerals that represent their buttons (for example, 2 bundles and 9 buttons = 29 buttons in all). Explain to them that 2 groups of ten buttons and 9 buttons make the number 29.

Activity 2:

Give worksheet 1 to students. Ask them to follow the instructions and complete it. Identify and colour the circle having the number 29. Roam around the class, check their work and guide them if needed. Appreciate them for their good work.

Sum Up:

(3 min)

Sum up the lesson by asking students to open their textbook page 23 and observe two bundles of ten match sticks represents 2 tens and 9 match sticks represent 9 ones that makes number 29.

Assessment:

(5 min)

Assess students by showing 2 groups of ten sticks and 9 sticks. Ask them to count the total number of sticks and tell how many sticks are there.

Homework:

(2 min)

Solve worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

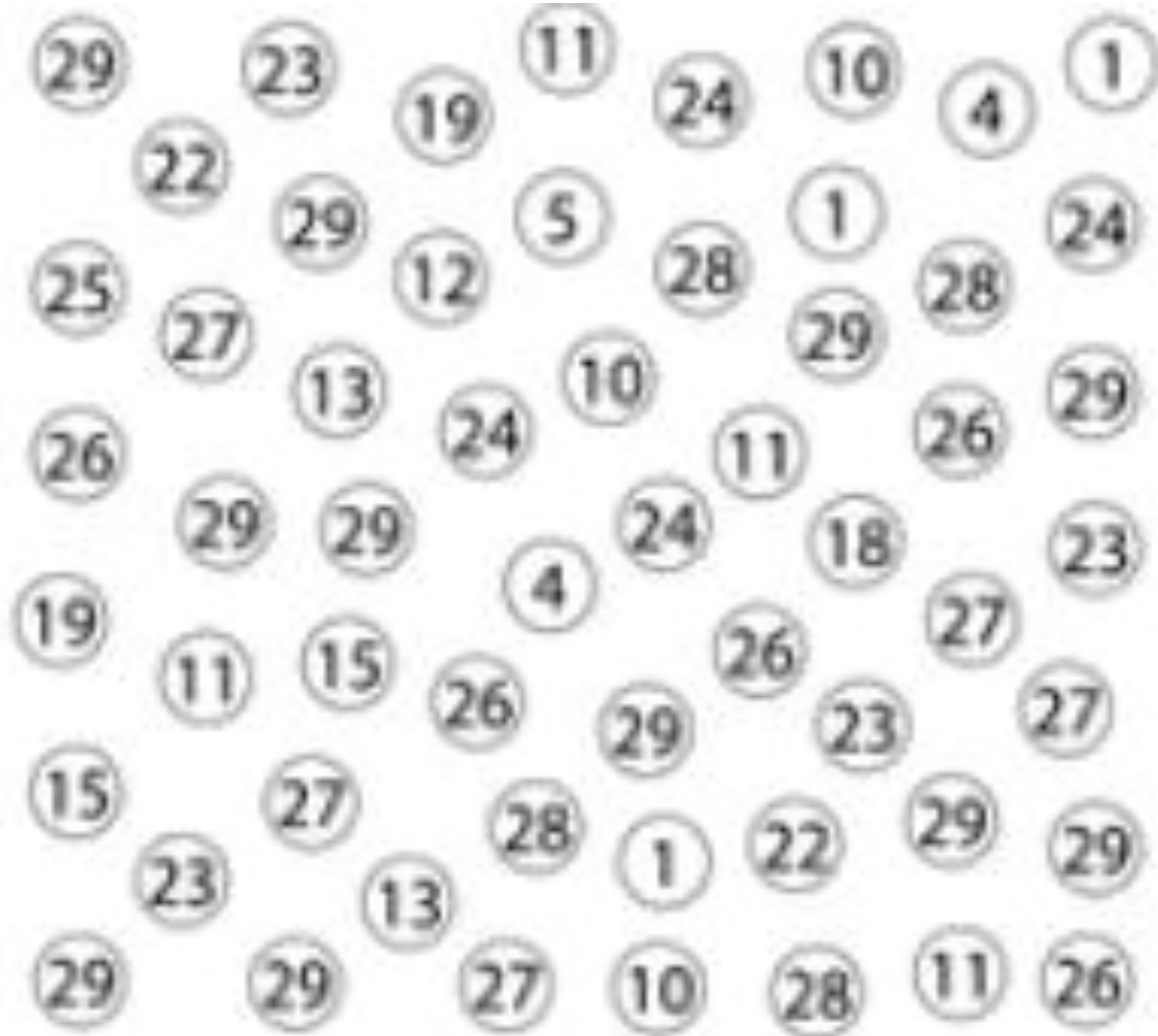
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 1

Name: _____

Date: _____

1. Identify and colour the number 29.



2. Draw 29 objects.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 2

Name: _____

Date: _____

Trace and write.

29	29	29	29	29
29	29	29	29	29
29	29	29	29	29
29	29	29	29	29
.	.	.	.	.
.	.	.	.	.
.	.	.	.	.
.	.	.	.	.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Numbers 21 to 30 **Date:** _____

Objective(s):

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

Identify and write the correct numerals to represent the number 30 and use it to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Large-sized flash card of the number 30, Worksheets, Candies, Pencils, 3 bowls, Marbles, Textbook page 23

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".

Greet students with a smiling face. Show a large-sized flash card with the number 30 written on it. Tell the students that this is the number 30. Tell them that it is made up of the numbers 3 and 0. Encourage them to loudly say the number 30 by following you.

Main Activities/Concept Building: (25 min)

Activity 1:

Show 3 groups of ten candies to the students (3 bundles). Ask the students: How many groups of ten candies are there? Which number is made by these groups of candies? Take their responses and encourage them if they will say the number 30. Make two small groups of students and ask them to sit in a circle. Give each group a set of 4 bowls labelled with the numbers 1-2-3-4. Give them marbles (more than 20 and less than or equal to 30). Ask them to make bundles of 10 marbles and put them in a bowl labelled with the number 1. Count 10 marbles and put them in the bowl labelled with the number 2 and continue the process. When three groups of 10 are finished, ask them: How many bowls are filled by tens? Invite one group at a time to the front of the class and ask them to share the number of marbles they collected. Ask them: How many marbles are left? That must be 0. Ask the students to say the numerals that represent their marbles (for example, 3 bundles = 30 marbles in all). Explain to them that 3 groups of ten marbles and 0 marbles make the number 30.

Activity 2:

Give worksheet 1 to students. Ask them to follow the instructions and complete it. Count and colour 30 objects. Roam around the class, check their work and guide them if needed. Appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by asking students to open their textbook page 23 and observe three bundles of ten match sticks represents 3 tens or number 30.

Assessment: (5 min)

Assess students by showing 3 groups of ten pencils. Ask them to count the total number of pencils and tell how many pencils are there.

Homework: (2 min)

Solve worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 1

Name: _____

Date: _____

1. Count and colour 30 objects.



2. Draw 30 circles.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 2

Name: _____

Date: _____

Trace and write.

30	30			
30	30			
30	30			
30	30			
30	30			
30	30			
30	30			
30	30			
30	30			
30	30			

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Term: 1 **Periodic Unit: 2** **Week: 5** **Lesson plan: 1**
Topic: Revision **Date:**

Objective(s):

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

Revise all the concepts.

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".

Greet students with a smiling face.

Main Activities/Concept Building: (35 min)

Activity 1:

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

Sum Up: (0 min)

N/A

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

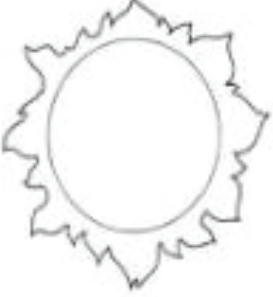
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

Name: _____

Date: _____

Colour the objects that belong the object in the first column.

 HOT	   
 COLD	   

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Term: 1 **Periodic Unit: 2** **Week: 5** **Lesson plan: 2**
Topic: Revision **Date:**

Objective(s):

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

Revise all the concepts.

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".

Greet students with a smiling face.

Main Activities/Concept Building: (35 min)

Activity 1:

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

Sum Up: (0 min)

N/A

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

Name: _____

Date: _____

1. Tick (✓) the rough objects and cross out (×) the smooth objects.

2. Circle the smooth objects.

		
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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Term: 1 **Periodic Unit: 2** **Week: 5** **Lesson plan: 3**
Topic: Revision **Date:**

Objective(s):

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

Revise all the concepts.

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".

Greet students with a smiling face.

Main Activities/Concept Building: (35 min)

Activity 1:

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

Sum Up: (0 min)

N/A

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

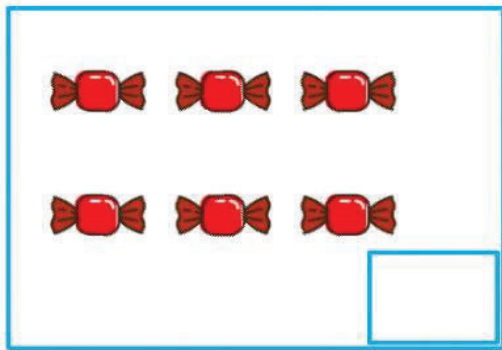
Worksheet

Name: _____

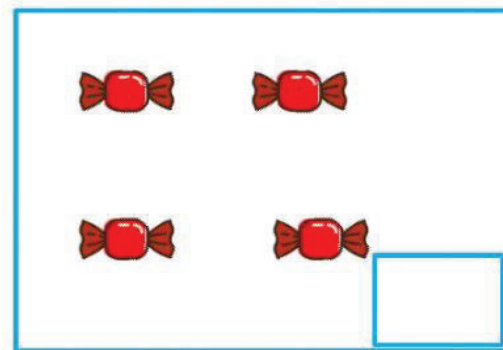
Date: _____

Count and write the number of objects in each set. Then tick (✓) the box with lesser number of objects.

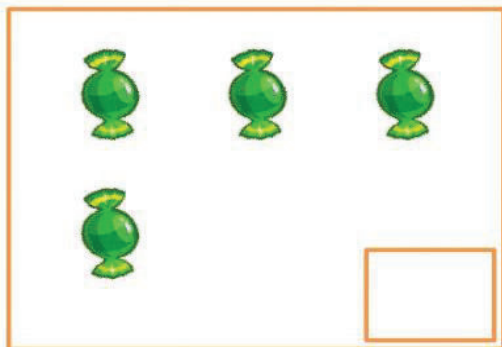
SET A



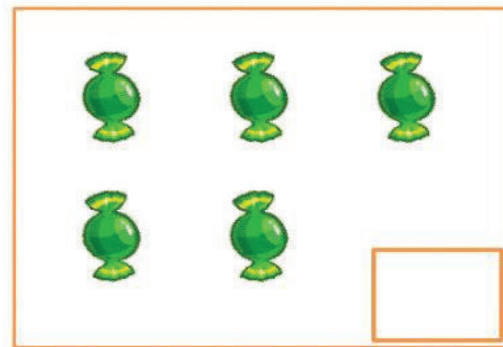
SET B



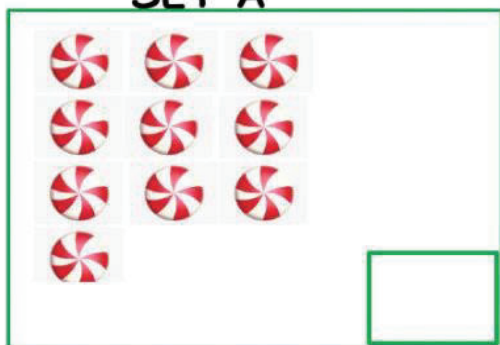
SET A



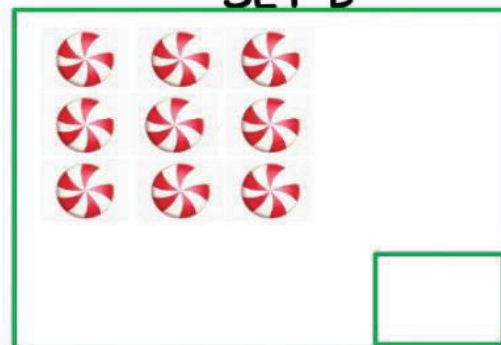
SET B



SET A



SET B



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Term: 1 **Periodic Unit: 2** **Week: 5** **Lesson plan: 4**
Topic: Revision **Date:**

Objective(s):

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

Revise all the concepts.

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".

Greet students with a smiling face.

Main Activities/Concept Building: (35 min)

Activity 1:

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

Sum Up: (0 min)

N/A

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

Name: _____

Date: _____

Colour the 6th and 9th objects.



Write the correct ordinal number in the given position.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Term: 1 **Periodic Unit: 2** **Week: 5** **Lesson plan: 5**
Topic: Revision **Date:**

Objective(s):

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

Revise all the concepts.

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".

Greet students with a smiling face.

Main Activities/Concept Building: (35 min)

Activity 1:

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

Sum Up: (0 min)

N/A

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

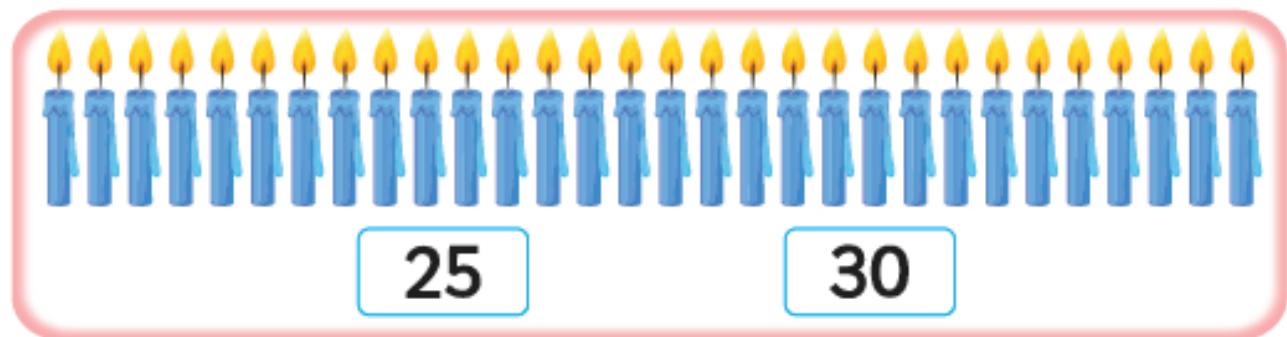
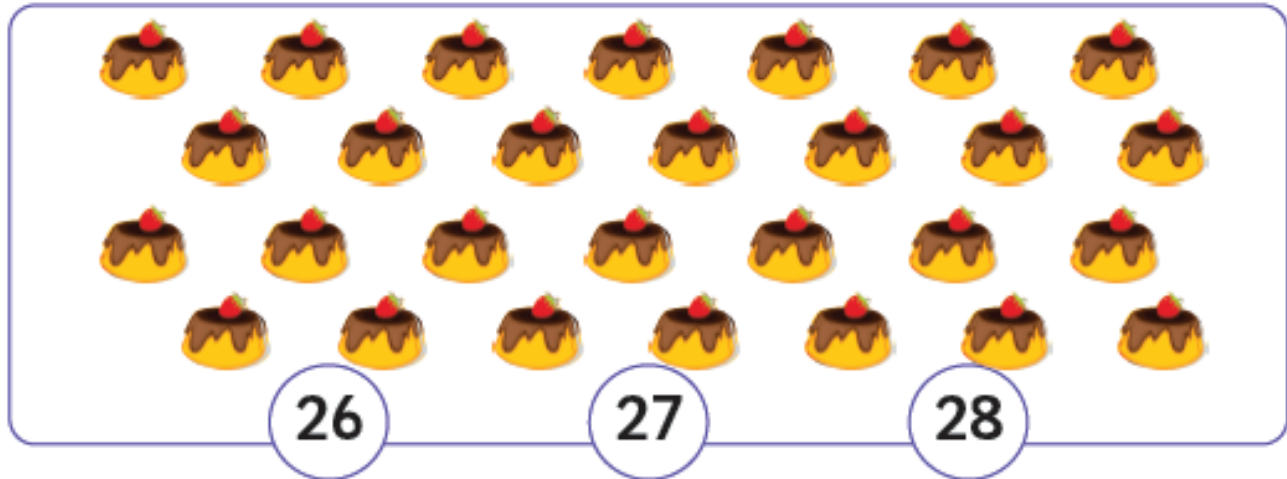
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

Name: _____

Date: _____

Count and colour the correct number.



Draw 28 circles.

Draw 30 stars.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Number 21-30

Date:

Objective(s):

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

Identify and write correct numerals to represent number 21-30 and use it to represent quantities in daily life interaction.

Resource Material:

Whiteboard, Board marker, flash cards of numbers 21 to 30, Wallchart of numbers 21 to 30, worksheet, Textbook page 25

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".

Paste a wall chart of numbers up to 30 on the board. Ask students to read the numbers in a loud voice. Ask them how many tens and ones are in number 26. Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building:

(22 min)

Activity 1:

Put the number flash cards (21-30) upside down on the table randomly. Call any student to come to the table. Ask him/her to pick up a number card and say the number loudly. Clap to appreciate him/her. Now call another student and ask him/her to pick any other number that comes before the previous number. Appreciate them for the correct responses. Repeat this activity with all the students. Clap to appreciate them.

Activity 2:

Have the students sit in a circle on the carpet comfortably. Put 30 balls and an empty basket in front of the students on the carpet. Call a random student to the front of the class and ask him/her to count 10 balls and put them in the basket. Encourage him/her for the correct counting. Repeat this activity for the other numbers (1-30) with other students.

Sum Up:

(3 min)

Sum up the lesson by writing numbers on the board up to 30 and ask them to read the numbers in a loud voice.

Assessment:

(8 min)

Assess students by asking them to open their textbook page 25 and write the given numbers in sequence in Q2.

Homework:

(2 min)

Complete worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

Name: _____

Date: _____

1. Trace and write the numbers.

21	21	21			
22	22	22			
23	23	23			
24	24	24			
25	25	25			
26	26	26			
27	27	27			
28	28	28			
29	29	29			
30	30	30			

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Numbers 21-30

Date:

Objective(s):

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

Count in sequence from 21-30 and write the missing numbers.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, 30 pencils, rubber band, worksheets, flash cards of different number of objects up to 30, Textbook page 24 and 25

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".

Greet students with a smiling face. Draw 24 circles on the board. Call a student to the front of the class and ask him/her to count the objects and tell the number. Take his/her response and appreciate for correct answer.

Main Activities/Concept Building:

(22 min)

Activity 1:

Make small groups of students and give them pencils up to 30 to each group. Instruct them to count and collect 10 pencils and then tie them with rubber band to make group of ten pencils. Again count and make bundle of 10 pencils. Now ask them after making two bundles of 10 pencils how many pencils are in two bundles of pencils. Take their responses that must be 20. Now instruct them to take one pencil and tell how many pencils they have. Tell them that 20 and 1 make 21. Now take 2 pencils and ask them how many pencils are there. Their answer must be 20 and 2 makes 22. Repeat this activity to numbers up to 30.

Activity 2:

Give each student flash card of different number of objects. Instruct them to count the objects on the card that each of them have. Ask them after counting write the number of objects to the backside of the card. Ask them to share with each other and present their work with whole class. Instruct students to open their textbook page 25 and write the numbers that comes between the given numbers in Q3.

Sum Up:

(3 min)

Sum up the lesson by asking students to read the numbers 21 to 30 in loud voice.

Assessment:

(8 min)

To assess the students, ask them to complete the given worksheet 1.

Homework:

(2 min)

Trace and numbers 21 to 30 given at textbook page 24.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

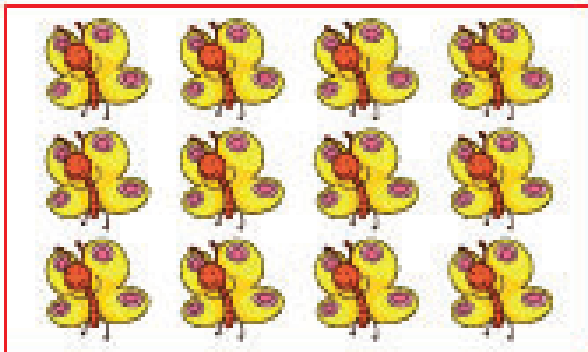
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

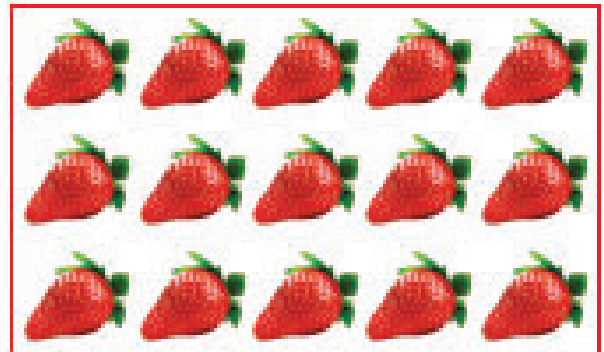
Worksheet

Name: _____

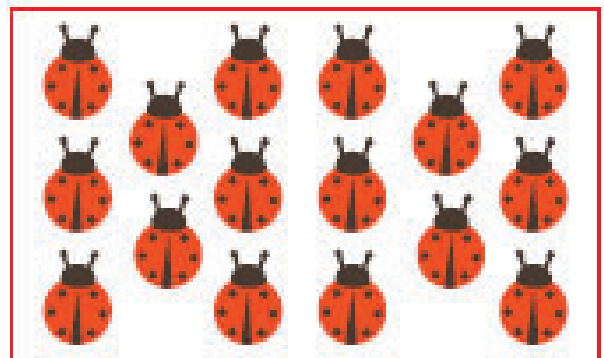
Date: _____

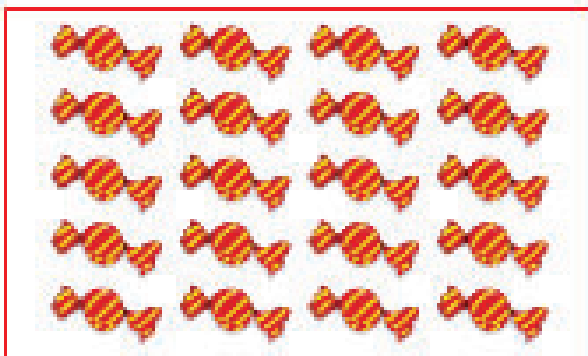
Count the objects and write the number.

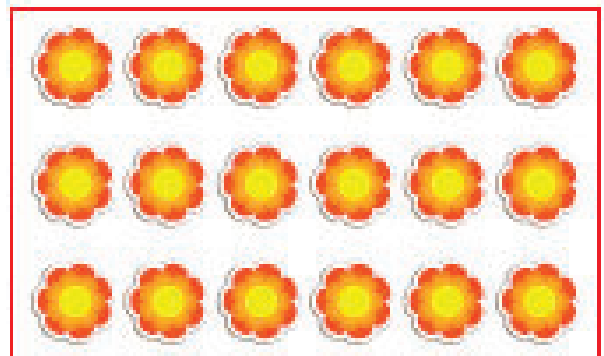












Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Numbers from 31 to 40

Date:

Objective(s):

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

Identify and write correct numerals to represent number 31 and use it to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Large-sized flash card of the number 31, Worksheet, Beads, Ice cream sticks, Textbook page 26

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".

Greet students with a smiling face. Show a large-sized flash card with the number 31 written on it. Tell the students that this is the number 31. Tell them that it is made up of the number 3 and 1. Encourage them to loudly say the number 31 by following you.

Main Activities/Concept Building:

(25 min)

Activity 1:

Show 3 groups of ten ice cream sticks and 1 ice cream stick to the students (3 bundles and 1 stick).

Ask the students: How many bundles and sticks are there? Which number is made by these bundles and sticks? Take their responses and encourage them if they will say the number 31. Make two small groups of students and ask them to sit in a circle. Give each group a set of 4 jars labelled with the numbers 1-2-3-4.

Give them beads (more than 30 and less than or equal to 31). Ask them to make bundles of 10 beads and put them in a jar labelled with the number 1. Count 10 beads and put them in the jar labelled with the number 2 and continue the process. When three groups of 10 are finished, then ask them: How many jars are filled by tens? Invite one group at a time to the front of the class and ask them to share the number of beads they collected. Ask them: How many beads are left? That must be 1. Ask the students to say the numerals that represent their beads (for example, 3 bundles and 1 bead = 31 beads in all). Explain to them that 3 groups of ten beads and 1 bead makes the number 31.

Sum Up:

(3 min)

Sum up the lesson by asking students to open their textbook page 26 and observe three bundles of ten match sticks represents 3 tens and 1 match stick represent 1 one that makes number 31.

Assessment:

(5 min)

Assess students by showing them 3 groups of ten beads and 1 bead. Then ask them to count the total number of beads and tell how many beads are there.

Homework:

(2 min)

Complete the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

Name: _____

Date: _____

1. Identify and circle the number 31.

32	31	21	24	31	30
31	31	15	18	31	30
29	30	31	20	23	28
31	21	20	30	31	30
30	21	31	17	31	18
29	21	21	31	31	20
21	24	26	31	31	29

2. Draw 31 circles.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Number 32

Date: _____

Objective(s):

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

Identify and write correct numerals to represent number 32 and use it to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Large-sized flash card of the number 32, Worksheet, Beads, Ice cream sticks, Textbook page 26

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".

Greet students with a smiling face. Show a large-sized flash card with the number 32 written on it. Tell the students that this is the number 32. Tell them that it is made up of the number 3 and 2. Encourage them to loudly say the number 32 by following you.

Main Activities/Concept Building:

(25 min)

Activity 1:

Show 3 groups of ten ice cream sticks and 2 ice cream stick to the students (3 bundles and 2 stick).

Ask the students: How many bundles and sticks are there? Which number is made by these bundles and sticks? Take their responses and encourage them if they will say the number 32. Make two small groups of students and ask them to sit in a circle. Give each group a set of 4 jars labelled with the numbers 1-2-3-4. Give them beads (more than 30 and less than or equal to 32). Ask them to make bundles of 10 beads and put them in a jar labelled with the number 1. Count 10 beads and put them in the jar labelled with the number 2 and continue the process. When three groups of 10 are finished, then ask them: How many jars are filled by tens? Invite one group at a time to the front of the class and ask them to share the number of beads they collected. Ask them: How many beads are left? That must be 2. Ask the students to say the numerals that represent their beads (for example, 3 bundles and 2 beads = 32 beads in all). Explain to them that 3 groups of ten beads and 2 beads makes the number 32.

Sum Up:

(3 min)

Sum up the lesson by asking students to open their textbook page 26 and observe three bundles of ten match sticks represents 3 tens and 2 match sticks represent 2 ones that makes number 32.

Assessment:

(5 min)

Assess students by showing them 3 groups of ten beads and 2 beads. Then ask them to count the total number of beads and tell how many beads are there.

Homework:

(2 min)

Complete the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

Name: _____

Date: _____

1. Identify and circle the number 32.

30	15	32	28	31	32
14	31	15	32	31	30
29	30	31	32	23	28
30	24	20	30	31	32
32	21	32	19	32	18
28	21	32	20	31	20
23	24	26	32	31	29

2. Draw 32 balls.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Number 33

Date: _____

Objective(s):

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

Identify and write correct numerals to represent number 33 and use it to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Large-sized flash card of the number 33, Worksheet, Beads, sticks, Textbook page 26

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".

Greet students with a smiling face. Show a large-sized flash card with the number 33 written on it. Tell the students that this is the number 33. Tell them that it is made up of the number 3 and 3. Encourage them to loudly say the number 33 by following you.

Main Activities/Concept Building:

(25 min)

Activity 1:

Show 3 groups of ten sticks and 3 sticks to the students (3 bundles and 3 sticks). Ask the students: How many bundles and sticks are there? Which number is made by these bundles and sticks? Take their responses and encourage them if they will say the number 33. Make two small groups of students and ask them to sit in a circle. Give each group a set of 4 jars labelled with the numbers 1-2-3-4. Give them beads (more than 30 and less than or equal to 33). Ask them to make bundles of 10 beads and put them in a jar labelled with the number 1. Count 10 beads and put them in the jar labelled with the number 2 and continue the process. When three groups of 10 are finished, then ask them: How many jars are filled by tens? Invite one group at a time to the front of the class and ask them to share the number of beads they collected. Ask them: How many beads are left? That must be 3. Ask the students to say the numerals that represent their beads (for example, 3 bundles and 3 beads = 33 beads in all). Explain to them that 3 groups of ten beads and 3 beads makes the number 33.

Sum Up:

(3 min)

Sum up the lesson by asking students to open their textbook page 26 and observe three bundles of ten match sticks represents 3 tens and 3 match sticks represent 3 ones that makes number 33.

Assessment:

(5 min)

Assess students by showing them 3 groups of ten beads and 3 beads. Then ask them to count the total number of beads and tell how many beads are there.

Homework:

(2 min)

Complete the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

Name: _____

Date: _____

1. Trace the number 33.

33	33			
33	33			
33	33			
33	33			
33	33			

2. Identify and circle number 33.

33	15	32	33	33	32
14	31	33	32	31	30
33	30	31	32	23	33
14	31	33	32	31	30

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Number 34

Date:

Objective(s):

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

Identify and write correct numerals to represent number 34 and use it to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Large-sized flash card of the number 34, Worksheet, Beads, sticks, Textbook page 26

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".

Greet students with a smiling face. Show a large-sized flash card with the number 34 written on it. Tell the students that this is the number 34. Tell them that it is made up of the number 3 and 4. Encourage them to loudly say the number 34 by following you.

Main Activities/Concept Building:

(25 min)

Activity 1:

Show 3 groups of ten sticks and 3 sticks to the students (3 bundles and 4 sticks). Ask the students: How many bundles and sticks are there? Which number is made by these bundles and sticks? Take their responses and encourage them if they will say the number 34. Make two small groups of students and ask them to sit in a circle. Give each group a set of 4 jars labelled with the numbers 1-2-3-4. Give them beads (more than 30 and less than or equal to 34). Ask them to make bundles of 10 beads and put them in a jar labelled with the number 1. Count 10 beads and put them in the jar labelled with the number 2 and continue the process. When three groups of 10 are finished, then ask them: How many jars are filled by tens? Invite one group at a time to the front of the class and ask them to share the number of beads they collected. Ask them: How many beads are left? That must be 4. Ask the students to say the numerals that represent their beads (for example, 3 bundles and 4 beads = 34 beads in all). Explain to them that 3 groups of ten beads and 4 beads makes the number 34.

Sum Up:

(3 min)

Sum up the lesson by asking students to open their textbook page 26 and observe three bundles of ten match sticks represents 3 tens and 4 match sticks represent 4 ones that makes number 34.

Assessment:

(5 min)

Assess students by showing them 3 groups of ten beads and 4 beads. Then ask them to count the total number of beads and tell how many beads are there.

Homework:

(2 min)

Complete the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

Name: _____

Date: _____

1. Trace the number 34.

34	34			
34	34			
34	34			
34	34			
34	34			

2. Identify and circle number 34.

34	15	32	33	34	32
14	31	34	32	31	30
34	32	31	34	34	33
18	31	34	32	33	30

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Numbers from 31 to 40

Date:

Objective(s):

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

Identify and write correct numerals to represent number 35 and use it to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Large-sized flash card of the number 35, Worksheet, Beads, sticks, Textbook page 26

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".

Greet students with a smiling face. Show a large-sized flash card with the number 35 written on it. Tell the students that this is the number 35. Tell them that it is made up of the number 3 and 5. Encourage them to loudly say the number 35 by following you.

Main Activities/Concept Building:

(25 min)

Activity 1:

Show 3 groups of ten sticks and 3 sticks to the students (3 bundles and 5 sticks). Ask the students: How many bundles and sticks are there? Which number is made by these bundles and sticks? Take their responses and encourage them if they will say the number 35. Make two small groups of students and ask them to sit in a circle. Give each group a set of 4 jars labelled with the numbers 1-2-3-4. Give them beads (more than 30 and less than or equal to 35). Ask them to make bundles of 10 beads and put them in a jar labelled with the number 1. Count 10 beads and put them in the jar labelled with the number 2 and continue the process. When three groups of 10 are finished, then ask them: How many jars are filled by tens? Invite one group at a time to the front of the class and ask them to share the number of beads they collected. Ask them: How many beads are left? That must be 5. Ask the students to say the numerals that represent their beads (for example, 3 bundles and 5 beads = 35 beads in all). Explain to them that 3 groups of ten beads and 5 beads makes the number 35.

Sum Up:

(3 min)

Sum up the lesson by asking students to open their textbook page 26 and observe three bundles of ten match sticks represents 3 tens and 5 match sticks represent 5 ones that makes number 35.

Assessment:

(5 min)

Assess students by showing them 3 groups of ten beads and 5 beads. Then ask them to count the total number of beads and tell how many beads are there.

Homework:

(2 min)

Complete the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

Name: _____

Date: _____

1. Trace the number 35.

35	35			
35	35			
35	35			
35	35			
35	35			

2. Identify and circle number 35.

34	15	32	33	34	35
35	35	30	32	31	30
35	34	31	35	30	33
18	35	34	32	35	30

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Ordinal Numbers

Date: _____

Objective(s):

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

Identify and write correct numerals to represent number 36 and use it to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Large-sized flash card of the number 36, Worksheet, Beads, sticks, Textbook page 26

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".

Greet students with a smiling face. Show a large-sized flash card with the number 36 written on it. Tell the students that this is the number 36. Tell them that it is made up of the number 3 and 6. Encourage them to loudly say the number 36 by following you.

Main Activities/Concept Building:

(25 min)

Activity 1:

Show 3 groups of ten sticks and 3 sticks to the students (3 bundles and 6 sticks). Ask the students: How many bundles and sticks are there? Which number is made by these bundles and sticks? Take their responses and encourage them if they will say the number 36. Make two small groups of students and ask them to sit in a circle. Give each group a set of 4 jars labelled with the numbers 1-2-3-4. Give them beads (more than 30 and less than or equal to 36). Ask them to make bundles of 10 beads and put them in a jar labelled with the number 1. Count 10 beads and put them in the jar labelled with the number 2 and continue the process. When three groups of 10 are finished, then ask them: How many jars are filled by tens? Invite one group at a time to the front of the class and ask them to share the number of beads they collected. Ask them: How many beads are left? That must be 6. Ask the students to say the numerals that represent their beads (for example, 3 bundles and 6 beads = 36 beads in all). Explain to them that 3 groups of ten beads and 6 beads makes the number 36.

Sum Up:

(3 min)

Sum up the lesson by asking students to open their textbook page 26 and observe three bundles of ten match sticks represents 3 tens and 6 match sticks represent 6 ones that makes number 36.

Assessment:

(5 min)

Assess students by showing them 3 groups of ten beads and 6 beads. Then ask them to count the total number of beads and tell how many beads are there.

Homework:

(2 min)

Complete the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

Name: _____

Date: _____

1. Draw 36 circles.



2. Identify and circle number 36.

36	15	32	33	34	35
35	35	36	32	31	36
35	34	31	35	30	36
36	19	36	34	36	35
35	36	32	29	24	26

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Ordinal Numbers

Date: _____

Objective(s):

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

Identify and write correct numerals to represent number 37 and use it to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Large-sized flash card of the number 37, Worksheet, Beads, sticks, Textbook page 26

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".

Greet students with a smiling face. Show a large-sized flash card with the number 37 written on it. Tell the students that this is the number 37. Tell them that it is made up of the number 3 and 7. Encourage them to loudly say the number 37 by following you.

Main Activities/Concept Building:

(25 min)

Activity 1:

Show 3 groups of ten sticks and 3 sticks to the students (3 bundles and 7 sticks). Ask the students: How many bundles and sticks are there? Which number is made by these bundles and sticks? Take their responses and encourage them if they will say the number 37. Make two small groups of students and ask them to sit in a circle. Give each group a set of 4 jars labelled with the numbers 1-2-3-4. Give them beads (more than 30 and less than or equal to 37). Ask them to make bundles of 10 beads and put them in a jar labelled with the number 1. Count 10 beads and put them in the jar labelled with the number 2 and continue the process. When three groups of 10 are finished, then ask them: How many jars are filled by tens? Invite one group at a time to the front of the class and ask them to share the number of beads they collected. Ask them: How many beads are left? That must be 7. Ask the students to say the numerals that represent their beads (for example, 3 bundles and 7 beads = 37 beads in all). Explain to them that 3 groups of ten beads and 7 beads makes the number 37.

Sum Up:

(3 min)

Sum up the lesson by asking students to open their textbook page 26 and observe three bundles of ten match sticks represents 3 tens and 7 match sticks represent 7 ones that makes number 37.

Assessment:

(5 min)

Assess students by showing them 3 groups of ten beads and 7 beads. Then ask them to count the total number of beads and tell how many beads are there.

Homework:

(2 min)

Complete the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

Name: _____

Date: _____

1. Draw 37 balls.



2. Identify and circle number 37.

36	15	37	33	34	37
35	35	36	27	32	30
37	34	37	35	37	37
32	19	36	37	36	36
37	34	37	29	24	27

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Numbers up to 20

Date: _____

Objective(s):

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

Identify and write correct numerals to represent number 38 and use it to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Large-sized flash card of the number 38, Worksheet, Beads, sticks, Textbook page 26

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".

Greet students with a smiling face. Show a large-sized flash card with the number 38 written on it. Tell the students that this is the number 38. Tell them that it is made up of the number 3 and 8. Encourage them to loudly say the number 38 by following you.

Main Activities/Concept Building:

(25 min)

Activity 1:

Show 3 groups of ten sticks and 3 sticks to the students (3 bundles and 8 sticks). Ask the students: How many bundles and sticks are there? Which number is made by these bundles and sticks? Take their responses and encourage them if they will say the number 38. Make two small groups of students and ask them to sit in a circle. Give each group a set of 4 jars labelled with the numbers 1-2-3-4. Give them beads (more than 30 and less than or equal to 38). Ask them to make bundles of 10 beads and put them in a jar labelled with the number 1. Count 10 beads and put them in the jar labelled with the number 2 and continue the process. When three groups of 10 are finished, then ask them: How many jars are filled by tens? Invite one group at a time to the front of the class and ask them to share the number of beads they collected. Ask them: How many beads are left? That must be 8. Ask the students to say the numerals that represent their beads (for example, 3 bundles and 8 beads = 38 beads in all). Explain to them that 3 groups of ten beads and 8 beads makes the number 38.

Sum Up:

(3 min)

Sum up the lesson by asking students to open their textbook page 26 and observe three bundles of ten match sticks represents 3 tens and 8 match sticks represent 8 ones that makes number 38.

Assessment:

(5 min)

Assess students by showing them 3 groups of ten beads and 8 beads. Then ask them to count the total number of beads and tell how many beads are there.

Homework:

(2 min)

Complete the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

Name: _____

Date: _____

1. Identify and circle number 38.

38	17	37	38	31	37
35	35	36	27	32	30
37	38	33	38	37	38
38	19	36	37	38	30
28	34	37	29	30	38

2. Trace number 38.

38	38			
38	38			
38	38			
38	38			
38	38			

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Term: 2

Periodic Unit: 1

Week: 3

Lesson plan: 1

Topic: Numbers 31 to 40

Date:

Objective(s):

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

Identify and write the correct numerals to represent the number 39 and use it to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Large-sized flash card of the number 39, Worksheet, Beads, sticks, Textbook page 26

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".

Greet students with a smiling face. Show a large-sized flash card with the number 39 written on it. Tell the students that this is the number 39. Tell them that it is made up of the number 3 and 9. Encourage them to loudly say the number 39 by following you.

Main Activities/Concept Building:

(25 min)

Activity 1:

Show 3 groups of ten sticks and 3 sticks to the students (3 bundles and 9 sticks). Ask the students: How many bundles and sticks are there? Which number is made by these bundles and sticks? Take their responses and encourage them if they will say the number 39. Make two small groups of students and ask them to sit in a circle. Give each group a set of 4 jars labelled with the numbers 1-2-3-4. Give them beads (more than 30 and less than or equal to 39). Ask them to make bundles of 10 beads and put them in a jar labelled with the number 1. Count 10 beads and put them in the jar labelled with the number 2 and continue the process. When three groups of 10 are finished, then ask them: How many jars are filled by tens? Invite one group at a time to the front of the class and ask them to share the number of beads they collected. Ask them: How many beads are left? That must be 9. Ask the students to say the numerals that represent their beads (for example, 3 bundles and 9 beads = 39 beads in all). Explain to them that 3 groups of ten beads and 9 beads makes the number 39.

Sum Up:

(3 min)

Sum up the lesson by asking students to open their textbook page 26 and observe three bundles of ten match sticks represents 3 tens and 9 match sticks represent 9 ones that makes number 39.

Assessment:

(5 min)

Assess students by showing them 3 groups of ten beads and 9 beads. Then ask them to count the total number of beads and tell how many beads are there.

Homework:

(2 min)

Complete the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

Name: _____

Date: _____

1. Identify and circle number 39.

36	40	37	34	31	38
35	35	36	27	39	34
31	32	39	39	37	39
39	19	36	37	38	39
29	39	37	29	39	38

2. Trace number 39.

39	39			
39	39			
39	39			
39	39			
39	39			

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Term: 2

Periodic Unit: 1

Week: 3

Lesson plan: 2

Topic: Numbers 31 to 40

Date:

Objective(s):

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

Identify and write the correct numerals to represent the number 40 and use it to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Large-sized flash card of the number 40, Worksheets, Candies, Pencils, 3 bowls, Marbles, Textbook page 26

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".

Greet students with a smiling face. Show a large-sized flash card with the number 40 written on it. Tell the students that this is the number 40. Tell them that it is made up of the numbers 4 and 0. Encourage them to loudly say the number 40 by following you.

Main Activities/Concept Building:

(25 min)

Activity 1:

Show 3 groups of ten candies to the students (4 bundles). Ask the students: How many groups of ten candies are there? Which number is made by these groups of candies? Take their responses and encourage them if they will say the number 40. Make two small groups of students and ask them to sit in a circle. Give each group a set of 4 bowls labelled with the numbers 1-2-3-4. Give them marbles (more than 30 and less than or equal to 40). Ask them to make bundles of 10 marbles and put them in a bowl labelled with the number 1. Count 10 marbles and put them in the bowl labelled with the number 2 and continue the process. When three groups of 10 are finished, ask them: How many bowls are filled by tens? Invite one group at a time to the front of the class and ask them to share the number of marbles they collected. Ask them: How many marbles are left? That must be 0. Ask the students to say the numerals that represent their marbles (for example, 4 bundles = 40 marbles in all). Explain to them that 4 groups of ten marbles and 0 marbles make the number 40.

Sum Up:

(3 min)

Sum up the lesson by asking students to open their textbook page 26 and observe four bundles of ten match sticks represents 4 tens or number 40.

Assessment:

(5 min)

Assess students by showing 4 groups of ten pencils. Ask them to count the total number of pencils and tell how many pencils are there.

Homework:

(2 min)

Solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

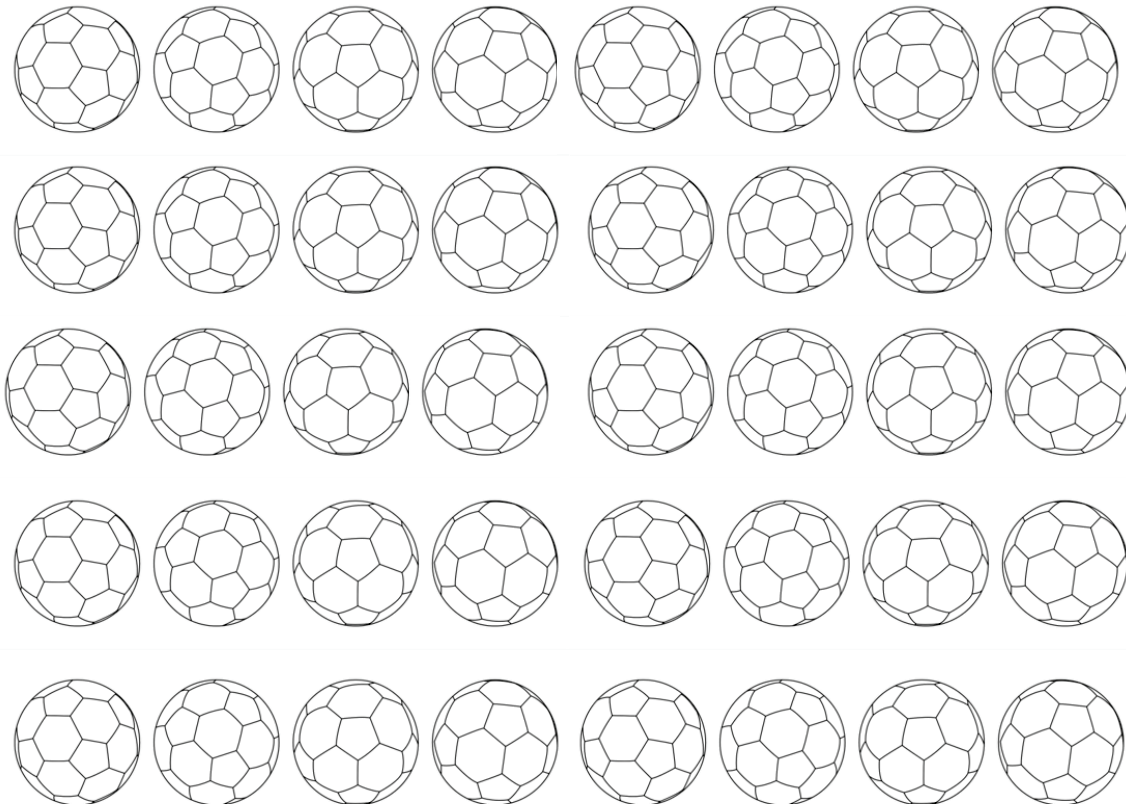
Name: _____

Date: _____

1. Identify and circle number 40.

36	40	40	34	40	38
40	35	36	40	39	40
31	32	40	39	40	39
39	40	36	37	38	40
40	39	37	40	39	38

2. Count and colour 40 balls.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Number 31-40

Date: _____

Objective(s):

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

Identify and write correct numerals to represent number 31-40 and use it to represent quantities in daily life interaction.

Resource Material:

Whiteboard, Board marker, flash cards of numbers 31 to 40, Wallchart of numbers 31 to 40, worksheet, Textbook page 27 and 28

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".

Paste a wall chart of numbers up to 40 on the board. Ask students to read the numbers in a loud voice. Ask them how many tens and ones are in number 36. Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building:

(23 min)

Activity 1:

Put the number flash cards (31-40) upside down on the table randomly. Call any student to come to the table. Ask him/her to pick up a number card and say the number loudly. Clap to appreciate him/her. Now call another student and ask him/her to pick any other number that comes before the previous number. Appreciate them for the correct responses. Repeat this activity with all the students. Clap to appreciate them.

Activity 2:

Have the students sit in a circle on the carpet comfortably. Put 40 balls and an empty basket in front of the students on the carpet. Call a random student to the front of the class and ask him/her to count 10 balls and put them in the basket. Encourage him/her for the correct counting. Repeat this activity for the other numbers (1-40) with other students.

Sum Up:

(3 min)

Sum up the lesson by writing numbers on the board up to 40 and ask them to read the numbers in a loud voice.

Assessment:

(7 min)

Assess students by asking them to open their textbook page 28 and draw 33 circles in the given box of Q3.

Homework:

(2 min)

Trace and write numbers 31 to 40 on textbook page 27.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Numbers 31-40

Date:

Objective(s):

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

Count in sequence from 31-40 and write the missing numbers.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, 40 pencils, rubber band, worksheets, flash cards of different number of objects up to 40, textbook page 28

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".

Greet students with a smiling face. Draw 24 circles on the board. Call a student to the front of the class and ask him/her to count the objects and tell the number. Take his/her response and appreciate for correct answer.

Main Activities/Concept Building:

(22 min)

Activity 1:

Make small groups of students and give them pencils up to 40 to each group. Instruct them to count and collect 10 pencils and then tie them with rubber band to make group of ten pencils. Again count and make bundle of 10 pencils. Now ask them after making two bundles of 10 pencils how many pencils are in two bundles of pencils. Take their responses that must be 30. Now instruct them to take one pencil and tell how many pencils they have. Tell them that 30 and 1 make 31. Now take 2 pencils and ask them how many pencils are there. Their answer must be 30 and 2 makes 32. Repeat this activity to numbers up to 40.

Activity 2:

Give each student flash card of different number of objects up to 40. Instruct them to count the objects on the card that each of them have. Ask them after counting write the number of objects to the backside of the card. Ask them to share with each other and present their work with whole class. Instruct students to open their textbook page 28 and write the missing numbers in Q2.

Sum Up:

(3 min)

Sum up the lesson by asking students to read the numbers 31 to 40 in loud voice.

Assessment:

(8 min)

To assess the students, ask them to complete the given worksheet 1.

Homework:

(2 min)

Complete the given worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

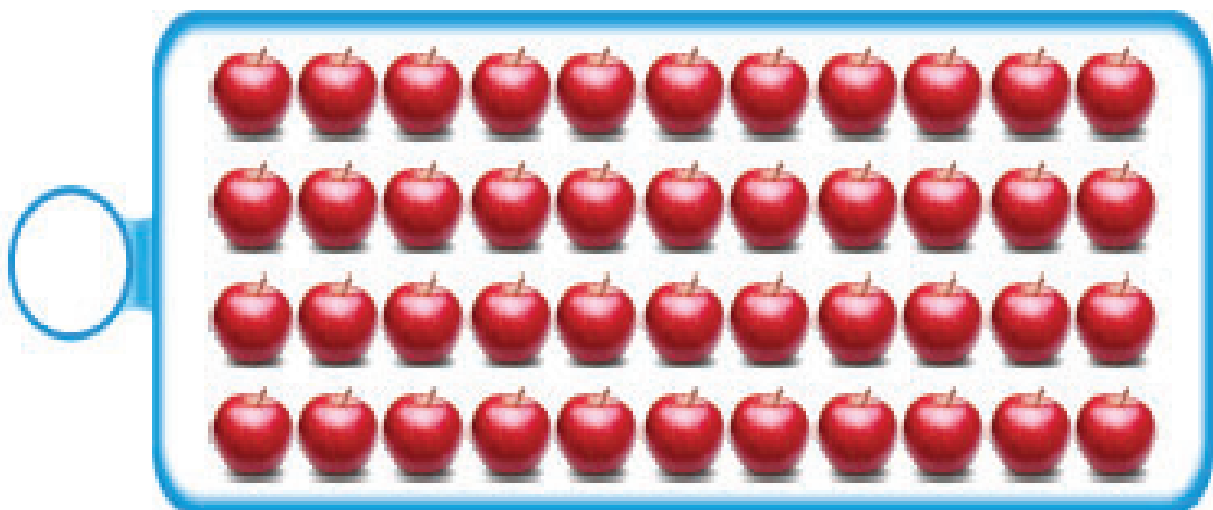
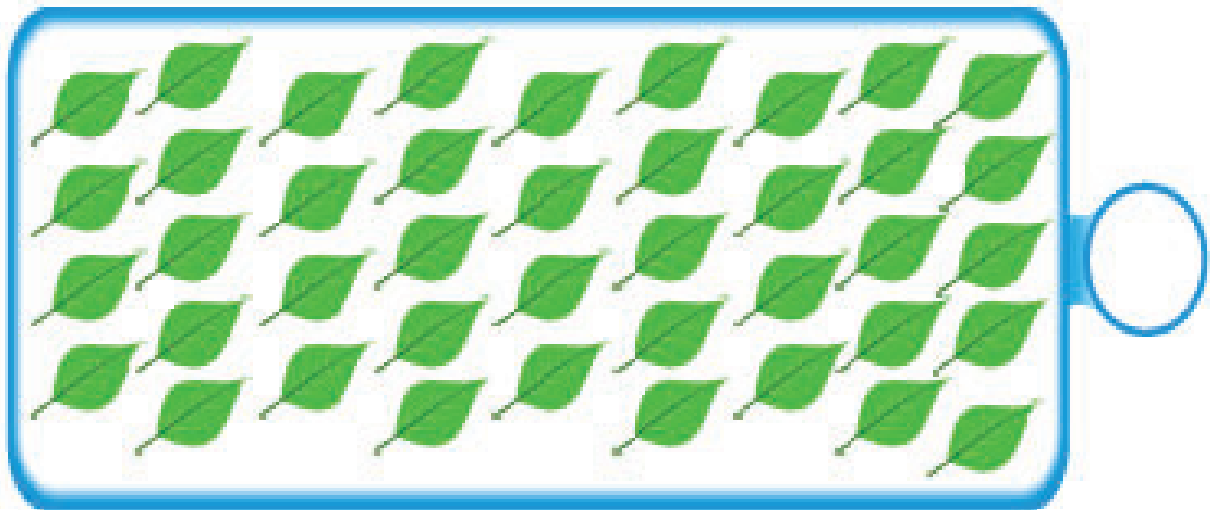
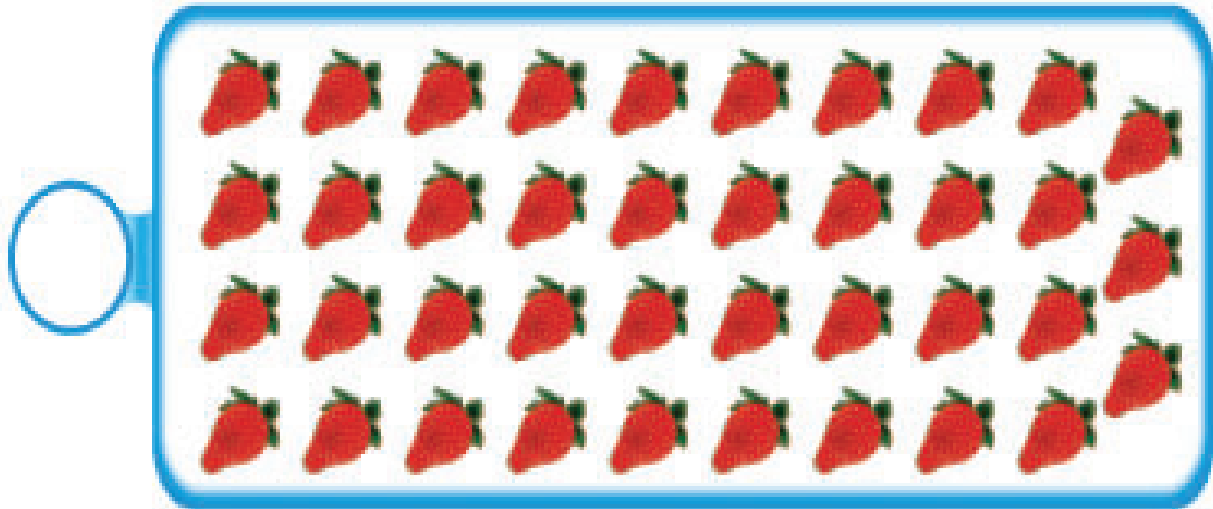
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 1

Name: _____

Date: _____

Count the objects and write the number.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 2

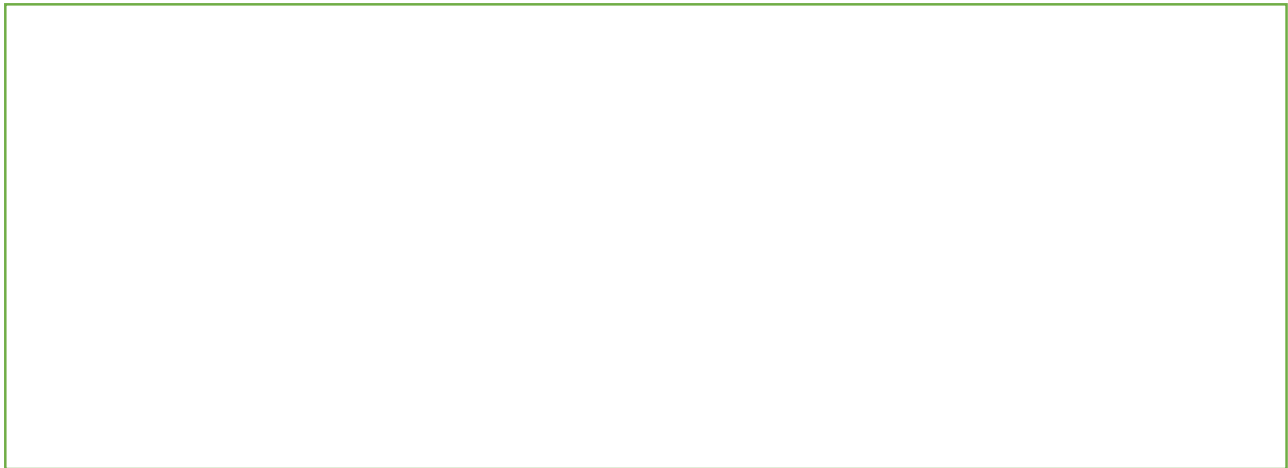
Name: _____

Date: _____

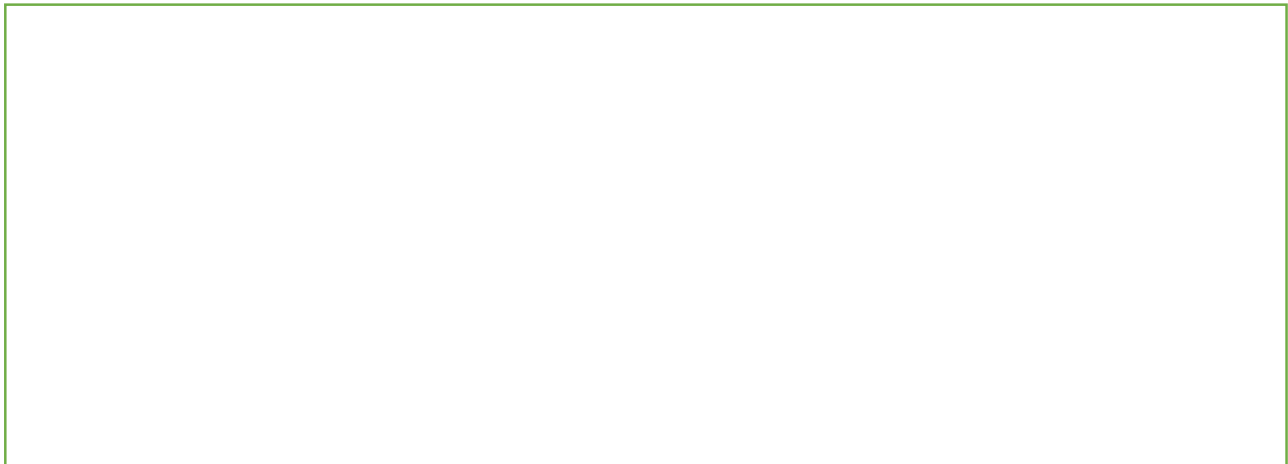
1. Draw 31 squares.



2. Draw 38 balls.



3. Draw 35 stars.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Number 41

Date: _____

Objective(s):

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

Identify and write the correct numerals to represent the number 41 and use it to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Large-sized flash card of the number 41, Worksheets, Candies, Pencils, 5 bowls, Marbles, Textbook page 29

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".

Greet students with a smiling face. Show a large-sized flash card with the number 41 written on it. Tell the students that this is the number 41. Tell them that it is made up of the numbers 4 and 1. Encourage them to loudly say the number 41 by following you.

Main Activities/Concept Building:

(25 min)

Activity 1:

Show 4 groups of ten candies and 1 candy to the students (4 bundles and 1 candy). Ask the students: How many bundles and candies are there? Which number is made by these bundles and candies? Take their responses and encourage them if they will say the number 41. Make two small groups of students and ask them to sit in a circle. Give each group a set of 5 bowls labelled with the numbers 1-2-3-4-5. Give them marbles (more than 40 and less than or equal to 41). Ask them to make bundles of 10 marbles and put them in a bowl labelled with the number 1. Count 10 marbles and put them in the bowl labelled with the number 2 and continue the process. When two groups of 10 are finished, ask them: How many bowls are filled by tens? Invite one group at a time to the front of the class and ask them to share the number of marbles they collected. Ask them: How many marbles are left? That must be 1. Ask the students to say the numerals that represent their marbles (for example, 4 bundles and 1 marble = 41 marbles in all). Explain to them that 4 groups of ten marbles and 1 marble make the number 41.

Activity 2:

Give worksheet 1 to students. Ask them to follow the instructions and complete it. Identify and colour the circles having the number 41. Roam around the class, check their work and guide them if needed. Appreciate them for their good work.

Sum Up:

(3 min)

Sum up the lesson by asking students to open their textbook page 29 and observe four bundles of ten match sticks represents 4 tens and 1 match stick represent 1 one that makes number 41.

Assessment:

(5 min)

Assess students by showing them 4 groups of ten pencils and 1 pencil. Ask them to count the total number of pencils and tell how many pencils are there.

Homework:

(2 min)

Solve worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 1

Name: _____

Date: _____

1. Identify and circle number 41.

41	40	40	34	40	41
20	41	36	40	41	40
23	41	40	39	21	39
41	40	41	37	41	40
40	39	37	40	39	41

2. Count and colour 41 candies.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 2

Name: _____

Date: _____

1. Draw 41 balloons.

Trace number 41.

41	41			
41	41			
41	41			

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Numbers 41 to 50

Date: _____

Objective(s):

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

Identify and write correct numerals to represent number 42 and use it to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Large-sized flash card of the number 42, Worksheets, Crayons, Ice cream Sticks, Rubber band, Erasers, Textbook page 29

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".

Greet students with a smiling face. Show a large-sized flash card with the number 42 written on it. Tell the students that this is the number 42. Tell them that it is made up of the numbers 2 and 6. Encourage them to loudly say the number 42 by following you.

Main Activities/Concept Building:

(25 min)

Activity 1:

Show 4 groups of ten sticks and 2 sticks to the students (4 bundles and 2 sticks). Ask the students: How many bundles and sticks are there? Which number is made by these bundles and sticks? Take their responses and encourage them if they will say the number 42. Make two small groups of students and ask them to sit in a circle. Give each group a set of 5 bowls labelled with the numbers 1-2-3-4-5. Give them erasers (more than 40 and less than or equal to 42). Ask them to make bundles of 10 erasers and put them in a bowl labelled with the number 1. Count 10 erasers and put them in the bowl labelled with the number 2 and continue the process. When two groups of 10 are finished then ask them: How many bowls are filled by tens? Invite one group at a time to the front of the class and ask them to share the number of erasers they collected. Ask them: How many erasers are left? That must be 2. Ask the students to say the numerals that represent their erasers (for example, 4 bundles and 2 erasers = 42 erasers in all). Explain to them that 4 groups of ten erasers and 2 erasers make the number 42.

Activity 2:

Give worksheet 1 to students. Ask them to follow the instructions and complete it. Count and colour 42 objects. Roam around the class, check their work and guide them if needed. Appreciate them for their good work.

Sum Up:

(3 min)

Sum up the lesson by asking students to open their textbook page 29 and observe four bundles of ten match sticks represents 4 tens and 2 match sticks represent 2 ones that makes number 42.

Assessment:

(5 min)

Assess them by showing 4 groups of ten crayons and 2 crayons. Ask them to count the total number of crayons and tell how many crayons are there.

Homework:

(2 min)

Solve worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 1

Name: _____

Date: _____

1. Count and colour 42 objects.



2. Draw 42 squares.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 2

Name: _____

Date: _____

Trace and write.

42	42			
42	42			
42	42			
42	42			
42	42			
42	42			
42	42			
42	42			

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Numbers 41 to 50

Date: _____

Objective(s):

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

Identify and write correct numerals to represent number 43 and use it to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Large-sized flash card of the number 43, Worksheets, Balls, Pencils, Textbook page 29

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".

Greet students with a smiling face. Show a large-sized flash card with the number 43 written on it. Tell the students that this is the number 43. Tell them that it is made up of the numbers 4 and 7. Encourage them to loudly say the number 43 by following you.

Main Activities/Concept Building:

(25 min)

Activity 1:

Show 4 groups of ten pencils and 4 pencils to the students (4 bundles and 7 pencils). Ask the students: How many bundles and pencils are there? Which number is made by these bundles and pencils? Take their responses and encourage them if they will say the number 43. Make two small groups of students and ask them to sit in a circle. Give each group a set of 5 jars labelled with the numbers 1-2-3-4-5. Give them balls (more than 40 and less than or equal to 43). Ask them to make bundles of 10 balls and put them in a jar labelled with the number 1. Count 10 balls and put them in the jar labelled with the number 2 and continue the process. When two groups of 10 are finished, ask them: How many jars are filled by tens? Invite one group at a time to the front of the class and ask them to share the number of balls they collected. Ask them: How many balls are left? That must be 3. Ask the students to say the numerals that represent their balls (for example, 4 bundles and 3 balls =43 balls in all). Explain to them that 4 groups of ten balls and 3 balls make the number 43.

Activity 2:

Give worksheet 1 to students. Ask them to follow the instructions and complete it. Count and colour 43 objects. Roam around the class, check their work and guide them if needed. Appreciate them for their good work.

Sum Up:

(3 min)

Sum up the lesson by asking students to open their textbook page 29 and observe four bundles of ten match sticks represents 4 tens and 3 match sticks represent 3 ones that makes number 43.

Assessment:

(5 min)

Assess students by showing them 4 groups of ten balls and 7 balls. Ask them to count the total number of balls and tell how many balls are there.

Homework:

(2 min)

Solve worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 1

Name: _____

Date: _____

1. Count and colour 43 objects.



2. Draw 43 circles.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 2

Name: _____

Date: _____

Trace and write.

43	43	43			
43	43	43			
43	43	43			
43	43	43			
43	43	43			
43	43	43			
43	43	43			
43	43	43			
43	43	43			
43	43	43			

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Number 44

Date: _____

Objective(s):

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

Identify and write correct numerals to represent number 44 and use it to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Large-sized flash card of the number 44, Worksheets, Candies, Pencils, 3 bowls, Marbles. Textbook page 29

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".

Greet students with a smiling face. Show a large-sized flash card with the number 44 written on it. Tell the students that this is the number 44. Tell them that it is made up of the numbers 4 and 5. Encourage them to loudly say the number 44 by following you.

Main Activities/Concept Building:

(25 min)

Activity 1:

Show 4 groups of ten candies and 4 candies to the students (4 bundles and 4 candies). Ask the students: How many groups of tens candies and candies are there? Which number is made by these groups of candies and candies? Take their responses and encourage them if they will say the number 44. Make two small groups of students and ask them to sit in a circle. Give each group a set of 5 bowls labelled with the numbers 1-2-3-4-5. Give them marbles (more than 40 and less than or equal to 44). Ask them to make bundles of 10 marbles and put them in a bowl labelled with the number 1. Count 10 marbles and put them in the bowl labelled with the number 2 and continue the process. When two groups of 10 are finished, ask them: How many bowls are filled by tens? Invite one group at a time to the front of the class and ask them to share the number of marbles they collected. Ask them: How many marbles are left? That must be 4. Ask the students to say the numerals that represent their marbles (for example, 4 bundles and 4 marbles = 44 marbles in all). Explain to them that 4 groups of ten marbles and 4 marbles make the number 44.

Activity 2:

Give worksheet 1 to students. Ask them to follow the instructions and complete the worksheet. Identify and circles the number 44. Roam around the class, check their work and guide them if needed. Appreciate them for their good work.

Sum Up:

(3 min)

Sum up the lesson by asking students to open their textbook page 29 and observe four bundles of ten match sticks represents 4 tens and 4 match sticks represent 4 ones that makes number 44.

Assessment:

(5 min)

Assess students by showing them 4 groups of ten pencils and 4 pencils. Ask them to count the total number of pencils and tell how many pencils are there.

Homework:

(2 min)

Solve the worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 1

Name: _____

Date: _____

1. Identify and circle the number 44.

44	40	40	44	40	41
20	44	36	40	44	40
23	41	44	39	21	44
41	44	41	44	41	40
44	39	37	40	44	41

2. Draw 44 circles.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 2

Name: _____

Date: _____

Trace and write.

44	44	44			
44	44	44			
44	44	44			
44	44	44			
44	44	44			
44	44	44			
44	44	44			
44	44	44			
44	44	44			
44	44	44			
44	44	44			

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Numbers 41 to 50

Date: _____

Objective(s):

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

Identify and write correct numerals to represent number 45 and use it to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Large-sized flash card of the number 45, Worksheets, Sticks, Pencils, 3 bowls, Buttons, Textbook page 29

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".

Greet students with a smiling face. Show a large-sized flash card with the number 45 written on it. Tell the students that this is the number 45. Tell them that it is made up of the numbers 4 and 5. Encourage them to loudly say the number 45 by following you.

Main Activities/Concept Building:

(25 min)

Activity 1:

Show 4 groups of ten pencils and 5 pencils to the students (4 bundles and 5 pencils). Ask the students: How many groups of ten pencils and other pencils are there? Which number is made by these groups of pencils and pencils? Take their responses and encourage them if they will say the number 45. Make two small groups of students and ask them to sit in a circle. Give each group a set of 5 bowls labelled with the numbers 1-2-3-4-5. Give them buttons (more than 40 and less than or equal to 45). Ask them to make bundles of 10 buttons and put them in a bowl labelled with the number 1. Count 10 buttons and put them in the bowl labelled with the number 2 and continue the process. When two groups of 10 are finished then ask them: How many bowls are filled by tens? Invite one group at a time to the front of the class and ask them to share the number of buttons they collected. Ask them: How many buttons are left? That must be 5. Ask the students to say the numerals that represent their buttons (for example, 4 bundles and 5 buttons = 45 buttons in all). Explain to them that 4 groups of ten buttons and 5 buttons make the number 45.

Activity 2:

Give worksheet 1 to students. Ask them to follow the instructions and complete it. Identify and colour the circle having the number 45. Roam around the class, check their work and guide them if needed. Appreciate them for their good work.

Sum Up:

(3 min)

Sum up the lesson by asking students to open their textbook page 29 and observe four bundles of ten match sticks represents 4 tens and 5 match sticks represent 5 ones that makes number 45.

Assessment:

(5 min)

Assess students by showing 4 groups of ten sticks and 5 sticks. Ask them to count the total number of sticks and tell how many sticks are there.

Homework:

(2 min)

Solve worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 1

Name: _____

Date: _____

1. Identify and colour the number 45.

45	40	40	44	45	41
20	44	45	40	44	40
23	41	44	45	35	44
41	45	39	44	45	40
44	45	37	45	44	45

2. Draw 45 objects.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 2

Name: _____

Date: _____

Trace and write.

45	45	45			
45	45	45			
45	45	45			
45	45	45			
45	45	45			
45	45	45			
45	45	45			
45	45	45			
45	45	45			

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Numbers 46

Date: _____

Objective(s):

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

Identify and write correct numerals to represent number 46 and use it to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Large-sized flash card of the number 46, Worksheets, Candies, Pencils, 3 bowls, Marbles, Textbook page 29

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".

Greet students with a smiling face. Show a large-sized flash card with the number 46 written on it. Tell the students that this is the number 46. Tell them that it is made up of the numbers 4 and 6. Encourage them to loudly say the number 46 by following you.

Main Activities/Concept Building:

(25 min)

Activity 1:

Show 4 groups of ten pencils and 6 pencils to the students (4 bundles and 6 pencils). Ask the students: How many groups of ten pencils and other pencils are there? Which number is made by these groups of pencils and pencils? Take their responses and encourage them if they will say the number 46. Make two small groups of students and ask them to sit in a circle. Give each group a set of 5 bowls labelled with the numbers 1-2-3-4-5. Give them buttons (more than 40 and less than or equal to 46). Ask them to make bundles of 10 buttons and put them in a bowl labelled with the number 1. Count 10 buttons and put them in the bowl labelled with the number 2 and continue the process. When two groups of 10 are finished then ask them: How many bowls are filled by tens? Invite one group at a time to the front of the class and ask them to share the number of buttons they collected. Ask them: How many buttons are left? That must be 6. Ask the students to say the numerals that represent their buttons (for example, 4 bundles and 6 buttons = 46 buttons in all). Explain to them that 4 groups of ten buttons and 6 buttons make the number 46.

Activity 2:

Give worksheet 1 to students. Ask them to follow the instructions and complete it. Identify and colour the circle having the number 46. Roam around the class, check their work and guide them if needed. Appreciate them for their good work.

Sum Up:

(3 min)

Sum up the lesson by asking students to open their textbook page 29 and observe four bundles of ten match sticks represents 4 tens and 6 match sticks represent 6 ones that makes number 46.

Assessment:

(5 min)

Assess students by showing 4 groups of ten sticks and 6 sticks. Ask them to count the total number of sticks and tell how many sticks are there.

Homework:

(2 min)

Solve worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 1

Name: _____

Date: _____

1. Count and colour 46 objects.



2. Draw 46 circles.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 2

Name: _____

Date: _____

Trace and write.

46	46	46			
46	46	46			
46	46	46			
46	46	46			
46	46	46			
46	46	46			
46	46	46			
46	46	46			
46	46	46			
46	46	46			
46	46	46			

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Term: 2 **Periodic Unit: 1** **Week: 5** **Lesson plan: 1**
Topic: Revision **Date:**

Objective(s):

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

Revise all the concepts.

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".

Greet students with a smiling face.

Main Activities/Concept Building:

(35 min)

Activity 1:

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

Sum Up:

(0 min)

N/A

Assessment:

(0 min)

N/A

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

Name: _____

Date: _____

Write numbers 21-30.

Draw 24 squares.

3. Count and write the numbers.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Term: 2 **Periodic Unit: 1** **Week: 5** **Lesson plan: 2**
Topic: Revision **Date:**

Objective(s):

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

Revise all the concepts.

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".

Greet students with a smiling face.

Main Activities/Concept Building: (35 min)

Activity 1:

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

Sum Up: (0 min)

N/A

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

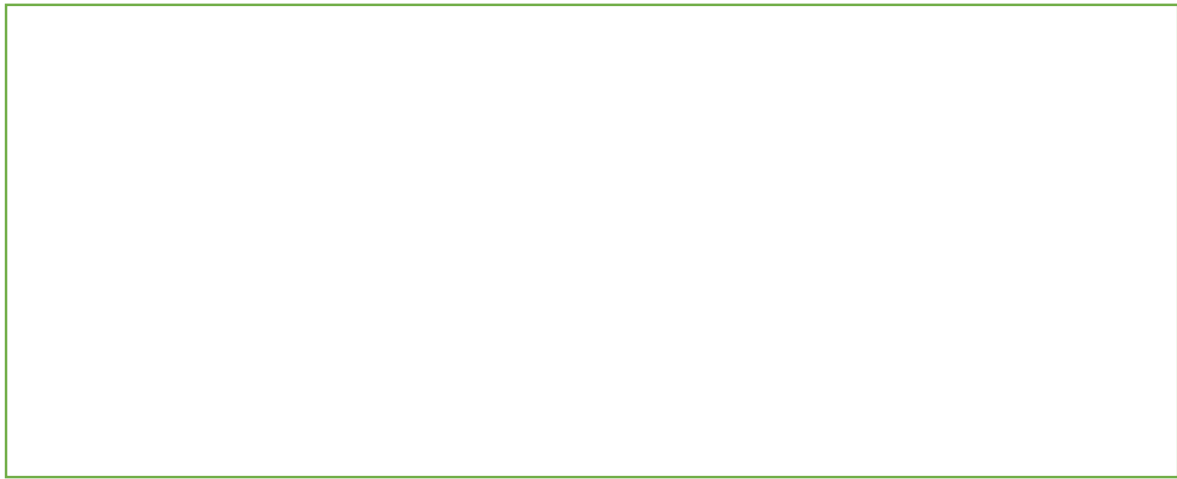
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

Name: _____

Date: _____

1. Draw 32 balls.



1. Trace and write the number.

31	31			
32	32			
33	33			
34	34			
35	35			

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Term: 2 **Periodic Unit: 1** **Week: 5** **Lesson plan: 3**
Topic: Revision **Date:**

Objective(s):

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

Revise all the concepts.

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".

Greet students with a smiling face.

Main Activities/Concept Building: (35 min)

Activity 1:

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

Sum Up: (0 min)

N/A

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

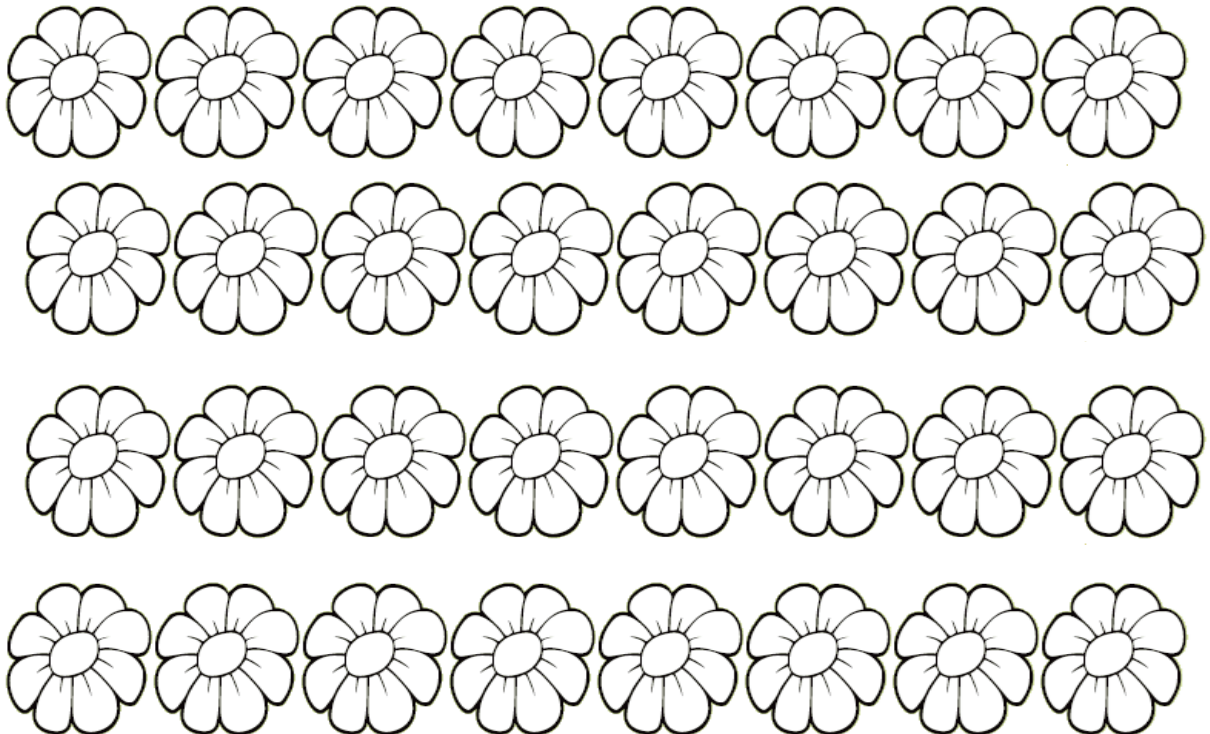
Name: _____

Date: _____

Identify and circle the number 37.

37	31	21	37	31	30
31	31	37	18	31	37
29	37	31	20	37	28
37	21	37	30	37	30
30	37	31	17	31	37

2. Count and colour 31 objects.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Term: 2 **Periodic Unit: 1** **Week: 5** **Lesson plan: 4**
Topic: Revision **Date:**

Objective(s):

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

Revise all the concepts.

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".

Greet students with a smiling face.

Main Activities/Concept Building:

(35 min)

Activity 1:

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

Sum Up:

(0 min)

N/A

Assessment:

(0 min)

N/A

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

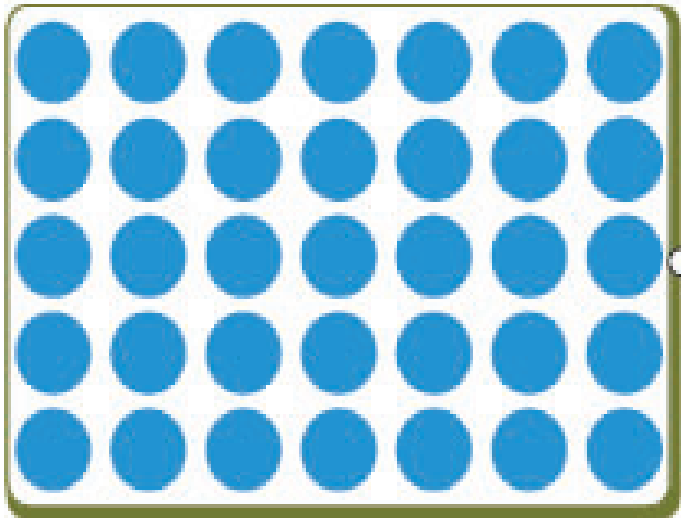
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

Name: _____

Date: _____

Count the objects and write the numbers.



33

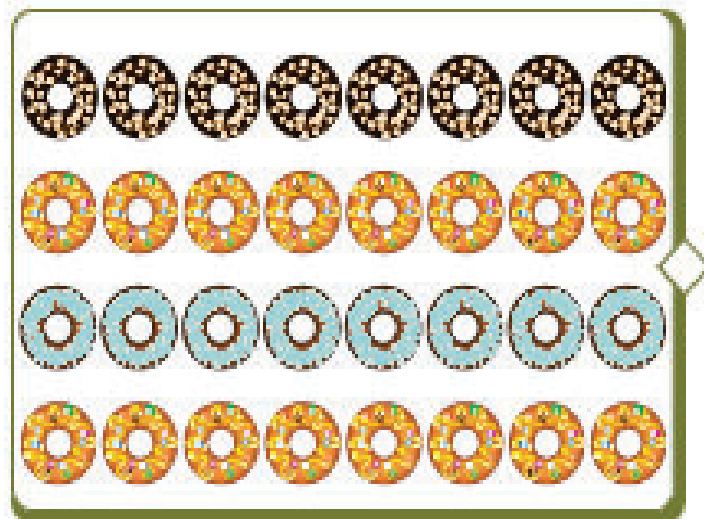
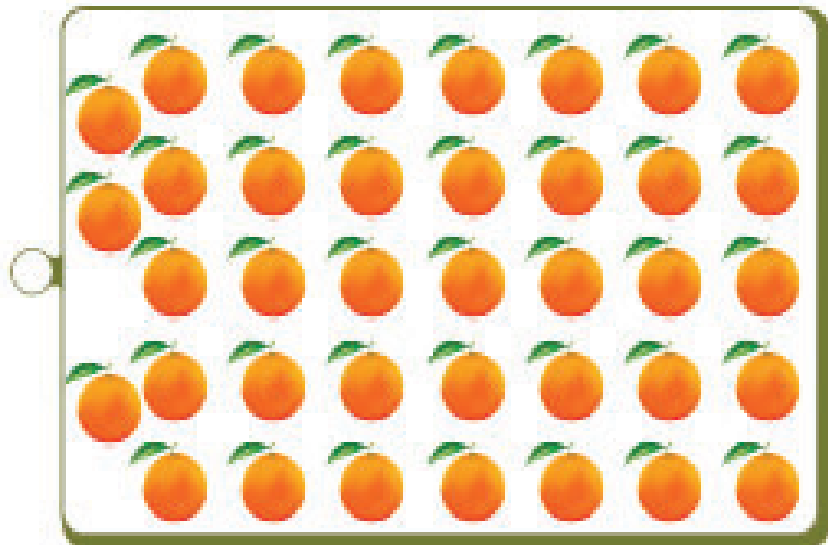
34

35

36

37

38



32

35

37

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Term: 2 **Periodic Unit: 1** **Week: 5** **Lesson plan: 5**
Topic: Revision **Date:**

Objective(s):

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

Revise all the concepts.

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".

Greet students with a smiling face.

Main Activities/Concept Building: (35 min)

Activity 1:

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

Sum Up: (0 min)

N/A

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

Name: _____

Date: _____

Trace and write the numbers.

41	41	41			
41	41	41			
42	42	42			
42	42	42			
43	43	43			
43	43	43			
44	44	44			
44	44	44			
45	45	45			
45	45	45			
46	46	46			
46	46	46			

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Number 47

Date:

Objective(s):

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

Identify and write the correct numerals to represent the number 47 and use it to represent quantities in daily life interaction.

Resource Material:

Resource Material:

Chalk/Marker, White/Blackboard, Large-sized flash card of the number 47, Worksheets, Candies, Pencils, 3 bowls, Marbles, Textbook page 29

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".

Greet students with a smiling face. Show a large flash card with the number 47 written on it. Tell the students that this is the number 47. Tell them that it is made up of the numbers 4 and 7. Encourage them to say "number 47" loudly by following you.

Main Activities/Concept Building:

(25 min)

Activity 1:

Show 4 groups of ten pencils and 7 pencils to the students (4 bundles and 7 pencils). Ask the students: "How many groups of ten pencils and other pencils are there?" "Which number is made by these groups of pencils and pencils?" Take their responses and encourage them if they say the number 47. Make two small groups of students and ask them to sit in a circle. Give each group a set of 5 bowls labelled with the numbers 1-2-3-4-5. Give them buttons (more than 40 and less than or equal to 47). Ask them to make bundles of 10 buttons and put them in a bowl labelled number 1. Count 10 buttons and put them in the bowl labelled number 2 and continue the process. When two groups of 10 are finished then ask them: "How many bowls are filled by tens?" Invite one group at a time to the front of the class and ask them to share the number of buttons they collected. Ask them: "How many buttons are left?" That must be 7. Ask the students to say the numerals that represent their buttons (for example, 4 bundles and 7 buttons = 47 buttons in all). Explain to them that 4 groups of ten buttons and 7 buttons make the number 47.

Activity 2:

Give worksheet 1 to students. Ask them to follow the instructions and complete it. Count and colour 47 objects and draw 47 balloons. Roam around the class, check their work and guide them if needed. Appreciate them for their good work.

Sum Up:

(3 min)

Sum up the lesson by asking students to open their textbook page 29 and observe four bundles of ten match sticks represents 4 tens and 7 match sticks represent 7 ones that makes number 47.

Assessment:

(5 min)

Assess students by showing 4 groups of ten sticks and 7 sticks. Ask them to count the total number of sticks and tell how many sticks are there. Ask students to open their textbooks to page 20 and count, trace and write the number 47.

Homework:

(2 min)

Complete worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

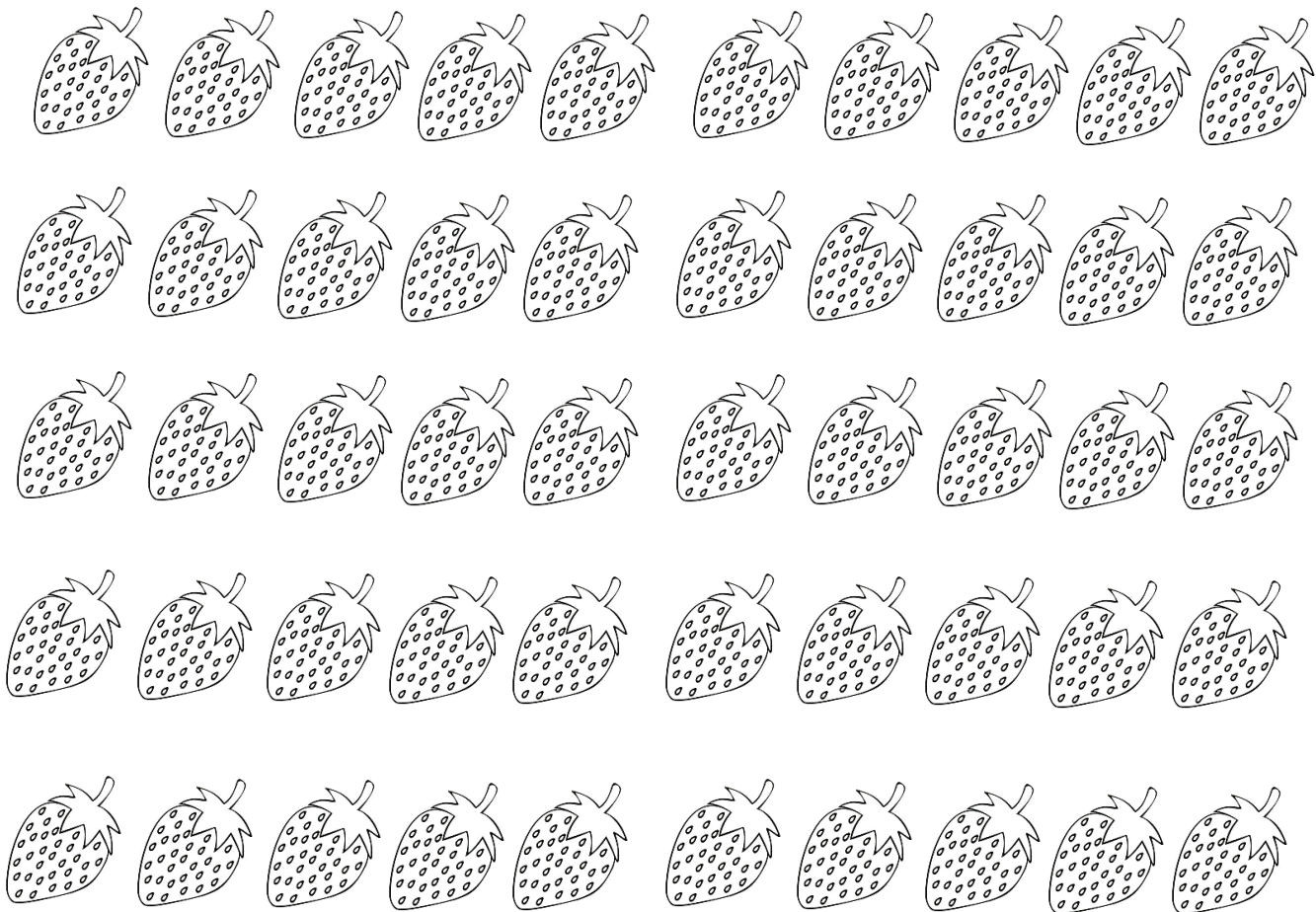
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 1

Name: _____

Date: _____

1. Count and colour 47 objects.



2. Draw 47 balloons.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 2

Name: _____

Date: _____

Trace and write.

47	47	47			
47	47	47			
47	47	47			
47	47	47			
47	47	47			
47	47	47			
47	47	47			
47	47	47			
47	47	47			
47	47	47			
47	47	47			

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Number 48

Date:

Objective(s):

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

Identify and write the correct numerals to represent the number 48 and use it to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Large-sized flash card of the number 48, Worksheets, Buttons, Pencils, 3 bowls, Sticks, Textbook page 29

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".

Greet students with a smiling face. Show a large flash card with the number 48 written on it. Tell the students that this is the number 48. Tell them that it is made up of the numbers 4 and 8. Encourage them to say "number 48" loudly by following you.

Main Activities/Concept Building:

(25 min)

Activity 1:

Show 4 groups of ten pencils and 8 pencils to the students (4 bundles and 8 pencils). Ask the students: "How many groups of ten pencils and other pencils are there?" "Which number is made by these groups of pencils and pencils?" Take their responses and encourage them if they say the number 48. Make two small groups of students and ask them to sit in a circle. Give each group a set of 5 bowls labelled with the numbers 1-2-3-4-5. Give them buttons (more than 40 and less than or equal to 48). Ask them to make bundles of 10 buttons and put them in a bowl labelled number 1. Count 10 buttons and put them in the bowl labelled number 2 and continue the process. When two groups of 10 are finished then ask them: "How many bowls are filled by tens?" Invite one group at a time to the front of the class and ask them to share the number of buttons they collected. Ask them: "How many buttons are left?" That must be 8. Ask the students to say the numerals that represent their buttons (for example, 4 bundles and 8 buttons = 48 buttons in all). Explain to them that 4 groups of ten buttons and 8 buttons make the number 48.

Activity 2:

Give worksheet 1 to students. Ask them to follow the instructions and complete it. Count and colour 48 objects and draw 48 squares. Roam around the class, check their work and guide them if needed. Appreciate them for their good work.

Sum Up:

(3 min)

Sum up the lesson by asking students to open their textbook page 29 and observe four bundles of ten match sticks represents 4 tens and 8 match sticks represent 8 ones that makes number 48.

Assessment:

(5 min)

Assess students by showing 4 groups of ten sticks and 8 sticks. Ask them to count the total number of sticks and tell how many sticks are there.

Homework:

(2 min)

Complete worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

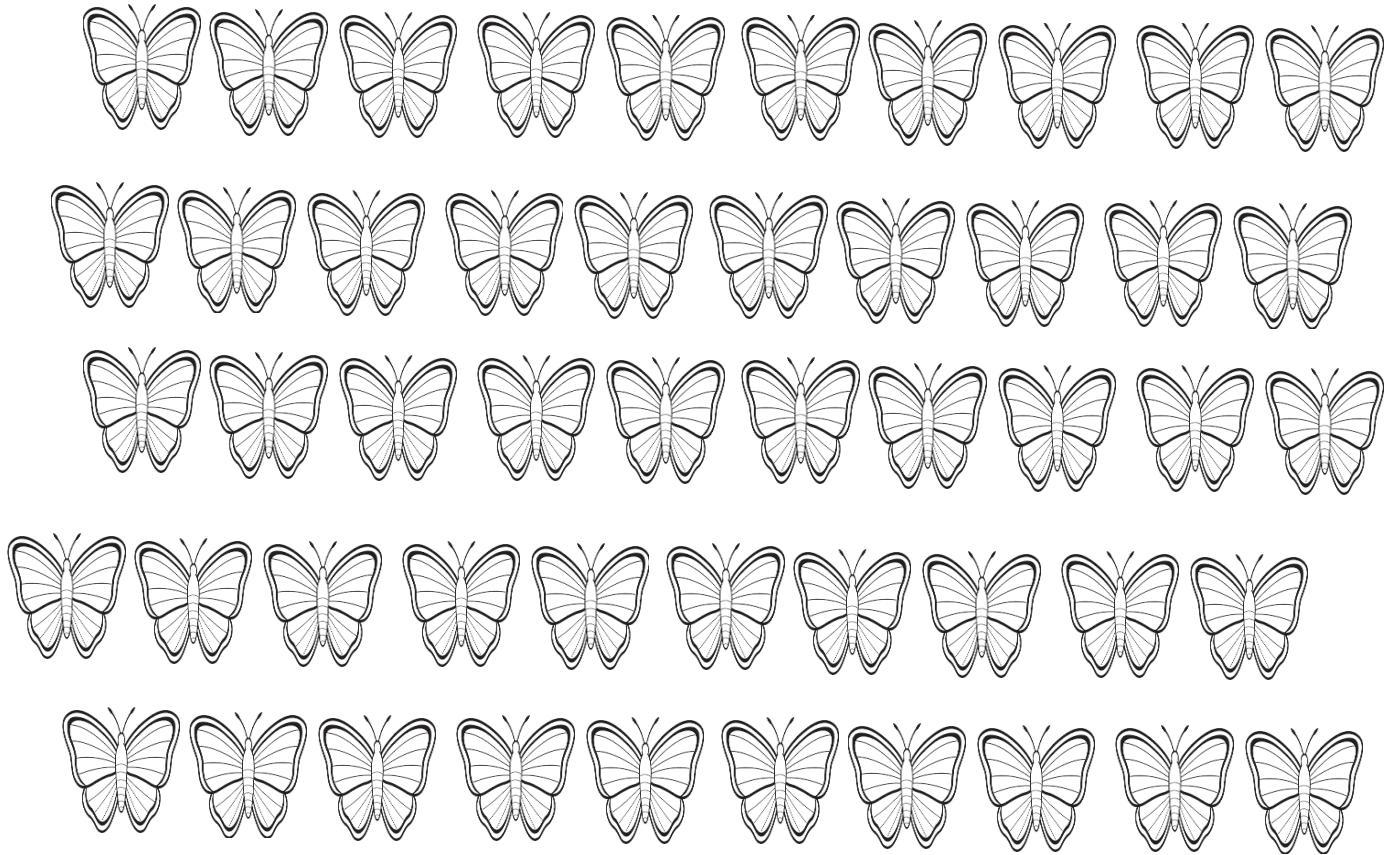
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 1

Name: _____

Date: _____

1. Count and colour 48 objects.



2. Draw 48 squares.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 2

Name: _____

Date: _____

Trace and write.

48	48	48			
48	48	48			
48	48	48			
48	48	48			
48	48	48			
48	48	48			
48	48	48			
48	48	48			
48	48	48			
48	48	48			
48	48	48			

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Number 49

Date: _____

Objective(s):

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

Identify and write the correct numerals to represent the number 49 and use it to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Large-sized flash card of the number 49, Worksheets, Buttons, Pencils, 5 bowls, Ice cream sticks, Textbook page 29

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".

Greet students with a smiling face. Show a large flash card with the number 49 written on it. Tell the students that this is the number 49. Tell them that it is made up of the numbers 4 and 9. Encourage them to say "number 49" loudly by following you.

Main Activities/Concept Building:

(25 min)

Activity 1:

Show 4 groups of ten pencils and 9 pencils to the students (4 bundles and 9 pencils). Ask the students: "How many groups of ten pencils and other pencils are there?" "Which number is made by these groups of pencils and pencils?" Take their responses and encourage them if they say the number 49. Make two small groups of students and ask them to sit in a circle. Give each group a set of 5 bowls labelled with the numbers 1-2-3-4-5. Give them buttons (more than 40 and less than or equal to 49). Ask them to make bundles of 10 buttons and put them in a bowl labelled number 1. Count 10 buttons and put them in the bowl labelled number 2 and continue the process. When two groups of 10 are finished then ask them: "How many bowls are filled by tens?" Invite one group at a time to the front of the class and ask them to share the number of buttons they collected. Ask them: "How many buttons are left?" That must be 9. Ask the students to say the numerals that represent their buttons (for example, 4 bundles and 9 buttons = 49 buttons in all). Explain to them that 4 groups of ten buttons and 9 buttons make the number 49.

Activity 2:

Give worksheet 1 to students. Ask them to follow the instructions and complete it. Count and circle 49 objects and draw 49 circles. Roam around the class, check their work and guide them if needed. Appreciate them for their good work.

Sum Up:

(3 min)

Sum up the lesson by asking students to open their textbook page 29 and observe four bundles of ten match sticks represents 4 tens and 9 match sticks represent 9 ones that makes number 49.

Assessment:

(5 min)

Assess students by showing 4 groups of ten ice cream sticks and 9 sticks. Ask them to count the total number of sticks and tell how many sticks are there. Ask students to open their textbooks to page 20 and count, trace and write the number 49.

Homework:

(2 min)

Complete worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

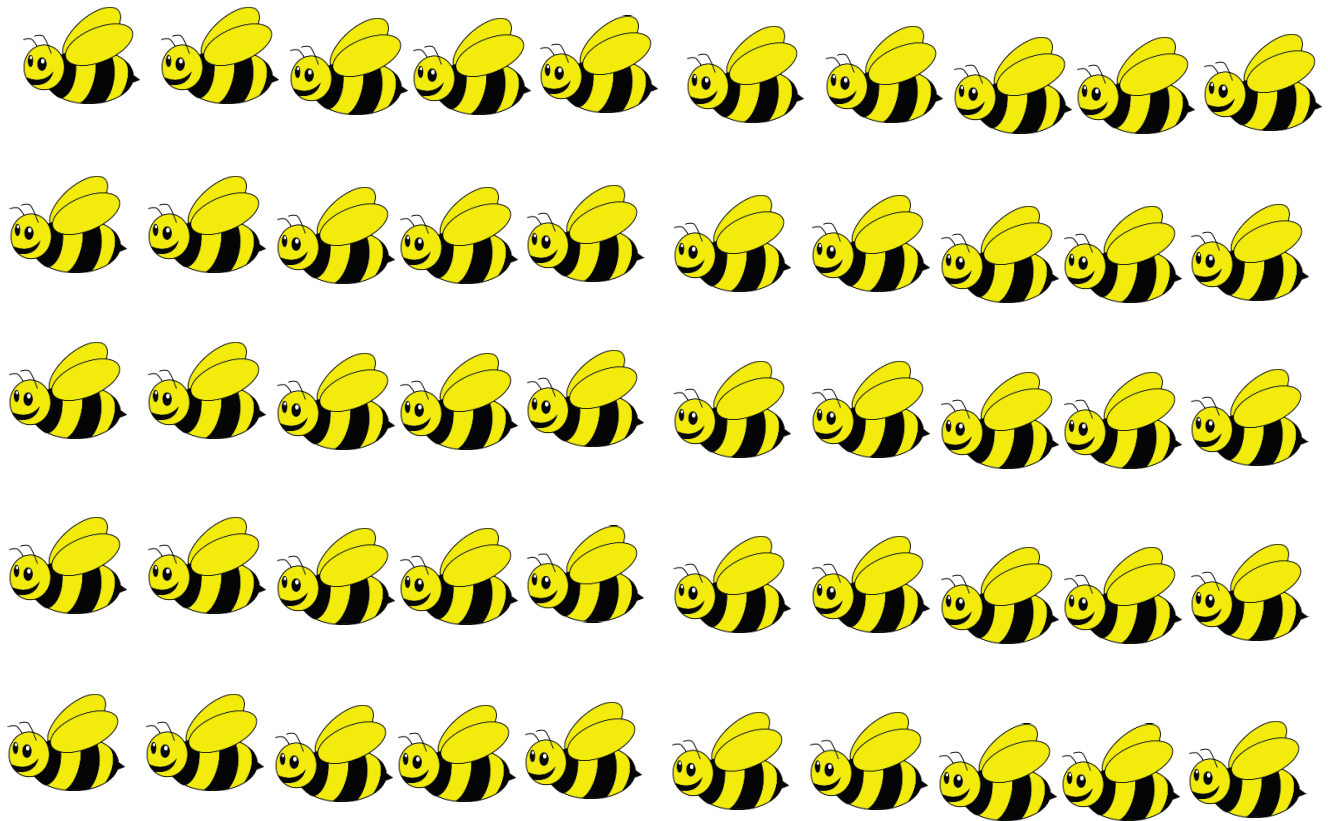
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 1

Name: _____

Date: _____

1. Count and circle 49 objects.



2. Draw 49 circles.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 2

Name: _____

Date: _____

Trace and write.

49	49	49			
49	49	49			
49	49	49			
49	49	49			
49	49	49			
49	49	49			
49	49	49			
49	49	49			
49	49	49			
49	49	49			
49	49	49			

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Number 50

Date:

Objective(s):

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

Identify and write the correct numerals to represent the number 50 and use it to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Large-sized flash card of the number 50, Worksheets, Candies, 5 bowls, Marbles, Pencils, Textbook page 29

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".

Greet students with a smiling face. Show a large flash card with the number 50 written on it. Tell the students that this is the number 50. Tell them that it is made up of the numbers 5 and 0. Encourage them to say "number 50" loudly by following you.

Main Activities/Concept Building:

(25 min)

Activity 1:

Show 5 groups of ten candies to the students (5 bundles). Ask the students: "How many groups of ten candies are there?" "Which number is made by these groups of candies?" Take their responses and encourage them if they say the number 50. Make two small groups of students and ask them to sit in a circle. Give each group a set of 5 bowls labelled with the numbers 1-2-3-4-5. Give them marbles (more than 40 and less than or equal to 50). Ask them to make bundles of 10 marbles and put them in a bowl labelled number 1. Count 10 marbles and put them in the bowl labelled number 2 and continue the process. When three groups of 10 are finished, ask them: "How many bowls are filled by tens?" Invite one group at a time to the front of the class and ask them to share the number of marbles they collected. Ask them: "How many marbles are left?" That must be 0. Ask the students to say the numerals that represent their marbles (for example, 5 bundles = 50 marbles in all). Explain to them that 5 groups of ten marbles and 0 marbles make the number 50.

Sum Up:

(3 min)

Sum up the lesson by asking students to open their textbook page 29 and observe five bundles of ten match sticks represents 5 tens or number 50.

Assessment:

(5 min)

Assess students by showing 5 groups of ten pencils. Ask them to count the total number of pencils and tell how many pencils are there. Ask students to open their textbooks to page 20 and count, trace and write the number 50.

Homework:

(2 min)

Complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

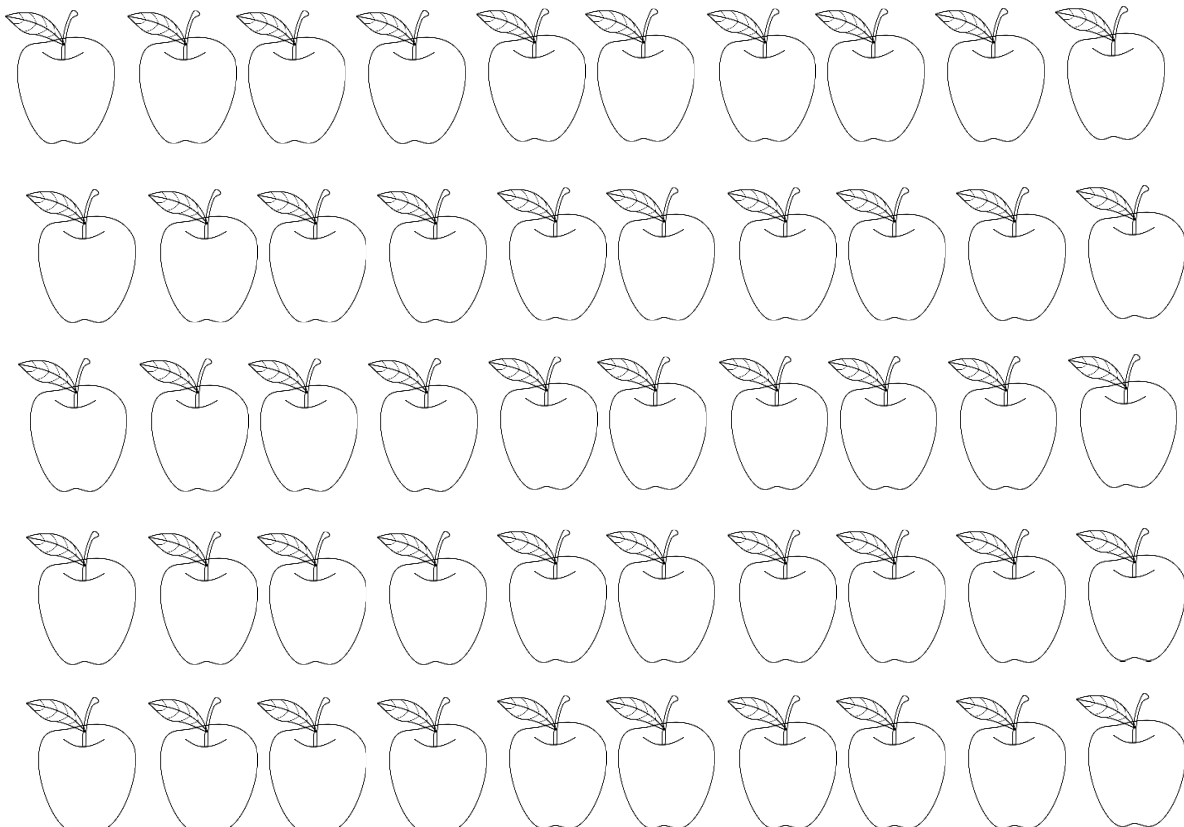
Name: _____

Date: _____

1. Identify and circle the number 50.

50	40	40	34	40	38
40	35	50	40	49	50
47	32	50	48	40	39
50	40	36	50	38	50
40	39	37	40	50	45

2. Count and colour 50 objects



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Numbers 21-50

Date:

Objective(s):

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

Use the numbers 21-50 to represent quantities in daily life interaction.

Resource Material:

Whiteboard, Board marker, Flash cards of numbers 21 to 50, Wallchart of numbers 21 to 50, Worksheet, Textbook page 30 and 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".

Paste a wallchart of numbers up to 50 on the board. Ask students to read the numbers in a loud voice. Ask them how many tens and ones are in the number 36. Take their responses and appreciate them for their correct answer. Write different numbers and ask them about the numbers.

Main Activities/Concept Building:

(22 min)

Activity 1:

Put the number flash cards (21-50) upside down on the table randomly. Call any student to come to the table. Ask him/her to pick up a number card and say the number loudly. Clap to appreciate him/her. Now call another student and ask him/her to pick any other number that comes before the previous number. Appreciate them for the correct responses. Repeat this activity with all of the students. Clap to appreciate them.

Activity 2:

Have the students sit comfortably in a circle on the carpet. Put 50 balls and an empty basket in front of the students on the carpet. Call a random student to the front of the class and ask him/her to count 10 balls and put them in the basket. Encourage him/her for the correct counting. Repeat this activity for the other numbers (1-50) with other students.

Sum Up:

(3 min)

Sum up the lesson by writing numbers on the board up to 50 and ask them to read the numbers in a loud voice.

Assessment:

(8 min)

Assess students by asking them to open their textbook page 31 and solve Q2 and Q3. Walk around and check their work and guide them where needed.

Homework:

(2 min)

Trace and write numbers 41 to 50 on textbook page 30.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

Name: _____

Date: _____

Trace and write the numbers.

41	41	41			
42	42	42			
43	43	43			
44	44	44			
45	45	45			
46	46	46			
47	47	47			
48	48	48			
49	49	49			
50	50	50			

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Numbers 21-50

Date:

Objective(s):

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

Write the numbers that come before, after or between the numbers from 21-50.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, Flash card of numbers up to 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".

Greet students with a smiling face. Draw 47 circles on the board. Call a student to the front of the class and ask him/her to count and tell the number of circles. Take his/her response and appreciate him/her for the correct answer. Repeat this activity by drawing different numbers of circles.

Main Activities/Concept Building:

(25 min)

Activity 1:

Put flash cards of numbers up to 50 on the table upside down. Call a student to the front of the class and ask him/her to take one card of their own choice and then tell what number is written on the card. Write that number on the board and then write what number comes before and after that number. Take his/her response and appreciate him/her for the correct answer. Repeat this activity with all of the students of the class.

Activity 2:

Give each student a flash card of a different number of objects up to 50. Instruct them to count the objects on the card that each of them have. Ask them after counting the number of objects to write the number on the back of the card. Also write the number that comes after and before that number. Ask them to share with each other and present their work with the whole class.

Sum Up:

(3 min)

Sum up the lesson by asking students to read the numbers 21 to 50 in a loud voice.

Assessment:

(5min)

To assess the students, have them write different numbers on the board and ask them what comes before and after that number.

Homework:

(2 min)

Complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

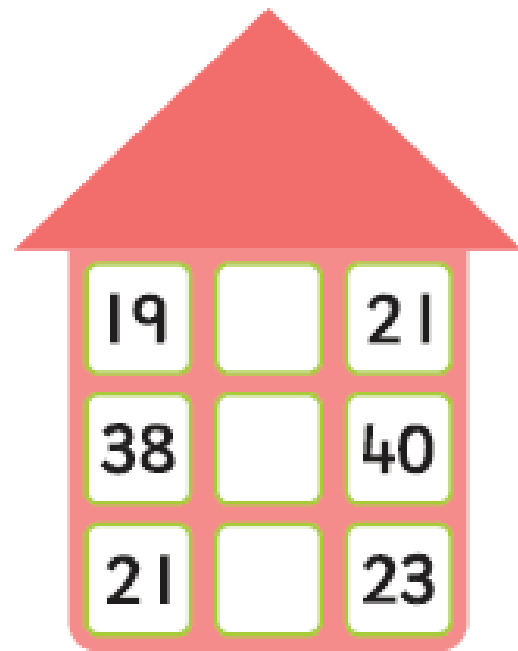
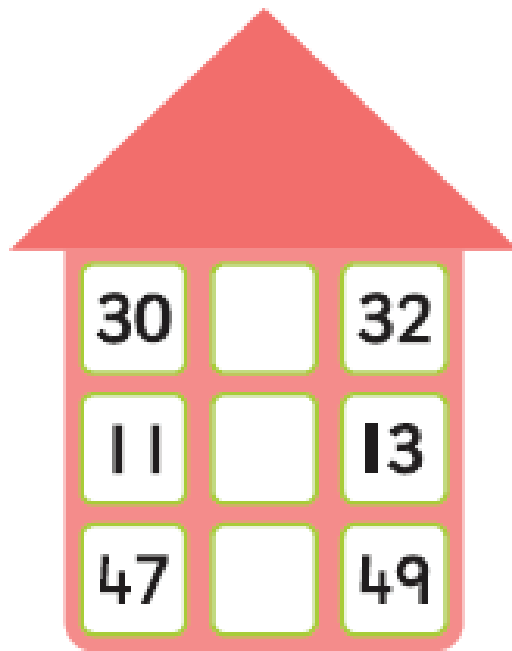
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

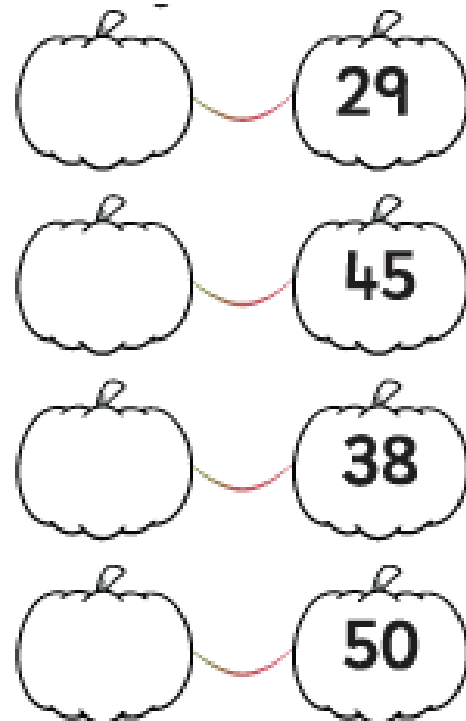
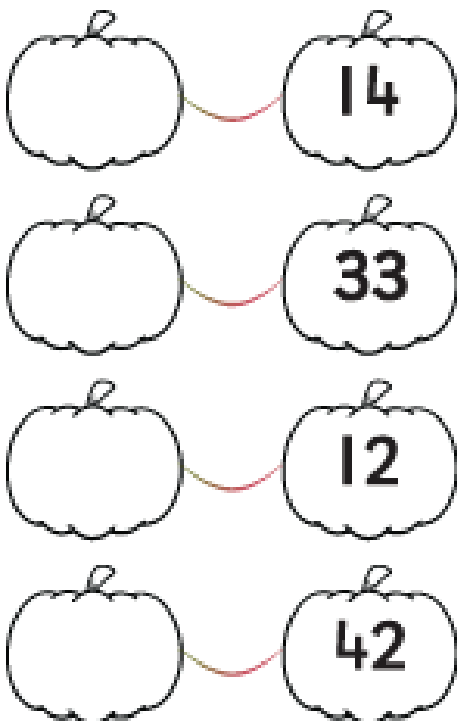
Name: _____

Date: _____

1. Write what comes between the given numbers.



2. Write the numbers that come before and after the given numbers.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Numbers 1-50

Date:

Objective(s):

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

Use the numbers 1-50 to represent quantities in daily life interaction.

Resource Material:

Whiteboard, Board marker, Flash cards of the numbers 1 to 50, Wallchart of numbers 1 to 50, 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".

Paste a wallchart of numbers up to 50 on the board. Ask students to read the numbers in a loud voice.

Point out different numbers and ask them to tell how many groups of tens and ones are in that number.

Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building:

(25 min)

Activity 1:

Put the number flash cards (1-50) upside down on the table randomly. Call any student to come to the table. Ask him/her to pick up a number card and say the number loudly. Clap to appreciate him/her. Now call another student and ask him/her to pick any other number that comes before the previous number. Appreciate them for the correct responses. Repeat this activity with all the students. Clap to appreciate them.

Activity 2:

Have the students sit comfortably in a circle on the carpet. Put 50 beads and an empty bowl in front of the students on the carpet. Call a random student to the front of the class and ask him/her to count 10 beads and put them in the bowl. Encourage him/her for the correct counting. Repeat this activity for the other numbers (1-50) with other students.

Sum Up:

(3 min)

Sum up the lesson by writing numbers on the board up to 50 and ask them to read the numbers in a loud voice.

Assessment:

(5 min)

Assess students by asking them to say the number loudly when you show the number card. Ask students to write numbers up to 50 in their notebooks.

Homework:

(2 min)

Complete the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

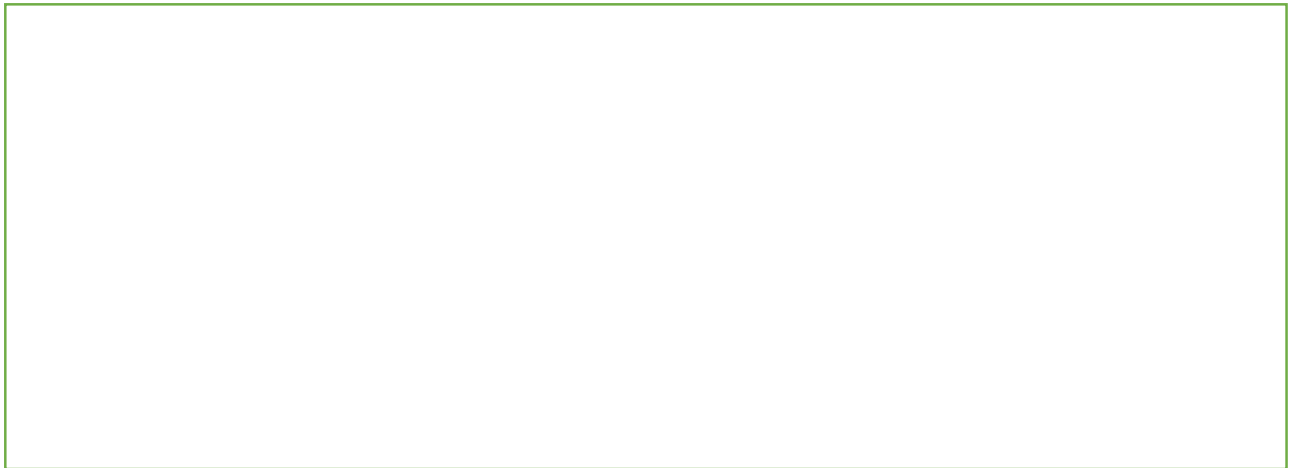
Name: _____

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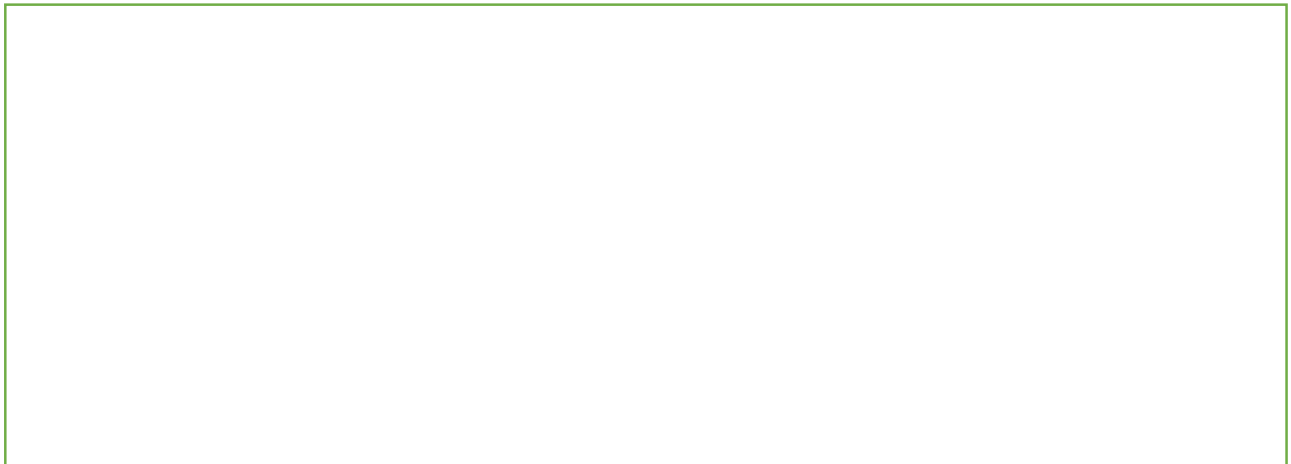
1. Draw 27 squares.



2. Draw 32 balls.



3. Draw 47 stars.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Numbers 1-50

Date: _____

Objective(s):

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

Trace and write the correct numeral to represent the numbers 1-50.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, 50 pencils, Rubber band, Worksheets, Flash cards of different number of objects up to 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".

Greet students with a smiling face. Paste a wallchart of numbers 1 to 50 on the board and ask them to read the numbers 1 to 50 in a loud voice.

Main Activities/Concept Building:

(25 min)

Activity 1:

Make small groups of students and give them pencils (up to 50) to each group. Instruct them to count and collect 10 pencils and then tie them with a rubber band to make a group of ten pencils. Again count and make a bundle of 10 pencils. Now ask them after making five bundles of 10 pencils, how many pencils are in five bundles of pencils. Take their responses that must be 50. Ask students to write the numbers 1 to 50 in their notebooks. Roam around and check their work and guide them where needed.

Activity 2:

Give each student a flash card of a different number up to 50. Instruct them to read the number on the card and tell what number is written on it. Then ask them to write the counting onward from that number up to 50. Repeat this activity with each student of the class.

Sum Up:

(3 min)

Sum up the lesson by asking students to read the numbers 1 to 50 in a loud voice.

Assessment:

(5 min)

To assess the students, call them randomly to the front of the class and ask them to write the counting from any number you say up to 50.

Homework:

(2 min)

Complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

Name: _____

Date: _____

Trace the numbers.

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31	32	33	34	35
36	37	38	39	40
41	42	43	44	45
46	47	48	49	50

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Numbers 1-50

Date: _____

Objective(s):

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

Sequence numerals correctly from 1-50.

Resource Material:

Chalk/Marker, White/Blackboard, Wallchart of numbers up to 50, Worksheet, Flash cards of numbers up to 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".

Write some numbers up to 50 on the board and ask the students to read the numbers correctly. Take their responses and appreciate them for their correct reading of the numbers.

Main Activities/Concept Building:

(25 min)

Activity 1:

Paste a wallchart of numbers 1 to 50 on the board. Call a student to the front of the class and ask him/her to read the numbers in sequence correctly. Instruct the rest of the class to read the numbers with him/her in a loud voice. Repeat this activity with some other students. Appreciate them for their active participation by clapping.

Activity 2:

Make two groups of students. Give each group shuffled flash cards of numbers up to 50. Instruct them to arrange the cards in correct sequence from 1 to 50. Take a round and check their working. Ask them to raise their hands when finished. Now check their arrangement of number cards one by one and correct if needed. The group who finishes first correctly, is the winner.



Sum Up:

(3 min)

Sum up the lesson by asking students to read with you numbers up to 50 in correct sequence in a loud voice.

Assessment:

(5 min)

Assess students by writing some numbers randomly and ask students to read and sequence the numbers correctly.

Homework:

(2 min)

Complete the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

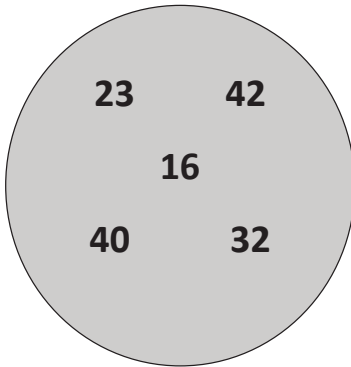
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

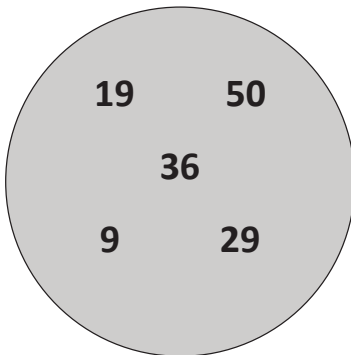
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Date: _____

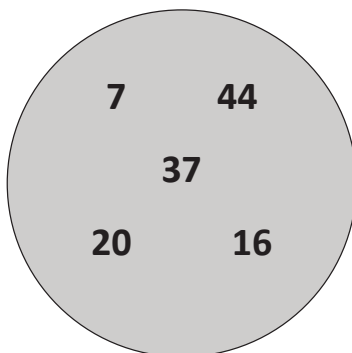
Write the given numbers in sequence correctly.



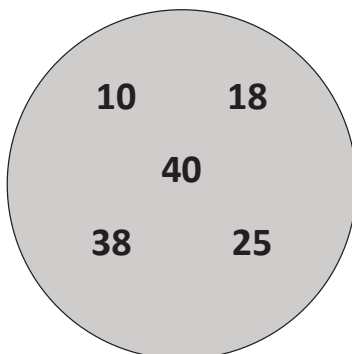
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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Numbers up to 50

Date: _____

Objective(s):

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

Sequence numerals correctly from 1-50.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 32, Flash cards of numbers up to 50, Number slips up to 50, Bowl

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 any number from 1 to 50 on the board. Ask the students to tell which number comes after it. Again, ask which number comes after the number they told. Continue to at least 5 numbers ahead. Then ask them to count numbers in sequence up to 50 from the number from where you started. Clap at their correct response. Repeat this activity with some other students.

Main Activities/Concept Building:

(23 min)

Activity 1:

Make them work in pairs. Provide number slips and blank paper to each pair. Call random students to the front of the class. Ask them to pick one number slip randomly and count forwards from it (to at least 5 numbers forward). Then, write the forward counting on the paper provided. Repeat with different numbers.



Activity 2:

Put flash cards of any numbers consecutively. Call 3 or 4 students to the front of the class and show the flash cards with the starting number and ask them to find the next number up to the last flash card number. Ask other students to say the numbers loudly. Appreciate them for their correct answers. Repeat this activity for the other numbers (1 to 50) with other students. Later, distribute the number flash cards among the students and ask any one of them to show his/her number flash card and count forward from this number. Clap at the correct counting. Repeat this activity with all of the students.

Sum Up:

(3 min)

Sum up the lesson by reading numbers 1 to 50 in sequence and ask them to read with you in a loud voice.

Assessment:

(7 min)

Assess students by asking them to open their textbooks to page 32 and connect the numbers in sequence, complete the picture and colour it. Roam around the class and check their work. Guide them where needed.

Homework:

(2 min)

Complete the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

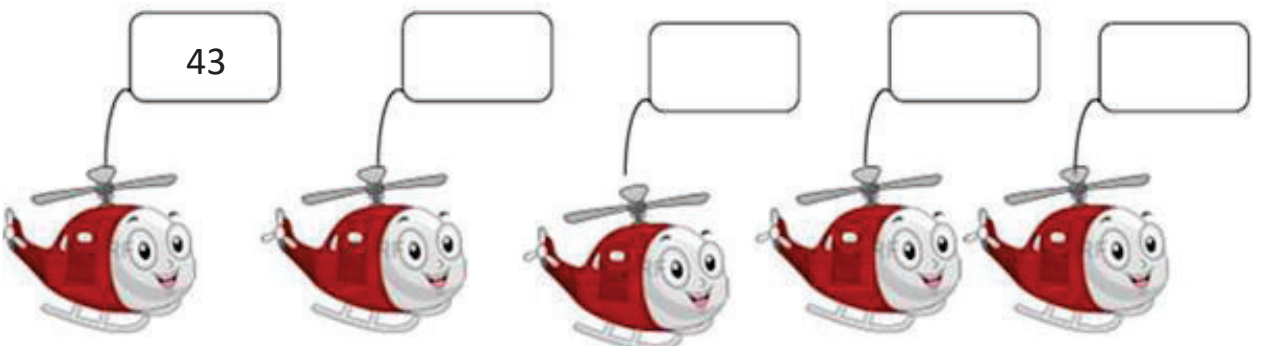
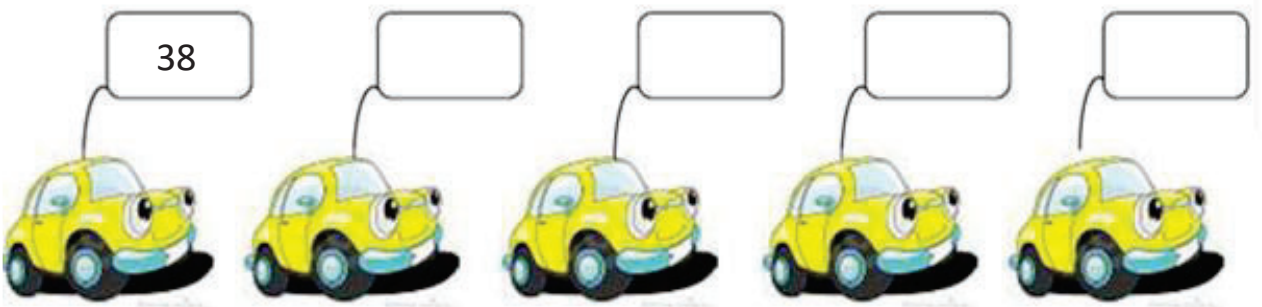
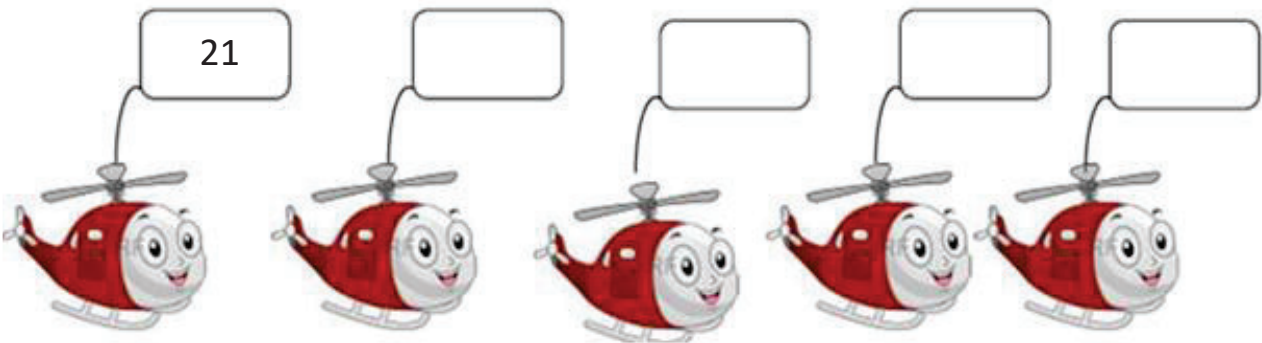
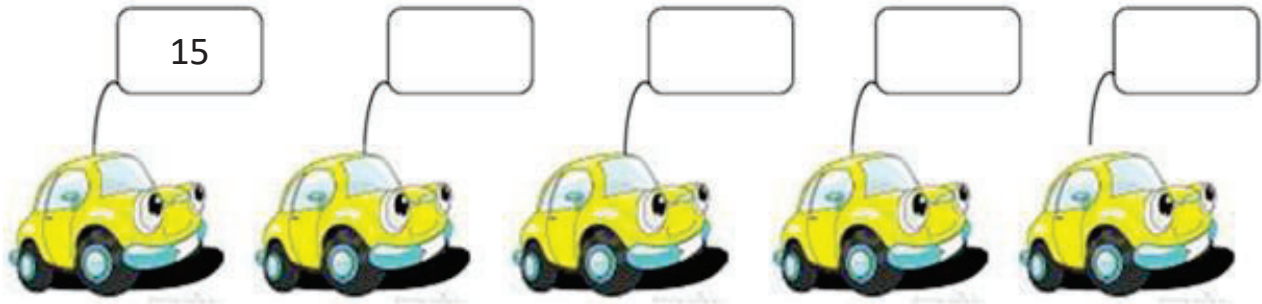
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

Name: _____

Date: _____

Look at the given numbers and write the next numbers in sequence.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Missing Numbers up to 50

Date:

Objective(s):

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

Write the missing numbers from 1-50.

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".

Greet students with a smiling face. Ask students about their homework. Write some numbers consecutively on the board and take some out of them. For example 23, _, 25, 26, _, _, 29, 30. Ask the students about the missing numbers one by one and write the missing numbers in the correct places.

Appreciate them for their correct answers.

Main Activities/Concept Building:

(25 min)

Activity 1:

Write the missing numbers 1 to 50 on the board. Ask students: "Which numbers are missing?" Appreciate them for their correct answers. Write the missing numbers by asking each student one by one and fill the boxes with the correct numbers. After completing the sequence of numerals up to 50, ask the students to again count from 0 to 50 loudly.

Activity 2:

Put the number flash cards 1 to 50 on the table. Paste 10 flash cards on the board in sequence with some missing numbers. Now call 3 or 4 students to the front of the class and ask them to find the flash cards of missing numbers and paste them in the correct place on the board. Clap at the correct response. Later, give them worksheet 1 and ask them to complete the given worksheet by writing the missing numbers from 1 to 50. Take a round and check the work of the students and make corrections where needed. Appreciate them for their work.

Sum Up:

(3 min)

Sum up the lesson by retelling students that by reading numbers in sequence, we can find the missing numbers in the given sequence of numbers.

Assessment:

(5 min)

Assess students by writing different sequences of numbers with some missing numbers and ask them to complete the given sequences.

Homework:

(2 min)

Complete worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 1

Name: _____

Date: _____

Write the missing numbers.

1	2		4	5
6		8	9	10
11	12	13	14	15
16	17	18		20
21		23	24	25
	27	28	29	30
31	32	33		35
36	37		39	40
	42	43	44	45
46	47		49	

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 2

Name: _____

Date: _____

Write the missing numbers in each of the given sequences.

7				11	
---	--	--	--	----	--

	18				22
--	----	--	--	--	----

25			28		
----	--	--	----	--	--

		30		32	
--	--	----	--	----	--

32		34			37
----	--	----	--	--	----

44			47		49
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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Missing numbers up to 50

Date

Objective(s):

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

Write the missing numbers from 1-50.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 33, Number balls up to 50, Wallchart of numbers up to 50, 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. Place 1-50 number flash cards upside down on the table. Call random students to the front of the class and ask them to pick one number card randomly. Ask them to say the number loudly. Appreciate them for their correct answers.

Main Activities/Concept Building:

(22 min)

Activity 1:

Write a series of numbers between 0 and 50 skipping some numbers, or alternatively use a wallchart. Ask the students to count from 0 onwards and find the missing numbers. Repeat the activity at least 2 times to help the students correctly and fluently count and find the missing numbers. After completing the sequence of numerals up to 50, ask the students to again count from 0 to 50 loudly.

Activity 2:

Put the number balls in the basket in front of the class. Call a student to the front of the class and ask him/her to pick the balls starting from the ball having number 1 written on it. Then arrange the balls in sequence and find out the number ball that is missing. Appreciate him/her for their correct response. Repeat this activity with some other students by removing different number balls from the basket. Appreciate the students for their efforts.



Sum Up:

(3 min)

Sum up the lesson by retelling students how we can find the missing numbers in a given sequence of numbers.

Assessment:

(8 min)

Assess students by asking them to open their textbooks to page 33 and write the missing numbers. 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:

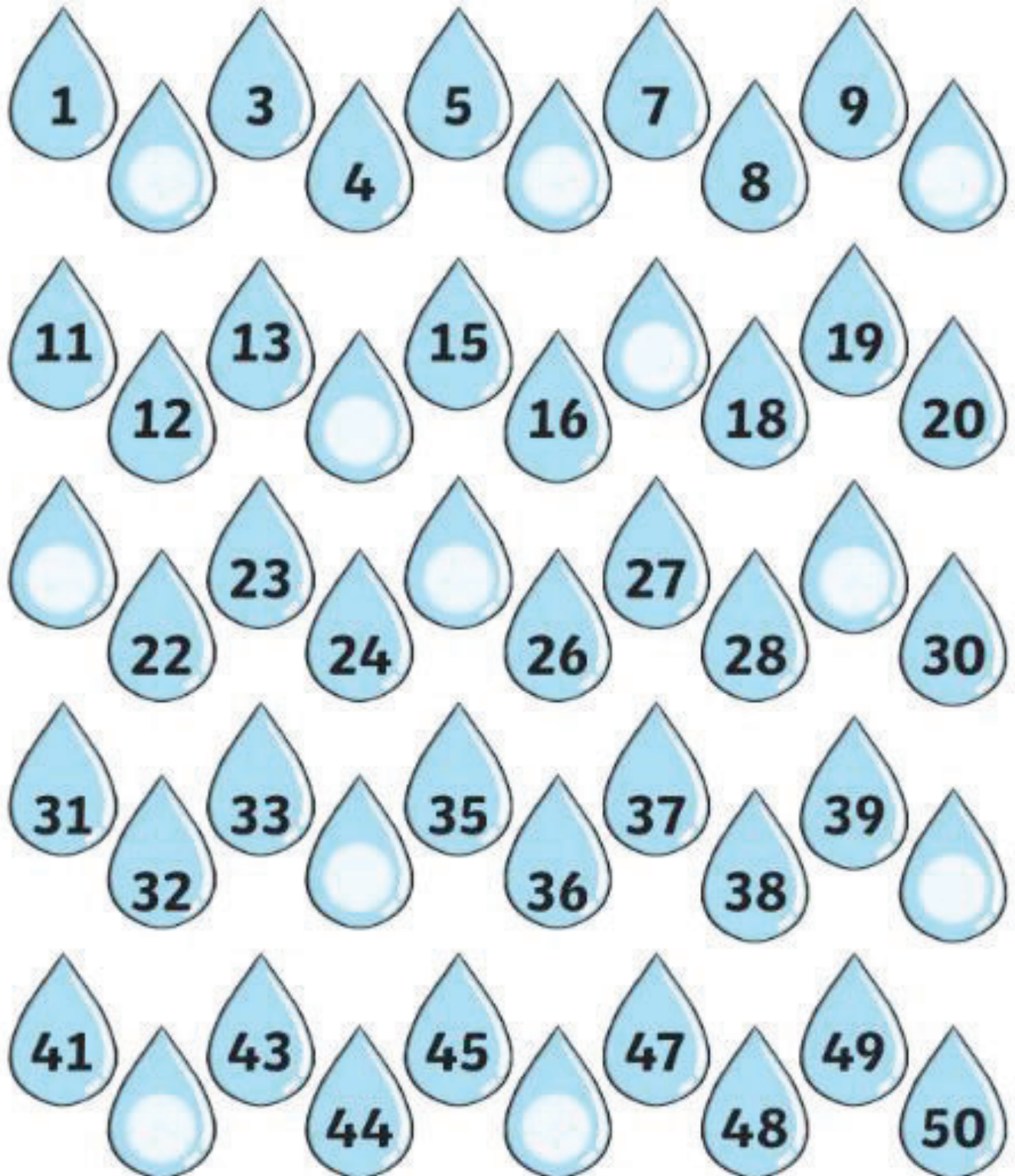
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

Name: _____

Date: _____

Identify and write the missing numbers.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Length

Date:

Objective(s):

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

Observe various objects and estimate their length.

Verify their estimations using simple tools.

Resource Material:

Whiteboard, Board marker, Worksheet, Pieces of rope of different lengths, Paper clips

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. Recall the concept of length with the students by asking them about the terms "long" and "short". Place 2 objects such as a scale and a crayon on the table. Ask them: "Which is longer the scale or crayon?" Take their response that must be the scale is long and the crayon is short.

Main Activities/Concept Building:

(25 min)

Activity 1:

Tell students that today we are going to learn about estimating length using the informal unit "paper clip". Ask students to sit around the table. Put a piece of rope straight on the table and some paper clips. Now put paper clips next to the rope one by one and measure the length of the piece of rope using the paper clips. After putting the paper clips next to the rope, ask students to count them. Suppose that you have measured the rope using 15 paper clips then tell the students that the rope is 15 paper clips long. Ask the students to stand in four groups and give a piece of rope of different length to each group. Now ask each group to measure the length of the rope using paper clips. Observe their working carefully as there shouldn't be any distance between each paper clip and guide them if required. Help the students if needed. Appreciate students for their active participation.

Activity 2:

Place one table in front of the class. Invite random students to come to the table and ask him/her to measure the length of the table using paper clips. Ask him/her: "How many paper clips long is it?" Take their responses and encourage them by clapping. Repeat this activity of measuring objects using paper clips.

Sum Up:

(3 min)

Sum up the lesson by retelling students how we can measure the length of different objects by using informal units such as paper clips.

Assessment:

(5 min)

Assess students by asking them to measure and tell the length of their math book by using paper clips.

Homework:

(2 min)

Complete the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

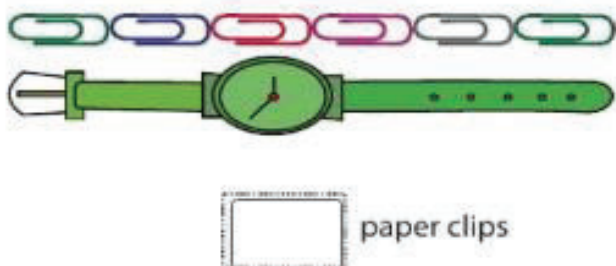
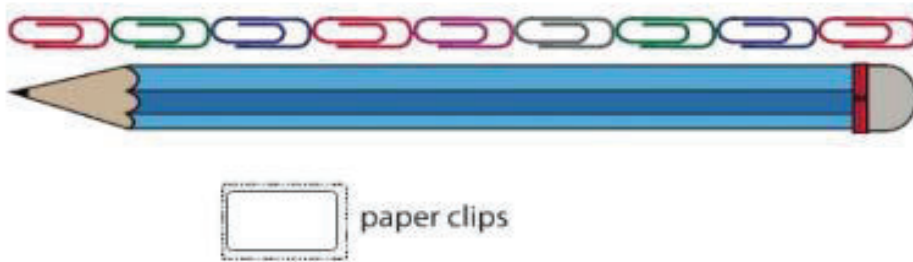
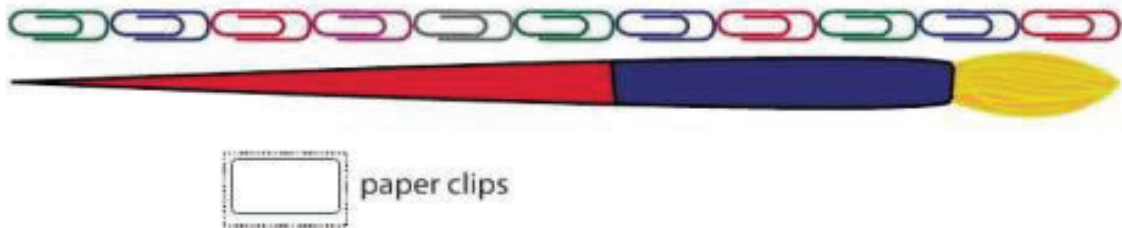
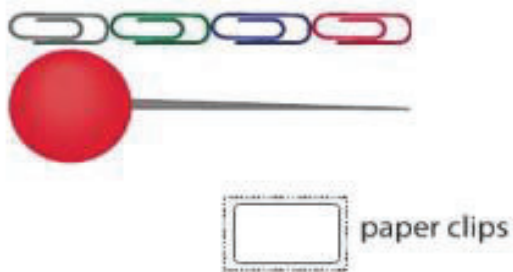
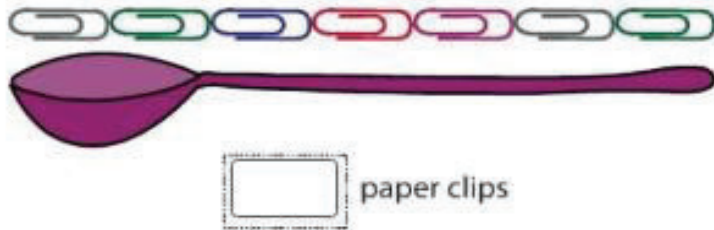
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

Name: _____

Date: _____

Measure and write.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Term: 2 **Periodic Unit: 2** **Week: 3** **Lesson plan: 4**

Topic: Length

Date: _____

Objective(s):

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

Observe various objects and estimate their length.

Verify their estimations using simple tools.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Paper clips, Crayons, Matchsticks

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 and ask them to measure and tell the length of their pencil with the help of paper clips. Take their responses and appreciate them for their good response.

Main Activities/Concept Building:

(22 min)

Activity 1:

Tell students that today we are going to estimate the length of different objects using "matchsticks". To demonstrate how to measure the length of your table using matchsticks, ask students to stand in a circle around the table. Ask them to observe you while measuring the table using matchsticks. Count the matchsticks aloud and ask the students to help you. Suppose that you have measured the table using 18 matchsticks, then tell the students that the table is 18 matchsticks long.

Now, get students into 3 groups and assign a table to each group and ask them to measure its length using matchsticks. Make sure that there is no gap between each matchstick. Observe each group closely and help them to measure the table. Appreciate the students for their effort and active participation.

Activity 2:

Have the students work in pairs. Distribute a piece of rope of the same length to each pair. Instruct them to measure its length using their matchsticks. Make sure that all the students in each pair must measure it, so that the understanding of each student can be checked. Appreciate the students for their active participation.

Sum Up:

(3 min)

Sum up the lesson by retelling students how we can measure the length of objects using matchsticks.

Assessment:

(8 min)

To assess the students, ask them to measure the length of your desk using matchsticks. Take a round, 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:

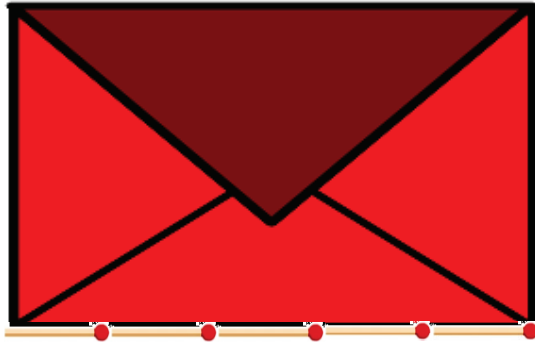
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

Name: _____

Date: _____

Count the objects and write the number.



The envelope is _____ matchsticks long.



The tissue box is _____ matchsticks long.



The cricket bat is _____ matchsticks long.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Term: 2 **Periodic Unit: 2** **Week: 3** **Lesson plan: 5**

Topic: Length

Date: _____

Objective(s):

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

Observe various objects and estimate their length.

Verify their estimations using simple tools.

Resource Material:

Chalk/Marker, White/Blackboard, Crayons, Matchsticks, Paper clips, Worksheet, Textbook pages 34 and 35

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".

Greet students with a smiling face. Ask them about their homework. Ask students to measure and tell the length of their math book first by using paper clips and then by using matchsticks. Take their responses and appreciate them for their correct response.

Main Activities/Concept Building:

(25 min)

Activity 1:

Tell students that today we are going to estimate the length of different objects using "crayons or pencils". Have students stand around your table in a circle. First measure your table using crayons, ask them to count the crayons. Now ask the students: "How many crayons long is the table?" Suppose the students say, "The table is 8 crayons long". Appreciate them for their answer. Now measure your table using pencils, ask them to count these pencils. Now ask students: "How many pencils long is the table?" Suppose the students say, "The table is 6 pencils long". Appreciate them for their answers. Distribute the crayons or pencils among the students and ask them to measure the length of the classroom board by using them. Ask them: "How many pencils or crayons long is their classroom board?" Take their responses and encourage them.

Activity 2:

Make 4 small groups of students and give each group a piece of wire of the same length. Instruct the first group to measure the length of the wire by using paper clips, the second group to measure the length by using matchsticks, third by using crayons and the fourth by using pencils. Roam around the class and check their working. Ask them to raise their hands when finished. Then each group tells how many paper clips, pencils, matchsticks and crayons long the piece of wire is. Appreciate them for their good work.

Sum Up:

(3 min)

Sum up the lesson by asking students to open their textbooks to page 34, observe the objects and their lengths.

Assessment:

(5 min)

Assess students by asking them to open their textbooks to page 35 and do the given activity. 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:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

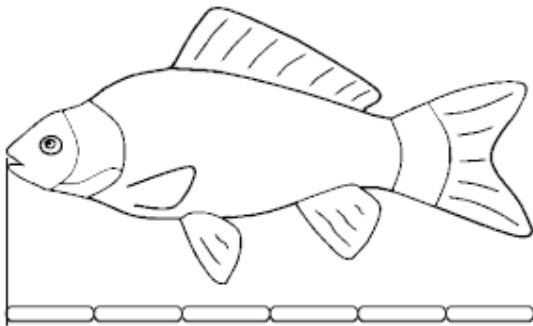
Name: _____

Date: _____

Measure and write.

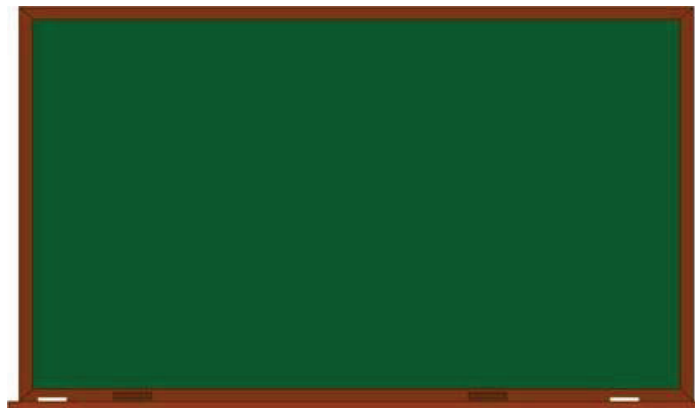


The pencil is _____ paper clips long.



The fish is _____ ice cream sticks long.

The paintbrush is _____ erasers long.



The board is _____ pencils long.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Maths Signs

Date: _____

Objective(s):

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

Identify the signs of addition and equal to.

Resource Material:

Chalk/Marker, White/Blackboard, Flash cards of symbols of addition and equal to, Textbook page 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".

Draw 2 squares on the board. Draw 5 stars in one square and 3 in the other. Pointing towards the 1st square, ask the students to count these stars. Take their response and appreciate them if they say 5 stars. Similarly, ask them to count the stars in the 2nd square. Take their response and appreciate them if they say 3 stars. Now ask them to count all the stars in both squares altogether. Take their response and appreciate them if they say 8 stars. Explain to the students that it means 5 and 3 makes 8.

Main Activities/Concept Building:

(25 min)

Activity 1:

Make two groups of students consisting of 3 students and 4 students respectively. Call them to the front of the class and have them stand separately in two queues. Ask the remaining students to count the students in each queue. Now ask them to count all the students of the two queues altogether. Ask them: "How many students are there in both queues?" Clap at their correct response. Tell them that 3 students and 4 students make 7 students. Have them say this loudly by following you.

Activity 2:

Show the flash card of the plus (+) sign and tell the students this symbol is used for addition. Similarly, show the flash card of the equals (=) sign and tell them this is the equal sign. Now write the terms for addition such as 'more', 'sum', 'plus', and 'altogether' on the board. Read these terms loudly and ask the students to follow you. Now write the terms for equals such as 'total' and 'makes' on the board. Read these terms loudly and ask the students to follow you. Later, ask them to open their textbooks to page 36 and look at the symbols of addition and equals. Ask them to identify and tell their names. Clap at their correct response.

Sum Up:

(3 min)

Sum up the lesson by retelling students the symbols used for addition and equal to by writing symbols on the board.

Assessment:

(5 min)

Assess them by showing flash cards of symbols of addition and equal to and ask them which symbol is used for addition and which one is used for equal to.

Homework:

(2 min)

Revise the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Addition **Date:** _____

Objective(s):

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

Apply the addition signs to add from 0 till 9 with a single digit answer.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 37, 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 them about their homework. Show the flash card with the plus (+) sign and equal (=) sign to the students. Ask them to tell their names. Ask them, "What are these symbols used for?" Clap at their correct response.

Main Activities/Concept Building: (25 min)

Activity 1:

Draw 3 squares on the board. Write the plus sign between the 1st two squares and write the equal sign between the 2nd and the 3rd squares. Draw 3 stars in the 1st square and 2 stars in the 2nd square. Now call 2 or 3 students to the front of the class. Ask them to count the number of stars drawn in both squares and write the number of stars below each square. Ask them to count the stars in both squares altogether. Now draw the total number of stars in the 3rd square. Ask them: "How many stars are there altogether?" Write the total number of stars below the 3rd square. Now explain to the students that $3 + 2 = 5$. Have them say this loudly by following you. Write the following sentence on the board: 3 stars and 2 more stars make 5 stars. Now write an addition sentence using + and = to elaborate the use of the signs. $3 + 2 = 5$.

Activity 2:

Hold 6 pencils in one hand and 3 pencils in your other hand. Tell students that this means 6 (pencils) and 3 (pencils) together equals 9 pencils. Ask them: "How to write this using + and = symbols?" Have them answer it by doing effective questioning. Ask them: "How many pencils are there in one hand?" Write 6 on the board. Ask them: "How many pencils are there in the other hand?" Write 3 next to 6 with a gap between them. Now ask them: "How many pencils are there in both hands altogether?" Write 9 next to 3 with some gap between them. Now ask them: "What symbol should we write in between 6 and 3?" Give them a hint that it should be a symbol of addition. Their expected answer should be the + symbol. Write the plus (+) symbol between 6 and 3. Now tell them that 6 and 3 makes 9. Ask them: "What symbol should be written between 3 and 9?" The expected answer should be the equal (=) sign. Put the equal sign and say loudly, "6 plus 3 equals 9". Have them say this after you several times. Now write an addition sentence using + and = to elaborate the use of the signs. $6 + 3 = 9$.

Sum Up: (3 min)

Sum up the lesson by retelling the students that addition means altogether. Then ask them to open their textbooks to page 37. Ask them to count and add the objects.

Assessment: (5 min)

Assess students by asking them to write two numbers in their notebooks and then add them by using the symbols + and =.

Homework: (2 min)

Complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

Name: _____

Date: _____

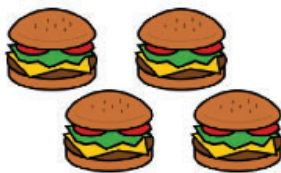
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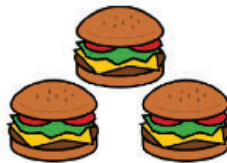
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=



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+



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+



=

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Term: 2 **Periodic Unit: 2** **Week: 4** **Lesson plan: 3**

Topic: Addition **Date:** _____

Objective(s):

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

Apply the addition sign to add from 0 till 9 with a single digit answer.

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 them about their homework. Draw 3 and 4 balls respectively in separate groups on the board. Ask the students: "How many balls are there altogether?" Take their responses and encourage them for the correct answer. Now write an addition sentence without the signs of + and =. 3 balls and 4 balls make 7 balls. Now use + and = to elaborate the use of the signs. Ask the students to tell the correct placement of + and = in the addition sentence. Clap at their correct response. Write an addition sentence using the symbols on the board such as $3 + 4 = 7$.

Main Activities/Concept Building: (25 min)

Activity 1:

Draw three flowers on the board. Write down a plus sign followed by four more flowers. Now ask students: "Three flowers and four flowers make how many flowers?" Appreciate them if the answer is 7 flowers. Say aloud, "3 flowers and 4 flowers make 7 flowers altogether". Ask them: "How to write this using + and = symbols?" Have them answer it by doing effective questioning. Write the plus (+) symbol between 3 and 4. Now tell them that 3 and 4 makes 7. Ask them: "What symbol should be written between 4 and 7?" The expected answer should be equal (=). Put the equal sign and say loudly, "3 plus 4 equals 7". Have them say it after you several times. Now write an addition sentence using + and = to elaborate the use of the signs. Then, write down $3 + 4 = 7$ on the board. Use other concrete objects (in groups) and have them count and add them.

Activity 2:

Give worksheet 1 to students. Ask them to follow the instructions and complete the worksheet. Count and add the objects by using symbols. Roam around the class, check their work and guide them if needed. Appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by retelling students how we can add two groups of objects using symbols + and = by solving different examples on the board.

Assessment: (5 min)

Assess students by drawing two groups of objects on the board and asking them to add these and write the addition sentence in their notebooks.

Homework: (2 min)

Complete worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

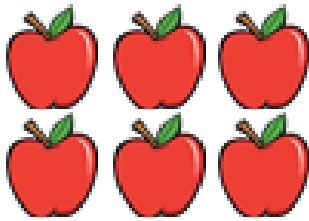
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 1

Name: _____

Date: _____

Count, write and add.



+



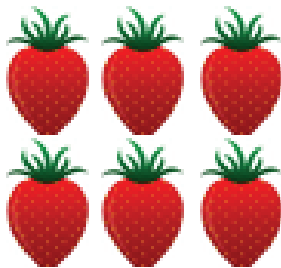
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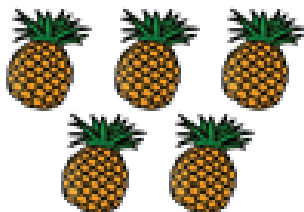
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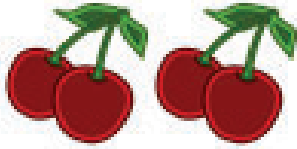
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 2

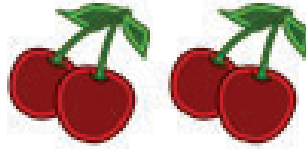
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Date: _____

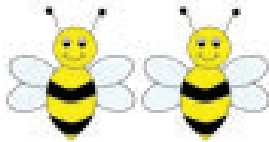
Count, write and add.



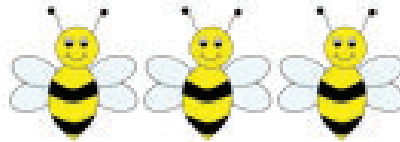
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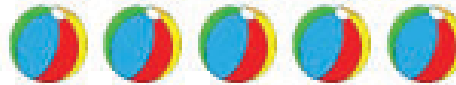
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+



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+



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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Addition **Date:** _____

Objective(s):

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

Apply the addition sign to add from 0 till 9 with a single digit answer.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 38, Two colour beads

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 two sets of different number of pencils on the board. Ask students to count and tell the number of pencils in each set. Invite a random student to the board and ask him/her to write an addition sentence for these pencils using the symbols + and =. Clap at the correct response.

Main Activities/Concept Building: (22 min)

Activity 1:

Put 4 blue beads and 2 red beads on the table. Distribute symbol flash cards of + and = among the students. Invite a random student to the front of the class and ask him/her to put their symbol flash card in the correct place on the table between the red and blue beads. Ask the students: "How many beads are there altogether?" Take their response and appreciate them for the correct answer. Write an addition sentence for these beads on the board.

$$4 + 2 = 6$$

Then explain to them that we can use addition in our daily life problems. Also explain that we can write the addition sentence in vertical form as well. Explain this by writing $4 + 2 = 6$ in vertical form.

$$\begin{array}{r} 4 \\ + 2 \\ \hline 6 \end{array}$$

Activity 2:

Give worksheet 1 to students. Ask them to follow the instructions and complete it. Instruct them to count the objects, write it in the given boxes and then add them vertically. Roam around the class, check their work and guide them if needed. Appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by retelling students how we can add the numbers by solving different examples on the board.

Assessment: (8 min)

Assess students by asking them to open their textbooks to page 38 and count and add the objects. Roam around the class, check their work and guide them if required.

Homework: (2 min)

Complete worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

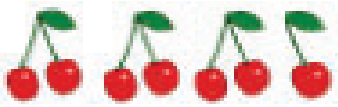
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

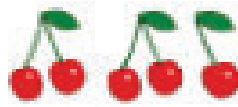
Worksheet 1

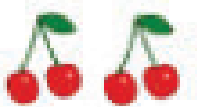
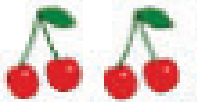
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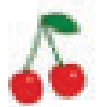
Date: _____

Count and add.

$$\begin{array}{r} 7 \\ + 1 \\ \hline \end{array}$$



$$\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$$


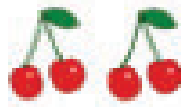

$$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$$



$$\begin{array}{r} 2 \\ + 6 \\ \hline \end{array}$$



$$\begin{array}{r} 2 \\ + 7 \\ \hline \end{array}$$



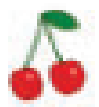
$$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$$



$$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$$



$$\begin{array}{r} 4 \\ + 2 \\ \hline \end{array}$$



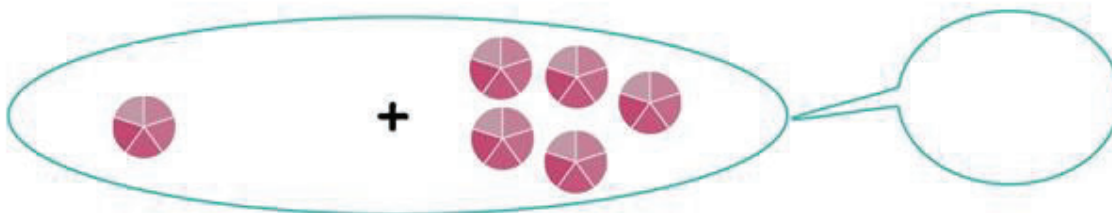
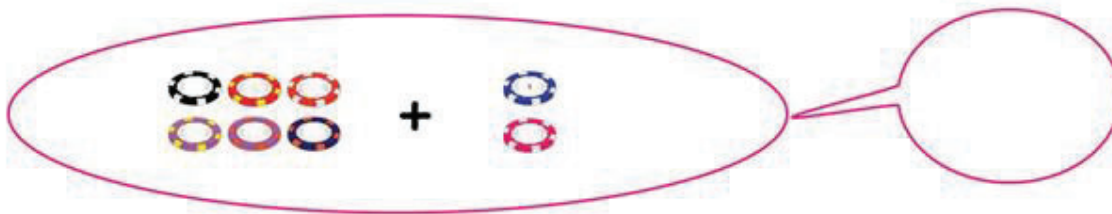
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet 2

Name: _____

Date: _____

Count and add.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Term: 2 **Periodic Unit: 2** **Week: 4** **Lesson plan: 5**

Topic: Addition **Date:** _____

Objective(s):

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

Apply the addition sign to add from 0 till 9 with a single digit answer.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 39 and 40, Worksheet, Crayons

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. Put 4 and 5 crayons in two separate groups on the table. Ask the students: "How many crayons are there altogether?" Invite a random student to the front and ask him/her to write an addition sentence for these crayons using the symbols + and = on the board. Clap at the correct response.

Main Activities/Concept Building: (25 min)

Activity 1:

Draw two circles on the board and write the plus (+) sign between the two circles. Draw 3 candies in one circle and 5 candies in the other. Ask them to add and tell the total number of candies in both circles. Say aloud, "3 candies and 5 candies make 8 candies together". Ask them: "How to write this using + and = symbols?" Have them answer it by doing effective questioning. Write the plus (+) symbol between 3 and 5. Now tell them that 3 and 5 makes 8, Ask: "What symbol should be written between 5 and 8?" The expected answer should be equals (=). Put the equals sign and say loudly, "3 plus 5 equals 8". Have them say it after you several times. Now write an addition sentence using + and = to elaborate the use of the signs. $3 + 5 = 8$.

Activity 2:

Ask them to open their textbooks to page 39. Ask them to count, add the numbers and then colour the correct number flower. Roam around the class, check their work and guide them if required.

Sum Up: (3 min)

Sum up the lesson by retelling students that the words 'altogether', 'sum', 'all', 'more' is used for addition.

Assessment: (5 min)

To assess students ask them to open their textbooks to page 40 and complete it. Roam around the class, check their work and correct if needed.

Homework: (2 min)

Complete the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

Name: _____

Date: _____

Add the following.

$$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 1 \\ \hline \end{array}$$

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Revision

Date:

Objective(s):

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

Revise all the concepts.

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".

Greet students with a smiling face.

Main Activities/Concept Building:

(35 min)

Activity 1:

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

Sum Up:

(0 min)

N/A

Assessment:

(0 min)

N/A

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

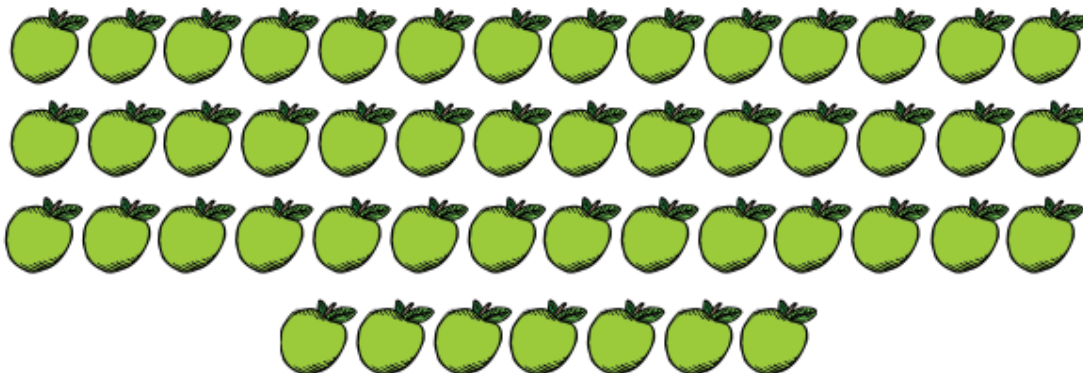
Name: _____

Date: _____

1. Write the numbers 41-50.

2. Draw 48 circles.

3. Count and write the numbers.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

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

Topic: Revision

Date:

Objective(s):

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

Revise all the concepts.

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".

Greet students with a smiling face.

Main Activities/Concept Building:

(35 min)

Activity 1:

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

Sum Up:

(0 min)

N/A

Assessment:

(0 min)

N/A

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

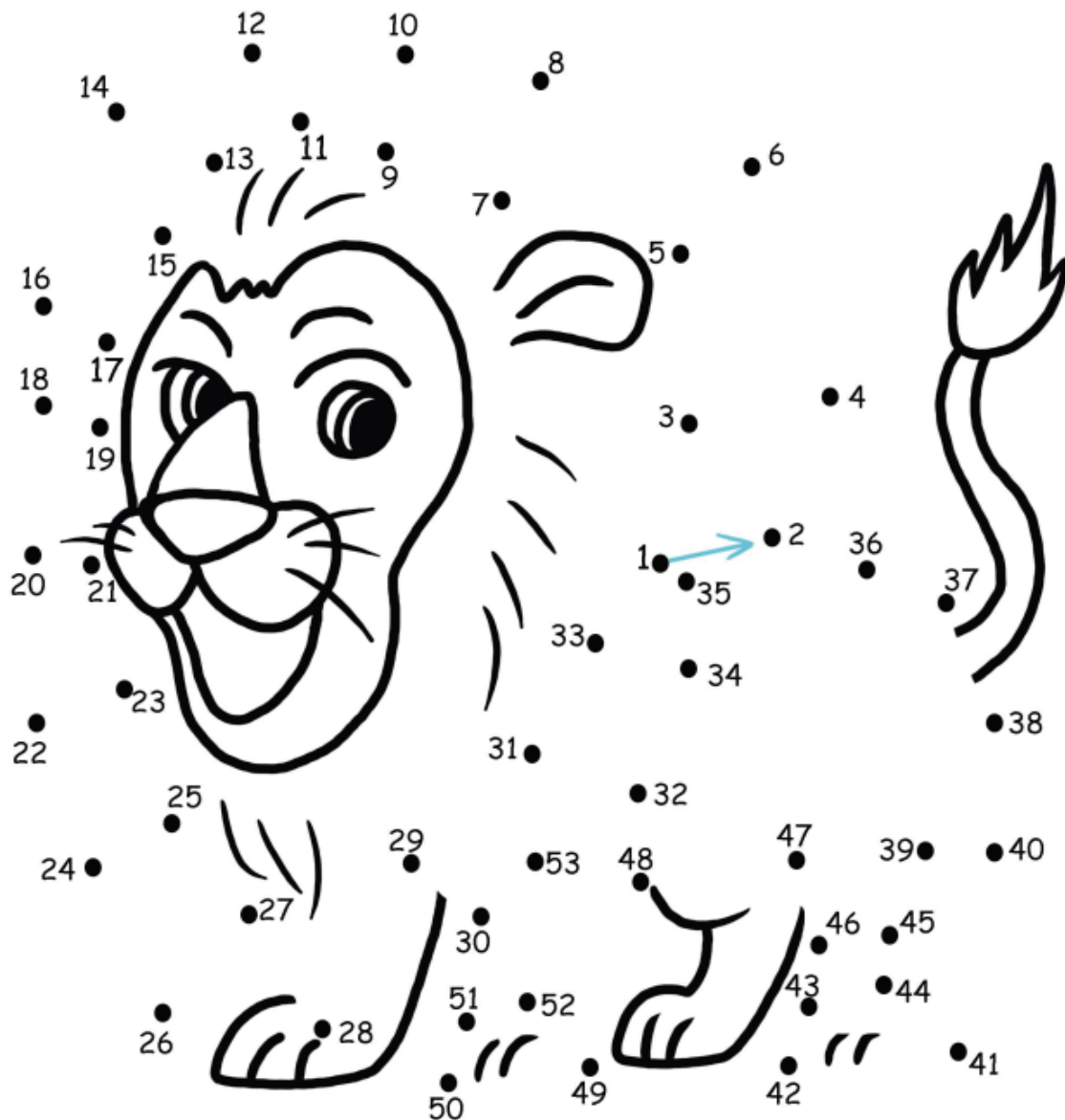
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

Name: _____

Date: _____

1. Connect the dots in sequence from 1 to 50 and then colour the picture.



2. Write the missing numbers.

1		3		5			8		10
11			14		16		18		20
21		23		25		27			30
31			34		36		38		40
41		43		45		47			50

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Term: 2 **Periodic Unit: 2** **Week: 5** **Lesson plan: 3**

Topic: Revision

Date:

Objective(s):

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

Revise all the concepts.

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".

Greet students with a smiling face.

Main Activities/Concept Building:

(35 min)

Activity 1:

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

Sum Up:

(0 min)

N/A

Assessment:

(0 min)

N/A

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

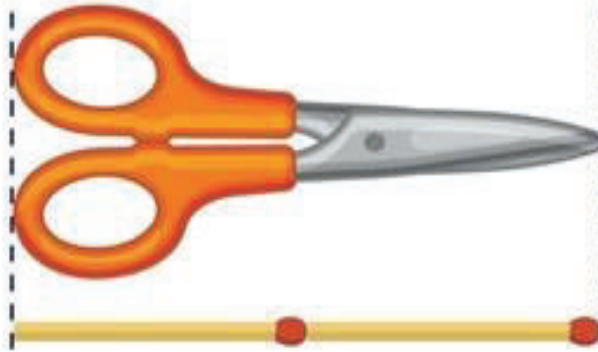
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

Name: _____

Date: _____

Measure and fill in the blanks.



The pair of scissors is _____ matchsticks long.



The fork is _____ paper clips long.



The comb is _____ erasers long.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Term: 2 **Periodic Unit: 2** **Week: 5** **Lesson plan: 4**
Topic: Revision **Date:**

Objective(s):

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

Revise all the concepts.

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".

Greet students with a smiling face.

Main Activities/Concept Building: (35 min)

Activity 1:

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

Sum Up: (0 min)

N/A

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

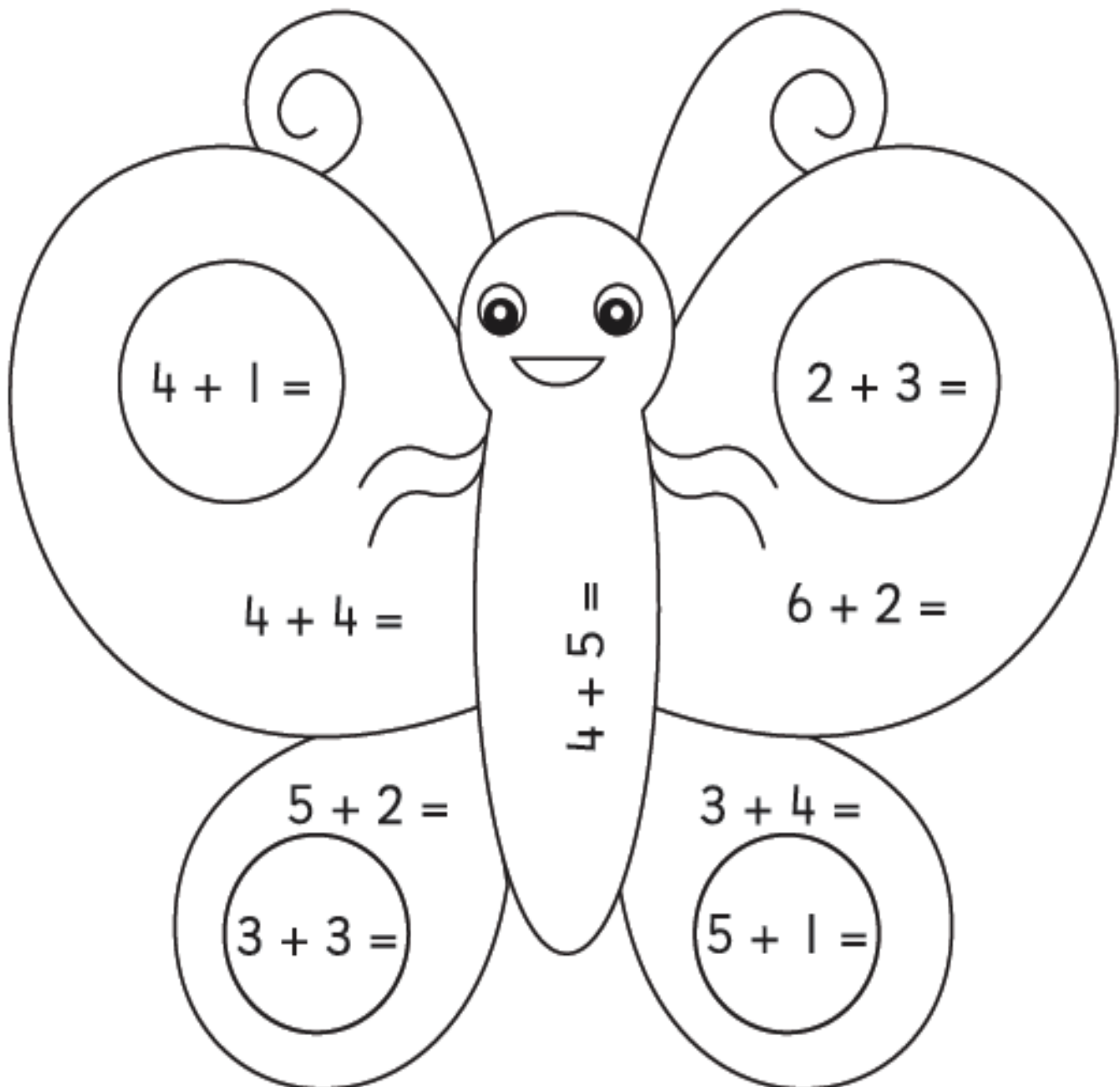
Worksheet

Name: _____

Date: _____

Add the numbers and colour the picture using the given colour key.

9 blue, 8 yellow, 7 red, 6 green, 5 orange



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Term: 2 **Periodic Unit: 2** **Week: 5** **Lesson plan: 5**
Topic: Revision **Date:**

Objective(s):

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

Revise all the concepts.

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".

Greet students with a smiling face.

Main Activities/Concept Building: (35 min)

Activity 1:

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

Sum Up: (0 min)

N/A

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer B		40 Min

Worksheet

Name: _____

Date: _____

Count, add and match.

$$4 + 3$$

2

$$3 + 3$$

3

$$1 + 2$$

4

$$4 + 1$$

5

$$6 + 2$$

6

$$5 + 4$$

7

$$2 + 2$$

8

$$1 + 1$$

9

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

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

Topic: Addition **Date:**

Objective(s):

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

Apply the addition sign to add from 0 till 9 with a single digit answer.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, red and yellow balls, candies and chocolates

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 3 candies and 5 chocolate to students. Call a student to the front of the class. Ask him/her to count and tell the number of candies and chocolate. Ask the rest of the class to check is it right or not. Take their response and appreciate them for good efforts.

Main Activities/Concept Building: (25 min)

Activity 1:

Make three groups of students. Give each group balls of two colours red and yellow. Instruct each group to count the number of red balls and then count the number of yellow balls. Then ask them to count the number of red and yellow balls altogether. Instruct them to raise their hand



when finished. Now invite each group one by one to the front of the class. Ask one member of first group to write the number of red ball and yellow balls on the board. Ask them to add the number of red and yellow balls and write the total number of balls on the board. Now call another member of the first group and ask him/her to write the addition sentences. Repeat this activity to the other groups. Appreciate them for their good response.



Activity 2:

Make small groups of students. Ask them to make addition story of your own choice and write in their notebooks. After doing ask them to share their addition stories with each other. Take their responses and discuss with them about their common mistakes. Appreciate them for their active participation in class.

Sum Up: (3 min)

Sum up the lesson by retelling students that the words 'altogether', 'sum', 'all', 'more' is used for addition.

Assessment: (5 min)

To assess students ask them to complete the given worksheet 1. Roam around the class, check their work and guide them where needed.

Homework: (2 min)

Complete the worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet 1

Name: _____

Date: _____

Count, add and write in the given boxes.




How many blue pencils?

How many red pencils?

How many altogether?




How many red cars?

How many green cars?

How many altogether?




How many maths books?

How many urdu books?

How many altogether?

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet 2

Name: _____

Date: _____

Add and match the correct answer.

$$3+4$$

4

$$6+2$$

5

$$8+1$$

6

$$2+4$$

2

$$1+1$$

7

$$3+2$$

9

$$1+3$$

8

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

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

Topic: Maths Signs

Date: _____

Objective(s):

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

Identify the signs of subtraction and equal to.

Resource Material:

Chalk/Marker, White/Blackboard, Flash cards of symbols of subtraction and equal to, Textbook page 36, beads of two 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. Place 5 disposable cups on the table. Ask the students: How many cups are there on the table? The expected answer should be '5'. Now remove 2 cups from the table. Ask the students: How many cups are on the table now? They count and reply '3' cups. Clap at the correct answer. Explain to the students that it mean 5 take away 2 equals 3.

Main Activities/Concept Building:

(25 min)

Activity 1:

Put 4 blue and 5 red beads on the table together. Call some students to the front of the class. Ask them to count the red beads and blue beads altogether. Ask them: how many beads are left on the table? Clap at the correct response. Now remove the blue beads on the table. Ask them: How many beads are left on the table? Clap at their correct response. Explain to the students 9 take away 4 equals 5. Tell them that 3 students and 4 students make 7 students. Have them say this loudly by following you. Repeat this with several objects.

Activity 2:

Show the flash card of the plus (+) sign and tell the students this is the symbol of minus used for subtraction. Similarly, show the flash card of equal (=) sign and tell them this is used for the equal sign. Now write the terms for subtraction such as left, less, minus and take away on the board. Read these terms loudly and ask the students to follow you. Now write the terms for equals such as total and makes on the board. Read these terms loudly and ask the students to follow you. Later, ask them to open their Textbook to Page 36 and look at the symbols of addition, subtraction and equals. Ask them to identify and tell their names. Clap at their correct response.

Sum Up:

(3 min)

Sum up the lesson by retelling students the symbols used for subtraction and equal to by writing symbols on the board.

Assessment:

(5 min)

Assess them by showing flash cards of symbols of subtraction and equal to and ask them which symbol is used for subtraction and which one is used for equal to.

Homework:

(2 min)

Revise the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

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

Topic: Subtraction **Date:** _____

Objective(s):

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

Apply the subtraction signs to subtract from 0 till 9 with a single digit answer.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 36 and 41, Pencils, flash cards of symbols of subtraction and equal to

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 the flash card with the plus (+) sign and equal (=) sign to the students. Ask them to tell their names. Ask them, "What are these symbols used for?" Clap at their correct response.

Main Activities/Concept Building: (22 min)

Activity 1:

Put 8 lollipops on the table. Call 3 students to the front of the class. Ask them: How many lollipops are on the table? Ask the students to pick up 3 lollipops. It means 3 lollipops will be eaten by 3 students. Now ask them: How many lollipops are left? They should reply '5 lollipops'. Appreciate them and explain 8 lollipops minus 3 lollipops equals to 5 lollipops. Write the number statement using minus (–) and equal (=) symbol on the board. Such as 8 lollipops – 3 lollipops = 5 lollipops. Have them say this loudly by following you. Repeat this with different number of objects.

Activity 2:

Write 6 – 2 on the board. Ask the students: do you know what this means? Hold 6 pencils in one hand and drop 2 on the table. Show the students that this means 6 (pencils) take away 2 (pencils) equals 4 (pencils). Later, ask them to open their Textbook to Page 36 and look at the symbols of subtraction and equals. Later, distribute worksheet 1 among the students and ask them to do by themselves. Roam around the class and check their work. Guide the students if they are having any difficulty.

Sum Up: (5 min)

Sum up the lesson by retelling the students that subtraction means take away. Then ask them to open their textbooks to page 41. Ask them to count and subtract the objects.

Assessment: (5 min)

Assess students by asking them to write two numbers in their notebooks and then subtract them by using the symbols – and =.

Homework: (2 min)

Complete the given worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet 1

Name: _____

Date: _____

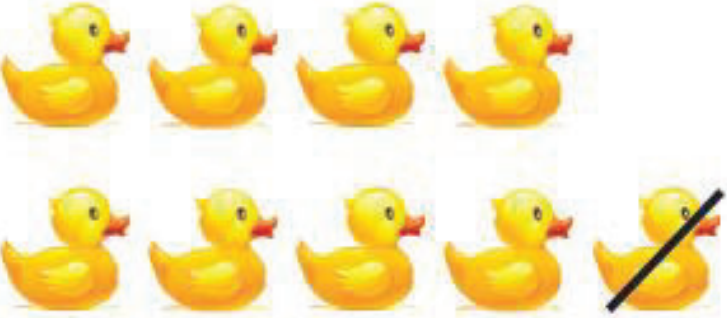
Subtract the crossed out objects from the total objects and circle the correct answer.


5 6 3


7 5 8


6 7 5


6 9 8


7 8 9

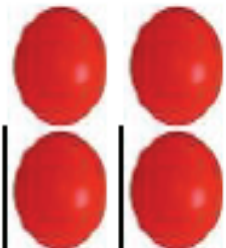
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet 2

Name: _____

Date: _____

Count, subtract and write in the given boxes.

 4 leaves		 3 leaves	
 4 balls		 1ball	
 5 toys		 3 toys	

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

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

Topic: Subtraction

Date:

Objective(s):

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

Apply the subtraction signs to subtract from 0 till 9 with a single digit answer.

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 them about their homework. Draw 7 stars on the board. Ask the students to count and tell: How many stars are there? Clap at the correct response. Now cross out 4 stars on the board. Ask them: How many stars are left? Clap at the correct response. Explain to the students 7 take away 4 equals 3. Clap at the correct answer.

Main Activities/Concept Building:

(25 min)

Activity 1:

Draw 3 rectangles on the board. Write the minus sign between the 1st two rectangles and Write the equal sign between the 2nd and the 3rd rectangles. Draw 3 stars in the 1st rectangle and 2 in the 2nd rectangle. Now call 2 or 3 students to the front of the class and ask them to count the number of stars drawn in both rectangles and write the number of stars below each rectangle. Ask them to count and subtract the number of stars. Now draw the number of stars left in the 3rd rectangle. Ask them: How many number of stars are left? Write the number of stars below the 3rd rectangle. Now explain to the students $3 - 2 = 1$. Have them say this loudly by following you. Write the following sentence on the board:

3 stars minus 2 stars equal to 1 star.

Now write a subtraction sentence using - and = to elaborate the use of the signs. $3 - 2 = 1$.

Activity 2:

Give worksheet 1 to students. Ask them to follow the instructions and complete the worksheet. Count and subtract the objects by using symbols. Roam around the class, check their work and guide them if needed. Appreciate them for their good work.

Sum Up:

(3 min)

Sum up the lesson by retelling students how we can subtract two groups of objects using symbols – and = by solving different examples on the board.

Assessment:

(5 min)

Assess students by drawing two groups of objects on the board and asking them to subtract these and write the subtraction sentence in their notebooks.

Homework:

(2 min)

Complete worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet 1

Name: _____

Date: _____

Cross, subtract and write the number of left objects.

$$\begin{array}{r} 7 \\ - 4 \\ \hline 3 \end{array}$$


$$\begin{array}{r} 5 \\ - 1 \\ \hline \end{array}$$


$$\begin{array}{r} 4 \\ - 0 \\ \hline \end{array}$$


$$\begin{array}{r} 4 \\ - 4 \\ \hline \end{array}$$


$$\begin{array}{r} 5 \\ - 2 \\ \hline \end{array}$$


$$\begin{array}{r} 3 \\ - 2 \\ \hline \end{array}$$


$$\begin{array}{r} 6 \\ - 2 \\ \hline \end{array}$$


$$\begin{array}{r} 3 \\ - 1 \\ \hline \end{array}$$

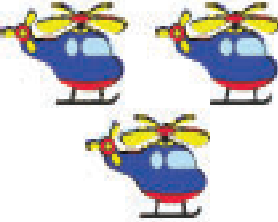

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet 2

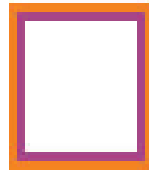
Name: _____

Date: _____

Count, write and subtract.

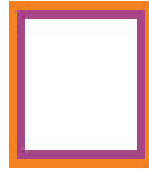


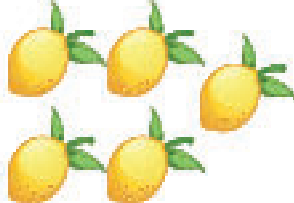




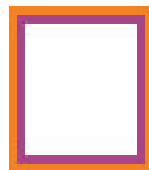






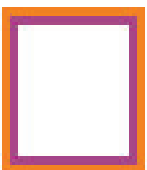












Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

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

Topic: Subtraction

Date:

Objective(s):

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

Apply the subtraction signs to subtract from 0 till 9 with a single digit answer.

Resource Material:

Chalk/Marker, White/Blackboard, balls, Worksheets, Flash cards of symbols – and =

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 two sets of pencils on the board. Each set should have a different number of pencils. Ask students to count and tell the number of pencils in each set. Invite a random student to the board and ask him/her to write a subtraction sentence for these pencils using the symbols “–” and “=”. Clap at the correct response.

Main Activities/Concept Building:

(25 min)

Activity 1:

Place 7 balls in a basket and take out 3 balls from it. Ask students: How many balls are left? Distribute symbol flash cards of – and = among the students. Invite a random student to the front of the class and ask him/her to put their symbol flash card in the correct place on the table between the red balls. Ask the students: “How many balls are left?” Take their response and appreciate them for the correct answer. Write a subtraction sentence for these balls on the board.

$$7 - 3 = 4$$

7
– 3
4

Then explain that we can use the concept of subtraction in our daily life problems. Also explain that we can write the subtraction sentence in vertical form as well. Explain this by writing $7 - 3 = 4$ in vertical form.

Activity 2:

Give worksheet 1 to students. Ask them to follow the instructions and complete it. Instruct them to count the objects, write it in the given boxes and then subtract them vertically. Roam around the class, check their work and guide them if needed. Appreciate them for their good work.

Sum Up:

(3 min)

Sum up the lesson by retelling students how we can subtract the numbers by solving different examples on the board.

Assessment:

(5 min)

Assess students by asking them to draw groups of objects and then cross out some objects by using the symbol for subtraction and the equal sign.

Homework:

(2 min)

Complete worksheet 2.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet 1

Name: _____

Date: _____

Count and subtract.

$$\begin{array}{r} 6 \\ - 4 \\ \hline \end{array}$$


$$\begin{array}{r} 9 \\ - 2 \\ \hline \end{array}$$


$$\begin{array}{r} 8 \\ - 4 \\ \hline \end{array}$$


$$\begin{array}{r} 5 \\ - 2 \\ \hline \end{array}$$


$$\begin{array}{r} 8 \\ - 2 \\ \hline \end{array}$$


$$\begin{array}{r} 4 \\ - 1 \\ \hline \end{array}$$


$$\begin{array}{r} 9 \\ - 5 \\ \hline \end{array}$$


$$\begin{array}{r} 8 \\ - 5 \\ \hline \end{array}$$

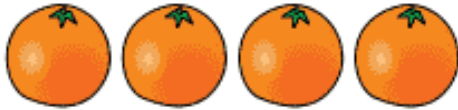

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet 2

Name: _____

Date: _____

Count and subtract.



$$5 - 2 = \boxed{}$$



$$8 - 3 = \boxed{}$$



$$8 - 1 = \boxed{}$$



$$9 - 1 = \boxed{}$$



$$6 - 4 = \boxed{}$$



$$8 - 2 = \boxed{}$$



$$9 - 5 = \boxed{}$$



$$7 - 3 = \boxed{}$$

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

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

Topic: Subtraction **Date:** _____

Objective(s):

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

Apply the subtraction signs to subtract from 0 till 9 with a single digit answer.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 42 and 43, 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. Put 9 hairpins on the table. Call a student to the front of the class and ask him/her to count the hairpins. After counting he/she tells the number of hairpins to the class. Now call another student to the front of the class and ask the first student to give 4 hairpins to the second student and tell: "How many pins are left?" Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (25 min)

Activity 1:

Draw two circles on the board and write the plus (+) sign between the two circles. Draw 7 candies in one circle and 5 candies in the other. Ask them to subtract and tell how many candies are left when we subtract 5 from 7. Say aloud, "7 candies minus 5 candies make 2 candies left". Ask them: "How to write this using – and = symbols?" Have them answer it by doing effective questioning. Write the minus (–) symbol between 7 and 5. Now tell them that 7 minus 5 equals to 2. Ask: "What symbol should be written between 5 and 2?" The expected answer should be equals (=). Put the equals sign and say loudly, "7 minus 5 equals 2". Have them say it after you several times. Now write an addition sentence using – and = to elaborate the use of the signs. $7 - 5 = 2$.

Activity 2:

Ask them to open their textbooks to pages 42 and 43. Ask them to count, subtract and write the answer in the given spaces. Roam around the class, check their work and guide them if required. Discuss with them their common mistakes.

Sum Up: (3 min)

Sum up the lesson by retelling students that the words 'take away', 'left', 'minus', 'less' are used for subtraction.

Assessment: (5 min)

To assess students, ask them to complete the given worksheet 1. Roam around the class, check their work and guide them where needed.

Homework: (2 min)

Complete worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

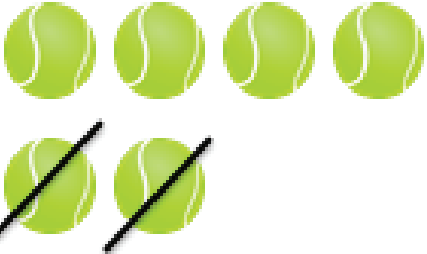
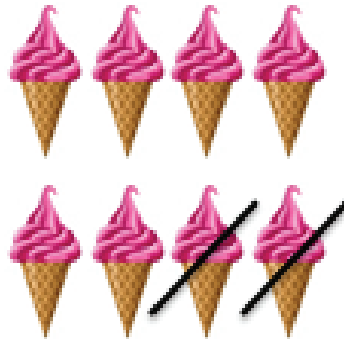
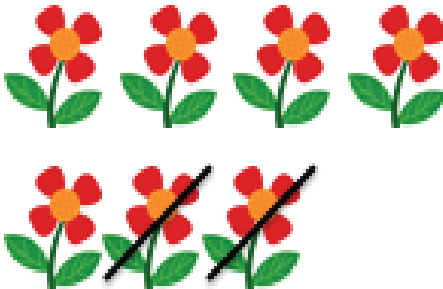
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet 1

Name: _____

Date: _____

Subtract the following.

	$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
	$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
	$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
	$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
	$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet 2

Name: _____

Date: _____

Subtract and match with the correct answer.

$$7 - 5$$

$$9 - 2$$

$$9 - 1$$

$$6 - 3$$

$$8 - 4$$

$$7 - 2$$

$$9 - 3$$

4

5

6

2

7

3

8

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

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

Topic: Subtraction **Date:** _____

Objective(s):

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

Apply the subtraction signs to subtract from 0 till 9 with a single digit answer.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 44, Worksheets, Red and blue buttons

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 6 circles on the board. Ask students to count and tell how many circles are drawn. Take their responses. Then cross out 2 circles and ask them to count and tell how many circle are left. Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (22 min)

Activity 1:

Make three groups of students. Give each group buttons of red and blue. Instruct each group to count the number of red buttons and then count the number of blue buttons. Then ask them to count and tell which colour buttons are more than the other one. Instruct them to raise their hands when finished. Now invite each group one by one to the front of the class. Ask one member of the first group to write the number of red buttons and blue buttons on the board. Ask them to subtract the number of red and blue buttons and write which button is more than the other. Now call another member of the first group and ask him/her to write the subtraction sentence. Repeat this activity with the other groups. Appreciate them for their good response.



Activity 2:

Ask them to open their textbooks to page 44. Ask them to observe the subtraction stories and subtract and write the answer in the given boxes. Roam around the class, check their work and guide them if required.

Sum Up: (3 min)

Sum up the lesson by retelling students the clue words that are used for subtraction.

Assessment: (8 min)

To assess students, ask them to complete the given worksheet 1. Roam around the class, check their work and guide them where needed.

Homework: (2 min)

Solve worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

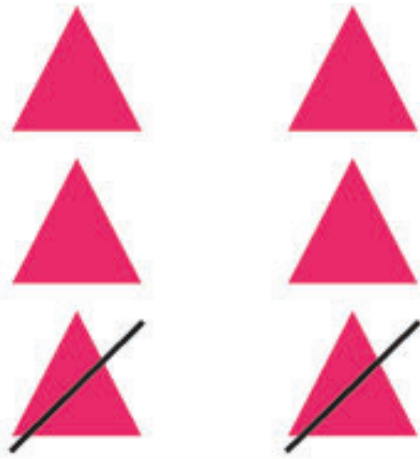
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet 1

Name: _____

Date: _____

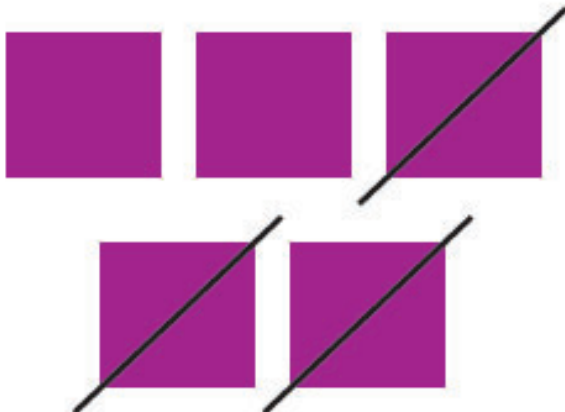
Count and subtract the shapes. Then write in the given boxes.



How many triangles?

Crossed out triangles?

How many left?



How many squares?

Crossed out squares?

How many left?



How many circles?

Crossed out circles?

How many left?

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet 2

Name: _____

Date: _____

Count and subtract the objects. Then complete the given sentences.

There are _____ chicks.

_____ chicks are outside

$$\square - \square = \square$$

_____ chicks are inside.



There are _____ birds.

_____ birds are sitting on the tree.

$$\square - \square = \square$$

_____ birds are not sitting on the tree.



There are _____ bananas.

_____ bananas were eaten.

$$\square - \square = \square$$

_____ bananas are not eaten.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

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

Topic: Addition and Subtraction

Date:

Objective(s):

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

Apply the addition and subtraction signs to add and subtract from 0 till 9 with a single digit answer.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, Flash cards of addition and subtraction sums

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".

Greet students with a smiling face. Ask them about their homework. Ask students:

- What are the symbols used for addition and subtraction?
- What clue words are used for addition and subtraction?

Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building:

(22 min)

Activity 1:

Instruct students to work in pairs. Give each pair one subtraction and one addition sentence flash card. Ask them to solve it. Ask them to raise their hands when finished. Roam around and check their working. Now call each pair one by one to front of the class and ask them to present their work to the class. Instruct the rest of the class to check their work and correct if needed. Appreciate them for their correct response.

Activity 2:

Make small groups of students. Instruct them to make one addition and subtraction story. Then solve it in their notebooks by using the symbols of '+', '-' and '='. Once they have finished making their stories, call each group one by one to the front of the class and ask him/her to present their work to the whole class. Appreciate the students for their good work by clapping.

Sum Up:

(3 min)

Sum up the lesson by retelling students how we can add and subtract the two groups of objects by solving one example of addition and subtraction on the board.

Assessment:

(8 min)

Assess students by writing some addition and subtraction stories. Ask them to solve them. Give them worksheet 1 and ask them to solve it.

Homework:

(2 min)

Complete worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

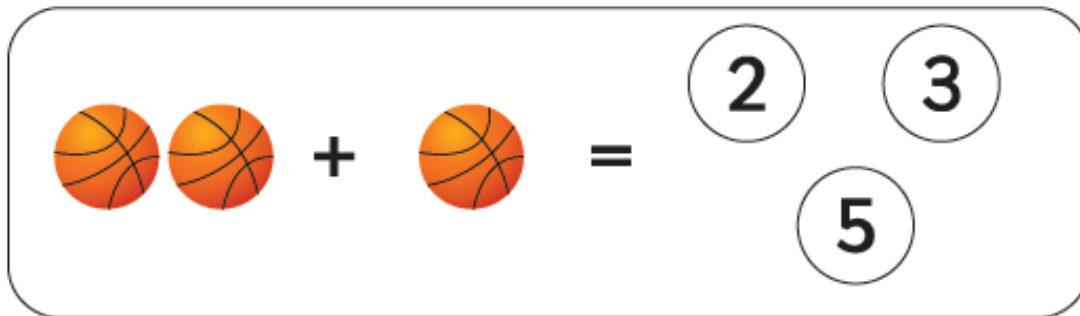
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet 1

Name: _____

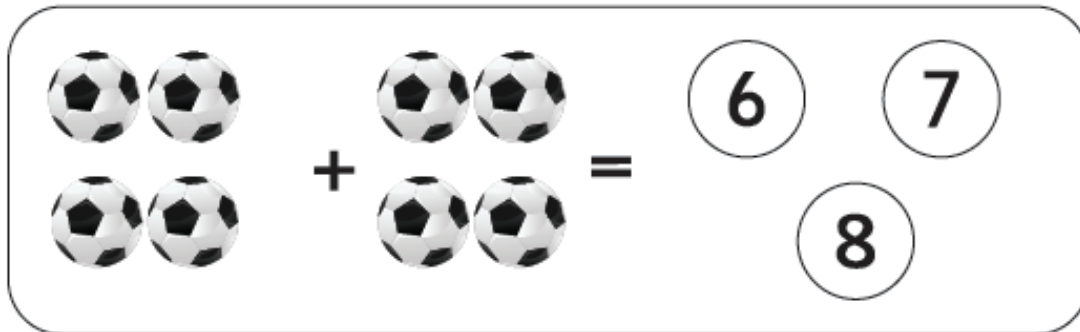
Date: _____

Count and add the objects. Then colour the correct answer.



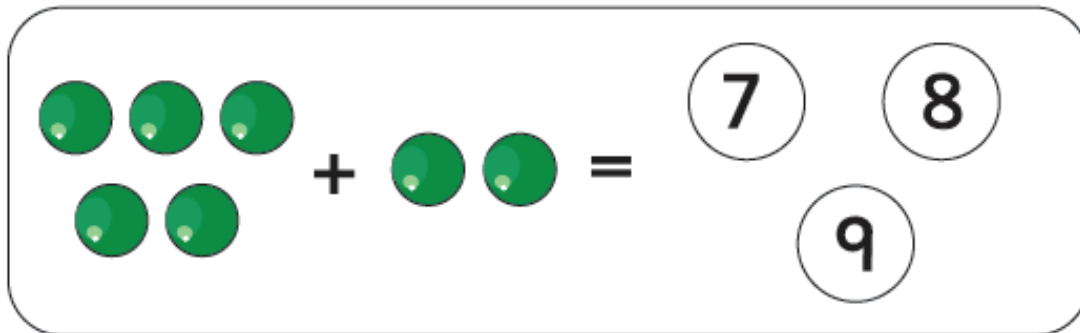
Two basketballs + one basketball =

Options: 2, 3, 5



Four soccer balls + four soccer balls =

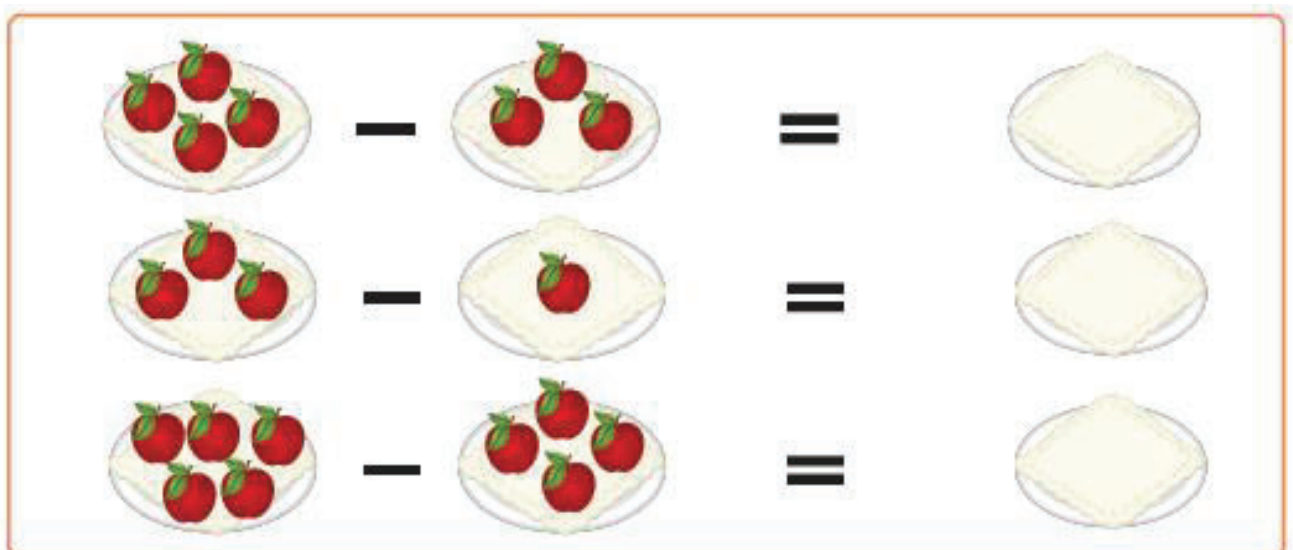
Options: 6, 7, 8



Five green circles + two green circles =

Options: 7, 8, 9

Count and subtract the apples. Then draw the apples that are left.



Three apples - two apples =

Three apples - one apple =

Five apples - four apples =

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet 2

Name: _____

Date: _____

Complete the following.

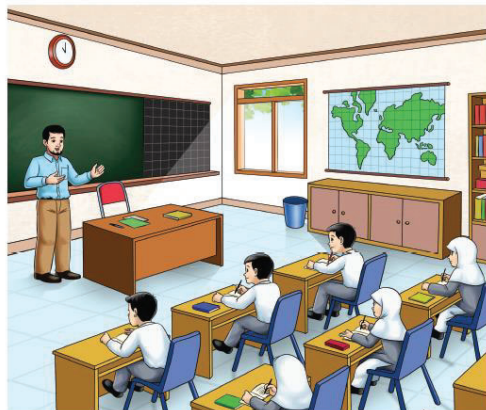


There are _____
sparrows on the tree.

There are _____
sparrows under the tree.

There are _____
sparrows altogether.

Look at the picture of the classroom and answer the following.



Count and write the correct answer in the blanks.

There are _____ students in the class.

There are _____ boys in the class.

How many girls are there? _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

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

Topic: Recalling (Shapes) **Date:**

Objective(s):

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

Recall 2-D shapes.

Resource Material:

Whiteboard, Board marker, Wallchart of 2-D shapes, Flash cards of 2-D shapes and their properties, 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. Ask them: Do you know about 2-D shapes? Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (22 min)

Activity 1:

Paste the wallchart of 2-D shapes on the board at the front of the class. Call a student to the front of the class and ask him/her to point out the shapes one by one and then tell the name and number of sides of each shape. Take his/her response and appreciate them for the correct answer. Repeat this activity with each student of the class.

Activity 2:

Make two groups of students. Give one group flash cards of shapes and the other group flash cards of number of sides of each shape. First group shows the flash card of a shape for example a square and the other group shows the flash card of the number of sides of the square that is 4 equal sides. Repeat this with each shape. Appreciate them for their active participation in class.

Sum Up: (3 min)

Sum up the lesson by drawing 2-D shapes on the board and explain about shapes and their sides.

Assessment: (8 min)

Assess students by asking them to complete worksheet 1 by following instructions. Roam around the class and check their work.

Homework: (2 min)

Complete worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

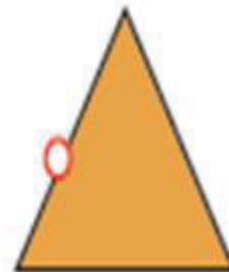
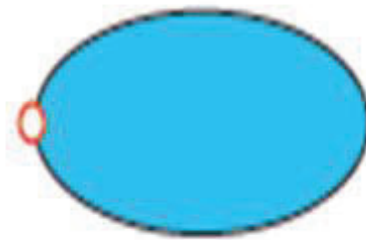
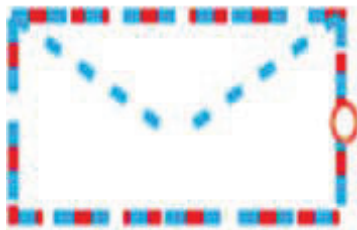
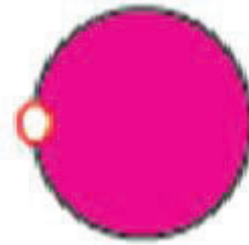
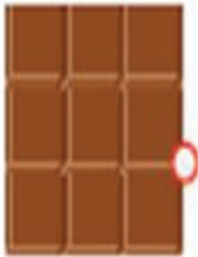
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet 1

Name: _____

Date: _____

Match the objects with their correct shape.



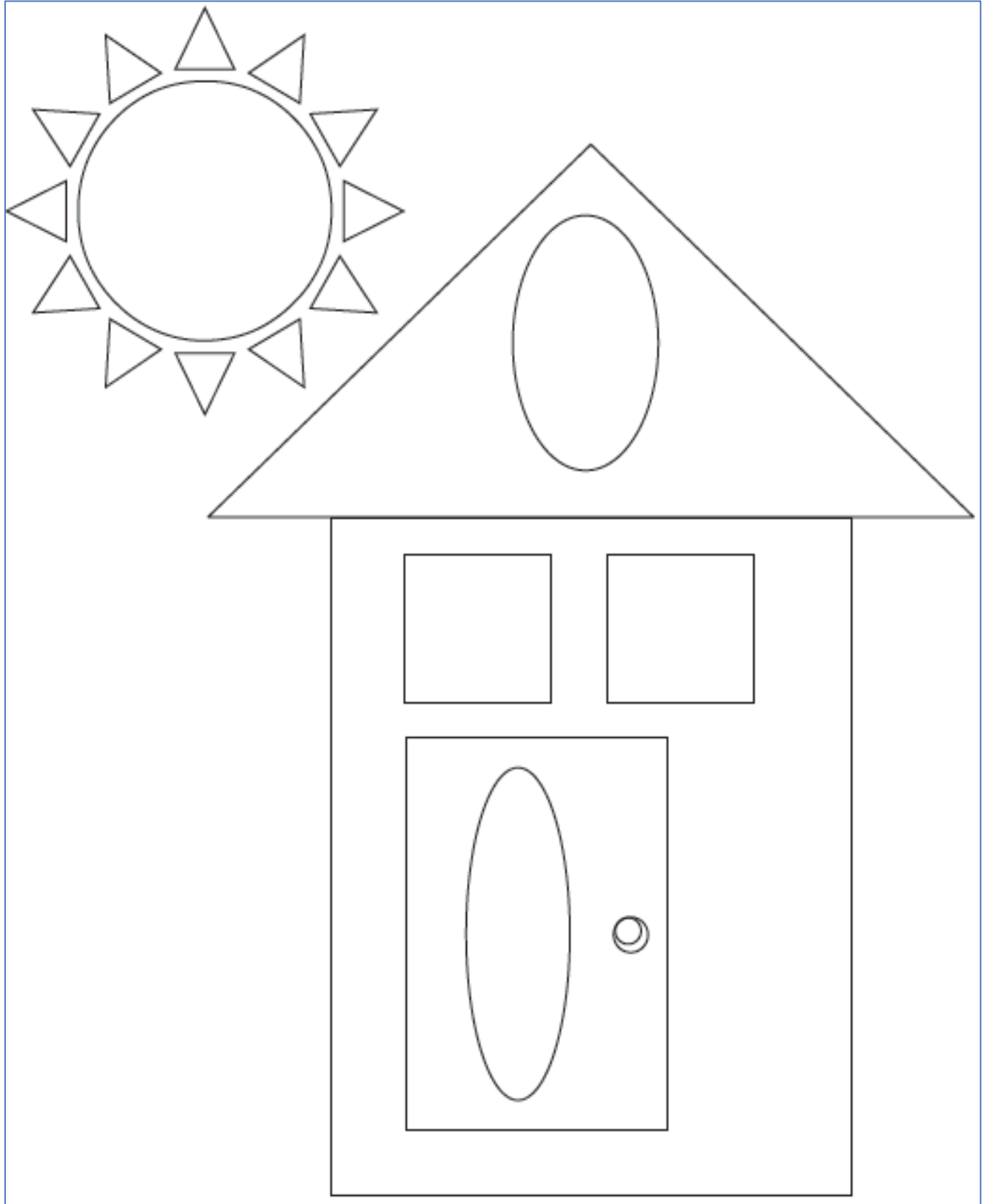
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet 2

Name: _____

Date: _____

Colour the circles yellow, the squares blue, the rectangles green, the triangles orange and the ovals purple.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

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

Topic: 3-D Shapes **Date:** _____

Objective(s):

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

Recognize and name a 3-D shape (cube) using features such as number of faces, flat or curved faces.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, Flash card of a cube shape and objects that are cube-shaped, Wallchart of cube and cube-shaped objects, cube shaped blocks and puzzle

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

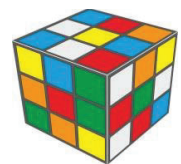
Ask students: How are you? Encourage them to say, "Alhamdulillah".

Greet students with a smiling face. Ask them about their homework. Draw 2-D shapes on the board. Ask students to tell the name of each shape one by one. Now randomly ask about their properties. Take their responses and appreciate them for their correct answer.

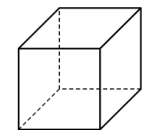
Main Activities/Concept Building: (22 min)

Activity 1:

Tell students today we will learn about 3-D shapes. Ask them: "Do you know about 3-D shapes?" Take their responses and appreciate if someone gives the right answer. Now show cube-shaped blocks and a puzzle that is cube-shaped. Ask students to look at these objects and tell: "What is the



shape of these?" Take their responses and tell them that these are cube-shaped. Now paste the big flash card of the cube shape on the board. Ask students to look at the shape. It is a cube shape.



Activity 2:

Paste a wallchart of a cube shape and objects that are of cube-shaped on the board at the front of the class. Instruct them to observe the objects; these are all cube-shaped. Now ask them to observe the objects in the classroom and tell which one is cube-shaped. Take their responses and appreciate them for their correct answer.

Sum Up: (3 min)

Sum up the lesson by retelling students about cube shapes and objects that are cube-shaped in their home and in their surroundings.

Assessment: (8 min)

To assess the students, ask them to complete worksheet 1. Roam around the class, check their work and guide them where needed.

Homework: (2 min)

Complete worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

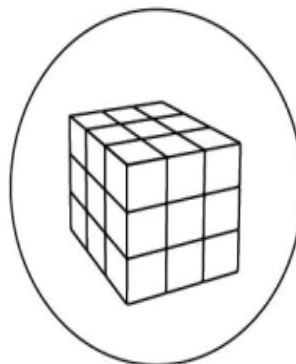
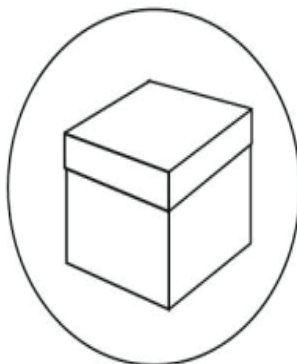
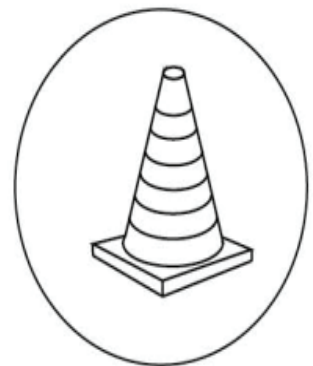
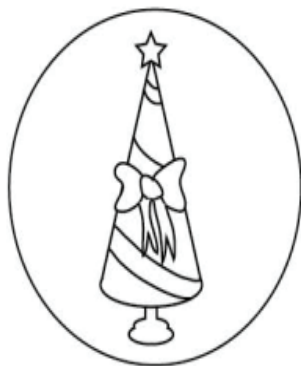
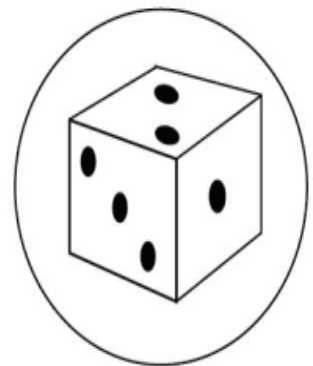
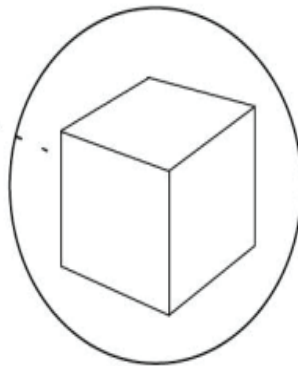
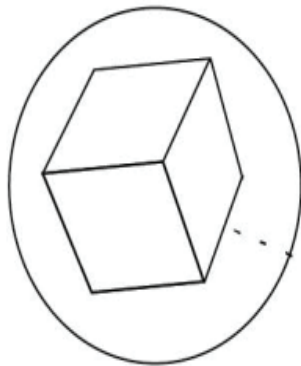
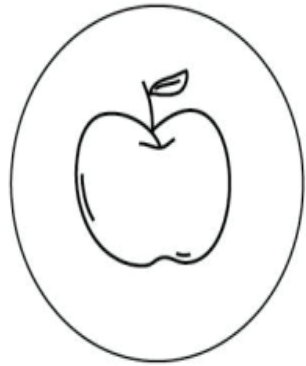
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet 1

Name: _____

Date: _____

Match the cube with objects that are cube-shaped.



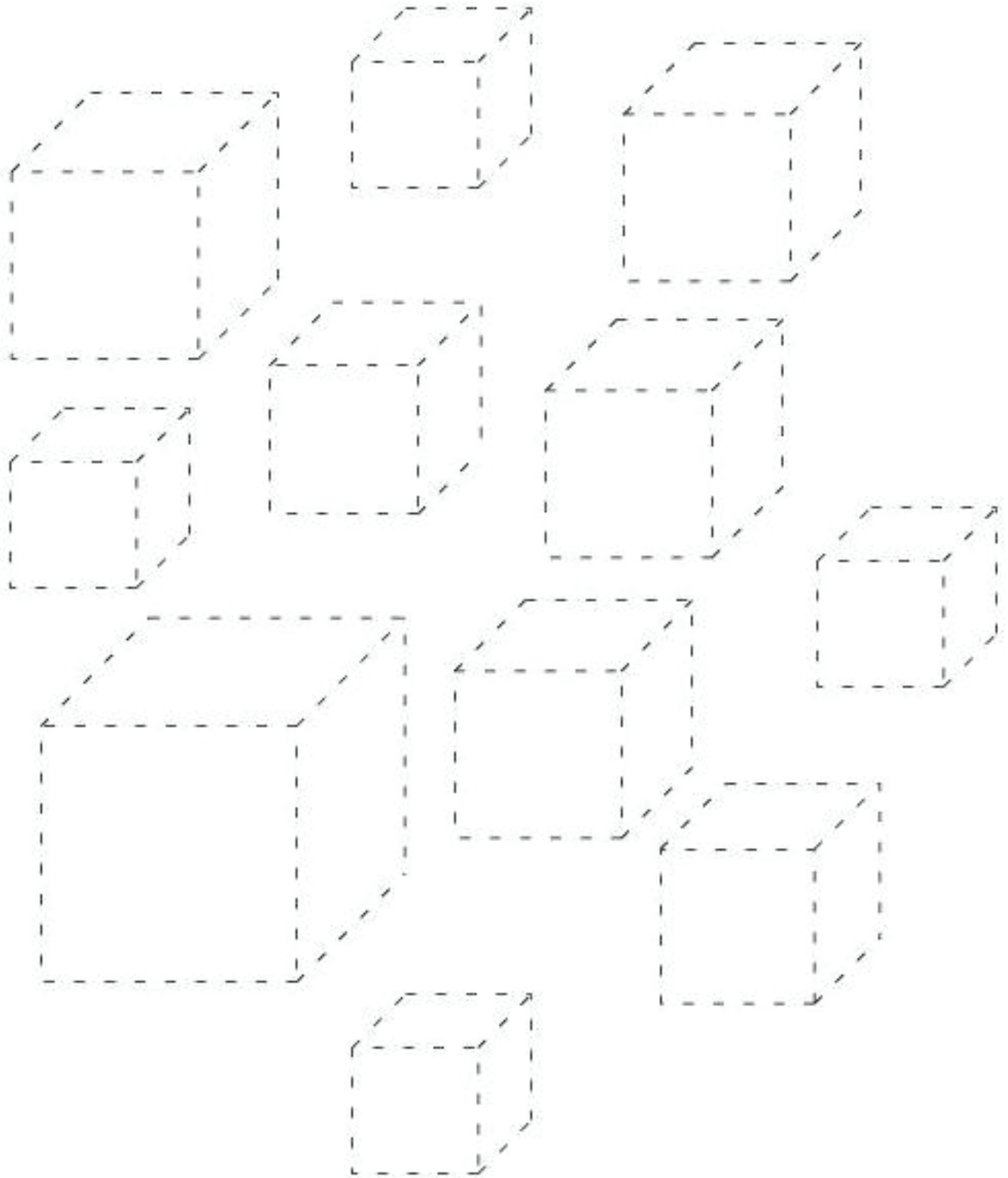
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet 2

Name: _____

Date: _____

Trace and colour the cube shapes.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

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

Topic: 3-D Shapes

Date:

Objective(s):

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

Recognize and name a 3-D shape (cube) using features such as number of faces, flat or curved faces.

Resource Material:

Whiteboard, Board marker, Big flash card of a cube shape, Flash card of cube-shaped objects, Worksheets, Basket of toy of different 3-D shapes, Textbook page 45

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".

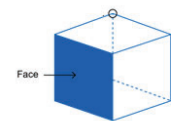
Ask students about their homework. Ask them to tell the name of some cube-shaped objects that are in the classroom. Take their responses and appreciate them for their correct response.

Main Activities/Concept Building:

(22 min)

Activity 1:

Paste a big flash card of a cube shape at the front of the class on the board. Ask students to observe the cube shape. Point toward the blue part and tell them that this is one face of the cube. Then one by one show each face of the cube and tell them that are 6 faces of a cube. All of the faces are square-shaped. Now give a cube-shaped block to students and ask them to count and tell the number of faces of the block. Take their responses that must be 6 faces.



Activity 2:

Put a basket of different toys mixed with some cube-shaped toys on the table. Ask random students to come one by one to the front of the class and ask them to find the cube-shaped toys. Take their responses and appreciate them for their good work. Now instruct them to draw a cube shape in their notebooks and also point out its faces. Roam around the class, check their work and guide them if required.

Sum Up:

(3 min)

Sum up the lesson by asking students to open their textbook page 45 and tell them about cube shape about its faces. Also discuss objects that are cube-shaped.

Assessment:

(8 min)

Assess students by asking them to complete worksheet 1 by following instructions. Roam around the class and check their work.

Homework:

(2 min)

Complete worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

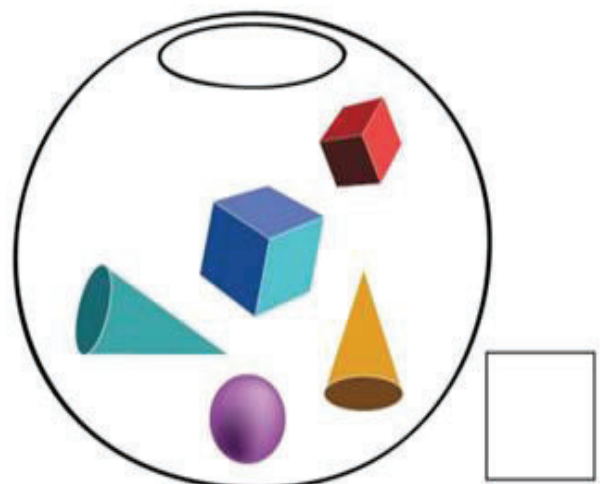
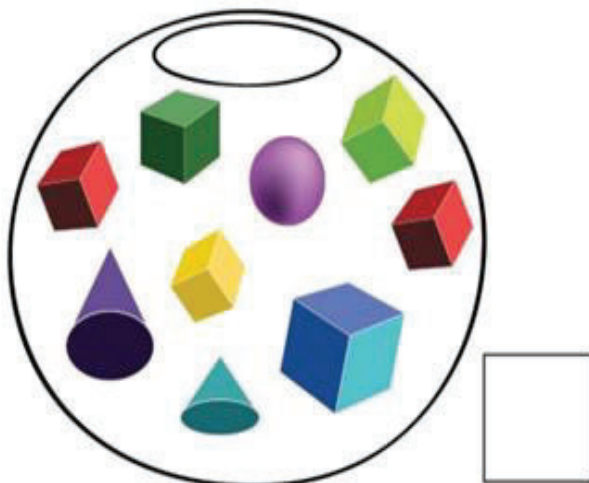
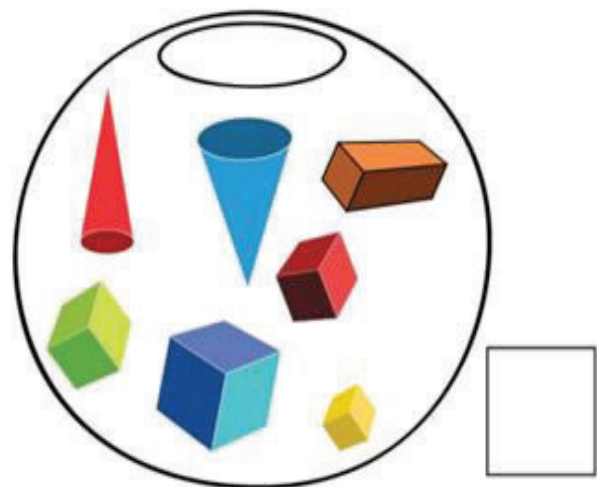
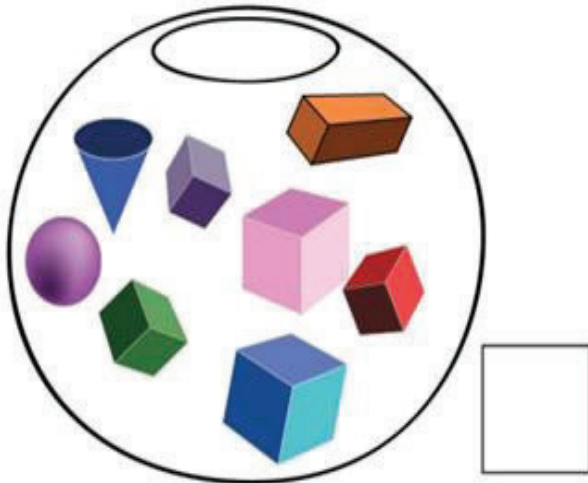
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet 1

Name: _____

Date: _____

Count the number of cube shapes in each circle and write in the given boxes.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet 2

Name: _____

Date: _____

Circle the cube-shaped objects.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

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

Topic: 3-D Shapes **Date:**

Objective(s):

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

Recognize and name a 3-D shape (cuboid) using features such as number of faces, flat or curved faces.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, Flash card of a cuboid shape and objects that are cuboid-shaped, Wallchart of cuboid and cuboid-shaped objects, cuboid shaped objects like bricks, match sticks box etc.

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

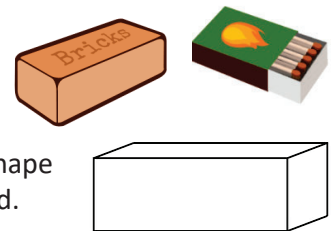
Ask students: How are you? Encourage them to say, "Alhamdulillah".

Greet students with a smiling face. Ask them about their homework. Draw a cube shape on the board. Ask students to tell the name of this shape and also tell how many faces a cube has. 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 cuboid shapes. Ask them: "Do you know about cuboid shapes?" Take their responses and appreciate if someone gives the right answer. Now show a cuboid-shaped matchbox and brick. Ask students to look at these objects and tell what these shapes are. Take their responses and tell them that these are cuboid shapes. Now paste the big flash card of a cuboid shape on the board. Ask students to look at the shape and tell them the shape is a cuboid.



Activity 2:

Paste a wallchart of a cuboid shape and objects that are cuboid-shaped on the board at the front of the class. Instruct them to observe the objects; these are all cuboid shapes. Now ask them to observe the objects in the classroom and tell which one is cuboid-shaped. Take their responses and appreciate them for their correct answer.

Sum Up: (3 min)

Sum up the lesson by retelling students about cuboid shapes and objects that are cuboid-shaped in their homes and in their surroundings.

Assessment: (8 min)

To assess the students, ask them to complete worksheet 1. Roam around the class, check their work and guide them where needed.

Homework: (2 min)

Complete worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet 1

Name: _____

Date: _____

Trace and colour the cuboid shapes.



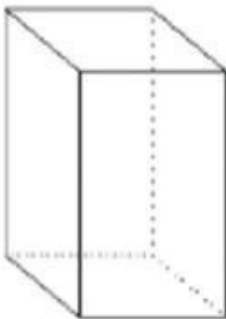
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet 2

Name: _____

Date: _____

Circle all the cuboid-shaped objects.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

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

Topic: 3-D Shapes

Date: _____

Objective(s):

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

Recognize and name a 3-D shape (cuboid) using features such as number of faces, flat or curved faces.

Resource Material:

Whiteboard, Board marker, Big flash card of a cuboid shape, Flash card of cuboid-shaped objects, Worksheets, Basket of toys of 3-D shapes, Textbook page 45

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 cuboid-shaped objects that are in classroom. Take their responses and appreciate them for their correct response.

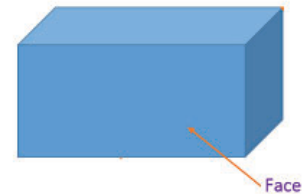
Main Activities/Concept Building:

(22 min)

Activity 1:

Paste a big flash card of a cuboid shape at the front of the class on the board.

Ask students to observe the cuboid shape. Point toward the blue part and tell them that this is one face of the cuboid. Then one by one show each face of the cuboid and then tell them there are 6 flat faces of a cuboid. All of the faces are rectangle-shaped. Now give a cuboid-shaped block to students and ask them to count the faces of the block and then tell how many faces there are. Take their responses that must be 6 faces.



Activity 2:

Put a basket of toys of different shapes mixed with cuboid-shaped toys. Ask random students to come one by one to the front of the class and ask them to find the cuboid-shaped toys. Take their responses and appreciate them for their good work. Now instruct them to draw a cuboid shape in their notebooks and also point out its faces. Roam around the class, check their work and guide them if required.

Sum Up:

(3 min)

Sum up the lesson by asking students to open their textbook page 45 and tell them about cuboid shape about its flat faces. Also discuss objects that are cuboid-shaped.

Assessment:

(8 min)

Assess students by asking them to complete worksheet 1 by following instructions. Roam around the class and check their work.

Homework:

(2 min)

Complete worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

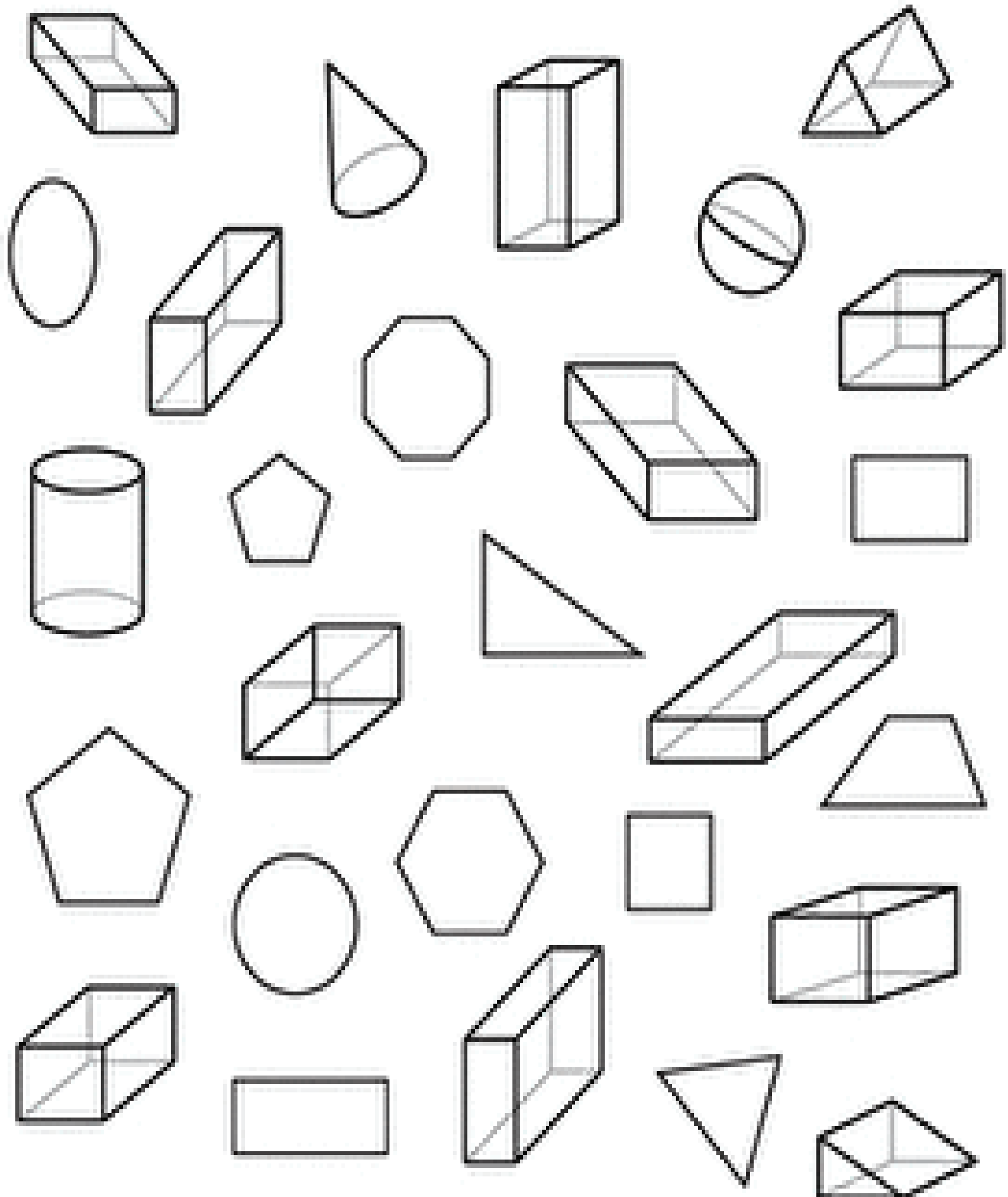
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet 1

Name: _____

Date: _____

Identify and colour the cuboids.



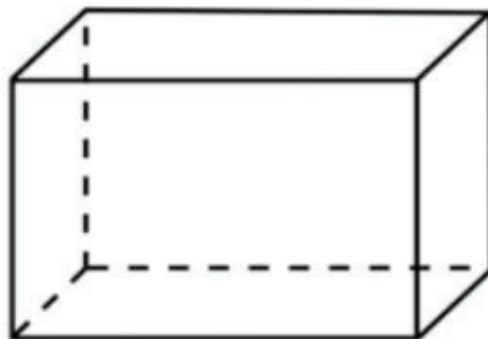
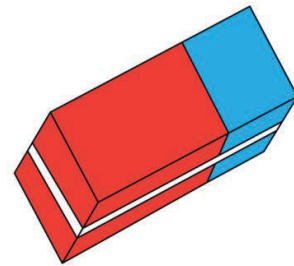
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet 2

Name: _____

Date: _____

Match the cuboid with the cuboid-shaped objects.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

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

Topic: 3-D Shapes **Date:**

Objective(s):

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

Recognize and name a 3-D shape (sphere) using features such as number of faces, flat or curved faces.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, Flash card of a sphere shape and objects that are sphere-shaped, Wallchart of a sphere and sphere-shaped objects, football, globe

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".

Greet students with a smiling face. Ask them about their homework. Draw a cuboid shape on the board.

Ask students to tell the name of this shape and also tell how many faces there are. 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 sphere shapes. Ask them: "Do you know about sphere shapes?" Take their responses and appreciate if someone gives the right answer. Now show a sphere-shaped football and globe. Ask students to look at these objects and tell what shape these are. Take their responses and tell them that these are sphere-shaped. Now paste the big flash card of a sphere shape on the board. Ask students to look at the shape and tell them this shape is a sphere.



Activity 2:

Paste a wallchart of a sphere shape and objects that are of sphere-shaped on the board at the front of the class and instruct them to observe the objects; these are all sphere shapes. Now ask them to observe the objects in the classroom and tell which one is sphere-shaped. Take their responses and appreciate them for their correct answer.

Sum Up: (3 min)

Sum up the lesson by retelling students about sphere shapes and objects that are of sphere-shaped in their homes and in their surroundings.

Assessment: (8 min)

To assess the students, ask them to complete worksheet 1. Roam around the class, check their work and guide them where needed.

Homework: (2 min)

Complete worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

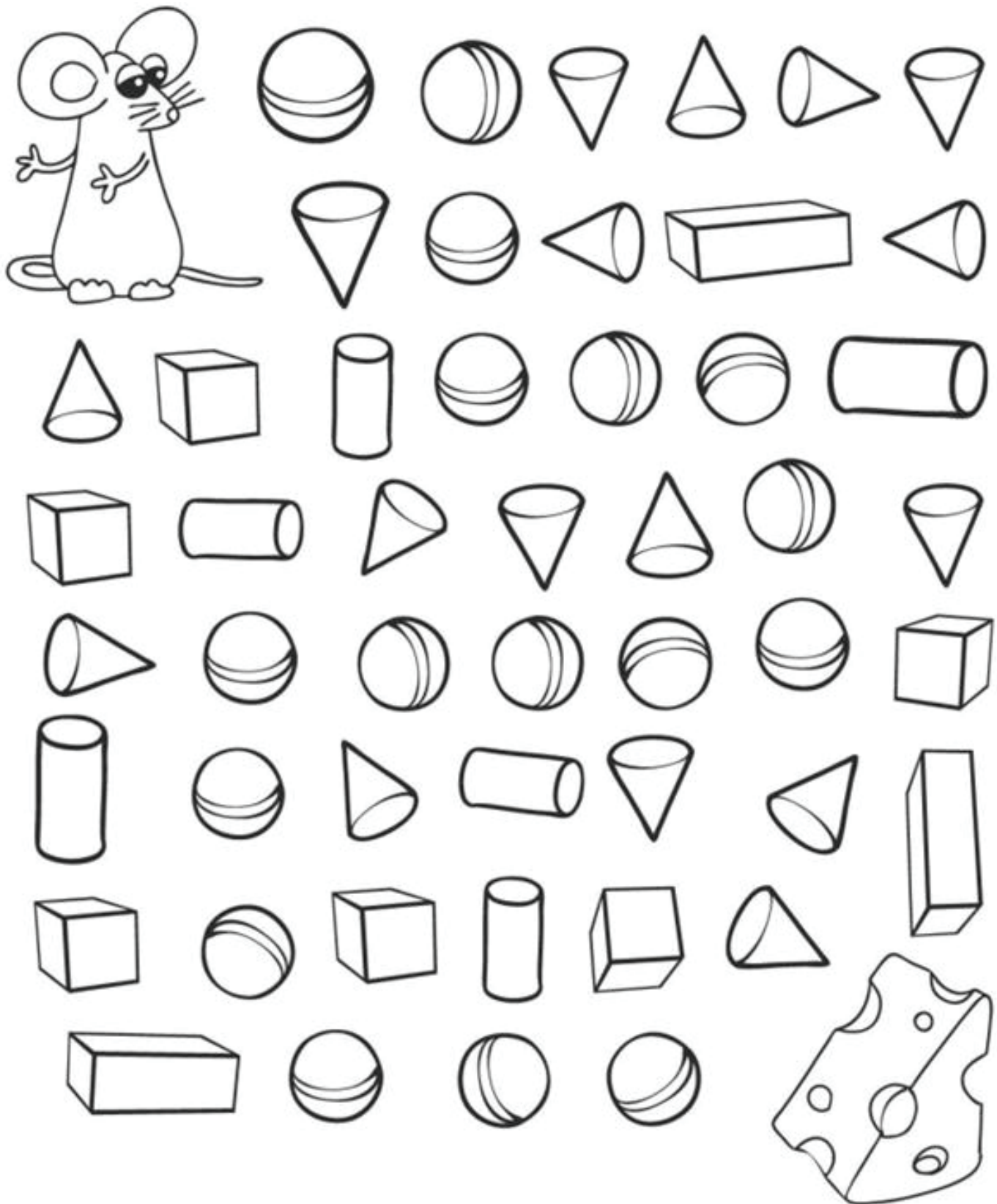
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet 1

Name: _____

Date: _____

Help the rat reach the cheese by colouring the spheres.



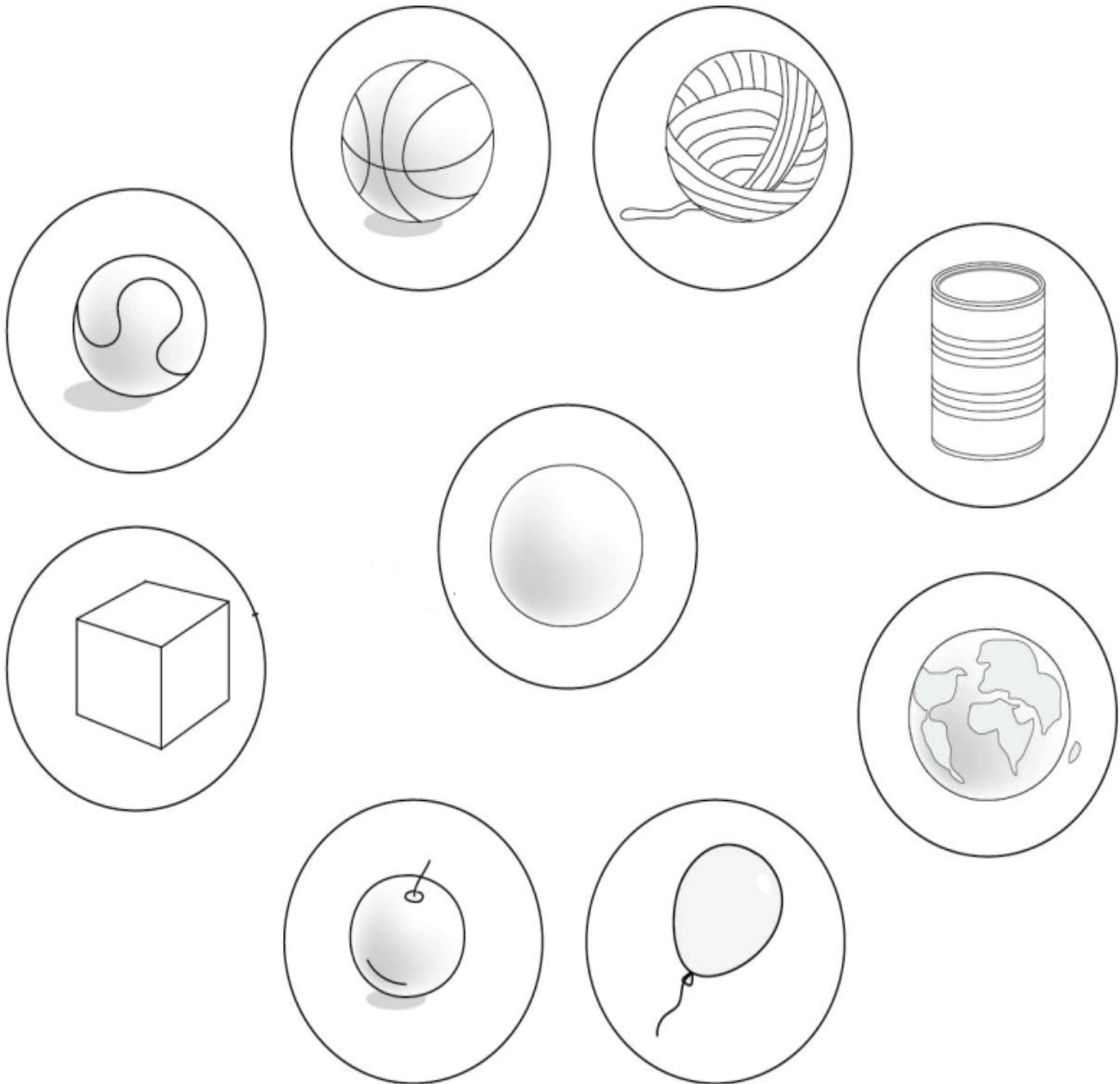
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet 2

Name: _____

Date: _____

Match the sphere with the sphere-shaped objects.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

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

Topic: 3-D Shapes

Date: _____

Objective(s):

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

Recognize and name a 3-D shape (sphere) using features such as number of faces, flat or curved faces.

Resource Material:

Whiteboard, Board marker, Big flash card of a sphere shape, Flash card of sphere-shaped objects, Worksheets, Basket of 3-D shapes toys, Textbook page 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".

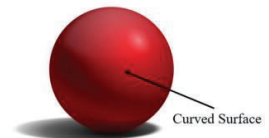
Ask students about their homework. Ask them to tell the name of some sphere-shaped objects that are in classroom. Take their responses and appreciate them for their correct response.

Main Activities/Concept Building:

(22 min)

Activity 1:

Paste a big flash card of a sphere shape at the front of the class on the board. Ask students to observe the sphere shape. Point toward the highlighted part and tell them that this is the one curved face of the sphere. Now give a sphere-shaped ball to students and ask them to look at the faces of the ball and then tell how many faces are there. Take their responses that must be 1 curved face.



Activity 2:

Put a basket of toys of different shapes mixed with sphere-shaped toys. Ask random students to come one by one to the front of the class and ask them to find the sphere-shaped toys. Take their responses and appreciate them for their good work.



Now instruct them to draw a sphere shape in their notebooks and also point out its faces. Roam around the class, check their work and guide them if required.

Sum Up:

(3 min)

Sum up the lesson by asking students to open their textbook page 46 and tell them about sphere shape about its faces. Also discuss objects that are sphere-shaped.

Assessment:

(8 min)

Assess students by asking them to complete worksheet 1 by following instructions. Roam around the class and check their work.

Homework:

(2 min)

Complete worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

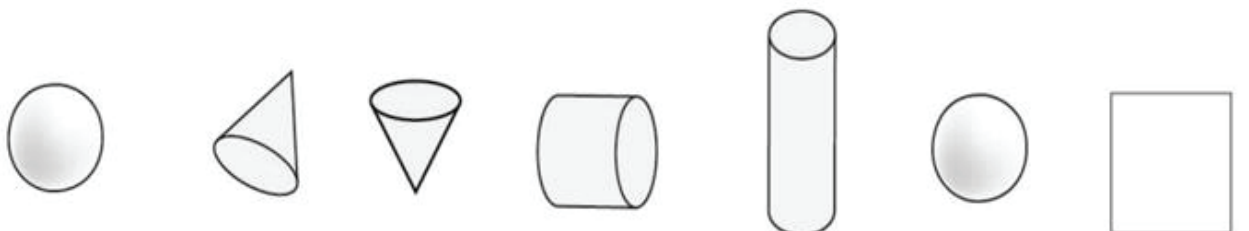
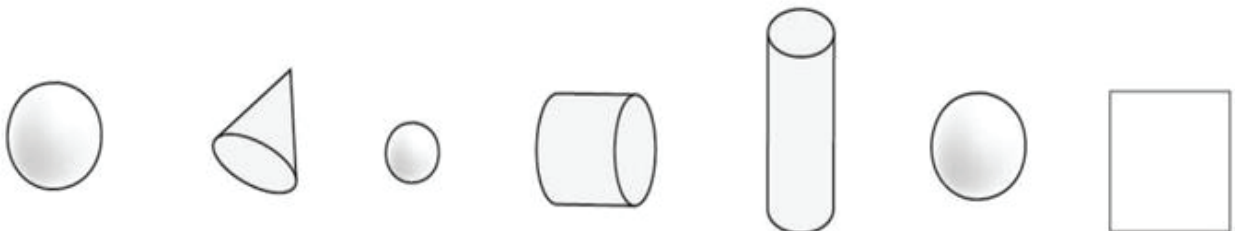
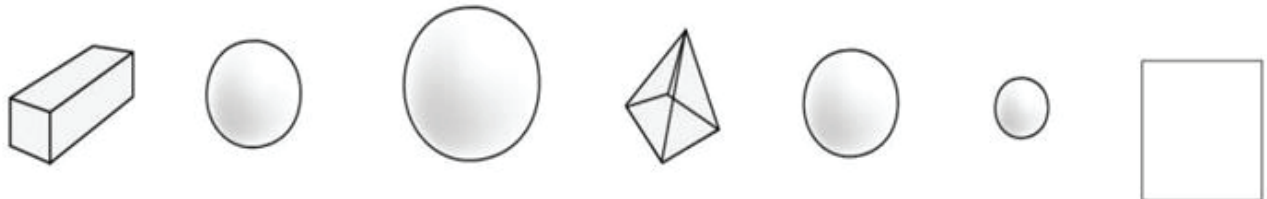
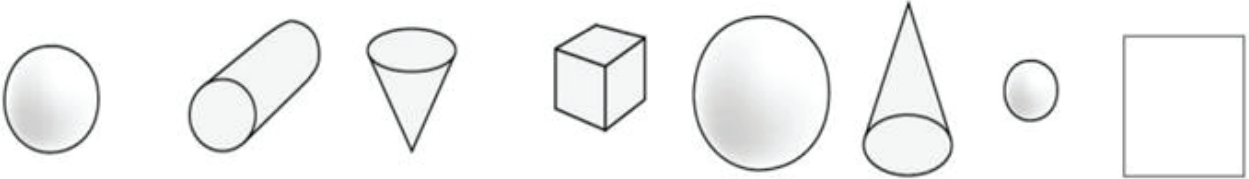
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet 1

Name: _____

Date: _____

Count the number of spheres in each row and write in the given boxes.



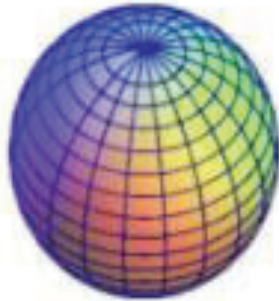
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet 2

Name: _____

Date: _____

Circle the sphere-shaped objects.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

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

Topic: 3-D Shapes

Date

Objective(s):

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

Recognize and name a 3-D shape (cylinder) using features such as number of faces, flat or curved faces.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, Flash card of a cylinder shape and objects that are cylinder-shaped, Wallchart of a cylinder and cylinder-shaped objects, cylinder shape cell and jar

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".

Greet students with a smiling face. Ask them about their homework. Draw a sphere shape on the board.

Ask students to tell the name of this shape and also tell how many faces it has. 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 cylinder shapes. Ask them: "Do you know about cylinder shapes?" Take their responses and appreciate if someone gives the right answer. Now show a cylinder-shaped cell and jar. Ask students to look at these objects and tell what shape these are. Take their responses and tell them that these are cylinder shapes. Now paste the big flash card of a cylinder shape on the board.



Ask students to observe the cylinder shape.

Activity 2:

Paste a wallchart of a cylinder shape and objects that are cylinder-shaped on the board at the front of the class. Instruct them to observe the objects; these are all cylinder shapes. Now ask them to observe the objects in the classroom and tell which one is cylinder-shaped. Take their responses and appreciate them for their correct answer.

Sum Up:

(3 min)

Sum up the lesson by retelling students about cylinder shapes and objects that are cylinder-shaped in their homes and in their surroundings.

Assessment:

(8 min)

To assess the students, ask them to complete worksheet 1. Roam around the class, check their work and guide them where needed.

Homework:

(2 min)

Complete worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

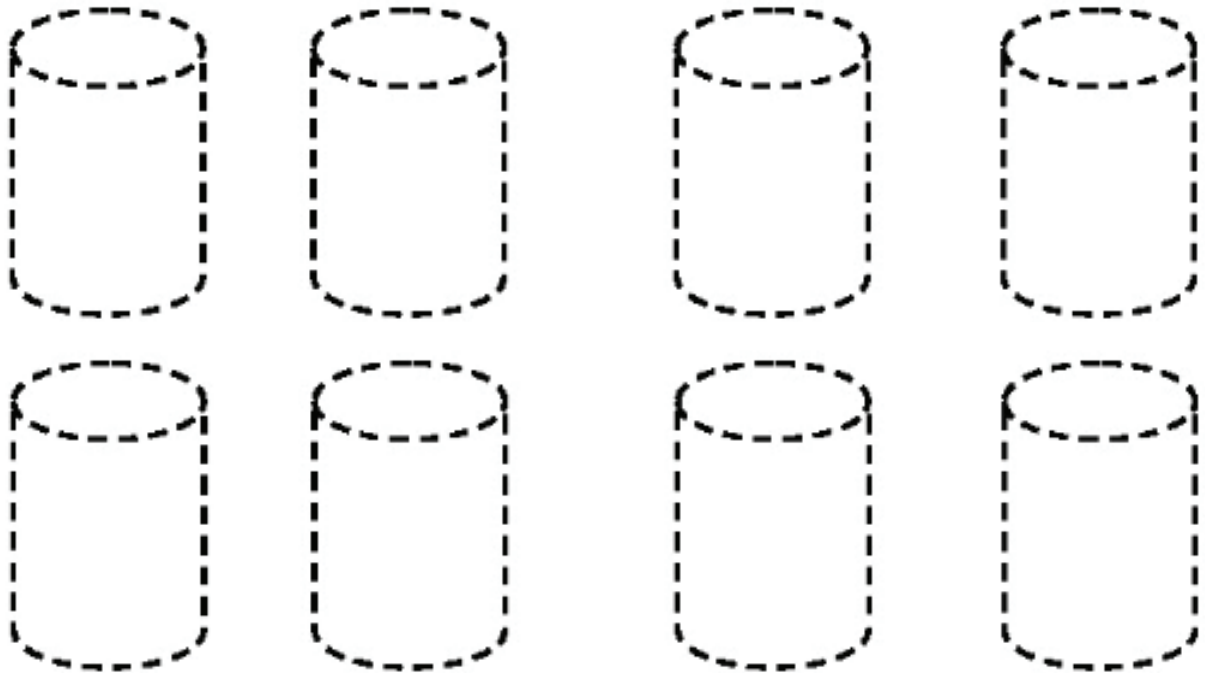
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet 1

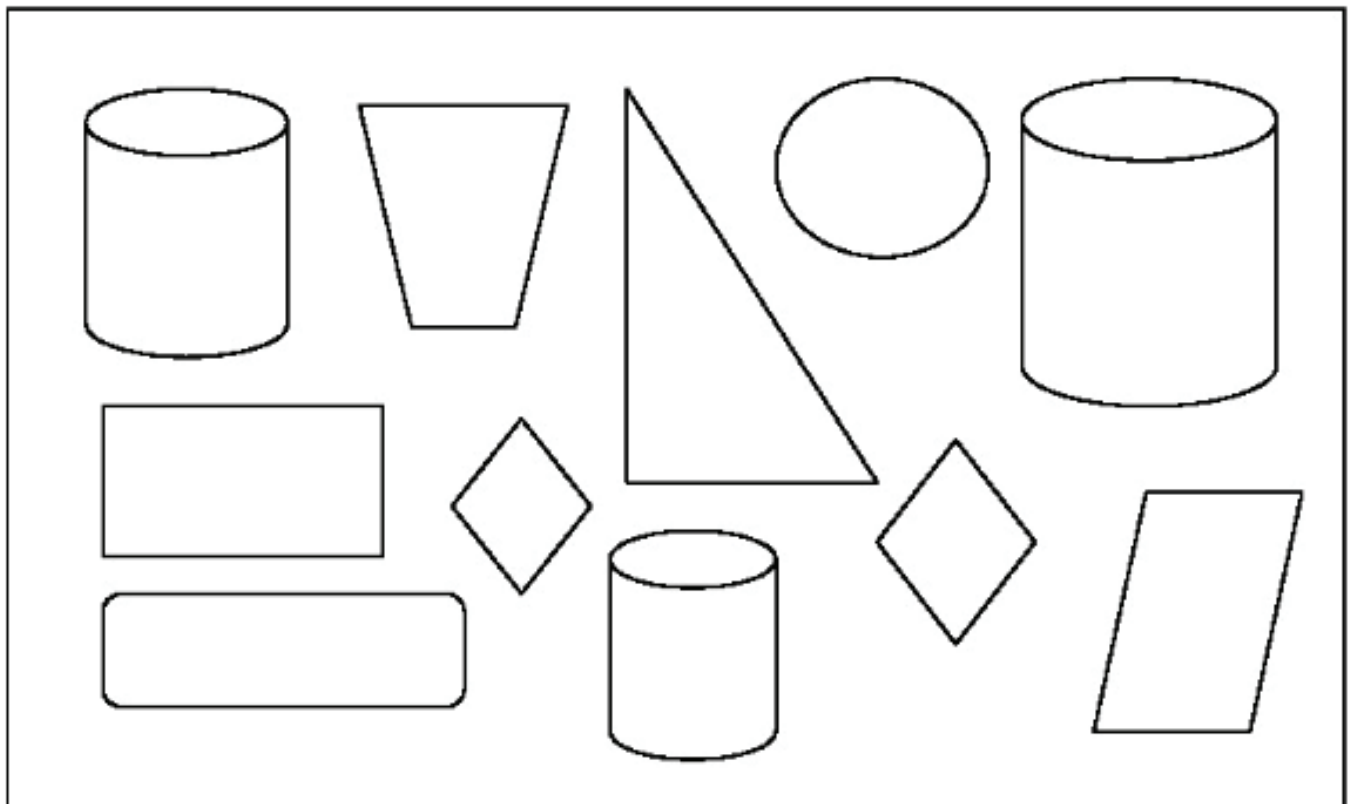
Name: _____

Date: _____

Trace and colour the cylinders.



Identify and colour the cylinders.



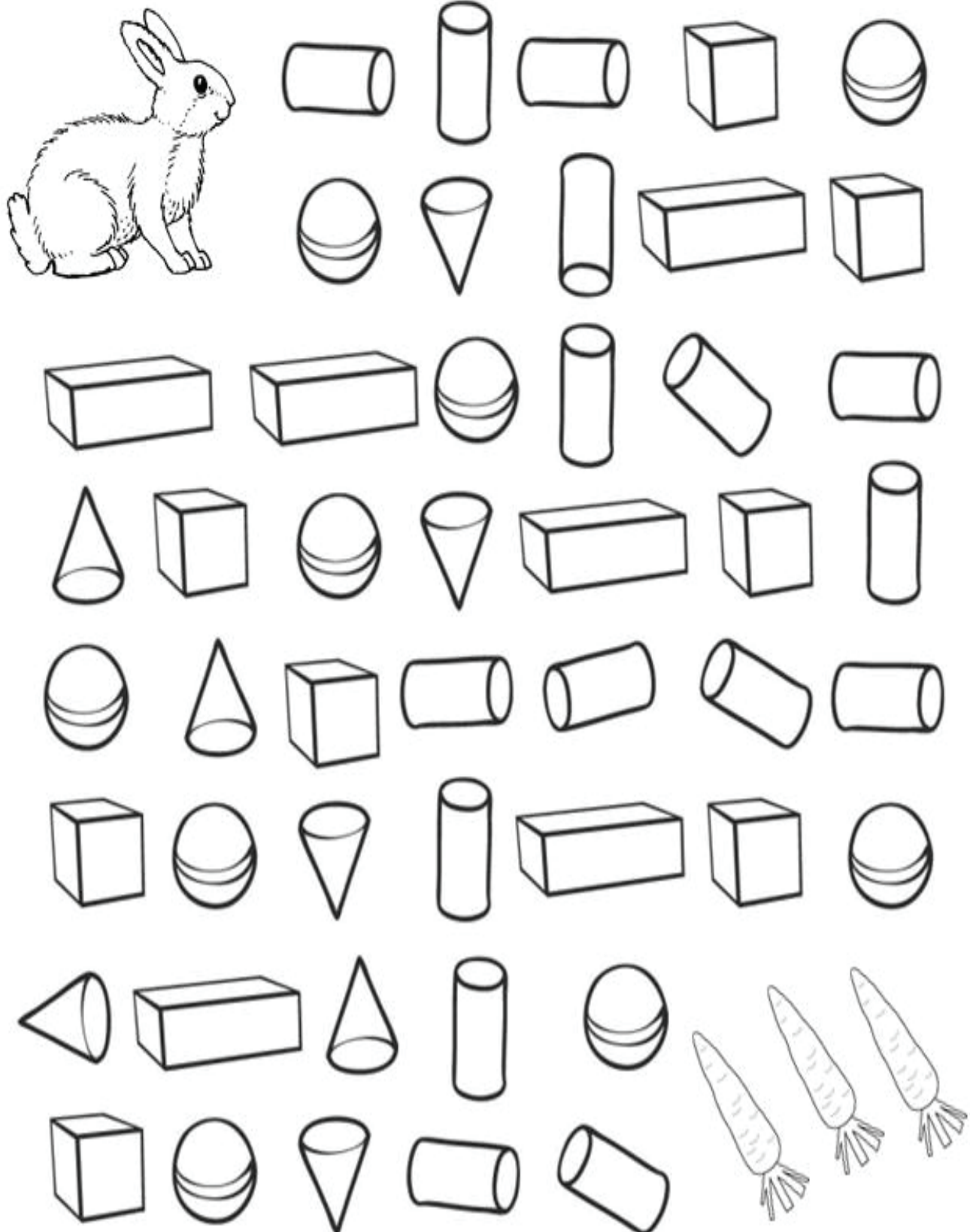
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet 2

Name: _____

Date: _____

Help the rabbit reach the carrots by colouring the cylinders.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

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

Topic: 3-D Shapes

Date:

Objective(s):

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

Recognize and name a 3-D shape (cylinder) using features such as number of faces, flat or curved faces.

Resource Material:

Whiteboard, Board marker, Big flash card of a cylinder shape, Flash card of cylinder-shaped objects, Worksheets, One basket and objects of different 3-D shapes, Textbook page 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".

Ask students about their homework. Ask them to tell the name of some cylinder-shaped objects that are in classroom. Take their responses and appreciate them for their correct response.

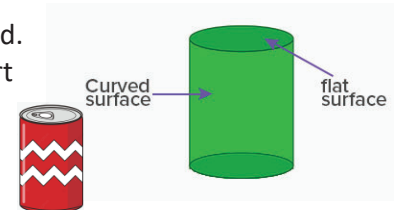
Main Activities/Concept Building:

(22 min)

Activity 1:

Paste a big flash card of a cylinder shape at the front of the class on the board.

Ask students to observe the cylinder shape. Point toward the highlighted part and tell them a cylinder has one flat face and one curved face. Now give a cylinder-shaped can to students and ask them to look at the faces of the can and then tell how many faces it has. Take their responses that must be 1 curved face and one flat face.



Activity 2:

Put a basket of objects of different shapes mixed with cylinder-shaped objects. Ask random students to come one by one to the front of the class and find the cylinder-shaped objects. Take their responses and appreciate them for their good work. Now instruct them to draw a cylinder shape in their notebooks and also point out its faces. Roam around the class, check their work and guide them if required.

Sum Up:

(3 min)

Sum up the lesson by asking students to open their textbook page 46 and tell them about cylinder shape about its faces. Also discuss objects that are cylinder-shaped.

Assessment:

(8 min)

Assess students by asking them to complete worksheet 1 by following instructions. Roam around the class and check their work.

Homework:

(2 min)

Complete worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

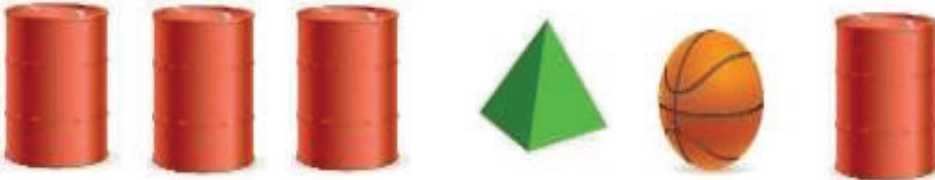
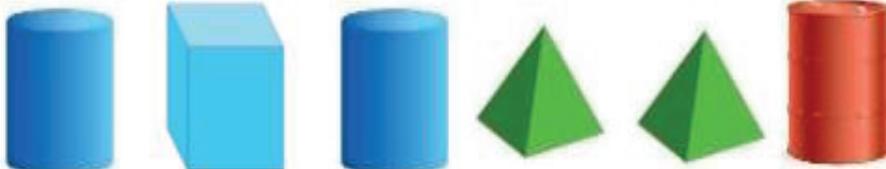
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet 1

Name: _____

Date: _____

Count the number of cylinders in each row and write in the given boxes.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet 2

Name: _____

Date: _____

Circle the cylinder-shaped objects.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

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

Topic: 3-D Shapes

Date: _____

Objective(s):

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

Recognize and name a 3-D shape (cone) using features such as number of faces, flat or curved faces.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, Flash card of a cone shape and objects that are cone-shaped, Wallchart of a cone and cone-shaped 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".

Greet students with a smiling face. Ask them about their homework. Draw a cylinder shape on the board.

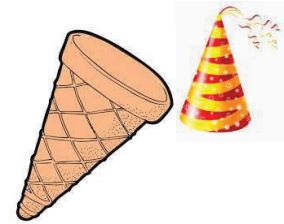
Ask students to tell the name of this shape and also tell how many faces it has. Take their responses and appreciate them for their correct response.

Main Activities/Concept Building:

(22 min)

Activity 1:

Tell students today we will learn about cone shapes. Ask them: "Do you know about cone shapes?" Take their responses and appreciate if someone gives the right answer. Now show a cone-shaped party hat and ice cream cone. Ask students to look at these objects and tell what shape these are. Take their responses and tell them that these are cones. Now paste the big flash card of a cone shape on the board. Ask students to observe the cone shape.



Activity 2:

Paste a wallchart of a cone shape and objects that are cone-shaped on the board at the front of the class. Instruct them to observe the objects; these are all cone shapes. Now ask them to observe the objects in the classroom and tell which one is cone-shaped. Take their responses and appreciate them for their correct answer.

Sum Up:

(3 min)

Sum up the lesson by retelling students about cone shapes and objects that are cone-shaped in their homes and in their surroundings.

Assessment:

(8 min)

To assess the students, ask them to complete worksheet 1. Roam around the class, check their work and guide them where needed.

Homework:

(2 min)

Complete worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

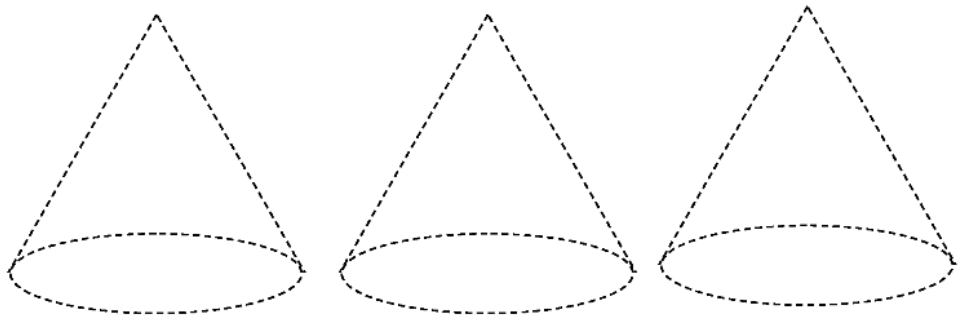
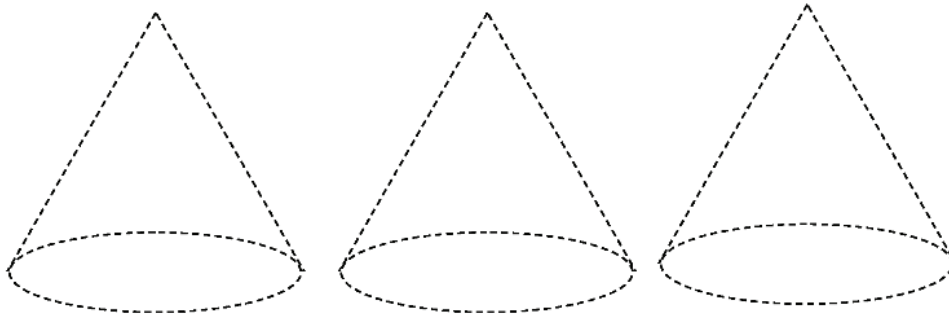
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet 1

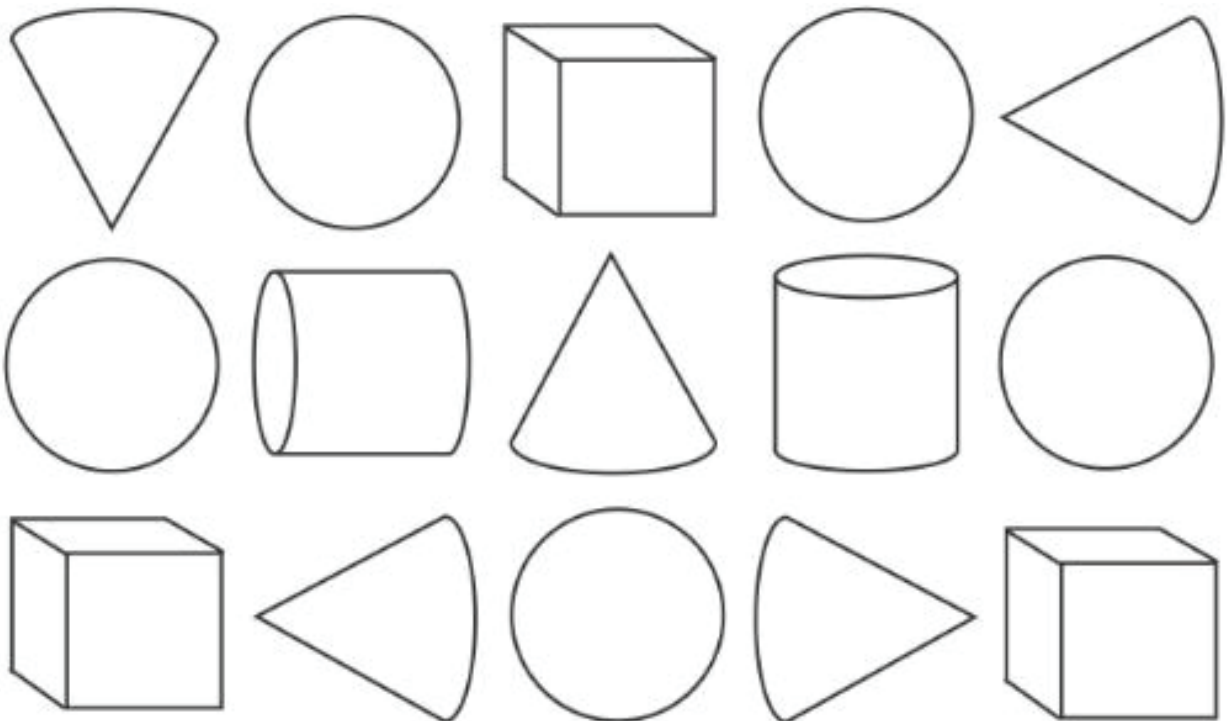
Name: _____

Date: _____

Trace and colour the cones.



Identify and colour the cones.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet 2

Name: _____

Date: _____

Help the lion to reach its den by colouring the cones.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

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

Topic: 3-D shapes **Date:** _____

Objective(s):

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

Recognize and name a 3-D shape (cone) using features such as number of faces, flat or curved faces.

Resource Material:

Whiteboard, Board marker, Big flash card of a cone shape, Flash card of cone-shaped objects, Worksheets, One basket and objects of different 3-D shapes, Textbook page 46

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

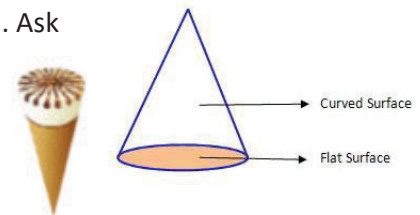
Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask students about their homework. Ask them to tell the name of some cone-shaped objects that are in classroom. Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (22 min)

Activity 1:

Paste a big flash card of a cone shape at the front of the class on the board. Ask students to observe the cone shape. Point toward the highlighted part and tell them a cone has one flat face and one curved face. Now give a cone-shaped ice cream cone to students and ask them to look at the faces of the cone and then tell how many faces it has. Take their responses that must be 1 curved face and one flat face.



Activity 2:

Put a basket of objects of different shapes mixed with cone-shaped objects. Ask random students to come one by one to the front of the class and find the cone-shaped objects. Take their responses and appreciate them for their good work. Now instruct them to draw a cone shape in their notebooks and also point out its faces. Roam around the class, check their work and guide them if required.

Sum Up: (3 min)

Sum up the lesson by asking students to open their textbook page 46 and tell them about cone shape about its faces. Also discuss objects that are cone-shaped.

Assessment: (8 min)

Assess students by asking them to complete worksheet 1 by following instructions. Roam around the class and check their work.

Homework: (2 min)

Complete worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

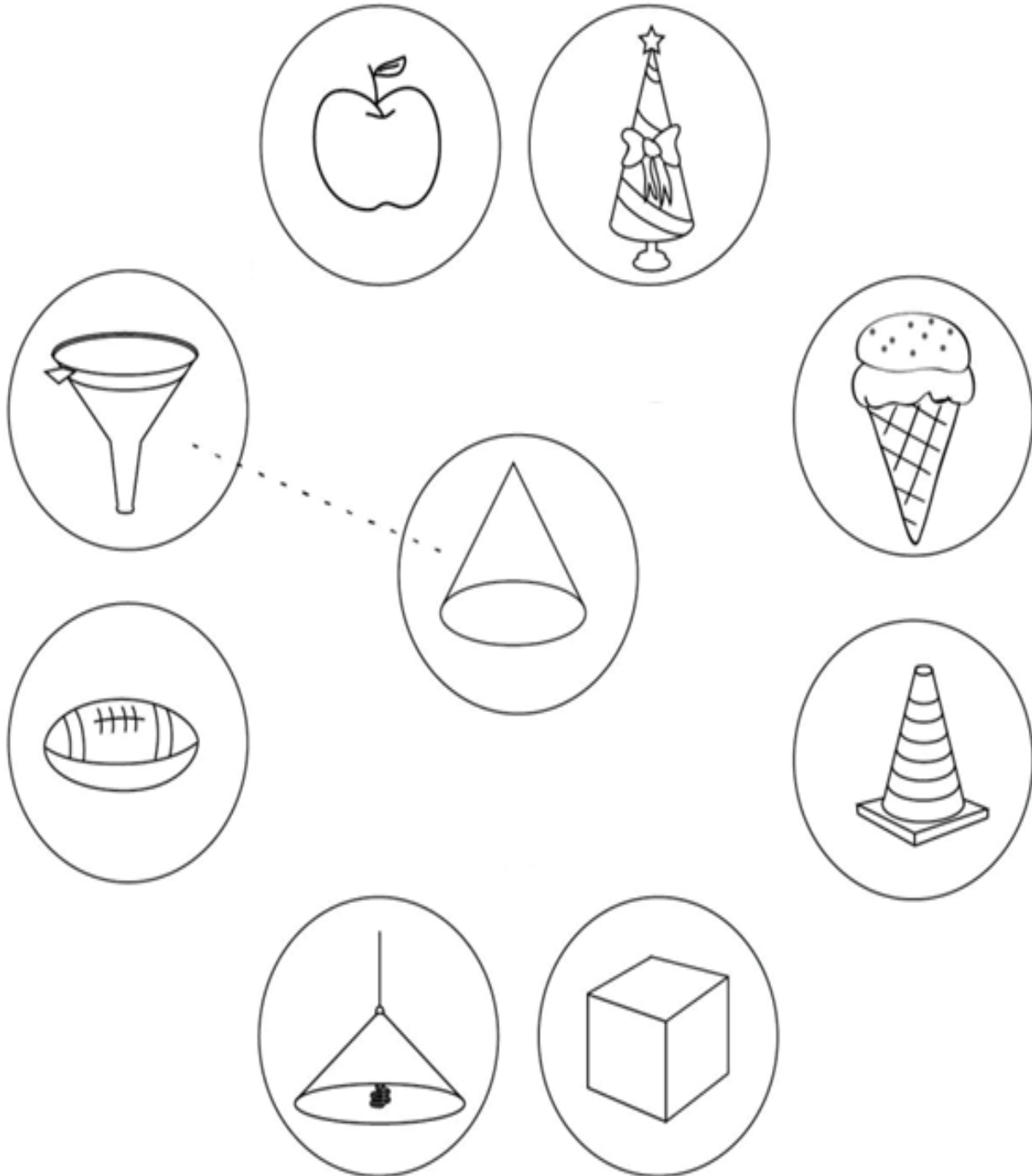
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet 1

Name: _____

Date: _____

Match the cone with the cone-shaped objects.



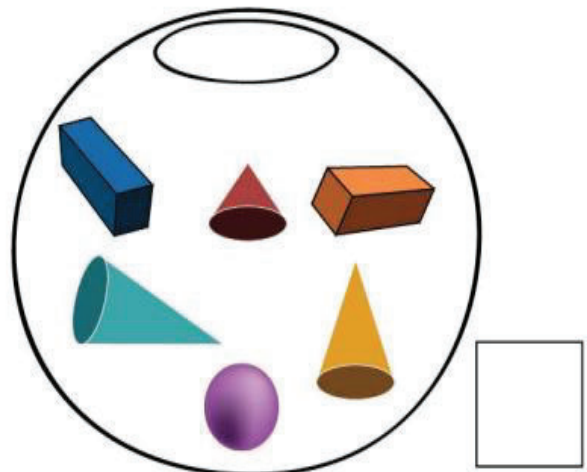
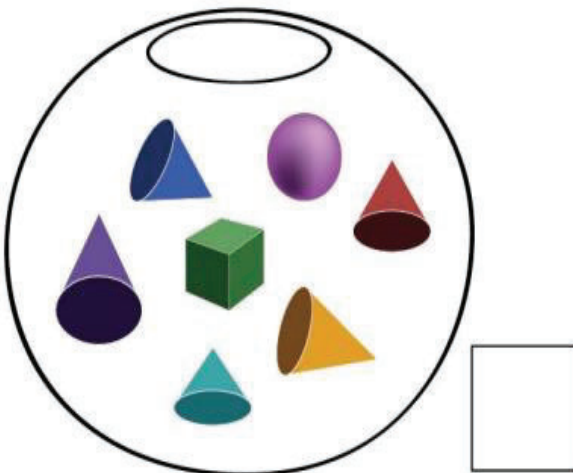
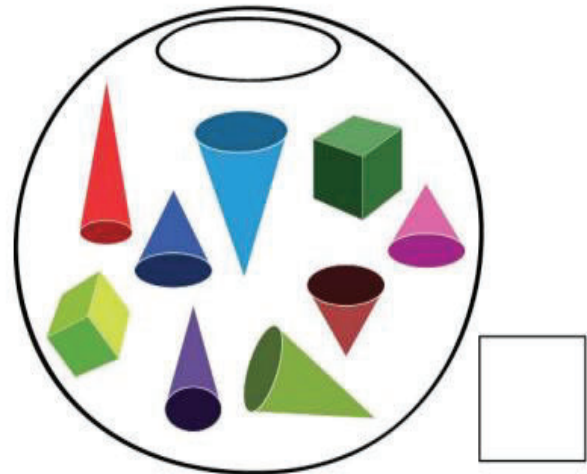
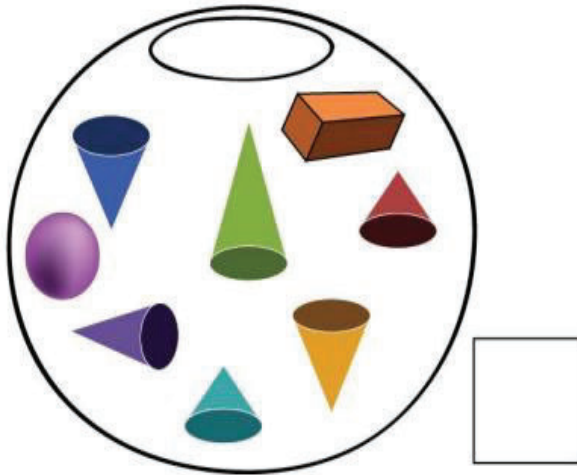
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet 2

Name: _____

Date: _____

Count and write the number of cones in each circle in the given boxes.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Term: 3 **Periodic Unit: 1** **Week: 4** **Lesson plan: 5**

Topic: 3-D Shapes **Date:** _____

Objective(s):

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

Recognize and name 3-D shapes (cube, cuboid, sphere, cylinder, cone) using features such as number of faces, flat or curved faces.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Wallchart of 3-D shapes, Textbook page 47 and 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".

Ask students about their homework. Paste a wallchart of 3-D shapes on the board at the front of the class. Point out each shape one by one and ask students to tell the name of each shape. Appreciate them for their correct response.

Main Activities/Concept Building: (25 min)

Activity 1

Make small groups of students. Give each group of students the cube, cuboid, cone, cylinder and sphere shaped objects. Also provide 5 baskets to each group with a shape tag on each basket. Instruct them to put the cube-shaped objects into the basket tagged with cube. Similarly put each shape into their tagged basket. Instruct them to count the number objects of each shape. The group who finishes first should raise their hands. Now call each group one by one to the front of the class and instruct them to show their work to the whole class. Appreciate them for their good work.

Activity 2:

Ask students to open their textbook page 48 and write the name of each shape. Also write about the flat and curved faces of each shape. Roam around the class and check their working. Discuss with them about their common mistakes. Clap for their good working and active participation in class.

Sum Up: (3 min)

Sum up the lesson by retelling students about 3-D shapes and their flat and curved faces.

Assessment: (5 min)

Assess students by asking them to open their textbooks to page 47 and match the shapes with their names. Roam around the class, check their work and guide them where needed.

Homework: (2 min)

Complete the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet

Name: _____

Date: _____

Colour the correct names and faces of the given shapes.



Cone	6 flat faces
Cube	2 flat and 1 curved face



Cone	1 curved and 1 flat face
Sphere	1 curved face



Sphere	1 curved and 2 flat faces
Cylinder	1 curved face



Sphere	1 curved and 2 flat faces
Cylinder	1 curved face



Cuboid	1 curved and 2 flat faces
Cylinder	6 flat faces

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Term: 3 **Periodic Unit: 1** **Week: 5** **Lesson plan: 1**
Topic: Revision **Date:**

Objective(s):

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

Revise all the concepts.

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".

Greet students with a smiling face.

Main Activities/Concept Building:

(35 min)

Activity 1:

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

Sum Up:

(0 min)

N/A

Assessment:

(0 min)

N/A

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet

Name: _____

Date: _____

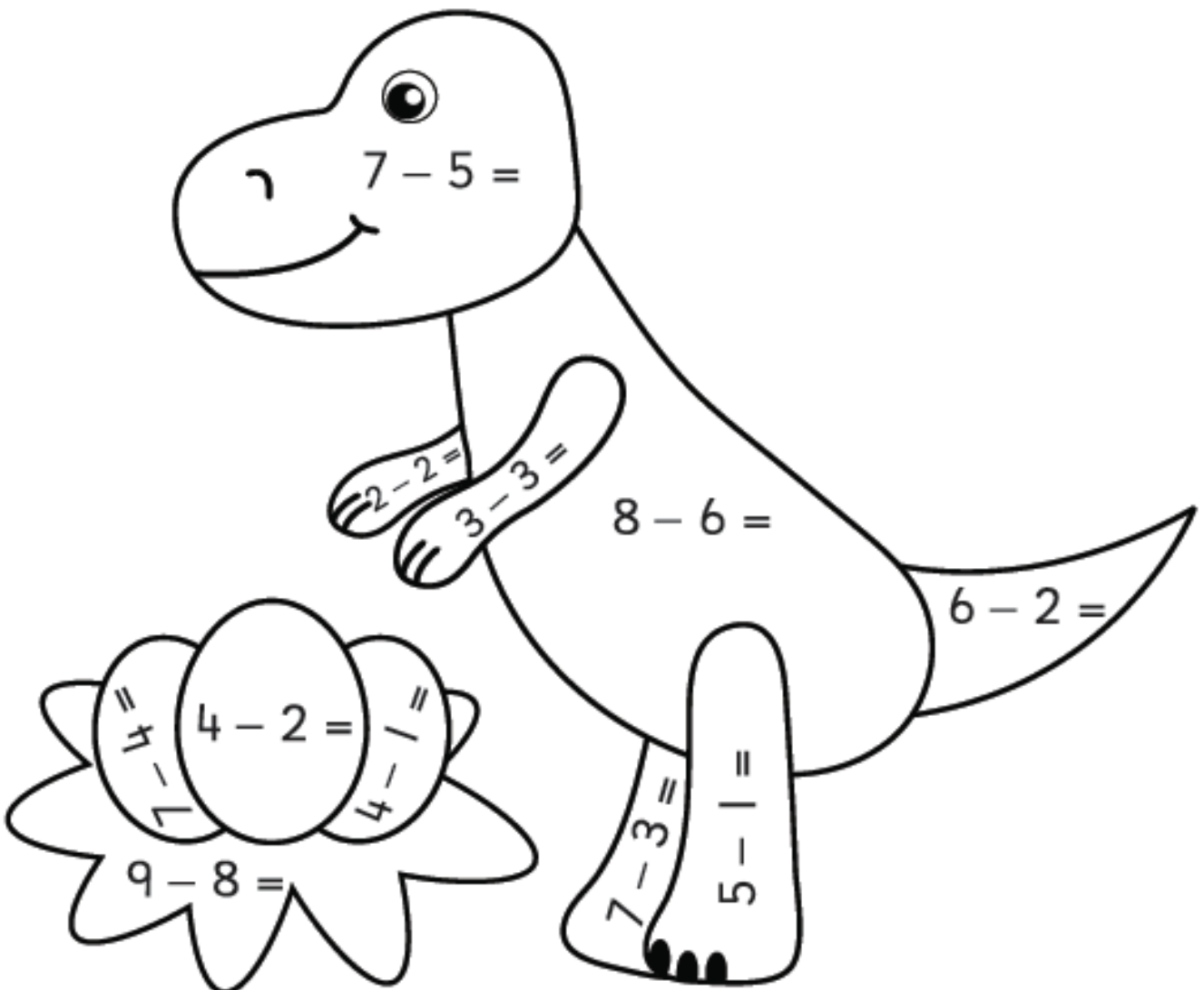
Subtract the numbers and colour in the picture using the given key.

0 green, 1 red, 2 yellow, 3 blue, 4 orange

$$6 - 3 =$$

$$9 - 6 =$$

$$5 - 2 =$$



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Term: 3 **Periodic Unit: 1** **Week: 5** **Lesson plan: 2**
Topic: Revision **Date:**

Objective(s):

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

Revise all the concepts.

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".

Greet students with a smiling face.

Main Activities/Concept Building: (35 min)

Activity 1:

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

Sum Up: (0 min)

N/A

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet

Name: _____

Date: _____

Subtract the following.



Total number of turtles =

Coming out of the water =

How many turtles are left?



Total number of birds =

Fly away =

How many birds are left?



Total number of cats =

Going away =

How many cats are left?

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Term: 3 **Periodic Unit: 1** **Week: 5** **Lesson plan: 3**
Topic: Revision **Date:**

Objective(s):

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

Revise all the concepts.

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".

Greet students with a smiling face.

Main Activities/Concept Building: (35 min)

Activity 1:

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

Sum Up: (0 min)

N/A

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

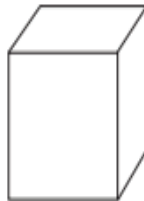
Worksheet

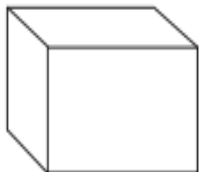
Name: _____

Date: _____

Tick (✓) the 2-D shaped objects and circle the 3-D shaped objects.









Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Term: 3

Periodic Unit: 1

Week: 5

Lesson plan: 4

Topic: Revision

Date:

Objective(s):

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

Revise all the concepts.

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".

Greet students with a smiling face.

Main Activities/Concept Building:

(35 min)

Activity 1:

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

Sum Up:

(0 min)

N/A

Assessment:

(0 min)

N/A

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

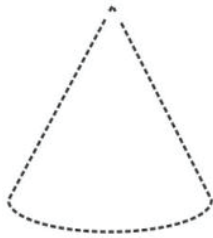
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet

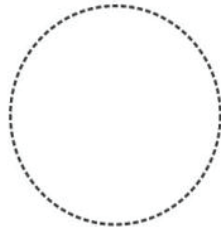
Name: _____

Date: _____

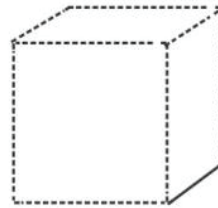
Trace the 3-D shapes and colour them according to the colour key.



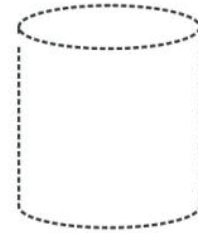
Cone
PURPLE



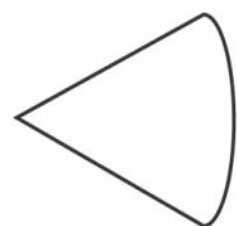
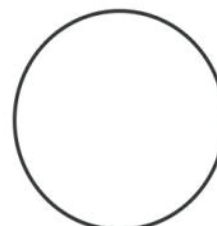
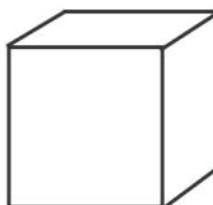
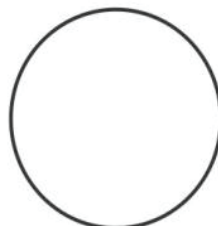
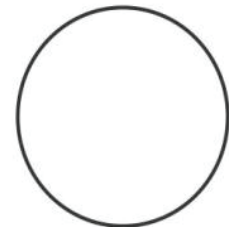
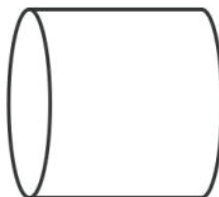
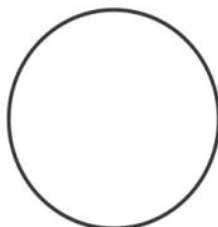
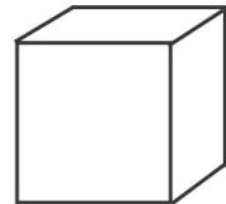
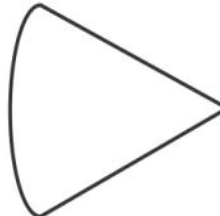
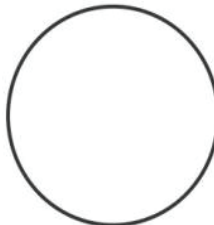
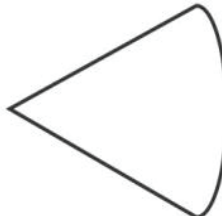
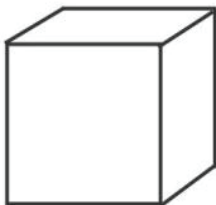
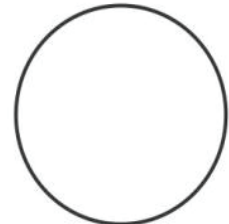
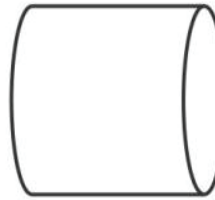
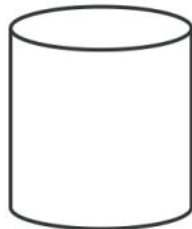
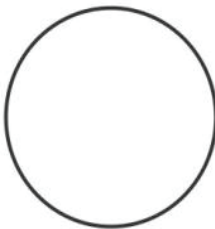
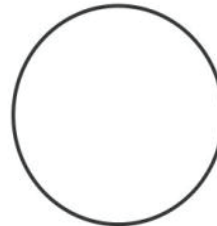
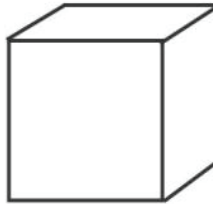
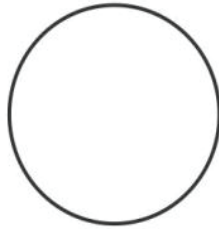
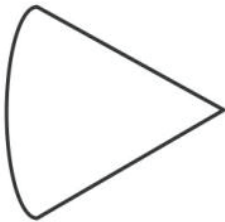
Sphere
BLUE



Cube
GREEN



Cylinder
ORANGE



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Term: 3 **Periodic Unit: 1** **Week: 5** **Lesson plan: 5**
Topic: Revision **Date:**

Objective(s):

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

Revise all the concepts.

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".

Greet students with a smiling face.

Main Activities/Concept Building:

(35 min)

Activity 1:

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

Sum Up:

(0 min)

N/A

Assessment:

(0 min)

N/A

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet

Name: _____

Date: _____

Match the shapes with the objects. Also write the number of faces below each shape.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

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

Topic: Position **Date:**

Objective(s):

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

Recall the position of objects using position words such as Inside-Outside, Up-Down.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, box, pencil, eraser, plates, buttons

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 a cage and a bird (bird is inside the cage) on the board. Ask them: "Is the bird inside or outside the cage?" Clap for their correct answer.

Main Activities/Concept Building: (25 min)

Activity 1:

Place a box on the table. Call a student to the front of the class and ask him/her to put a pencil inside the box and an eraser outside the box. Clap and appreciate if he/she does it correctly. Repeat this with different students. Now place a geometry box on the table and another geometry box below the table. Call students randomly and ask them to pick the geometry box which is in the up position (or down position). Clap and appreciate if he/she does it correctly. Repeat this with different students.

Activity 2:

Make two groups of students. Give two plates to each group. Provide each group with buttons. Ask one group to put 4 buttons inside the plate and ask the second group to put buttons outside the plate. Walk around and check to make sure the students are doing it correctly. Now ask the students put their bags on the table and water bottles on the desk. Now ask them to tell which is in the up position and which is in the down position.

Sum Up: (3 min)

Sum up the lesson by retelling the students positional words such as up, down, inside and outside.

Assessment: (5 min)

Assess students by completing the given worksheet.

Homework: (2 min)

Revise the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet

Name: _____

Date: _____

Write the position (up, down) of the monkeys.



Write the position (inside or outside) of the birds.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

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

Topic: Position

Date:

Objective(s):

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

Recall the position of objects using position words such as In front of-Behind, on-Under.

Resource Material:

Chalk/Marker, White/Blackboard, Flash cards of a cat in front of a table, Blank sheet, 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. Show a flash card of a cat in front of a table. Ask the students to look at the picture and tell the position of the cat. Take their responses and that may be in front of the table.

Encourage them for their good response.

Main Activities/Concept Building:

(25 min)

Activity 1:

Make two groups of the students. Ask one group to make a picture of a house and a tree. Show the tree is in front of the house. Ask the other group to draw a picture of a house and a tree such that the tree is behind the house. Roam around the class and check their work. Instruct them to raise their hands when finished. Ask them to display their work on the board. Clap for the group who has done it correctly.

Activity 2:

Give blank paper to each student. Instruct the students to draw a tree on the paper. Then ask them to draw a parrot on the tree and a basket under the tree. Walk around the class, check their work and help them where needed. Instruct them to raise their hands when finished. Then ask them to come to the front of the class and represent their work to the rest of the class. Clap for the students for their good work.

Sum Up:

(3 min)

Sum up the lesson by retelling students about the position of objects such as in front of, behind, above, and under by giving different examples.

Assessment:

(5 min)

Assess students by asking them to complete the given worksheet 1. Roam around the class, check their work and guide them where needed.

Homework:

(2 min)

Complete the worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

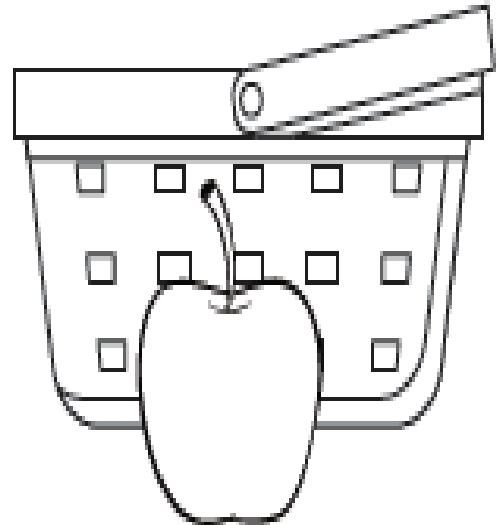
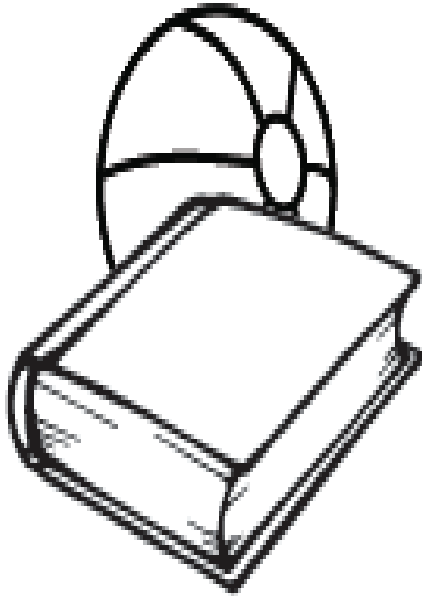
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet 1

Name: _____

Date: _____

Colour the object that is in front of another object.



Tick (✓) the tree that the rabbit is behind.


☐

☐

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet 2

Name: _____

Date: _____

Tick (✓) if the monkey is under the tree.



Circle the object that is on something.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

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

Topic: Position **Date:** _____

Objective(s):

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

Describe the position and of objects using position words such as between and next to.

Resource Material:

Chalk/Marker, White/Blackboard, Cup, Bottle, Flash cards of position (between and next to), textbook page 50, 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. To gain the students' attention, place a cup on the table and a bottle under the table. Ask the students to tell one by one which object is on the table and which is under the table. If they give the correct answer, praise them for their efforts. Repeat this activity by using other objects.

Main Activities/Concept Building: (25 min)

Activity 1:

Call two students to the front of the class and ask them to stand, for example Raza and Tahir. Now ask Raza to tell who is next to him. He will say that Tahir is next to him and Tahir will say that Raza is next to him. Now explain that both are next to each other. Now call three students to the front of the class. Ask them to stand in a straight line. Ask the remaining student who is standing between the two students. If they give the correct answer, appreciate them for their good response. Repeat this activity with other students.

Activity 2:

Have the students work in two groups. Give one group some flash cards of positions. Ask them to identify and separate the cards in which objects are between something. Instruct the other group to separate the cards in which objects are next to each other. Appreciate them for their correct response.

Sum Up: (3 min)

Sum up the lesson by retelling students about between and next to by giving different examples to them.

Assessment: (5 min)

To assess students, ask them to open their textbooks to page 50 and observe who is between and who is next to and then write "Between" and Next to in the correct label.

Homework: (2 min)

Solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

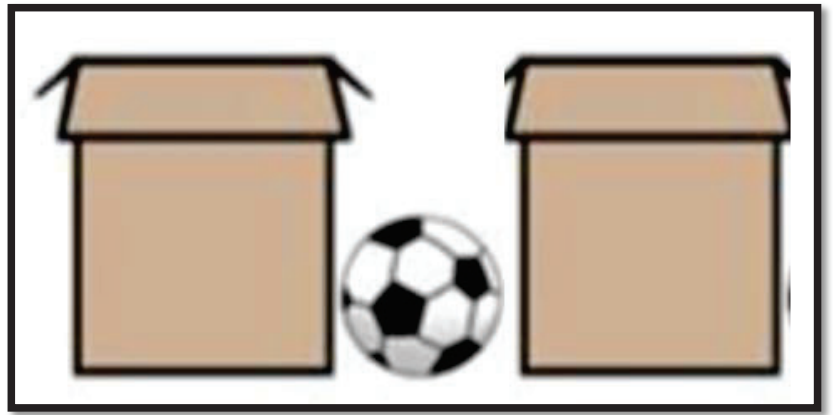
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet

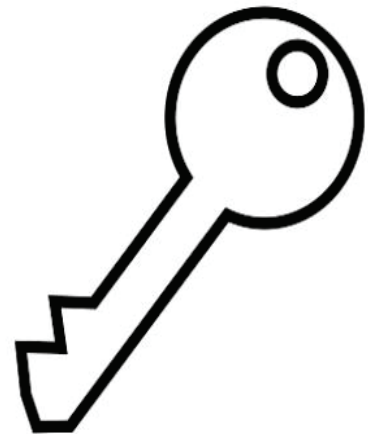
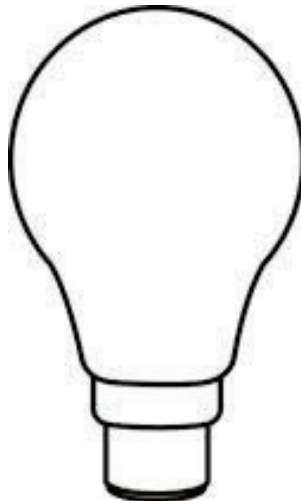
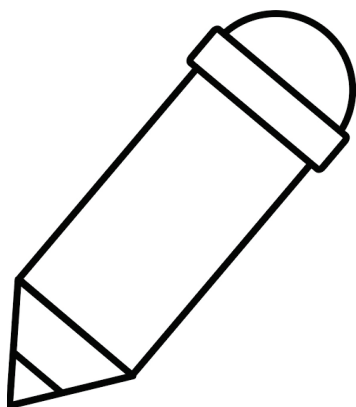
Name: _____

Date: _____

1. Tick (✓) the ball if it is next to the box.



2. Colour the object that is between.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

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

Topic: Position **Date:** _____

Objective(s):

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

Describe the position and of objects using position words such as between and next to.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, flash card of hockey and gloves, flash cards of toys, Wallchart of position of objects, Textbook page 49 and 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. Place flash cards of three different toys on the board. Ask the students: How many toys are there? Expected answer will be 3. Ask one student to tell the names of the toys. He/she will reply blocks, duck and toy car. Ask the students to tell which toy is next to duck and which toy is between the blocks and toy car. Encourage and guide them.



Main Activities/Concept Building: (25 min)

Activity 1:

Draw a ball on the board and then paste the flash card of a hockey next to the ball on the board. Then paste a flash card of the gloves next to the hockey. Invite a student to the board. Ask him/her to check which object is between the ball and gloves. They will reply the hockey. Now tell them that how we use the position 'between' and tell them that we say the hockey is between the ball and gloves.

Activity 2:

Call a student to the front of the class. Instruct him/her to draw circles on the board. Then call another student randomly and ask him/her to draw a square next to the circle and rectangle between the two circles. Ask the rest of the check their work and correct if needed. Repeat this activity to some other students. Appreciate them for their good work. Ask students to open their textbook page 49 and observe the objects a d between and next to.

Sum Up: (3 min)

Sum up the lesson by retelling students about the position of the objects as between and next to by giving different examples.

Assessment: (5 min)

Assess students by drawing three objects on the board and ask them to tell which object is between and which one is next to the objects. Ask students to open page 50 and solve the question 2.

Homework: (2 min)

Complete worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

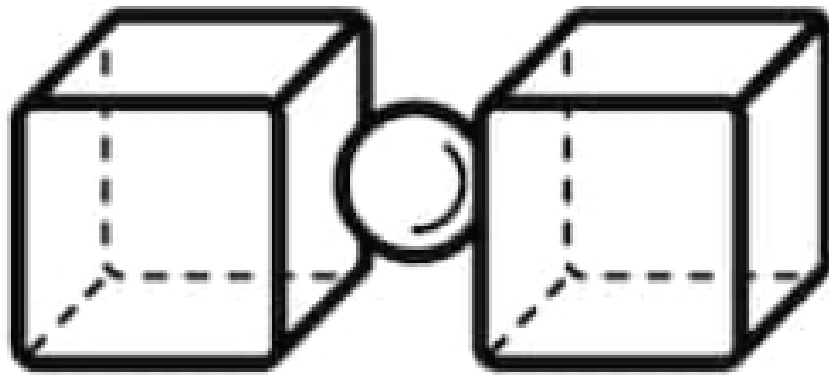
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet

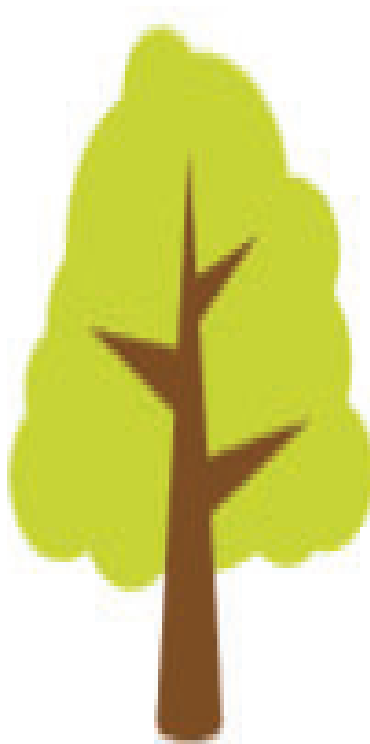
Name: _____

Date: _____

1. Colour the object that is next to the ball.



2. Circle the object that between the objects.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

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

Topic: Sorting

Date: _____

Objective(s):

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

Sort and group objects (classify) based on two attributes (e.g. colour, weight, size, number of sides).

Resource Material:

Chalk/Marker, White/Blackboard, Video Player, Cut-outs of different shapes, Two baskets, flash cards of 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 them about their homework. Tell students today we are going to learn about sorting objects based on two attributes. To grab the attention of the students to play the video:

<https://www.youtube.com/watch?v=mSgFsAiQ0c0>

Main Activities/Concept Building:

(25 min)

Activity 1:

Tell them they are going to learn how to sort and group objects (classify) based on two attributes (e.g. colour and size). Place the two baskets on the table. Label the baskets with different tags like "Same colour and Same size", "Different size and Different colour" etc. Provide cut-outs of different shapes in various colours and 2 sizes (Big and Small). Call one student in front of the class and ask him/her to sort them and put the shapes according to the same colour in the correct basket. Call another student in front of the class and ask him/her to sort them and put the shapes according to the same size in the correct basket. If they are doing this activity correctly, appreciate them for their efforts. Repeat this activity with other things.

Activity 2:

Show flash cards of objects of different colour and size and ask the students to tell which flash cards of the same colour and which are of different colour. Take their responses and appreciate them for their correct answer.

Sum Up:

(3 min)

Sum up the lesson by re-telling the students how to sort and group objects (classify) based on a two attributes (e.g. colour and size).

Assessment:

(5 min)

Assess students by asking them to make a list of toys in their home that are of same colour and same size.

Homework:

(2 min)

Solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet

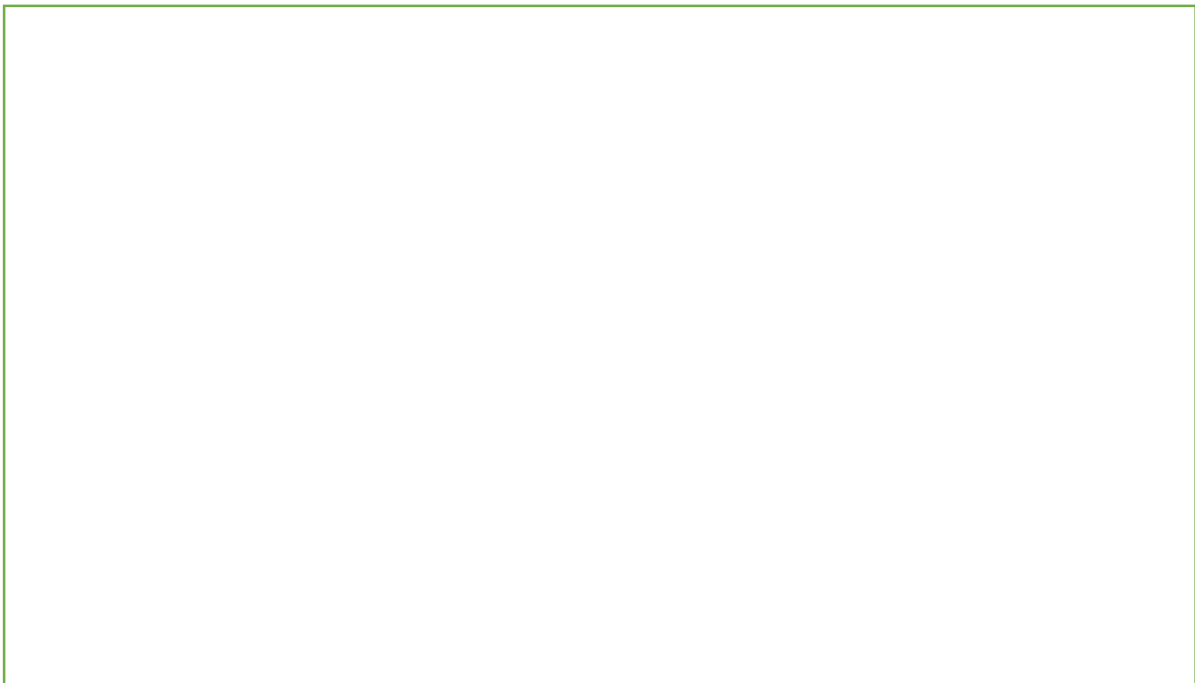
Name: _____

Date: _____

1. Draw two circles of the same size and colour them red.



2. Draw two squares of different sizes and colour them blue.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

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

Topic: Sorting **Date:** _____

Objective(s):

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

Sort and group objects (classify) based on two attributes (e.g. colour, weight, size, number of sides).

Resource Material:

Chalk/Marker, White/Blackboard, cut outs of shapes in different sizes, Video player, Two baskets, Cut-outs of same shapes, flash cards of fruits, 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 them about their homework. Call a student to the front of the class and ask them to draw circles of different sizes on the board such that one big and one small circle. Take his/her responses and appreciate for their good work.

Main Activities/Concept Building: (25 min)

Activity 1:

Tell them they are going to learn how to sort and group objects (classify) based on two attributes (e.g. shape and size). Place the two baskets on the table. Label the baskets with different tags like "Same shape and Same size", "Different size and Different shape", etc. Provide cut outs of different shapes and 2 sizes (Big and Small). Call one student to the front of the class and ask him/her to sort them and put the shapes according to the same shape and same size in the correct basket. Call another student to the front of the class and ask him/her to sort them and put the shapes according to different size and same shape in the correct basket. If they are doing this activity correctly, appreciate them for their efforts. Repeat this activity with other things.

Activity 2:

Make three groups of students. Give each group flash cards of fruits of different shapes and of two sizes big and small. Now instruct the first group to sort out flash cards of fruits that are of same shape, the second group to sort out the fruits flash cards that are of the same size and the third group to sort flash cards of fruits that are of same shape and same size. Ask them to raise their hand when finished. Now make three columns on the board "Same shape", "Same size" and "Same shape and same size" Call the first group to the front and ask them to paste the flash cards of fruits of the same shape in the first column "Same shape". Now call second group to the front and ask them to paste the flash cards of fruits of the same size in the column "Same size". Now call third group to the front and ask them to paste the flash cards of fruits of same shape and same size in the column "Same shape and same size" Appreciate them for their active participation.

Sum Up: (3 min)

Sum up the lesson by re-telling the students how to sort objects of same shape and same size, different shape and same size and same shape and different sizes. Ask students to open their textbook page 51 and observe the shapes that sort on the basis of size and number of sides.

Assessment: (5 min)

To assess students, ask them to sort and group objects of same shape and same size in their notebook.

Homework: (2 min)

Complete worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

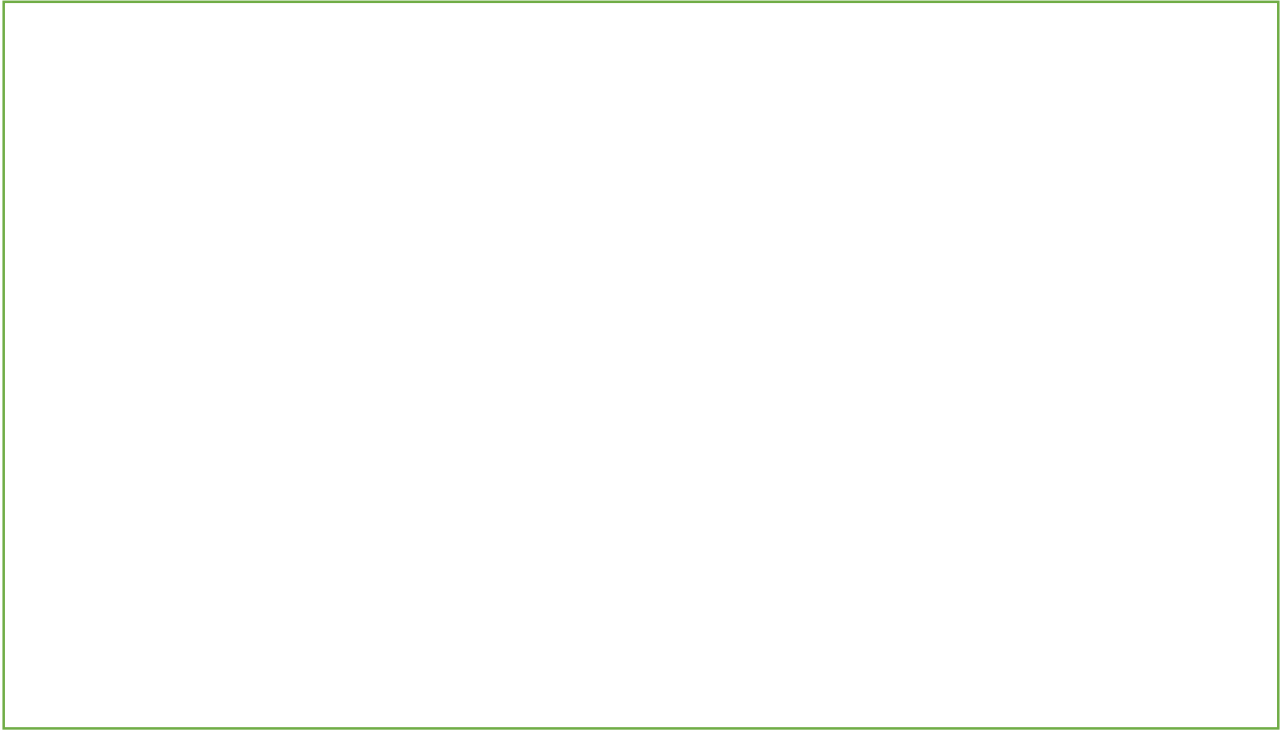
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet 1

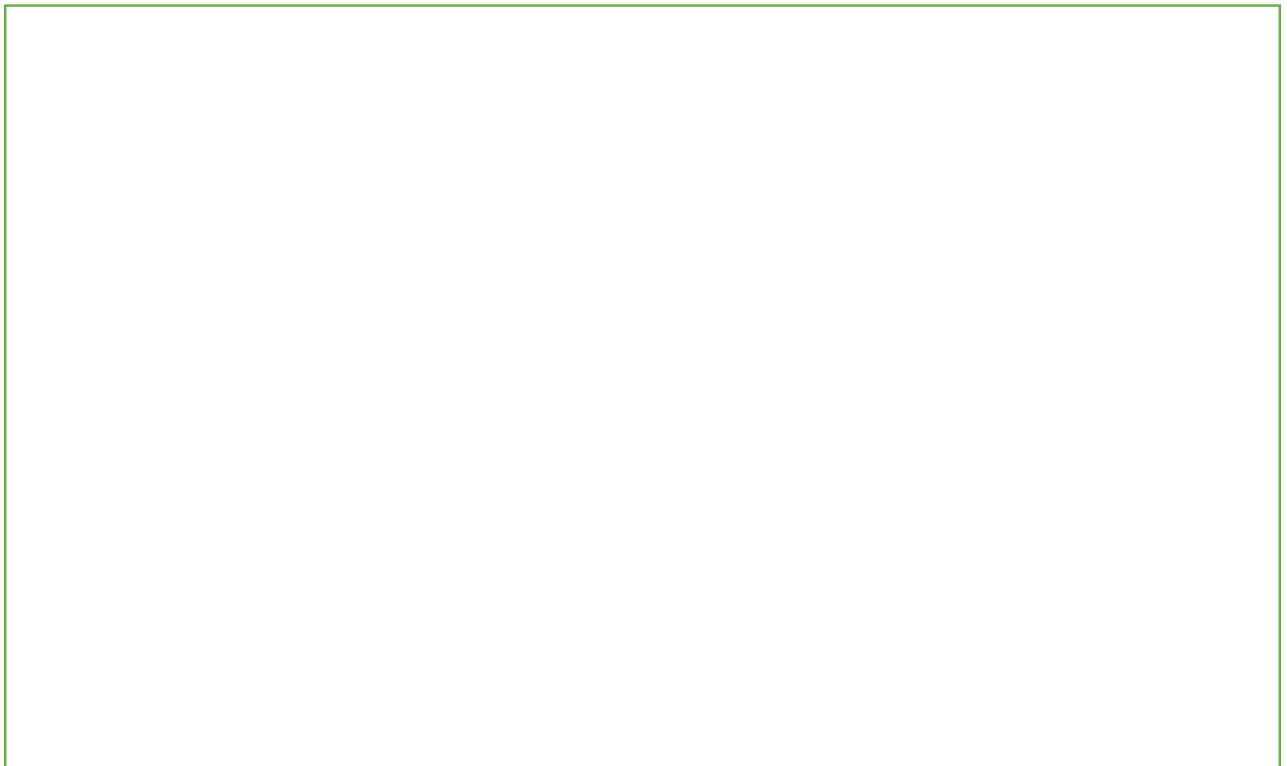
Name: _____

Date: _____

1. Draw two triangles of different sizes and same colour.



2. Draw two objects that have the same colour and same size.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

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

Topic: Sorting **Date:** _____

Objective(s):

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

Sort and group objects (classify) based on two attributes (e.g. colour, weight, size, number of sides).

Resource Material:

Chalk/Marker, White/Blackboard, toys of different shape and colours, two baskets, cutout of different shapes and colours, Textbook page 52 and 53

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. Put some objects which are different in shapes. Call any student in front of the class and ask him/her to pick and choose the objects which are same in shape but are of different in size.

Main Activities/Concept Building: (22 min)

Activity 1:

Tell them they are going to learn how to sort and group objects (classify) based on two attributes (e.g. colour and shape). Place the two baskets on the table. Label the baskets with different tags like "Same colour and same shape", "Different colour and Different shape" etc. Provide cut outs of same shapes in various colours. Call one student in front of the class and ask him/her to sort them and put the same shapes according to the same colour in correct basket. Call another student in front of the class and ask him/her to sort them and put the same shapes according to the different colours in correct basket. If they are doing this activity correctly, appreciate them for their efforts. Repeat this activity with other things.

Activity 2:

Make three groups of students. Give each group flash cards of toys or objects of different colour and same in shape. Now instruct first group to sort out flash cards of toys that are of same colour and same in shape, second group to sort out the toy flash cards of objects and toys that are of same shape but different in colour. Ask them to raise their hand when finished. Now make three columns on the board "Same colour", Same shape" and Same shape and different colour. Call first group to the front and ask them to paste the flash cards of toys of same colour and same shape in the columns "Same colour and same shape". Now call second group to the front and ask them to paste the flash cards of toys of same shape but different in colour in the 2nd columns "different colour and same shape". Appreciate them for their active participation.

Sum Up: (3 min)

Sum up the lesson by re-telling the students about how to sort objects of same colour and same shape, different colour and same shape. Ask students to open their textbook page 52 and observe the sorting of shapes.

Assessment: (8 min)

To assess students, draw in their notebook different shapes with different colours, same shapes and same colour. Ask them to open their textbook page 53 and solve the Q1.

Homework: (2 min)

Solve Q2 and Q3 on page 53 of their textbook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

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

Topic: Money

Date:

Objective(s):

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

Recognize Pakistani Currency and coins.

Resource Material:

Chalk/Marker, White/Blackboard, dummy coins and notes stickers of coins, Textbook page 54 and 55

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 some stationery items (with the price tags of 1, 2 and 5 rupee coins) on the table. Ask your students "This is a shop. If you need any item from the shop, how can you get it?" Take responses from several students. Some of them might say that we will buy the item we 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, we have to buy it from a shop with money.

Main Activities/Concept Building:

(22 min)

Activity 1:

Tell the students that today we are going to learn about different coins we use in Pakistan. Paste coloured photographs of coins on a wall chart (front and back side). Introduce 1 rupee, 2 rupee, 5 rupee coin and 10 rupee coins one by one. Show them the real coins by calling them one by one (or in small groups). Tell them that 1 rupee coin has the least value and 10 rupee coin has the most value. Explain that we can buy least items using a 1 rupee coin and most items using a 10 rupee coin.

Activity 2:

Divide the class into small groups. Give chart paper and dummy stickers of 1, 2, 5, 10 rupee coins to each group. Ask them to paste or stick (with the help of glue or gum stick) on the chart against their values prepared by the teacher with two columns (one with price value and the other one empty for pasting). Roam around the class and check their work. Guide the students if they are having any difficulty.

Sum Up:

(3 min)

Sum up the lesson by re-telling the students to get anything we need; we have to buy it from a shop with money. Ask students to open their textbook page 54 and observe the coins and notes.

Assessment:

(8 min)

Assess students by showing students coins of 1, 2, 5 and 10 and ask them to tell the value of each coin.

Homework:

(2 min)

Solve the Q1 given at textbook page 55.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Term: 3 **Periodic Unit: 2** **Week: 2** **Lesson plan: 4**

Topic: Money **Date:** _____

Objective(s):

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

Recognize Pakistani Currency and coins.

Resource Material:

Whiteboard, Board marker, dummy coins and notes, empty pots, wallchart of coins and notes, Textbook page 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".

Put three empty jars on the table. Label them "1 Rupee", "2 Rupee", "5 Rupee" and "10 Rupee".

Distribute the sets of 4 coins among all students. Call them one by one and instruct to put the coins in the correct jar. Ask them to show each coin to the class before putting it into any jar. (If it's difficult for kids to decide, you can tell the student if he/she is putting it in correct jar or not). The rest of the students will decide whether he/she is putting the coin in correct jar or not. Repeat this activity for all the students.

Main Activities/Concept Building: (25 min)

Activity 1:

Tell the students that today we are going to learn about different notes we use in Pakistan. Paste coloured photographs of notes on a wall chart (front and back side). Introduce 10 rupee, 20 rupee, 50 rupee coin and 100 rupee notes one by one. Show them the real notes by calling them one by one (or in small groups). Tell them that 10-rupee note has the least value and 100 rupee note has the most value. Explain that we can buy least items using a 10-rupee coin and most items using a 100 rupee note.

Activity 2:

Put three empty pots on the table. Label them "10 Rupee", "20 Rupee", "50 Rupee" and 100 Rupee.

Distribute the set of 4 unreal notes among all students. Call them one by one and instruct to put the notes in the correct pot. Ask them to show each note to the class before putting it into any pot. (If it's difficult for students to decide, you can tell the student if he/she is putting it in correct pot or not). The rest of the students will decide whether he/she is putting the notes in correct pot or not. Repeat this activity for all the students. If the class strength is too large for this time duration, this activity can be done in pairs instead of individuals.

Sum Up: (3 min)

Sum up the lesson by showing coins and notes to students and tell the value of each coin and note.

Assessment: (5 min)

Assess students by showing different coins and notes and ask them to tell the value of each coins and notes.

Homework: (2 min)

Solve Q2 given at page 56 of their textbook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Term: 3 **Periodic Unit: 2** **Week: 2** **Lesson plan: 5**

Topic: Money **Date:** _____

Objective(s):

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

Recognize Pakistani Currency and coins.

Add different combinations of coins/notes.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 57 and 58, Wallchart of coins and notes, 4 jars, 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 a wall chart in front of the students with the pictures of some coins and notes that we use in Pakistan. Ask the students one by one about the notes and coins by pointing on the wall chart. Take proper response from the students and encourage them for correct.

Main Activities/Concept Building: (22 min)

Activity 1:

Tell the students that today we are going to learn about different coins and notes we use in Pakistan. Put 4 empty jars but labelled on the table with 2 rupee, 10 rupee, 100 rupee and 5 rupee. Distribute the set of coins and notes among all students. Call them one by one and instruct them to put the coins and note in the correct jar. Ask them to show each coin and note to the class before putting it into relevant jar. Repeat this activity for all the students.

Activity 2:

Make small groups of students according to the strength of the class. Give each group some coins and notes. Ask them to count and tell how many coins and note they have. Roam around the class, check their work and guide them where needed.

Sum Up: (3 min)

Sum up the lesson by retelling students about coins and notes and adding different coins and notes.

Assessment: (8 min)

To assess the students, give them some coins and notes and ask them to count and tell how many each of them have. Ask students to solve Q3 given at page 57 of their textbook.

Homework: (2 min)

Solve the Q4 given at Textbook page 58 of their textbook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

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

Topic: Patterns

Date:

Objective(s):

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

Identify, extend and create own patterns using concrete materials and pictures and then explain them.

Resource Material:

Whiteboard, Board marker, Textbook page 59, flash card of different shapes, wallchart of different shape patterns, 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 pattern of different shapes on the board. Ask students to observe and tell what type of pattern is this. Take their responses and tell them that today we will learn about patterns of different shapes, pictures and colours.

Main Activities/Concept Building:

(22 min)

Activity 1:

Tell the students that today they will learn how to describe, extend and reproduce repeating patterns of shapes, sizes, colours, letters and pictures. Paste a wallchart of different shapes, colour and size patterns. Call a student to the front of the class and ask him/her to point out the shape pattern. Call another student to the front of the class and ask him/her to point out the colour pattern. Call another student to the front of the class and ask him/her to point out the size patterns. Appreciate them for their correct answer.

Activity 2:

Make three groups of the class. Give each group flash cards of different shape. Instruct each group make pattern of their own choice by using these shapes flash cards. Ask them to raise their hand when finished. Now call one member of each group to the front of the class and ask them to present their work to the other groups. Appreciate them for their good work.

Sum Up:

(3 min)

Sum up the lesson by re-telling students about different shapes and their patterns.

Assessment:

(8 min)

Assess students by asking them to draw a shape patterns in their notebooks. Roam around and check their work and guide if required. Ask students to open their textbook page 59 and complete the given pattern.

Homework:

(2 min)

Complete worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet

Name: _____

Date: _____

Complete the given pattern.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

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

Topic: Patterns **Date:** _____

Objective(s):

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

Identify, extend and create own patterns using concrete materials and pictures and then explain them.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Cut-out 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".

Greet students with a smiling face. Ask them about their homework. Draw different shape patterns on the board and ask them to tell what shape comes next. Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (22 min)

Activity 1:

Tell the students that today they will learn how to describe, extend and reproduce repeating patterns of shapes, sizes, colours, letters and pictures. Place the flash cards of shapes different in size and colour. Show different shapes to the students and ask them to tell the name of the shapes and their colour. They will answer yellow square and red circle etc. Say well done and ask them to arrange in a sequence to make a repeating colour pattern. They will make a colour pattern. Say well done and explain this is a repeating pattern of shapes and colour. Write the symbols on the board. Ask the students to tell the symbols? They will answer +--+-. Clap for them and explain the it is a pattern of symbols. Ask the students to make their own pattern of symbols. Choose one student to tell the pattern of symbols. he/she will reply + - + - =. Appreciate them for their active participation.

Activity 2:

Divide the students into small groups. Distribute cut-outs of different objects with the same and different colour among the students. Instruct each group to make their own patterns using these objects on their tables. Take response and encourage them.

Sum Up: (3 min)

Sum up the lesson by retelling students about patterns and how we make patterns of different shapes, objects etc.

Assessment: (8 min)

To assess the students, ask them to complete worksheet. Roam around the class, check their work and guide them where needed.

Homework: (2 min)

Ask them to make two patterns of your own choice.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

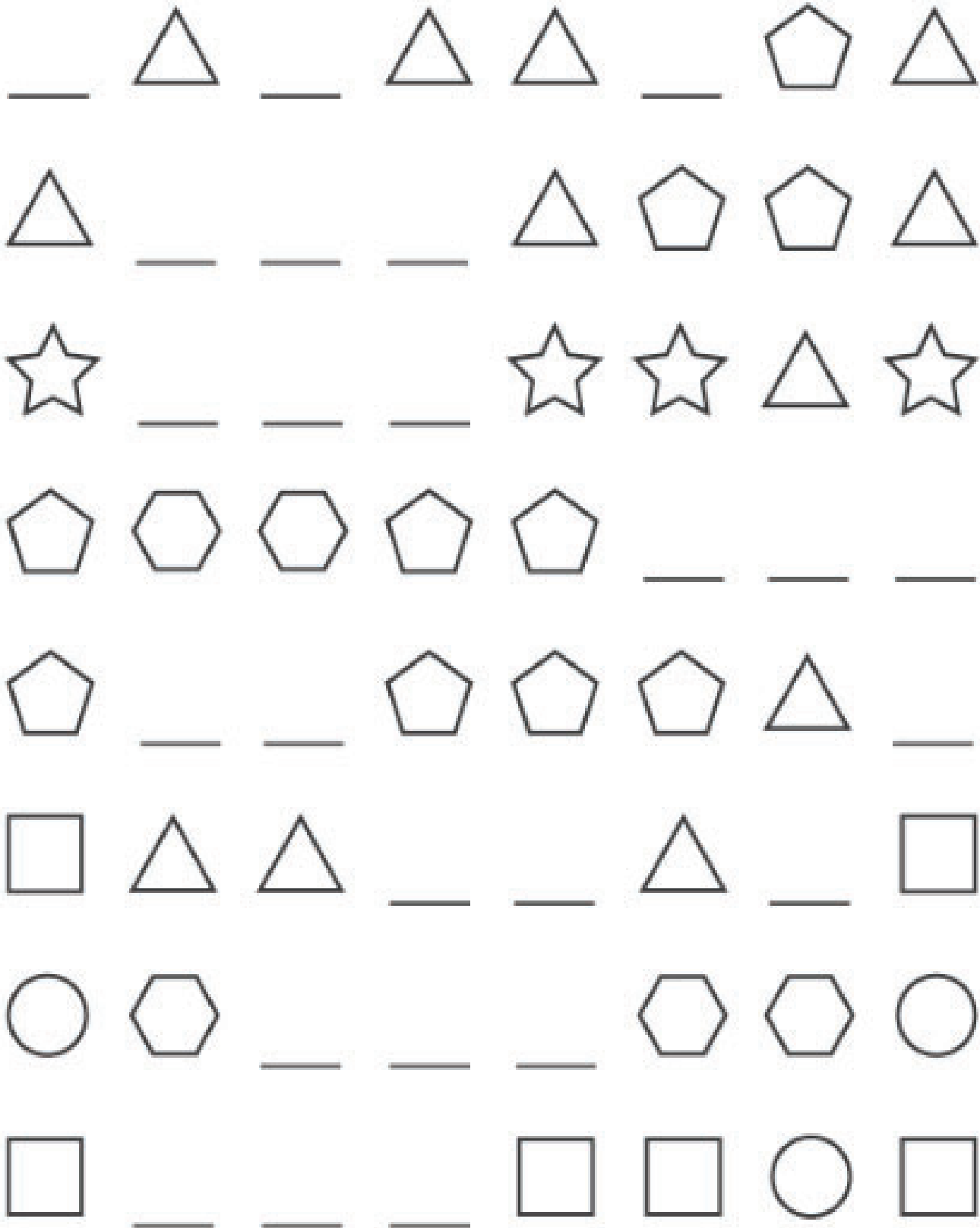
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet

Name: _____

Date: _____

Draw shapes to complete the patterns.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

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

Topic: Clock **Date:**

Objective(s):

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

Understand informal time units and know that clocks mark the passage of time.

Resource Material:

Whiteboard, Board marker, A clock, Textbook page 60, 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. Show a clock to students and ask them: Do you know about this? Take their responses and appreciate if someone gives the right answer.

Main Activities/Concept Building: (22 min)

Activity 1:

Place one clock on the table. Ask your students to tell what is this? Students will reply a 'clock'. Clap for them and ask the student, what the clock tells? They will answer clock tells the time. Ask the students to tell how many numbers are there in the clock? They reply 1 to 12 and ask them how many face and hands of clock? The expected answer will be clock has 1 face and 2 hands. One is a long hand and second is a short hand. Ask the students to tell long hand is on which number? They will reply 12. Ask the students to tell short hand is on which number? They will reply 2. Tell the time? They will answer 2 o' clock. Encourage them and help in identifying the time in hours.

Activity 2:

Draw a clock on the board. Call a student in front of the class and ask him/her to point out and tell about its hands. Ask the students to tell in loud voice which hand tell us hours and which hand tells us minutes. Instruct the students to make a paper clock and write numbers and draw hands of clock and show different times on the clock by moving their hands. Roam around the class and help the students where needed. Ask the students to open their Textbook to Page 60. Ask the students to read the time that clock shows and tell the names of hands of the clock.

Sum Up: (3 min)

Sum up the lesson by re-telling students about clock and tell them that about long and short hands.

Assessment: (8 min)

Assess students by pointing the hands of the clock ask them what long hand represent and what short hand shows.

Homework: (2 min)

Revise the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Term: 3 **Periodic Unit: 2** **Week: 3** **Lesson plan: 4**

Topic: Days of Week **Date:** _____

Objective(s):

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

Tell the names of the days of the week in order.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 61, flash cards 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".

Greet students with a smiling face. Ask them about their homework. Show a clock to students and ask them what is this and why we use this and about their hands. Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (25 min)

Activity 1:

Tell the students something about the days of the week. Place the flash cards of weekdays in sequence.

Now tell the students to read the following poem of the week aloud.

Busy Monday, Lazy Tuesday, Workday Wednesday, Relaxing Thursday, Half day Friday, Cheerful Saturday,
Happy Sunday.

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 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 day on card 1. He/she would say "Monday". Ask one of the students to tell the name of day on card 2. He/she could say, "Tuesday" and so on, till "Sunday" comes. Tell the students to open up page 61 and say the names of days of the week loudly. Encourage the students by saying it along with them.

Sum Up: (3 min)

Sum up the lesson by retelling students about days of week and ask them to say in loud voice the days of week.

Assessment: (5 min)

To assess the students, ask them to what is the 2nd day of week, what is the 5th day of week?

Homework: (2 min)

Learn the days of week.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Term: 3 **Periodic Unit: 2** **Week: 3** **Lesson plan: 5**

Topic: Days of Week

Date: _____

Objective(s):

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

Tell the names of the days of the week in order.

Resource Material:

Whiteboard, Board marker, Wallchart of days of week, Textbook page 62, 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 the wallchart of days of week and ask students to read the days of week in loud voice.

Main Activities/Concept Building:

(22 min)

Activity 1:

Tell the students something 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 on the board and ask them to label these days in sequence by 1st, 2nd, 3rd, 4th, 5th, 6th and 7th on the board. Take responses and help them if needed. Encourage them for their efforts.

Activity 2:

Write "Wednesday" on board. Ask the students: What comes next? What comes before? Take responses and encourage them for their correct answers. Give them worksheet and ask them to complete the given worksheet by following instructions. Roam around the class, check their work and guide them if needed.

Sum Up:

(3 min)

Sum up the lesson by re-telling student the days of week in order.

Assessment:

(8 min)

Assess students by asking them to read the days of week in correct order.

Homework:

(2 min)

Solve Q2 given at textbook page 62.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet

Name: _____

Date: _____

Complete by writing what comes between the given days.

Wednesday

Friday

Monday

Wednesday

Tuesday

Thursday

Friday

Sunday

Saturday

Monday

Thursday

Saturday

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

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

Topic: Days of Week

Date

Objective(s):

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

Tell the names of the days of the week in order.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 61 and 63, Wallchart of days of week, Flash cards 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".

Greet students with a smiling face. Ask them about their homework. Paste a wallchart of days of week on the board and ask them to read the days of week in correct sequence.

Main Activities/Concept Building:

(22 min)

Activity 1:

Make two groups of students. Give each group flash cards of days of week. Instruct them to arrange the card in correct sequence. Ask them to raise their hand when finished. Now call one member of the first group to the front of the class and ask him/her to paste the cards on the board in the correct sequence. Instruct the other group to check the sequence of the days of week. Repeat the same activity to the other group. Clap to appreciate them.

Activity 2:

Make pairs of the students. Ask one students in pair to tell to the other students: Tell the names of days of week. Which days of week we come to school. Which day we offer Jumma prayer. On which day our Holy Prophet was born. Which days of week is holiday. Instruct the other students to tell the answers of the same questions. Now call a student to the front of the class and ask him/her to tell the whole class the names of day of weeks and the answer of the above questions. Ask the rest of the class to correct him/her if he/she say something that is not correct. Take their responses and appreciate them for their correct answers.

Sum Up:

(3 min)

Sum up the lesson by retelling students days of week and ask them to open their textbook page 61 and read the days of week in loud voice.

Assessment:

(8 min)

To assess the students, ask them to Solve Q2 given at page 63 of their textbook.

Homework:

(2 min)

Learn the days of week in order.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Term: 3 **Periodic Unit: 2** **Week: 4** **Lesson plan: 2**

Topic: Calendar

Date:

Objective(s):

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

Understand informal time units and know that calendars mark the passage of time.

Sequence events in time and anticipate events.

Resource Material:

Whiteboard, Board marker, Wall calendar, Flash card of months of 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. Ask students to recall the days of week in loud voice. Ask them what comes next to Thursday? What comes before Monday? Take their responses and appreciate them for their correct response.

Main Activities/Concept Building:

(22 min)

Activity 1:

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 months of the year in a loud voice and ask them to repeat with you in loud voice. Ask the students to open their textbook to Page 43 and look at the clock and calendar. Ask the students to tell: Do you know what clock and calendar used for? Take their responses and appreciate them for their good response.

Activity 2:

Place flash cards of 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 of months of the year. Now ask the students tell the names of the month and date of their birthday. Instruct them to circle the month and date of the birthday on the calendar. Ask them if they know any date or month in which any special occasion took place. Ask the students about 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 re-telling the students about the months of the year and the special events related to months.

Assessment:

(8 min)

Assess students by asking them to read the months of the year in correct sequence.

Homework:

(2 min)

Revise the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Term: 3 **Periodic Unit: 2** **Week: 4** **Lesson plan: 3**

Topic: Calendar **Date:** _____

Objective(s):

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

Understand informal time units and know that calendars mark the passage of time.

Sequence events in time and anticipate events.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 64, table calendar

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".

Greet students with a smiling face. Hang a wall calendar and ask students to read the months of the year in loud voice.

Main Activities/Concept Building: (22 min)

Activity 1:

Show a real clock and calendar to students. Ask them: What a clock is used for? What a calendar used for? Take their responses and tell them that clock tells us time and calendar is used to tell us date and day of months. Make two groups of the students. Distribute table calendar to each group. One group says a month name and the other group circle that month on the calendar. First group say any date of that month and the other group circle that date. Now repeat this activity by instructing the second group to say any month name or date and the first group circle that month or date on the calendar. Take their responses and appreciate them for their good response.

Activity 2:

Give table calendar to one student and ask them to circle the month of the when he/she was born. Take his/her response and then instruct him/her to give the calendar the next student. Repeat this activity for all students of the class.

Sum Up: (3 min)

Sum up the lesson by retelling students the correct sequence of months of the year and ask them to open their textbook page 64 and read the months in correct order

Assessment: (8 min)

To assess the students by asking them what is calendar and what it is used for. Take their responses and appreciate them for correct responses.

Homework: (2 min)

Revise the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Term: 3 **Periodic Unit: 2** **Week: 4** **Lesson plan: 4**

Topic: Counting 1-50

Date:

Objective(s):

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

Count numbers orally up to 50.

Resource Material:

Whiteboard, Board marker, Wallchart of numbers 1-50, Textbook page 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".

In order to grab the attention of students, play the numbers 1-50 video song for them.

<https://www.youtube.com/watch?v=-9ldYkMtZcM>

Main Activities/Concept Building:

(22 min)

Activity 1:

Tell the students that today they are going count orally 1-25. Ask the students to show their fingers to count and say the numbers 1-25 orally. Take their responses and encourage them for their correct answer. Place a wallchart of numbers 1-25 in the classroom. Ask them to read the numbers loudly. Ask them to repeat oral counting 1-50 several times. Encourage them for their efforts.

Activity 2:

Make small groups in the class and provide 25 objects to each group for example, pencils, buttons, beads etc. Ask them to count one by one and say number loudly. For example 1 pencil, 2 pencils, 3 pencils etc. Later, ask students to open their Textbook page 65 and to say numbers 1-25 orally. Encourage them for their good efforts.

Sum Up:

(3 min)

Sum up the lesson by asking student to read the numbers 1-25 in loud voice.

Assessment:

(8 min)

Assess students by pointing towards the numbers 1-25 and ask them which one these numbers. Appreciate them for their correct response.

Homework:

(2 min)

Read the numbers 1-25 at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Term: 3 **Periodic Unit: 2** **Week: 4** **Lesson plan: 5**

Topic: Counting 1-50 **Date:**

Objective(s):

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

Count numbers orally up to 50.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 65, 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. Put numbers cards randomly on the table and ask them to arrange these cards in sequence.

Main Activities/Concept Building: (25 min)

Activity 1

Tell the students that today they are going count orally 1-50. Call random students to the front of the class and ask him/her to count orally 1-50. Take response and encourage him/her for the correct counting.

Scatter some flash cards of numbers on the table. Call random students to arrange these in sequence 1-50 on the table and count orally 1-50. Ask the other students to repeat oral counting 1-50 several times.

Activity 2:

Call 10 students to the front of the class and give each student a number card. Ask the students to look at their number card and read aloud their numbers one by one. Now ask them to arrange themselves according to their numbers. Later, ask students to open their Textbook page 65 and to say numbers 26-50 orally. Encourage them for their good efforts.

Sum Up: (3 min)

Sum up the lesson by pasting the wallchart of numbers 1-50 on the board and ask them to read the numbers in loud voice.

Assessment: (5 min)

Assess students by asking them read the numbers from the chart paper from where you point. Repeat this activity by pointing different numbers from 1-50.

Homework: (2 min)

Learn the counting 1-50.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Term: 3 **Periodic Unit: 2** **Week: 5** **Lesson plan: 1**
Topic: Revision **Date:**

Objective(s):

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

Revise all the concepts.

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".

Greet students with a smiling face.

Main Activities/Concept Building: (35 min)

Activity 1:

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

Sum Up: (0 min)

N/A

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet

Name: _____

Date: _____

Tick (✓) the house that is between the two houses.



Draw an object between the two chairs.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Term: 3 **Periodic Unit: 2** **Week: 5** **Lesson plan: 2**
Topic: Revision **Date:**

Objective(s):

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

Revise all the concepts.

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".

Greet students with a smiling face.

Main Activities/Concept Building:

(35 min)

Activity 1:

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

Sum Up:

(0 min)

N/A

Assessment:

(0 min)

N/A

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet

Name: _____

Date: _____

Circle the correct value of coins and notes.



1 2 5 10



1 2 5 10



2 5 10 20



5 10 20 50

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Term: 3 **Periodic Unit: 2** **Week: 5** **Lesson plan: 3**
Topic: Revision **Date:**

Objective(s):

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

Revise all the concepts.

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".

Greet students with a smiling face.

Main Activities/Concept Building: (35 min)

Activity 1:

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

Sum Up: (0 min)

N/A

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet

Name: _____

Date: _____

Match the days of the week with their correct ordinal numbers.

Tuesday

1st

Friday

2nd

Monday

3rd

Sunday

4th

Thursday

5th

Saturday

6th

Wednesday

7th

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Term: 3 **Periodic Unit: 2** **Week: 5** **Lesson plan: 4**
Topic: Revision **Date:**

Objective(s):

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

Revise all the concepts.

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".

Greet students with a smiling face.

Main Activities/Concept Building:

(35 min)

Activity 1:

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

Sum Up:

(0 min)

N/A

Assessment:

(0 min)

N/A

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

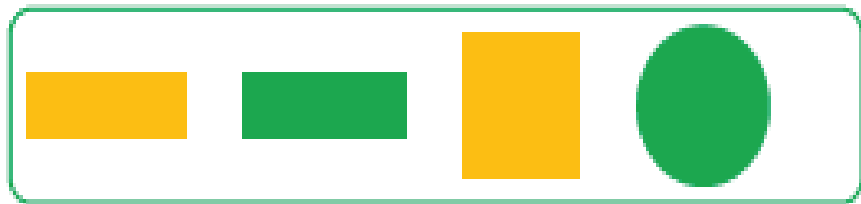
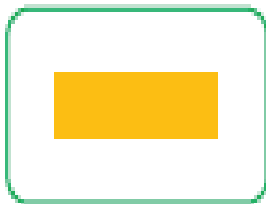
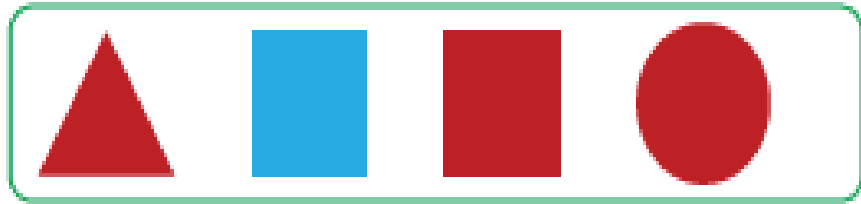
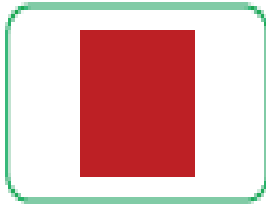
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet

Name: _____

Date: _____

1. Circle the object(s) showing the same colour and shape.



2. Tick(✓) the group showing same colour and size.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Term: 3 **Periodic Unit: 2** **Week: 5** **Lesson plan: 5**
Topic: Revision **Date:**

Objective(s):

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

Revise all the concepts.

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".

Greet students with a smiling face.

Main Activities/Concept Building: (35 min)

Activity 1:

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

Sum Up: (0 min)

N/A

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER B		40 Min

Worksheet

Name: _____

Date: _____

Colour the shape that comes next in the given pattern.