

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer A		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 to the class. Ask him/her to tell about their favourite things like toy, fruit, vegetable, 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 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 A		40 Min

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

Topic: Orientation

Date: _____

Objective(s):

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

Know about some of the common rules and manners of the classroom/school.

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.

Main Activities/Concept Building:

(25 min)

Tell students they are going to learn about some rules of the classroom.

Activity 1:

Instruct students to sit in a circle around a table. Write some rules of the classroom on the board. Tell the students that when they enter the classroom to ask permission to come to class. When you enter in classroom, say "Assalaamu Alaikum". Tell students that when you meet someone, meet with a smiling face and shake hands.

Tell students to come to school on time. When you come in the classroom, sit silently at your seat. Listen to your teacher silently. When the teacher asks something then raise your hand to speak and wait for your turn. Be neat and clean and help to clean your classroom. Do not shout or make noise and walk slowly.

Also do not run when going outside of the class and ask permission when going outside of the class. When you talk with each other, you should be polite and use a soft voice. Share things with each other.

Activity 2:

Make small groups of students. Instruct each group to select one student to play the role of a teacher.

Then teacher and students discuss the rules of the classroom. By playing teacher and student, the students easily learn the classroom rules.

Sum Up:

(3 min)

Sum up the lesson by retelling the classroom rules to students.

Assessment:

(5 min)

Assess students learning by asking: What do we have to do when we meet someone? Can we shout and make noise in class?

Homework:

(2 min)

Ask students to discuss classroom/school rules with their siblings/parents.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Term: 1

Periodic Unit: 1

Week: 1

Lesson plan: 3

Topic: Orientation

Date:

Objective(s):

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

Learn about basic greeting words.

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

Resource Material:

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

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 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 some classroom rules. Appreciate them if someone gives the correct answer.

Main Activities/Concept Building:

(25 min)

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

Activity 1:

Ask students to sit on chairs around a table. Write some greeting words that we use in our daily lives on the board. Tell them that when we meet each other, we say "Salaam" and "Good morning". Tell them that we have to share things with each other. When you ask for something from others, you say "Please give me that thing". When someone gives us some things, we should say, "Thank you". When you leave the class say, "Allah Hafiz" to the teacher and your classmates. Call two students to the front of the classroom. Ask them to exchange greeting words with each other. Repeat this activity with some other students. Appreciate and clap for students for their active participation.

Activity 2:

Tell them to use their textbooks very carefully. Do not write on their textbooks and don't take other textbooks. After using them again, always put their textbooks in their bags. Make a bag of stationery items for example pencils, erasers, sharpeners, rulers, crayons and colour pencils. Put the bag on the table so that each student can easily see the bag. Then take out each stationery item one by one from the bag and tell the name and use of that thing. Instruct students that after using the things, to put them back in their bags carefully. Tell them that when it is time to go home, you have to check your bags to make sure that all things are inside. Remind them to not forget to put their belongings in their bags.

Sum Up:

(3 min)

Sum up the lesson by retelling some common greeting words to students and ask them to practice them. Tell them how to take care of their textbooks and stationery items.

Assessment:

(5 min)

Assess students learning by asking: When we take things from others, what should we say to them? What should we say when we leave the classroom?

Homework:

(2 min)

Use the greeting words 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 A		40 Min

Term: 1

Periodic Unit: 1

Week: 1

Lesson plan: 4

Topic: Tracing

Date:

Objective(s):

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

Trace straight and curved lines.

Resource Material:

Chalk/Marker, White/Blackboard, Non-toxic paint, Paper with straight, Curved and slanting lines, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(3 min)

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

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

Greet students with a smiling face and welcome them at school. Draw slanting lines with your index finger in the air and ask students to follow you and draw lines.

Main Activities/Concept Building:

(35 min)

Activity 1:

Ask students to sit on chairs around a table. Provide each student a paper with straight, curved and slanting lines. Instruct the students to dip their fingers in the paint and then move their fingers on the lines. Roam around the class, help them and guide them if required. Clap for students for their good effort.

Activity 2:

Give the worksheet to students. Instruct them to follow the instructions and trace the lines. Roam around the class, check their work and guide them if needed.

Sum Up:

(2 min)

Sum up the lesson by drawing different slanting lines on the board and ask them to draw these lines on paper.

Assessment:

(0 min)

N/A

Homework:

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

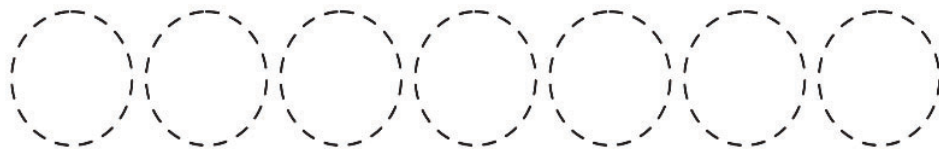
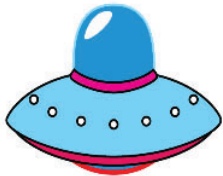
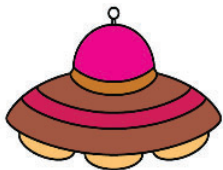
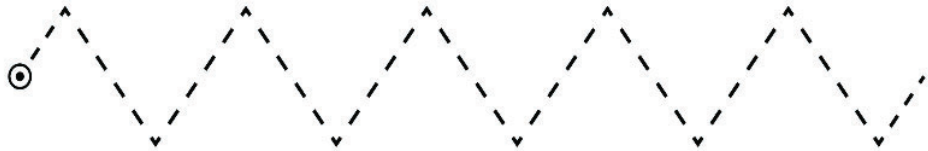
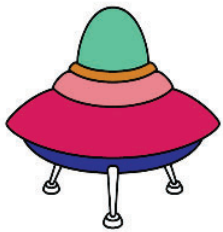
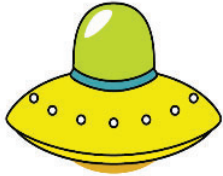
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer A		40 Min

Worksheet

Name: _____

Date: _____

Trace the lines.



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

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

Topic: Tracing **Date:** _____

Objective(s):

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

Trace straight and curved lines.

Resource Material:

Chalk/Marker, White/Blackboard, Wool threads, Glue, Paper sheets, Colour pencils/crayons

Teaching & Learning Activities:

Opening Activities/Warm-up: (3 min)

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

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

Ask them to write their name on a piece of paper and tell how many straight or curved lines their name has. Give them a few minutes to think and then ask them one by one to reply. Appreciate them for their answers.

Main Activities/Concept Building: (35 min)

Activity 1:

Provide the students with colorful wool threads, glue and paper. Have them paste the threads on the paper in straight, curved, zigzag and circular directions using glue. Let them dry and then ask the students to draw the same lines around the wool threads using pencils or crayons.

Activity 2:

Give the worksheet to students. Instruct them to follow the instruction and trace the lines. Roam around the class, check their work and guide them if needed.

Sum Up: (2 min)

Sum up the lesson by drawing different straight, curved or slanting lines on the board and ask them to draw these lines on paper.

Assessment: (0 min)

N/A

Homework:

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 A		40 Min

Worksheet

Name: _____

Date: _____

Trace the lines and colour the picture.



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

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

Topic: Tall and Short

Date:

Objective(s):

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

Differentiate between the objects on the basis of height (tall and short).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 1, Flash cards of tall and short 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".

Greet students with a smiling face. To recall the concept of long and short, ask them:

Have you ever travelled on a train or a bus? Which one is long and which one is short? Take their responses and appreciate them for their correct answers.

Main Activities/Concept Building:

(25 min)

Tell them that they are going to learn about tall and short today.

Activity 1:

Tell the meaning of short and tall using words that students will understand easily. For example, short is when something is at a less distance from the ground and tall is when something is at a greater distance from the ground. Take the students to the ground and walk around. Show different items that are tall or small. For example, point toward a tree and tell them this tree is tall. Use your hand by moving it upwards to show "tall". Again, point towards a small plant and tell them this plant is short and use your hand by moving it downwards to show short.

Activity 2:

Ask students to sit on chairs around the table. Call two students of different heights to the front of the class. Ask them to stand beside each other. Ask the rest of the class to observe their heights and tell which one is tall and which one is short. Take their responses and tell them that we can compare the length of objects on the basis of their height as tall and short. Repeat this activity with some other students of different heights.

Sum Up:

(3 min)

Sum up the lesson by retelling students about tall and short by asking them to open page 1 of their textbooks and explaining the concept using the objects given on the page.

Assessment:

(5 min)

Assess students learning by showing flash cards of tall and short objects and asking them to point out the tall or short one.

Homework:

(2 min)

Solve the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

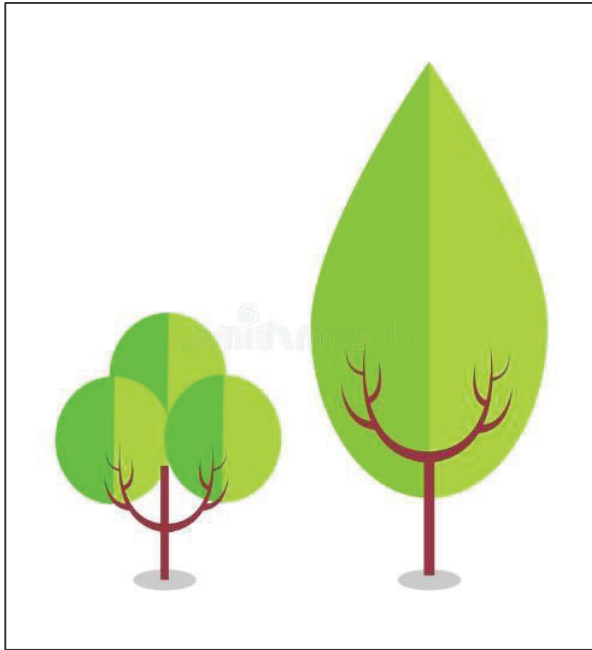
Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Flash Cards



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

Worksheet

Name: _____

Date: _____

Tick (✓) the tall objects and cross (x) the short ones.



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

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

Topic: Tall and Short

Date: _____

Objective(s):

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

Differentiate between the objects on the basis of height (tall and short).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 2, Worksheet, Candles/vases of different heights

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Greet students with a smiling face. Ask them to look at classroom objects and tell which are tall and which are short. Appreciate them if they point out the objects correctly.

Main Activities/Concept Building:

(27 min)

Activity 1:

Place candles of different sizes vertically in a row. Tell them that some candles are tall and the remaining candles are short. Ask the students to come turn by turn and tell which is tall and which is short.

You should actively participate in this by changing the arrangement of candles and selecting students randomly. Also explain to them the concept of tall and short. Repeat this exercise until students have understood which is tall and which is short. Clap for the students that give the right answers and also ask others students to take part in this activity by telling their opinion if the answer is right or wrong.

Activity 2:

Give students the worksheet. Ask them to follow the instruction and solve it. Roam around the class, check their work and guide them if necessary. Clap for the students for their good work.

Sum Up:

(3 min)

Sum up the lesson by pointing out some tall and short objects in the classroom.

Assessment:

(5 min)

Assess students learning by drawing a few tall and short objects on the board and ask them to identify them as tall or short.

Homework:

(0 min)

Complete the activity given on page 2 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

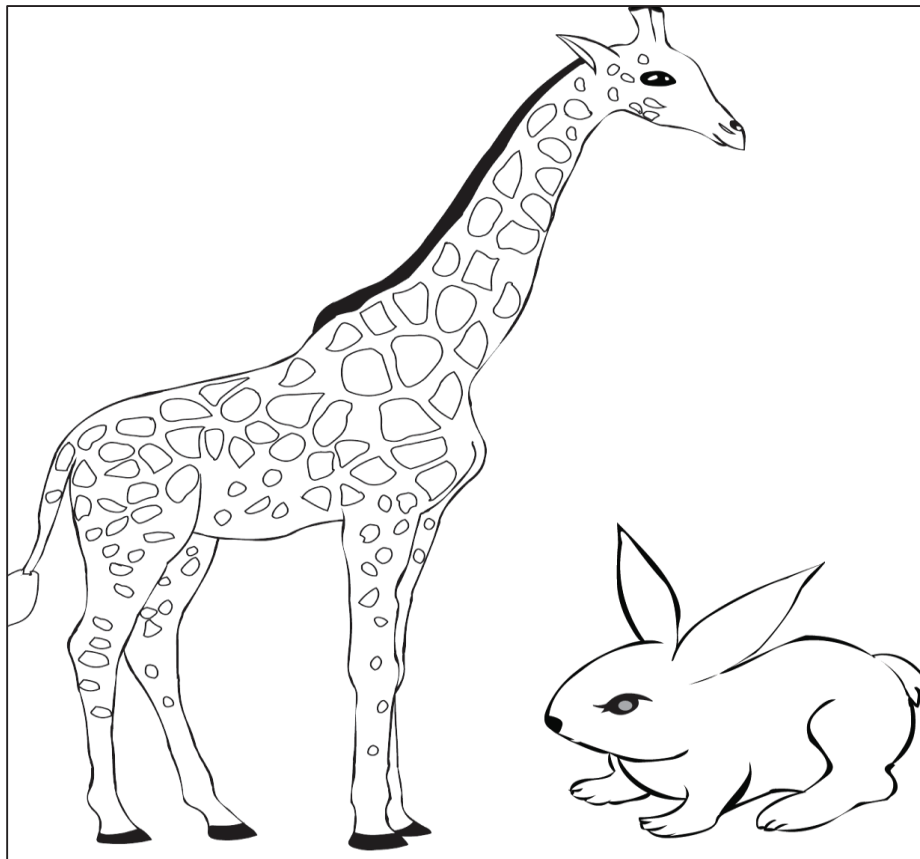
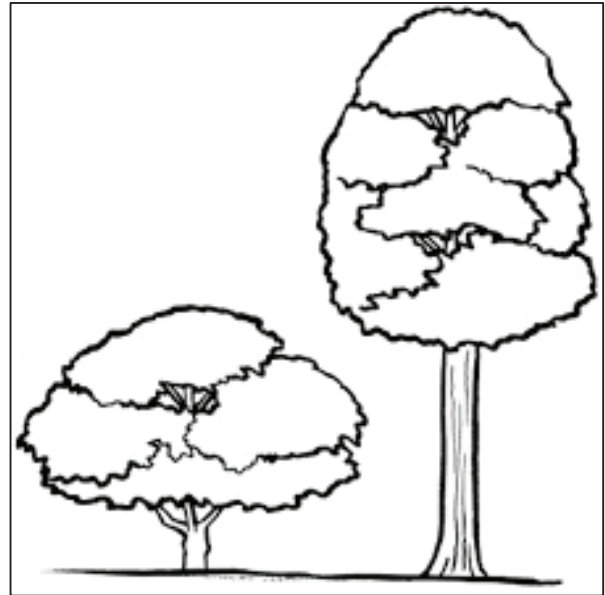
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer A		40 Min

Worksheet

Name: _____

Date: _____

Colour the tall objects.



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

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

Topic: Tall and Short

Date:

Objective(s):

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

Differentiate between the objects on the basis of height (tall and short).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 3, Lego blocks, Height cards with labels "tall" and "short", 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 to look at classroom objects and tell which are tall and which are short. Appreciate them if they point out the objects correctly.

Main Activities/Concept Building:

(25 min)

Activity 1:

Make a few groups of students according to class strength. Have them sit in circles on the carpet. Give each group Lego blocks. Ask them to join the blocks and build towers (or any other figure) of 2 different heights. Demonstrate the activity once or twice before asking them to start. Then give them cards labelled "tall" and "short". Roam around the class, check their work and appreciate them. Now ask them one by one to show their work to others.



Activity 2:

Ask students to open their textbooks to page 3. Instruct them to colour the tall ladder blue and short ladder red in their textbooks. Ask them to observe the buildings given in their textbooks and colour the short building yellow. Roam around the class, check their work and guide them if needed. Appreciate and clap for students for their good work and active participation in class.

Sum Up:

(3 min)

Sum up the lesson by pointing out some tall and short objects in the classroom.

Assessment:

(5 min)

Assess students learning by drawing a few tall and short objects on the board and ask them to identify them as tall or short.

Homework:

(2 min)

Complete the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

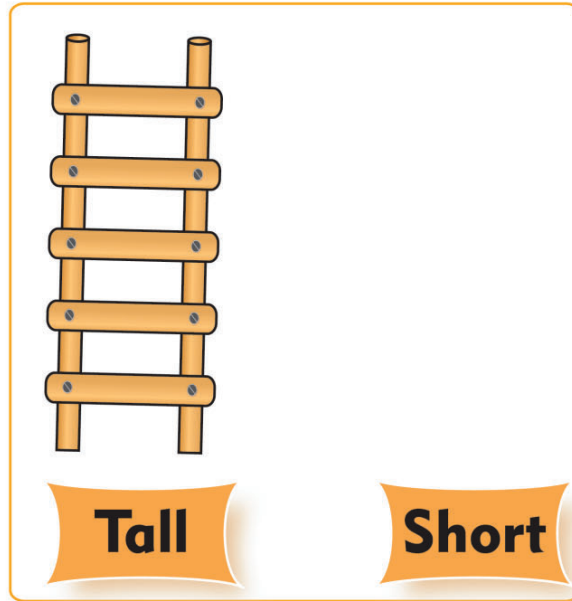
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer A		40 Min

Worksheet

Name: _____

Date: _____

Draw short objects.



Match the objects with their correct labels.



Short

Tall



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

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

Topic: Heavy and Light

Date: _____

Objective(s):

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

Differentiate between the objects on the basis of weight (heavy and light).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 4, Some heavy and light objects, Flash cards of heavy and light 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".

Tell them that today they are going to learn about the concept of "Heavy and Light". To gain the students attention, play the video about the concepts of "Heavy and Light":

<https://www.youtube.com/watch?v=SQml21BB8mA>

Main Activities/Concept Building:

(25 min)

Activity 1:

Have the students sit comfortably on the carpet in a circle. Show them two objects such as a book and a crayon. Explain to them that we are going to compare these two objects on the basis of weight as heavy and light. Now put the book in one hand and a crayon in the other hand. Then tell them that a book weighs more than a crayon. Tell them that we can say that a book is heavier than a crayon. Now place some objects in front of the students such as a chair, water bottle or sharpener. Have them observe and compare them according to their weight as heavy and light. Instruct them to sort out the heavy objects and tell their names.

Take their responses and encourage them for their efforts. Help them if needed.

Sum Up:

(3 min)

Sum up the lesson by retelling students about heavy and light by asking them to open page 4 of their textbooks and explaining the concept using the objects given on the page.

Assessment:

(5 min)

Assess students learning by showing flash cards of heavy and light objects and ask them to identify them as heavy or light.

Homework:

(2 min)

Complete the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

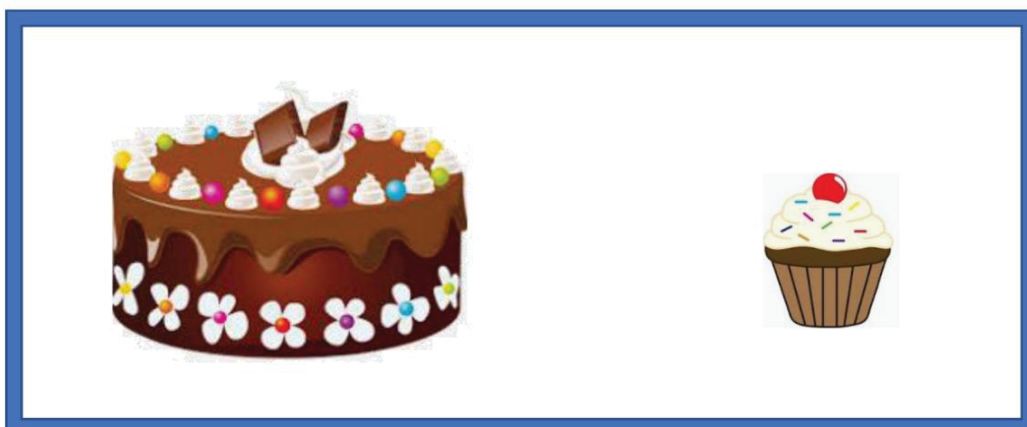
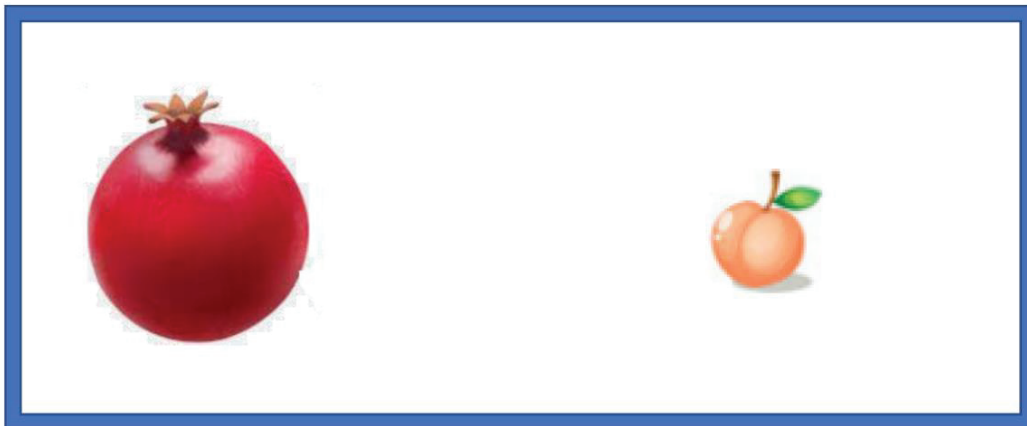
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer A		40 Min

Worksheet

Name: _____

Date: _____

Tick (✓) the heavy objects and circle the light objects.



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

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

Topic: Heavy and Light

Date:

Objective(s):

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

Differentiate between the objects on the basis of weight (heavy and light).

Resource Material:

Chalk/Marker, White/Blackboard, A few heavy and light objects, Stickers or pictures of heavy and light items (trucks, houses, mice, birds, etc.), Blank sheet, 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 children about objects in the room that are light and heavy. Ask them, "Do you think that my desk is light or heavy?" (Have students test and check the weight of each item by trying to lift it.) Also ask them, "What about a piece of paper, a crayon, a chair?" Clap for their responses.

Main Activities/Concept Building:

(25 min)

Activity 1

Tell them that we are going to do an activity for better understanding of the concept of "Heavy and Light".

Divide the class into two groups. Provide a blank sheet to each group.

Provide stickers that represent heavy and light items such as trucks, houses, mice, birds, etc. to each group. Provide a sheet with 2 columns titled Heavy and Light. Ask them to paste the heavy objects in the "Heavy" column and light objects in the "Light" column. Demonstrate once for them before they do it independently. Take their responses and encourage them for their efforts.

Activity 2:

Gather students in a circle on the carpet. Show them a heavy item, such as a rock and tell them that it is heavy. Show students a light item such as a pencil and tell them that is light. Repeat this multiple times with a few other items and say the terms "heavy" and "light" to make the concept clear.

After the demonstration, ask them to look for heavy and light items in the class. Have students place heavy items in one pile and light items in another.

Sum Up:

(3 min)

Sum up the lesson by showing some flash cards of heavy and light animals such as an elephant, a cat, etc.

Assessment:

(5 min)

Assess students learning by drawing a few heavy and light objects on the board and asking them to identify them as heavy or light.

Homework:

(2 min)

Complete the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

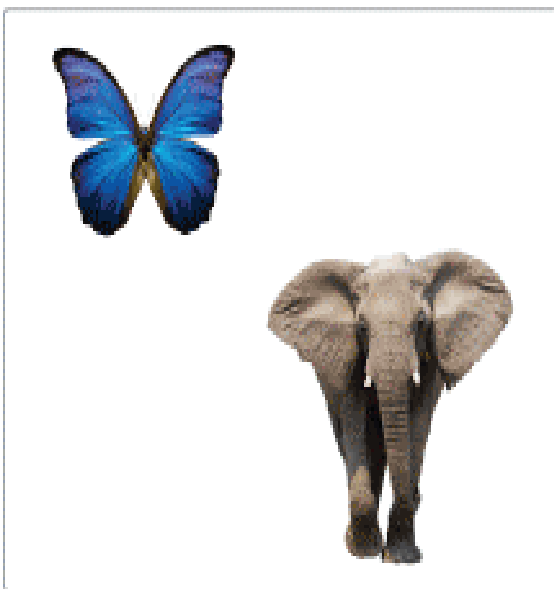
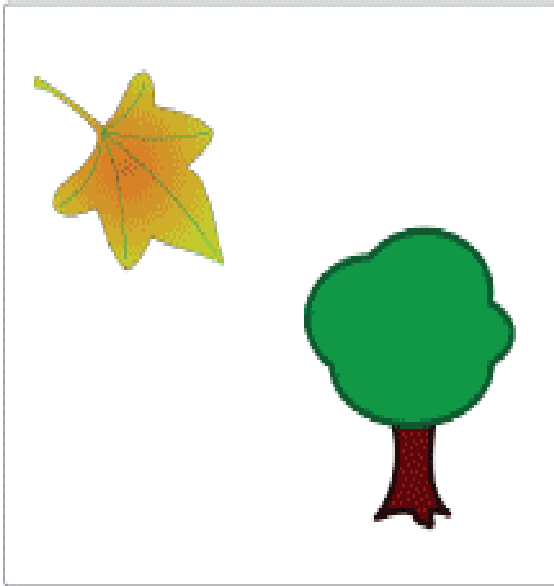
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer A		40 Min

Worksheet

Name: _____

Date: _____

Circle the light objects in each of the following.



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

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

Topic: Heavy and Light

Date:

Objective(s):

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

Differentiate between the objects on the basis of weight (heavy and light).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 5, Balloons, Stones, Weighing balance, Various objects having different mass, 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, "Which is heavy; your chair or your pencil? Your bag or your eraser? You're your book or your pencil?"

Take their responses and clap for the correct answers.

Main Activities/Concept Building:

(25 min)

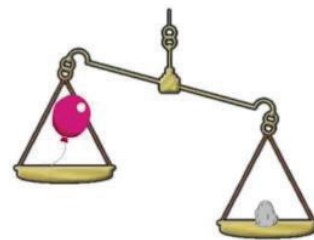
Activity 1

Kids at this age usually tend to think of big and heavy and small and light as the same. To help them understand the fact that small objects can be heavy, they must be physically involved with the weight of objects so that they can see the difference in weight and size. This will also teach them that the weight of an object is not always as it looks. For this, bring a few balloons and a few stones. The size of the stones are smaller apparently but they are heavier than the balloons. First, show them these two objects and ask, "Which one seems heavy and which one seems light?"

Take their responses. Then give them an opportunity to hold and feel that the stone in one hand and the balloon in the other. Then ask the same question. Repeat this using various objects. You should have small things that are heavy like a paperweight and large things that are light like a lightweight ball.

Activity 2:

Bring a weight balance in the class. Hang it in the front and call students one by one to come and put two objects in the two pans of the balance. Try to use the objects that look heavy but in reality, they are light. Let the students observe and explore the relationship between weight and size of objects by putting various objects on the balance.



Sum Up:

(3 min)

Sum up the lesson by having them hold a few light and heavy objects in their hands.

Assessment:

(5 min)

Assess students learning by asking them to solve the activity given on page 5 of their textbooks.

Homework:

(2 min)

Complete the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

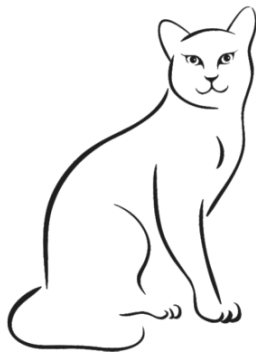
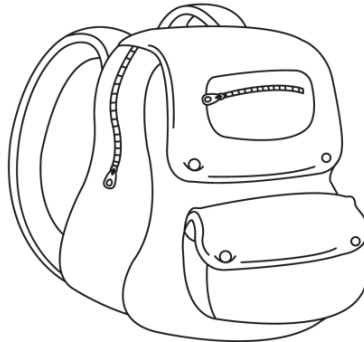
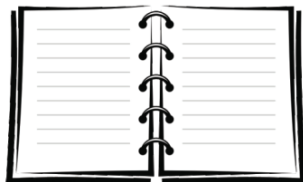
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer A		40 Min

Worksheet

Name: _____

Date: _____

Colour the heavy objects red and light objects yellow.



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

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

Topic: Wide and Narrow

Date:

Objective(s):

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

Differentiate between the objects on the basis of width (Wide and Narrow).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 6, 1 Wide Jar, 1 Narrow flower vase, Wide and narrow pipes, Glasses and jugs, 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".

To grab the students' attention, play the video: <https://www.youtube.com/watch?v=pZZw08qSpEo>

Main Activities/Concept Building:

(25 min)

Activity 1

Have the students sit in a circle on the carpet comfortably. Place a wide jar and a narrow flower vase in front of the students. Hold them one by one and say, "This is a wide jar, this is narrow vase". Have them say loudly "wide" and "narrow" after you. Explain the difference between "wide" and "narrow" by showing various objects in different widths e.g. wide and narrow pipes, glasses, jugs, and other objects. Ask them to hold these objects one by one in their hands and say, "This is wide, this is narrow".

Activity 2:

Draw wide and narrow roads of different sizes on the board and ask the students one by one to tell which is wide and which is narrow. Encourage them to give the right answers. Now explain to them the concept of wide and narrow for more understanding.

Sum Up:

(3 min)

Sum up the lesson by asking them to open page 6 of their textbooks and explain the concept using the pictures given on the page.

Assessment:

(5 min)

Assess students learning by drawing a few narrow and wide objects on the board and asking them to identify which ones are wide and which are narrow.

Homework:

(2 min)

Complete the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

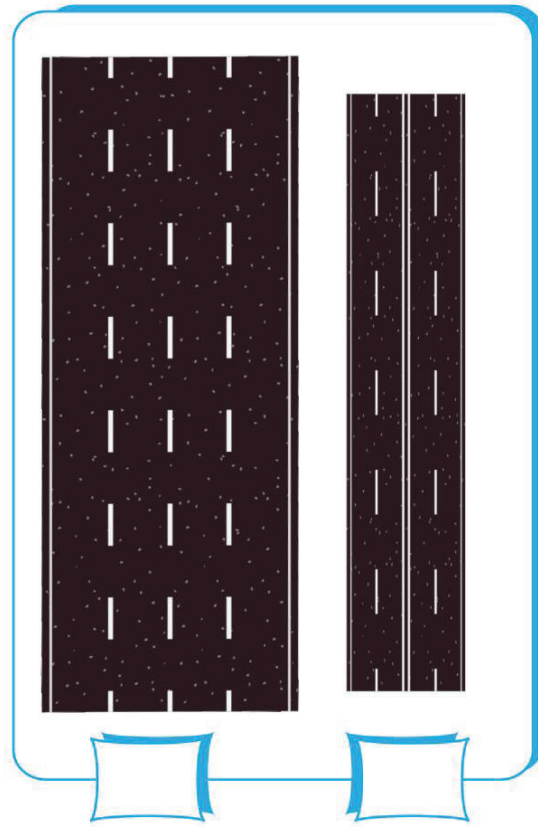
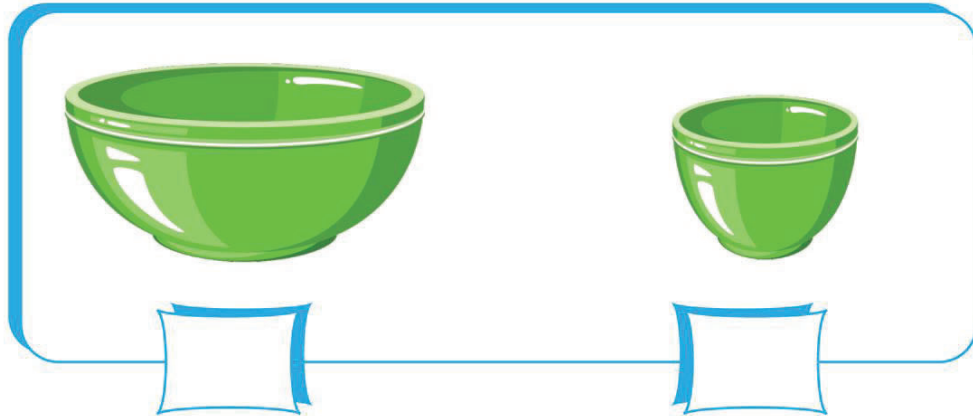
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer A		40 Min

Worksheet

Name: _____

Date: _____

Tick (✓) the wide objects and cross (×) the narrow ones.



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

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

Topic: Wide and Narrow

Date:

Objective(s):

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

Differentiate between the objects on the basis of width (Wide and Narrow).

Resource Material:

Chalk/Marker, White/Blackboard, Glass, Vase, Strings or ropes, Pipes, Jug, 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 the students about their homework. Show a few objects which are narrow and then some objects which are wide. Ask them to identify which ones are narrow.

Main Activities/Concept Building:

(25 min)

Activity 1

Have the students sit on a carpet comfortably. Use strings/rope to make "wide" and "narrow" circles on the carpet. Have them observe the circles and tell if the circle is narrow or wide. Take their responses and appreciate if they respond correctly. Draw two jugs with different widths on the board. Ask them, "Which jug is wide and which is narrow?" Take their responses and appreciate them for the correct answers.

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, jugs, narrow and wide roads, and other objects.

Sum Up:

(3 min)

Sum up the lesson by showing random objects in different widths and ask the students to say loudly "wide" and "narrow" when you show the objects.

Assessment:

(5 min)

Assess students learning by drawing a wide and a narrow gate on the board and ask the students to identify them as wide or narrow.

Homework:

(2 min)

Complete the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

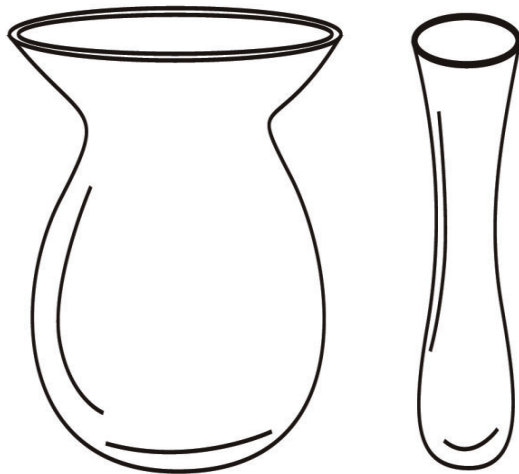
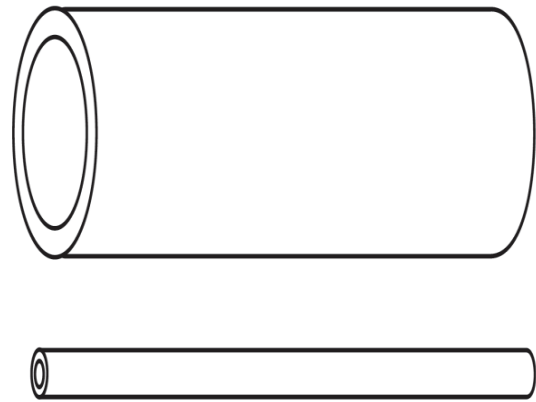
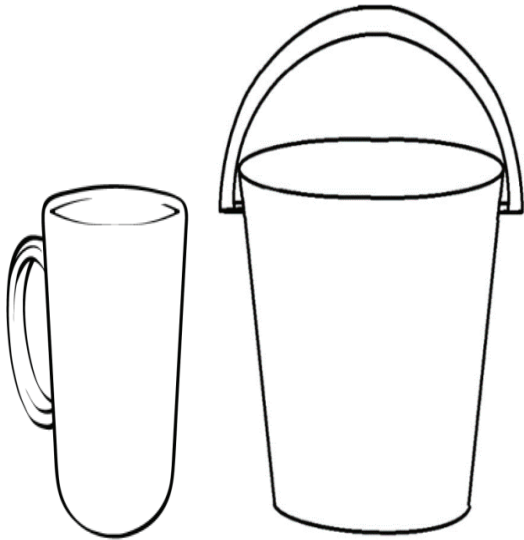
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer A		40 Min

Worksheet

Name: _____

Date: _____

Colour the heavy objects red and light objects yellow.



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

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

Topic: Wide and Narrow

Date:

Objective(s):

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

Differentiate between the objects on the basis of width (Wide and Narrow).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 7, Flash cards of wide and narrow objects, Glass, Vase, Bottles, Jug, Chart paper, 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 the students about their homework. Show two flash cards of gates with different widths. Ask the students to point out the wide gate. Take their responses and appreciate if they respond correctly.

Main Activities/Concept Building:

(25 min)

Activity 1

Paste a chart paper labelled with 2 columns "wide" and "narrow" on the board. Put flash cards of some objects of different widths (glasses, cups, vases, tubs, buckets, doors, etc.) upside down on the table. Call the students randomly one by one to the table. Ask them to pick any object (wide or narrow) and paste in the correct column on the board. Appreciate them for their efforts.

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 roads, and other objects.

Sum Up:

(3 min)

Sum up the lesson by showing random objects in different widths and ask the students to say loudly "wide" and "narrow" when you show the objects.

Assessment:

(5 min)

Assess students learning by asking them to do the activity given on page 7 of their textbooks.

Homework:

(2 min)

Complete the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

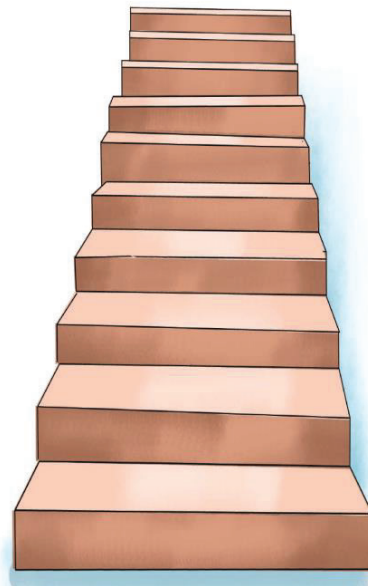
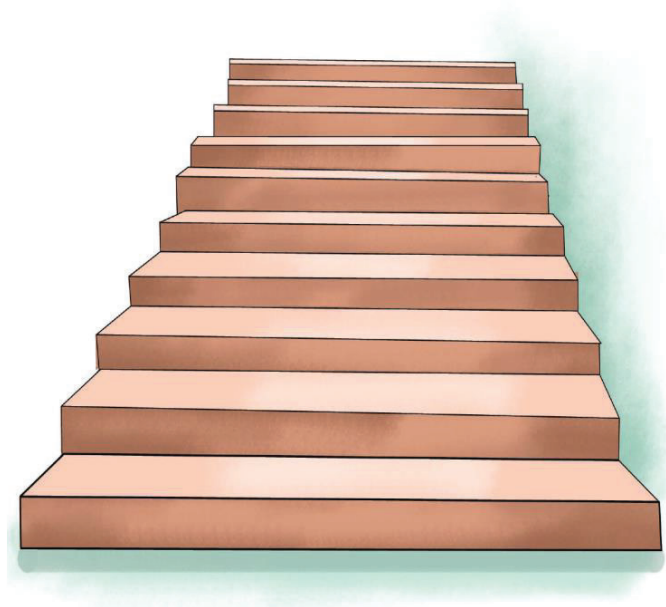
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer A		40 Min

Worksheet

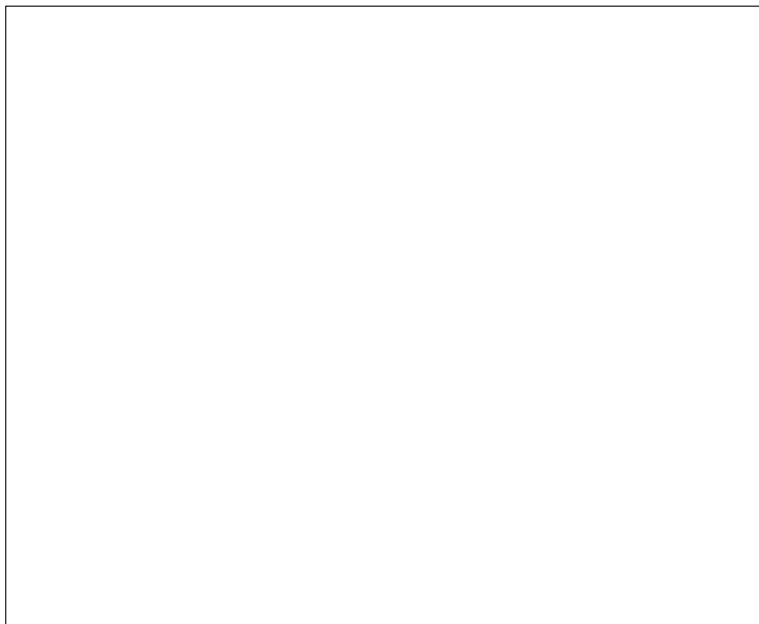
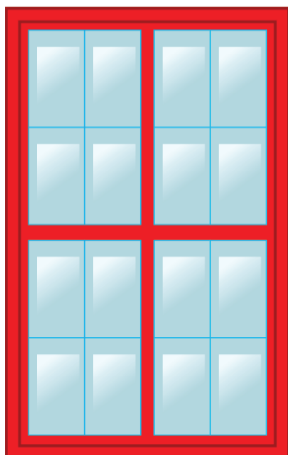
Name: _____

Date: _____

Circle the narrow staircase.



Draw a wide window.



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

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

Topic: Some and All

Date: _____

Objective(s):

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

Differentiate between some and all from a given set of objects and understand that some is less than all.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 8, Clocks, Colour boxes, 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 the students about their homework. Ask the students, "Do you know about some and all?" Put a few blocks on the table. Hold all of them and ask, "Are these all or some?" Take responses and appreciate if they respond correctly.

Main Activities/Concept Building:

(25 min)

Activity 1

Ask the students, "Who has a lunch box with them?" Ask the students to stand up who have lunch boxes with them (expectedly all the students will be standing). Tell them that ALL of you have lunch boxes. Again ask, "Who has a lunch box with cartoons on it?" Ask the students who have lunch boxes with cartoons on them to stand up (expectedly a few of them will stand up). Now again tell them that "SOME" of you have lunch boxes with cartoons on them. Tell them that 'all' means "everything" that is being talked about while 'some' means "a few" among the whole group. Repeat this with other examples.

Activity 2:

Put the students' colour boxes on the table in front of them. Ask them to pick and show some colour pencils when you say "some" and to show all the colour pencils when you say 'all'. You need to demonstrate it once for them. Repeat it several times and check if all of them are doing it correctly or not.

Sum Up:

(5 min)

Sum up the lesson by asking them to open page 8 of their textbooks and explain the concept through the objects given.

Assessment:

(3 min)

Assess students learning by putting some books on the table. Pick up some books in your hand and ask the students if there are 'some' or 'all' books in your hand.

Homework:

(2 min)

Complete the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

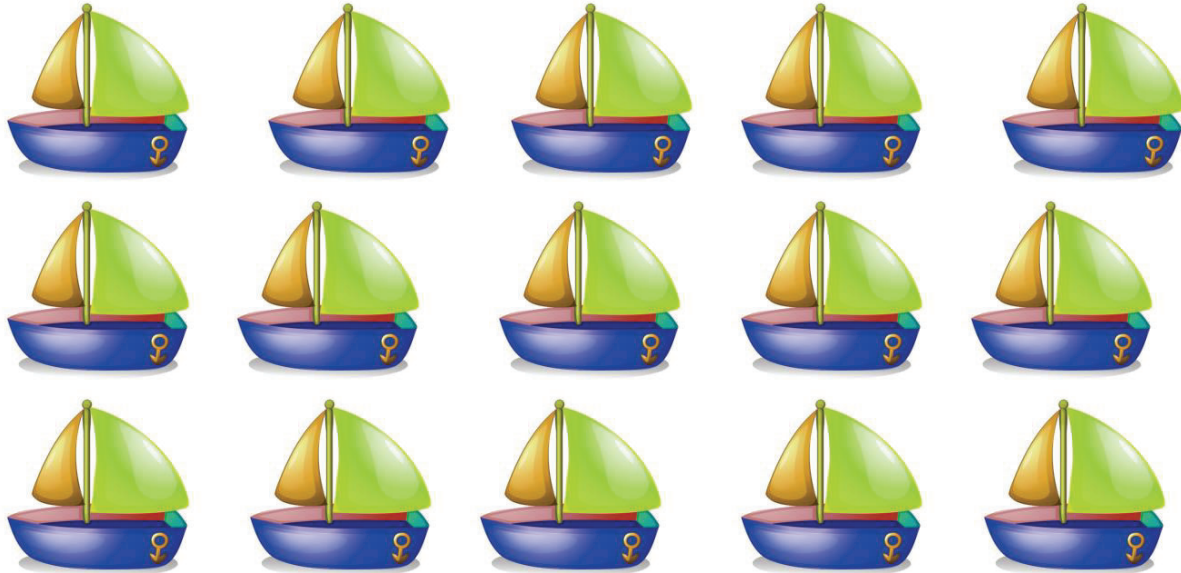
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer A		40 Min

Worksheet

Name: _____

Date: _____

Circle some objects.



Cross all objects.



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

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

Topic: Some and All

Date:

Objective(s):

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

Differentiate between some and all from a given set of objects and understand that some is less than all.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 9, Pom-poms, Transparent jar, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(3 min)

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

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

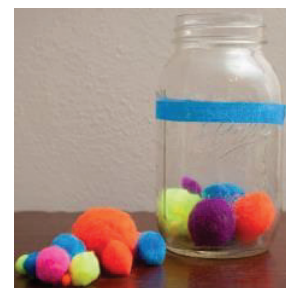
Ask them about their homework. Draw two sets of 5 circles on the board. Cross all the circles of one group and cross only 2 from the other group. Ask the students, "In which set are ALL of the circles crossed?"

Main Activities/Concept Building:

(25 min)

Activity 1

Place some pom-poms and a transparent jar/box on the table. Pick some pom-poms and put them in the jar. Tell the students that there are some pom-poms in the jar. Now put the remaining pom-poms in the jar. Tell the students that ALL the pom-poms are in the jar now. Again, put all the pom-poms on the table. Call a student and ask him to put SOME pom-poms in the jar. While you do so, emphasize the word **some**. After the child does it correctly, ask him to put **all** the pom-poms in the jar. Encourage him/her on their correct performance and guide him/her if he/she is not confident in doing so. Repeat the same activity with different students.



Activity 2:

Provide the worksheet to the students and ask them to solve it. Roam around the class, check their work and guide them if needed.

Sum Up:

(5 min)

Sum up the lesson by showing a set of colour pencils and then hold some of them. Tell them that these are 'some' pencils. Again, hold all the pencils and tell them that these are 'all' pencils.

Assessment:

(5 min)

Provide the students with disposable glasses and marbles then ask the students to put 'some' marbles in the glasses. After this, ask them to put 'all' marbles in the glasses.

Homework:

(2 min)

Complete the activity given on page 9 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

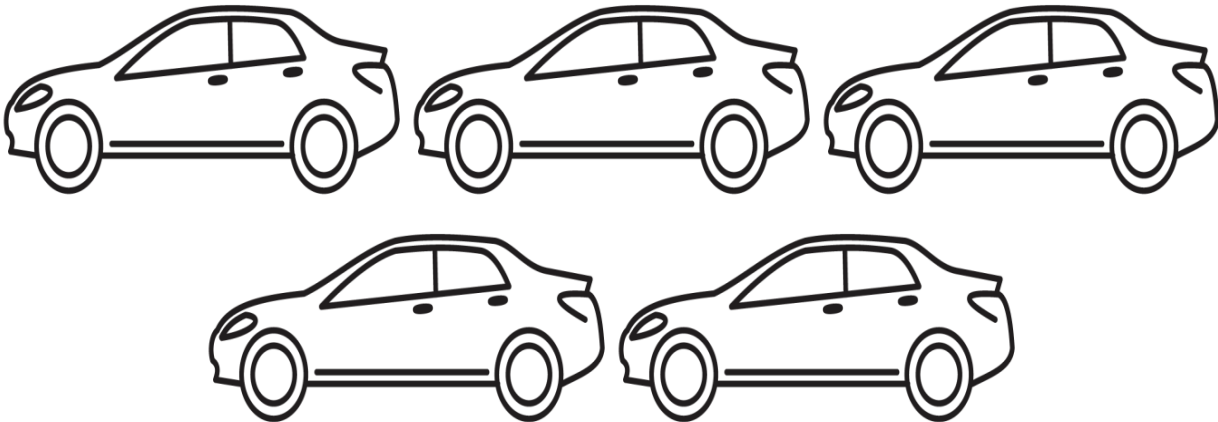
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer A		40 Min

Worksheet

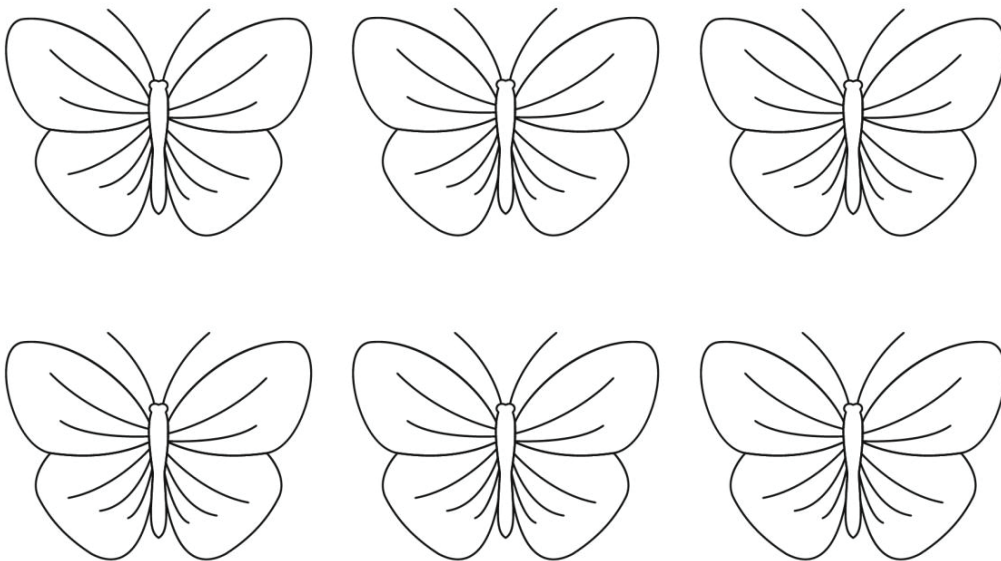
Name: _____

Date: _____

Colour some objects.



Colour all objects.



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

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

Topic: Numbers 1-9

Date:

Objective(s):

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

Recall Numbers 1-9.

Resource Material:

Chalk/Marker, White/Blackboard, Different stationery items, Toys, Fruits, Counters, Blocks, 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 to count from 1 to 5 loudly. After they are done, ask them to count from 6 to 9 as well. Clap for their correct response.

Main Activities/Concept Building:

(28 min)

Activity 1

Have the students sit in two rows facing each other. Distribute different objects to the students so that there are 1 to 9 objects in front of each student in each row. Distribute the objects in such a way so that no student with the same number of objects sits right in front of the other. Use 18 different objects including stationery items, fruits, toys, etc. Ask loudly, "Who has 1 object?" When two students from each row reply that they have 1 object, have them sit at the first position in front of each other and ask them to put the objects before them on the carpet. Next ask loudly, "Who has 2 objects?" When 2 students from each row respond that they have 2 items, have them sit in the 2nd position in front of each other having their objects placed before them on the carpet. Repeat the same activity until all 18 students are sitting in front of each other. At the end, each student will be sitting opposite to the one who has the same number of objects (from 1-9) as him or her.

Sum Up:

(0 min)

N/A

Assessment:

(5 min)

Assess the students by showing flash cards of different number of items (1-9) and ask the students to show their fingers to match the number of pictures shown.

Homework:

(2 min)

Complete the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

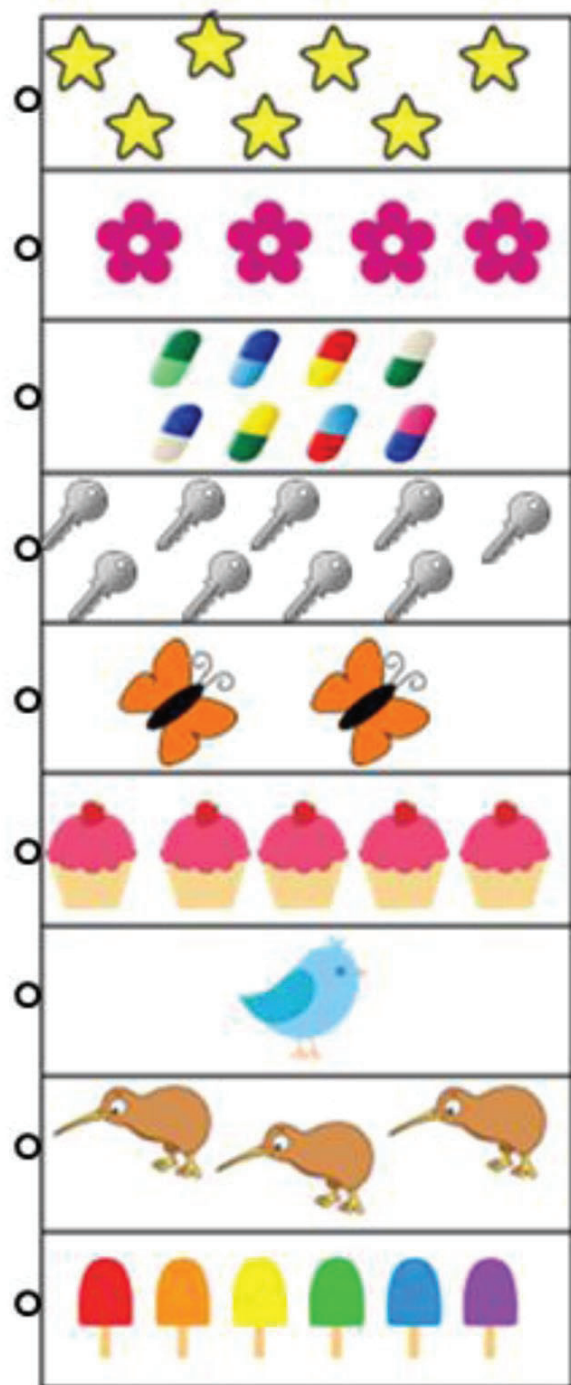
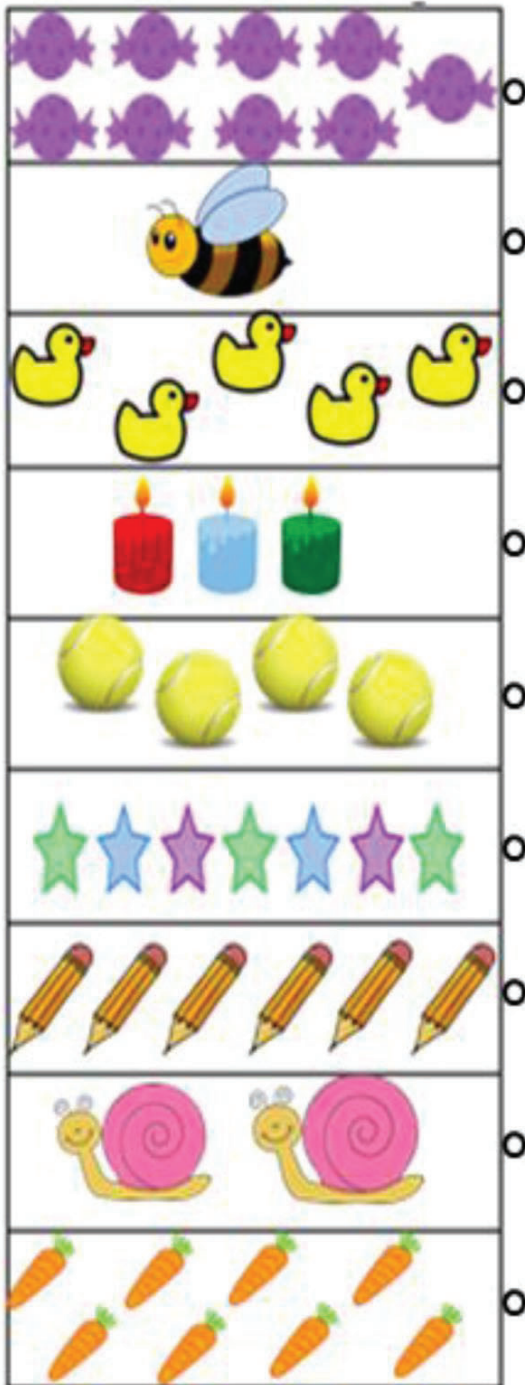
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer A		40 Min

Worksheet

Name: _____

Date: _____

Match the boxes having the same number of objects.



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

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

Topic: Numbers 1-9

Date:

Objective(s):

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

Recall Numbers 1-9.

Resource Material:

Chalk/Marker, White/Blackboard, Flash cards of numbers 1-9, Number blocks, 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.

Show 5 fingers of your hand to students and ask them, "How many fingers are there?" Repeat this activity for other numbers of fingers. Appreciate them for their answers.

Main Activities/Concept Building:

(28 min)

Activity 1

Call 9 students to the front of the class. Give the flash card of the number 1 to the first student. Ask the rest of the students to tell what number this is. After they have answered correctly, ask them which number is next. Take their responses and give the flash card of the number 2 to the next student. Ask the rest of the class to tell what number this is. Similarly, repeat this activity for the next numbers till 9.

Activity 2:

Make groups of 9 students each. Call each group to the front one by one. Ask them to count from 1 to 9.

The first student says, "One". The next says, "Two". Continue doing this until they reach the number 9. As they count, direct them to jump or clap the number of times they count. If the first student says, "One". He/she will clap or jump once. The next student says, "Two" and claps or jumps 2 times. The same goes for the next student till they reach the number 9. Repeat it for all the groups.

Sum Up:

(0 min)

N/A

Assessment:

(5 min)

Make groups of the students. Then give them some number blocks and ask them to place them in sequence (1-9). Ask one by one to count from 1 to 9 in sequence loudly.

Homework:

(2 min)

Complete the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

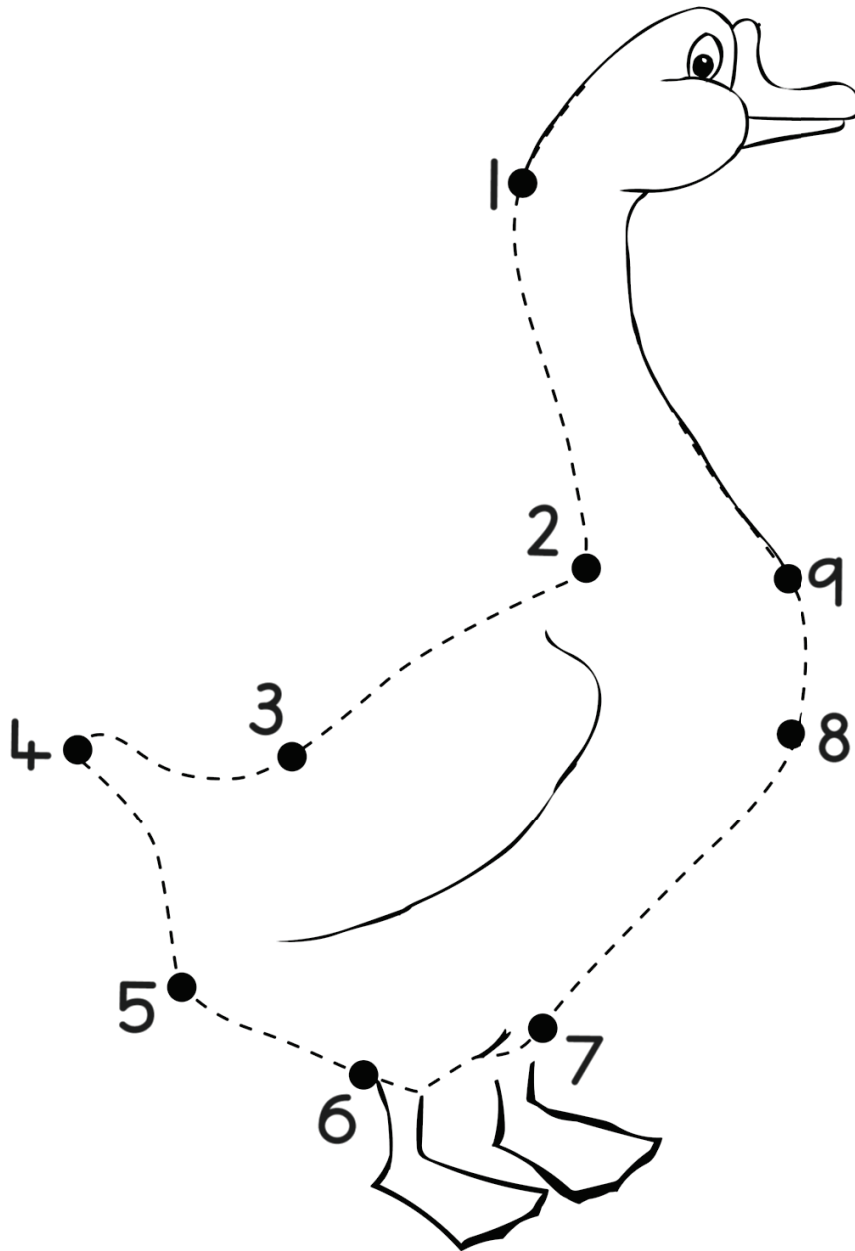
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer A		40 Min

Worksheet

Name: _____

Date: _____

Join the dots in correct order from 1-9 and then colour the picture.



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

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

Topic: Numbers 1-9 **Date:** _____

Objective(s):

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

Recall Numbers 1-9.

Resource Material:

Chalk/Marker, White/Blackboard, Multiple sets of number cards 1-9, Objects in quantity 1-9 (bottle caps, buttons, beads, etc.), 9 Baskets (u can use empty boxes like tissue boxes, etc.), 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 the students to take a round and look for numbers in their classroom. Ask them to randomly point out the numbers they have found.

Encourage them for their responses by clapping.

Main Activities/Concept Building: (25 min)

Activity 1:

Read the number poem and ask the students to read it by following you. As you say any number, hold and show the number card of that number.

Number 1 is like a stick.

A straight line that is very quick.

For number 2, go right around.

Then make a line across the ground.

Go right around. What will it be?

Go round again to make a 3.

Down and over and down some more.

That's the way to make a 4.

Go down and around. Then you stop.

Finish the 5 with a line on top.

Make a curve. Then make a loop.

There are no tricks to make a 6.

Across the sky and down from heaven.

That's the way to make a 7.

Make an "S" and then don't wait.

Go up again to make an 8.

Make a loop and then a line.

That's the way to make a 9.

Activity 2:

Place 9 baskets (or empty tissue boxes) labelled with numbers 1-9. Put some beads/pencils/buttons on the table. You can also use caps of used plastic bottles for this purpose. Ask the students to count and put the objects inside the basket/box labelled with the correct number. Ask the other students to tell if he/she has done it correctly or not. Repeat this activity till all students have their turns.

Sum Up: (3 min)

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

Assessment: (5 min)

To assess student's write any number from numbers 1 to 9 and ask them to read that number in loud voice. Ask them to show that number by counting and raising the correct number of fingers in the air.

Homework: (2 min)

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

Complete the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

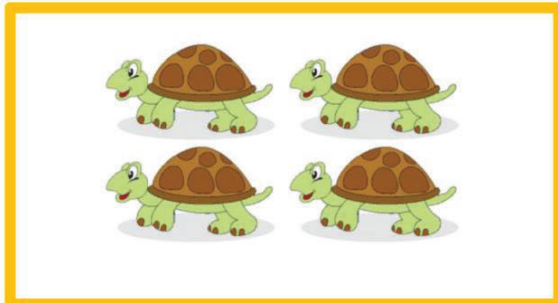
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer A		40 Min

Worksheet

Name: _____

Date: _____

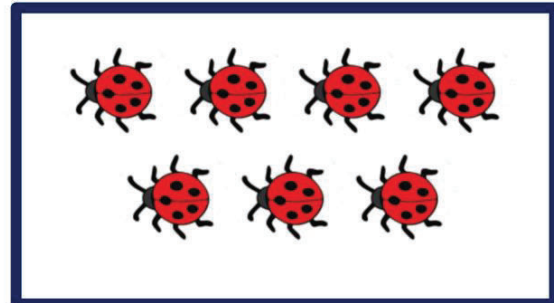
Count the objects and colour the boxes with the correct numbers.



5

6

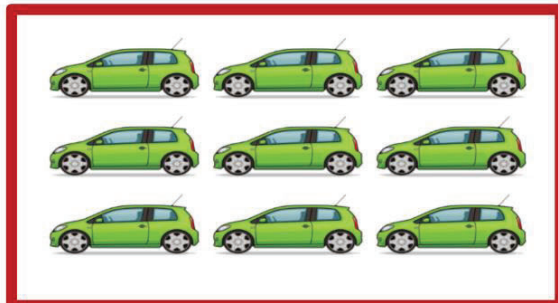
4



7

5

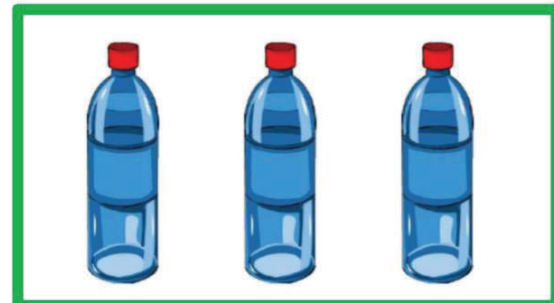
4



7

9

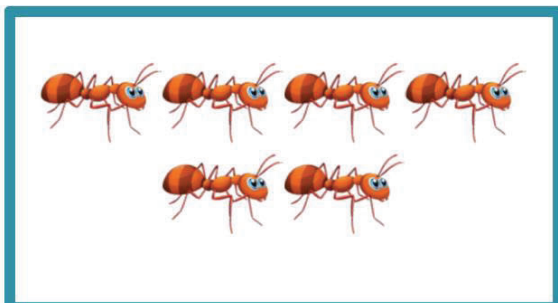
6



5

3

1



7

6

4



6

7

8

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

Term: 1

Periodic Unit: 1

Week: 4

Lesson plan: 5

Topic: Number 0

Date:

Objective(s):

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

Begin to develop an understanding of the concept of zero.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 10, Balls, Basket, Flash cards of numbers 0-9, 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.

Show 5 fingers of your hand to students and ask them, "How many fingers are there?" Repeat this activity for other numbers of fingers. Appreciate them for their answers.

Main Activities/Concept Building:

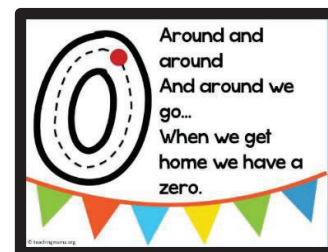
(28 min)

Activity 1

Put an empty box or a basket on the table. Put 5 balls in it. Ask them to count the balls and tell how many there are. Now take one ball and again ask them to count again and tell how many balls there are now. Keep taking out one ball at a time and ask them to count. When you take out the last ball, ask them, "How many balls are there now?" Take their responses. They will probably say there is no ball or nothing in the basket. Appreciate their answer and tell them that when there is nothing, we say that there are 0 objects there. Explain that 0 means nothing. Repeat this activity a few more times using different numbers of a variety of objects.

Activity 2:

Show a flash card of the number 0. Tell them that we use this to show zero objects. Provide sand trays to the students and ask them to trace the number 0 on it. As they do so, read the number 0 rhyme and ask them to repeat it after you.



Sum Up:

(5 min)

Sum up the lesson by asking the students to open page 10 of their textbooks and explain with the help of pictures given on the page.

Assessment:

(3 min)

Show random numbers of fingers including zero fingers and ask them to tell how many.



Homework:

(2 min)

Do the activity given on page 11 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 A		40 Min

Term: 1 **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:

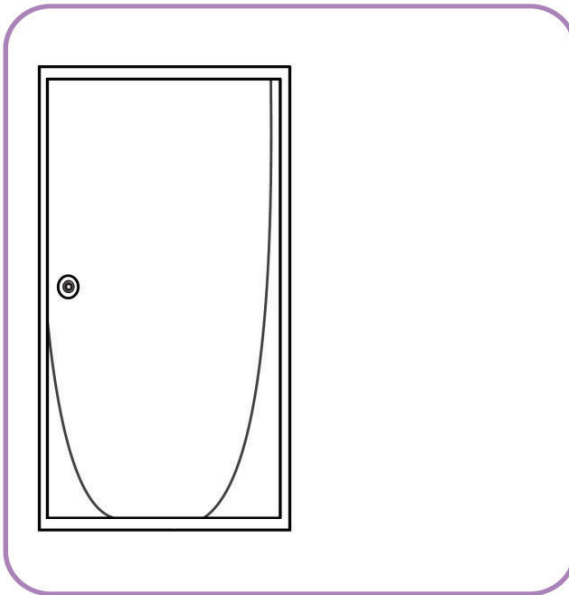
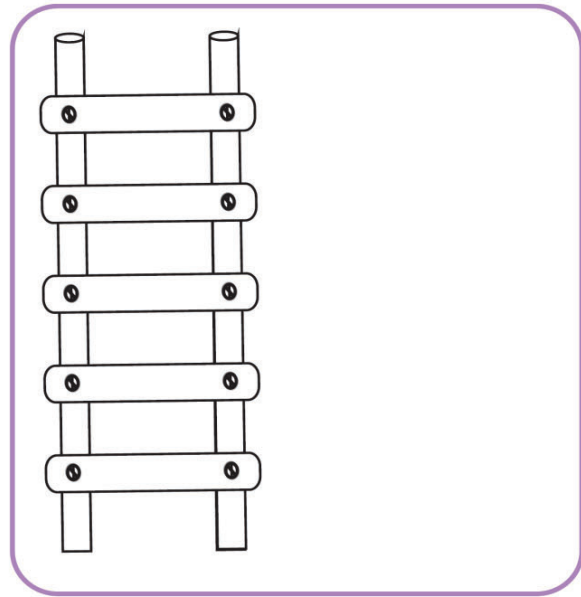
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer A		40 Min

Worksheet

Name: _____

Date: _____

Draw short objects for each of these.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer A		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:

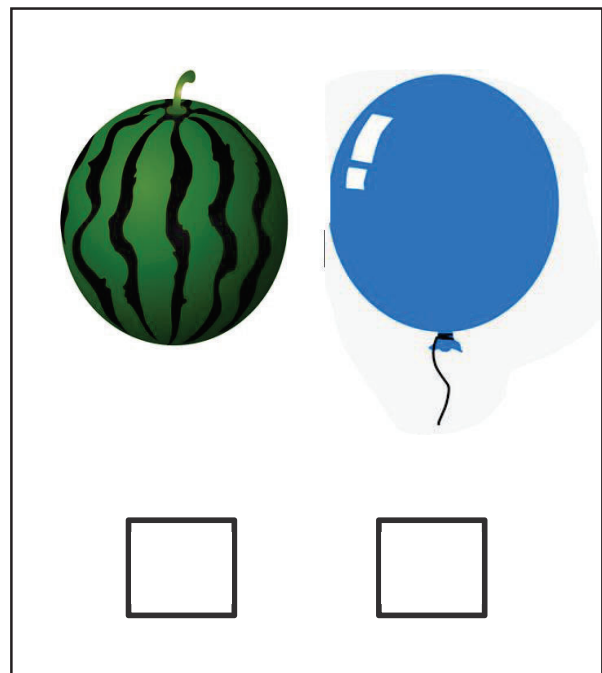
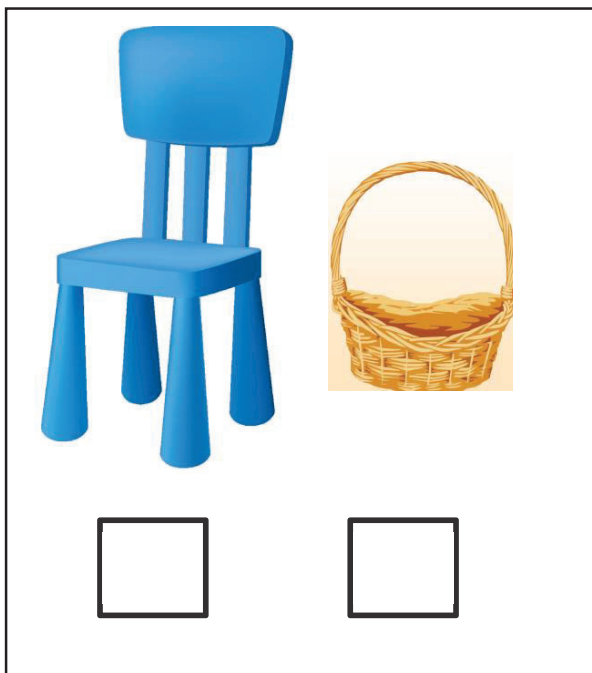
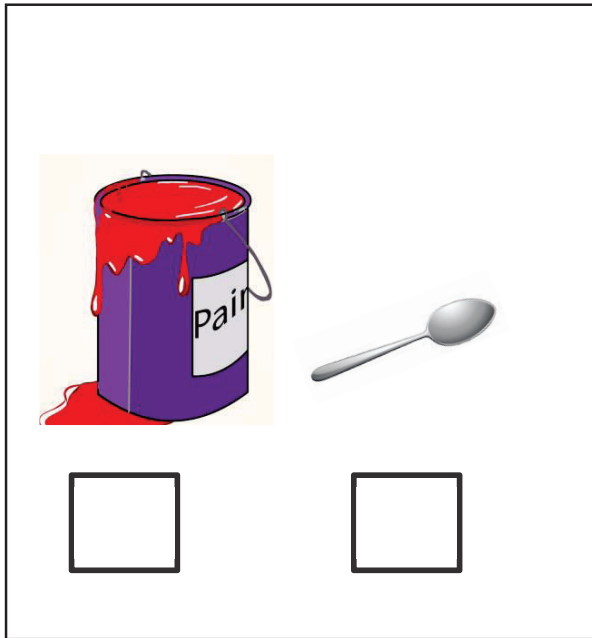
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer A		40 Min

Worksheet

Name: _____

Date: _____

Tick (✓) the light objects in each.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer A		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:

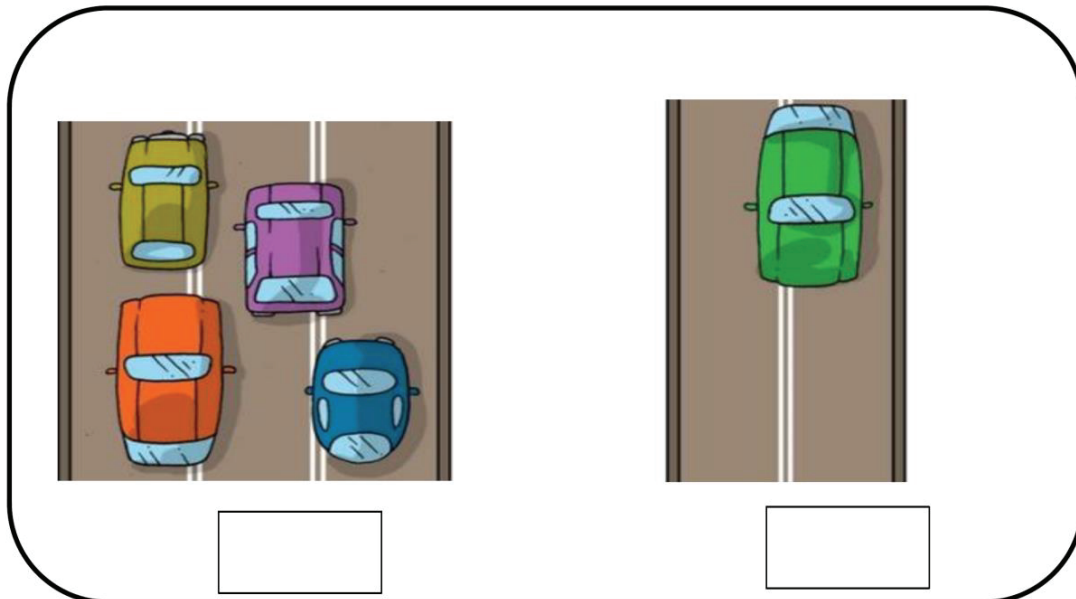
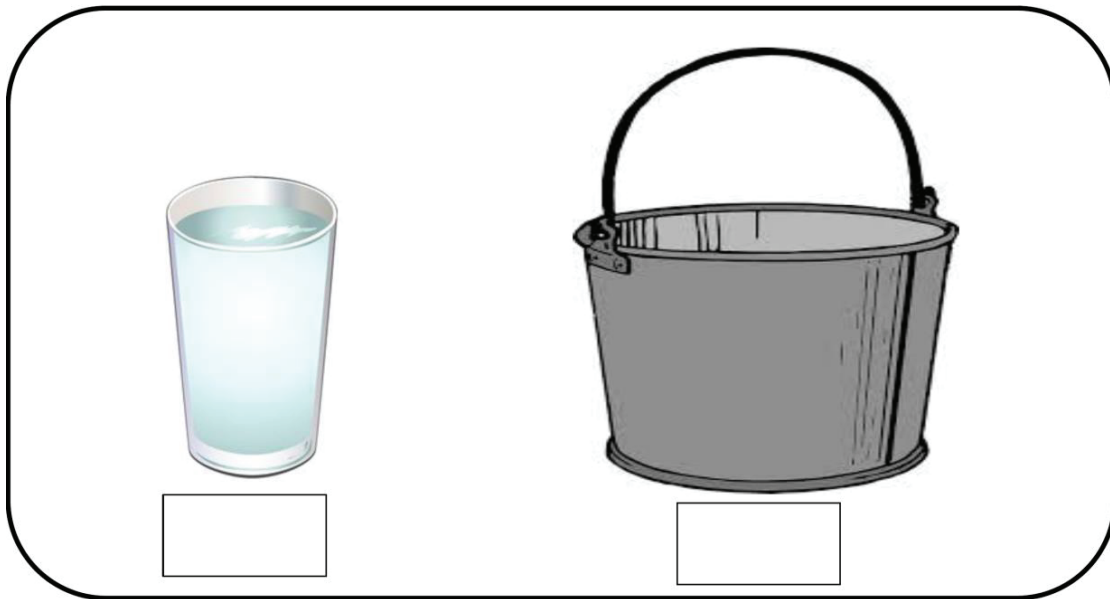
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer A		40 Min

Worksheet

Name: _____

Date: _____

Tick (✓) the wide object and cross (×) the narrow one in each.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer A		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:

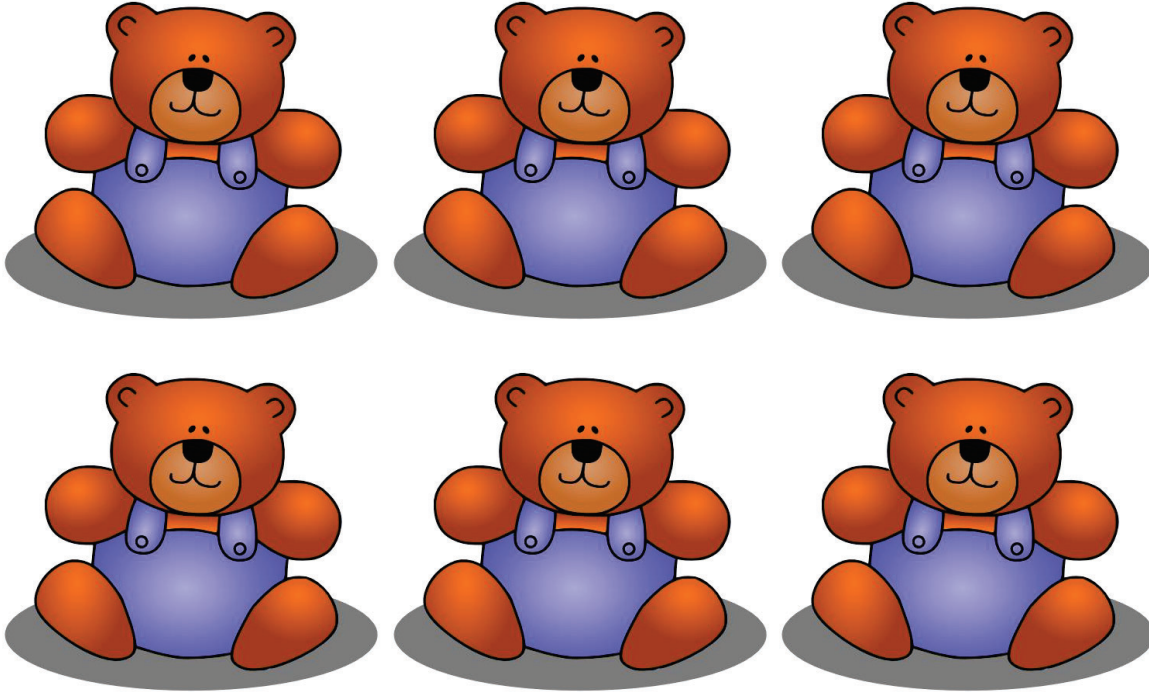
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer A		40 Min

Worksheet

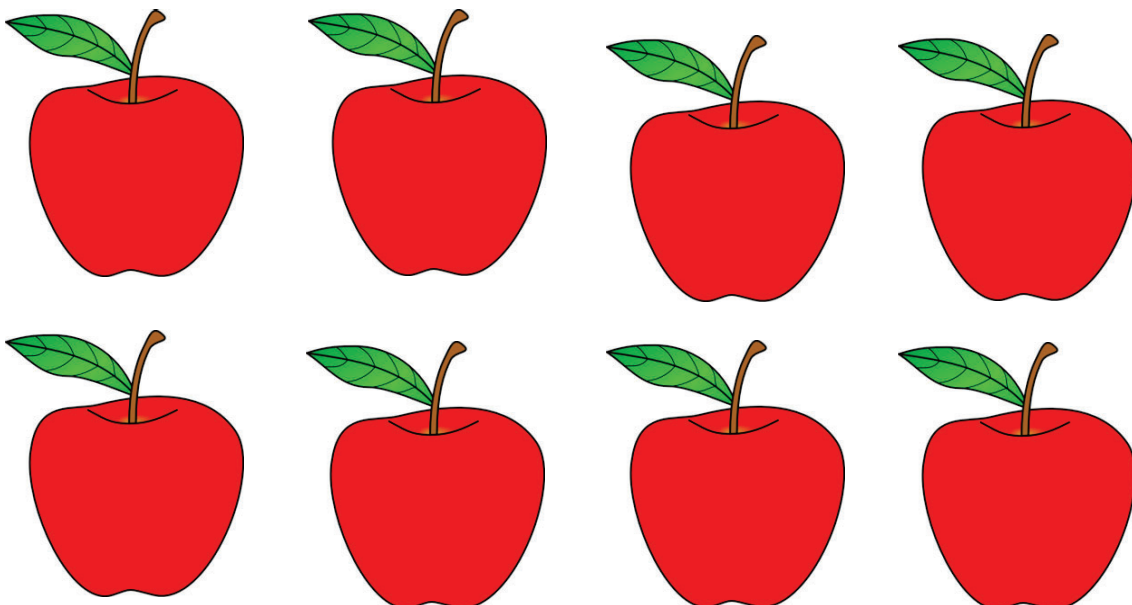
Name: _____

Date: _____

Circle all the objects.



Cross (x) out some objects.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer A		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:

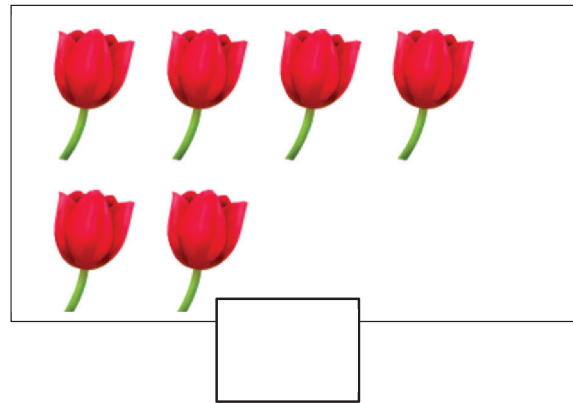
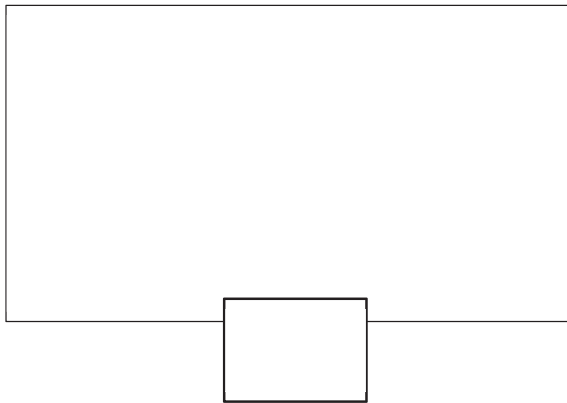
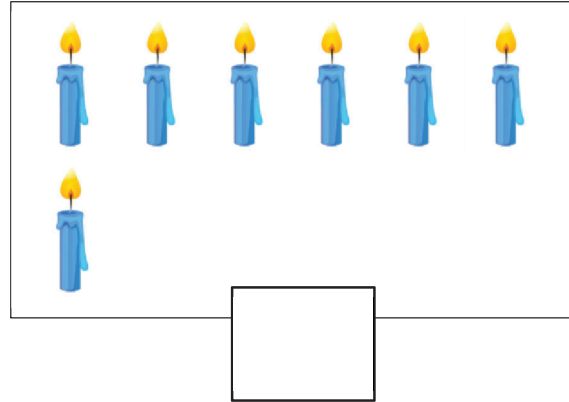
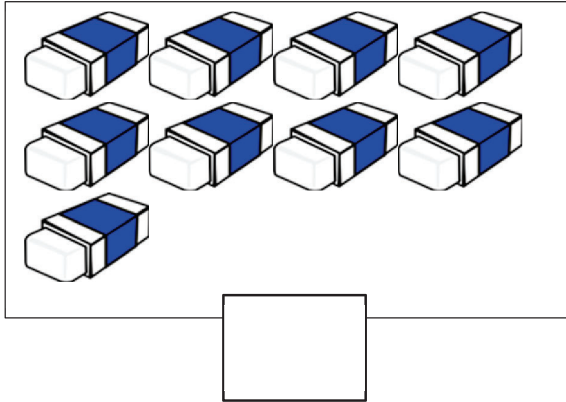
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer A		40 Min

Worksheet

Name: _____

Date: _____

Count the objects and write the correct numbers for each.



Trace and write the number 0.

•	•	•	•	•	•
•	•	•	•	•	•

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

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

Topic: Number 0

Date:

Objective(s):

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

Begin to develop an understanding of the concept of zero.

Resource Material:

Chalk/Marker, White/Blackboard, Flash cards of number 0, Worksheet, Paint box, Blank sheets, Glasses and balls

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Hold one candy in your right hand and your left hand should be empty. Ask the students: How many candies are there in my right hand? How many candies are in my left hand? Take their responses and appreciate if anyone gives the right answer.

Main Activities/Concept Building:

(20 min)

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

Activity 1:

Put 5 glasses and 4 balls on the table. Invite a student to the front of the class. Ask him/her to put one ball in each glass. Ask him/her: How many glasses have balls in them? How many glasses are empty? After taking their response tell the whole class 4 balls are in 4 glasses, and one glass remains empty. Tell them the empty glass shows zero objects or nothing in it. Repeat this activity with random students of the class with different numbers of balls and glasses.

Activity 2:

Give each student a blank paper sheet. Put a paint box on the table. Instruct each student to dip their index finger in the paint and then write 0 with paint on the paper. Repeat this activity with all of the students in the class. Ask them after doing this to 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 the students about the concept of zero '0' means nothing.

Assessment:

(10 min)

Distribute the given worksheet among the students. Ask them to identify the number '0'. Monitor and guide them where necessary. After they are done, ask them to come to the front one by one and show their worksheet to their peers. Clap for each of them for their efforts.

Homework:

(2 min)

Write the number 0 on a blank paper and colour it.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

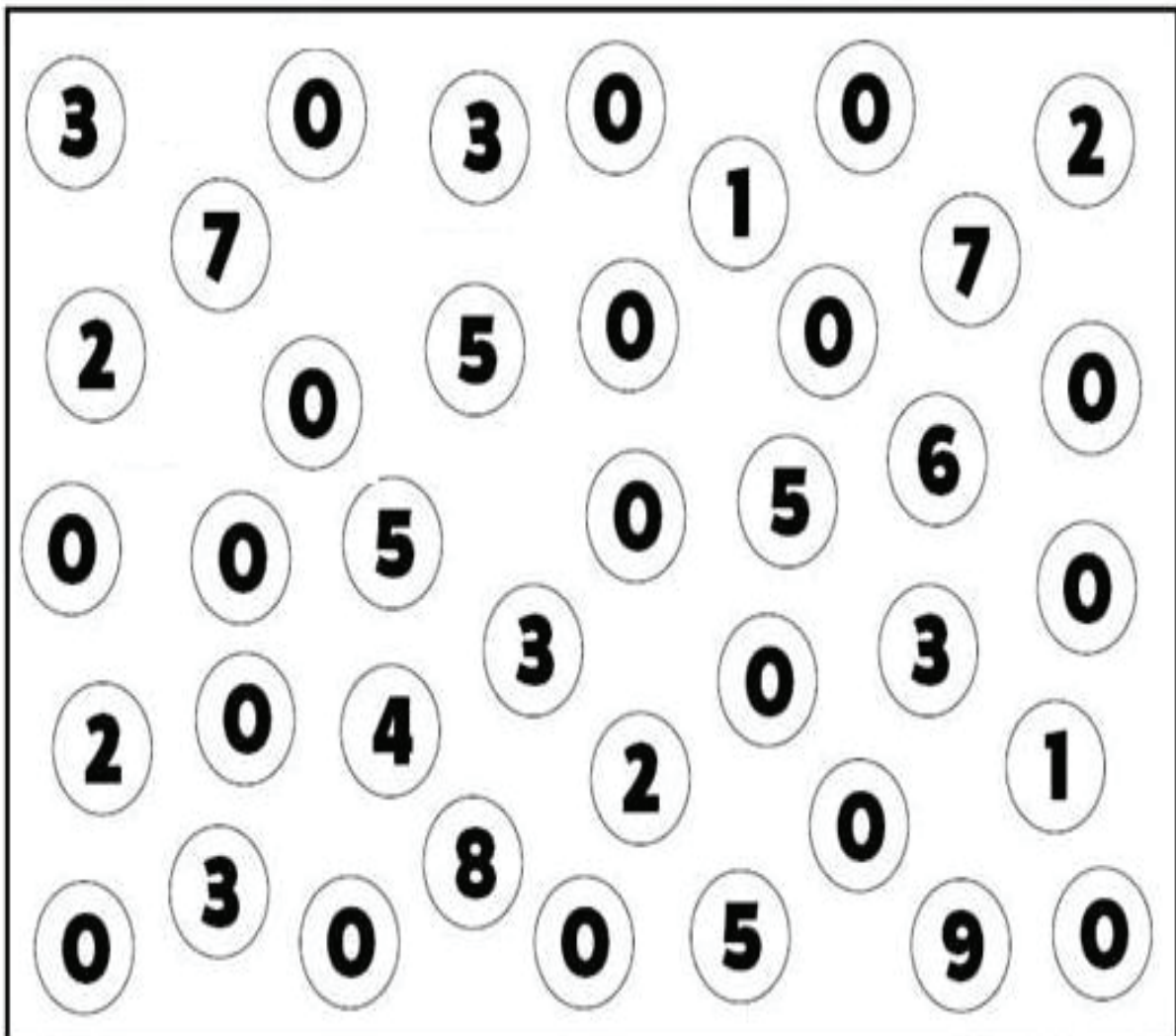
Name: _____

Date: _____

1. Tick (✓) the jar having 0 fish.



2. Identify and colour the number '0'.



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

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

Topic: Number 0

Date: _____

Objective(s):

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

Begin to develop an understanding of the concept of zero.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 12, Worksheets, Resealable bag with beads inside, Sand tray

Teaching & Learning Activities:

Opening Activities/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 two circles on the board and draw beads in one circle. Ask the students: Which circle has beads?

Which circle is empty? After taking their responses tell them that the empty circle shows 0 beads. To grab the students' attention, write 0 in the air with your index finger and ask the students to follow you and write the number 0 in the air.

Main Activities/Concept Building:

(22 min)

Tell students they are going to learn about some rules of the classroom.

Activity 1:

Now distribute the resealable bags filled with 6 or 7 beads. Ask the students to take out one bead from the bag and count how many beads are in the bag. Repeat this activity until no bead is left in the bag. Tell the students if there is no bead in the bag, then it means zero beads are in the bag. Draw a large-sized number 0 on the board and tell them that the number zero is denoted by this symbol '0' which is similar to the English letter O.



Activity 2:

Make groups of the students and provide each group with a sand tray. First demonstrate how to trace the number zero in front of the students. Then call students one by one to the front of the class and ask them to trace the number 0 on the sand with their index finger.



Sum Up:

(3 min)

Sum up the lesson by writing the number 0 in the air and asking the students to follow you and write the number 0 in the air.

Assessment:

(8 min)

To assess students provide worksheet 1 and ask the students to count the number of marbles in the jar. Then trace and write the number 0.

Homework:

(2 min)

Do the activity at page 12 of their textbooks. Solve the given worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

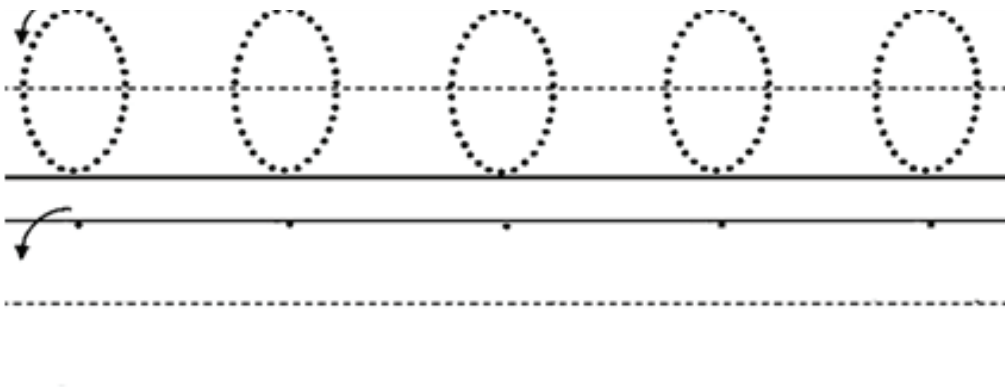
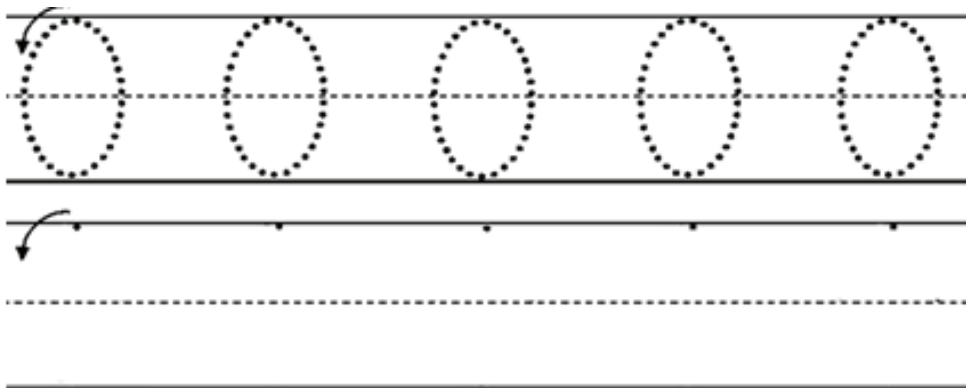
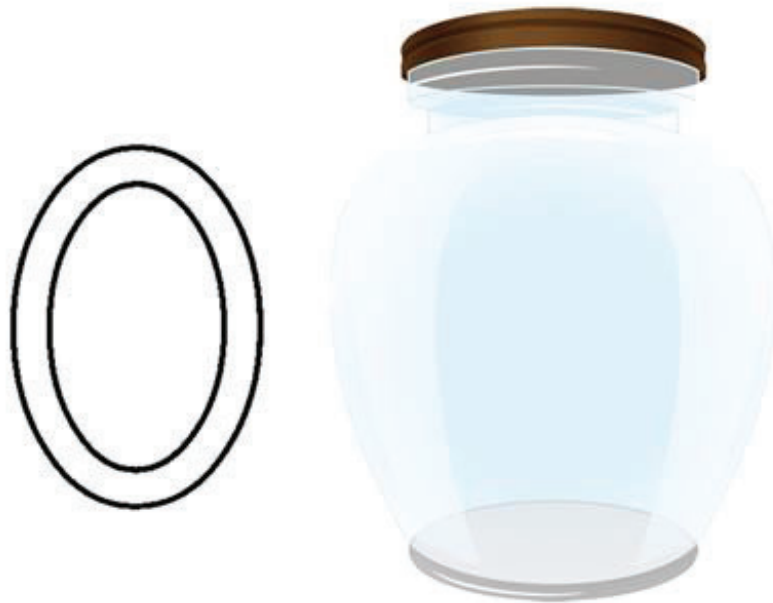
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer A		40 Min

Worksheet 1

Name: _____

Date: _____

Count the number of marbles in the jar. Then trace and write the number “0”.



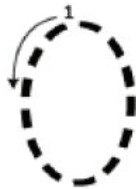
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer A		40 Min

Worksheet 2

Name: _____

Date: _____

Trace the number “0”.



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

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

Topic: Number 10

Date: _____

Objective(s):

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

Identify the correct numeral to represent the number 10.

Resource Material:

Whiteboard, Board marker, Large-sized flash card with the number 10, Number masks, 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. To grab the students' attention and to recognise the number 10, write the number 10 on the board by singing the following poem of the number 10:

Straight line down,
Then around with a grin,
That's the way to make a 10



Main Activities/Concept Building:

(25 min)

Tell students they are going to learn about the number 10.

Activity 1:

Show a large-sized flash card with the number 10 written on it. Tell students that this is the number 10. Tell them that it is made up of the number 1 and the number 0. Encourage them to say loudly the number 10 after you. Call 5 students at random and have them wear number masks of random numbers (with at least 3 masks of the number 10). Bring them to the front one by one and ask the rest of the students to say, "Number 10" loudly when a student with the mask of the number 10 comes forward. Repeat the activity with different groups of students.

Activity 2:

Make small groups of students. Give each group some play dough and ask them to make the number 10 by using the play dough. Move around the class and help them if needed. Appreciate and clap for the group that makes the number 10 first.

Sum Up:

(3 min)

Sum up the lesson by retelling the students that the number 1 and the number 0 together makes the number 10. Write number 10 on the board and ask them to read it aloud.

Assessment:

(5 min)

Provide the worksheet to the students. Ask them to circle the number 10 given in the worksheet. Take a round in the class and monitor their working.

Homework:

(2 min)

Ask students to look for the number 10 on different objects at home (like newspapers, magazines, calendar, telephone, mobiles, etc.).

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Identify and circle the number 10.

10

1

8

4

10

3

10

6

10

5

2

9

3

7

10

10

1

6

5

4

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

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

Topic: Number 10

Date: _____

Objective(s):

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

Use the number 10 to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Non-toxic kid's paint, Textbook pages 13 and 14, Worksheet, Plastic buckets, Box of colour balls, 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".

Greet students with a smiling face. Ask students to count the number of fingers of their right hand and then their left hand. Ask them: How many fingers are there on both of your hands? Take their responses that there are 10 fingers.

Main Activities/Concept Building:

(25 min)

Activity 1:

Provide plastic buckets to each student. Place the box of colour balls on the carpet. Call the students one by one and ask them to count and pick 10 balls from the box and put them into the bucket. Demonstrate the activity for them once. As you put the balls in the bucket say loudly, "one", then "two" and so on up to ten. Encourage them to follow you and count the balls loudly as you put them in the bucket.



Activity 2:

Put picture cards of the numbers 1-10 on the table. Invite a student to the front of the class. Ask him/her to count the objects in each card and separate out the cards having 10 objects. Repeat this activity with some other students. Ask the students to place the cards on the board. Ask the students to draw 10 objects in their notebooks. Roam around the class, check their work and help them where needed. Appreciate them for their good work.

Sum Up:

(3 min)

Sum up the lesson by asking the students to open page 13 of their textbooks and explain it with the help of pictures given on the page.

Assessment:

(5 min)

Provide blank paper and kid's paint to the students. Ask them to print both their hands on the paper. Then count the number of fingers. Help them point out to the printed fingers and count them.

Homework:

(2 min)

Do the activity on page 14 of their textbooks. Solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

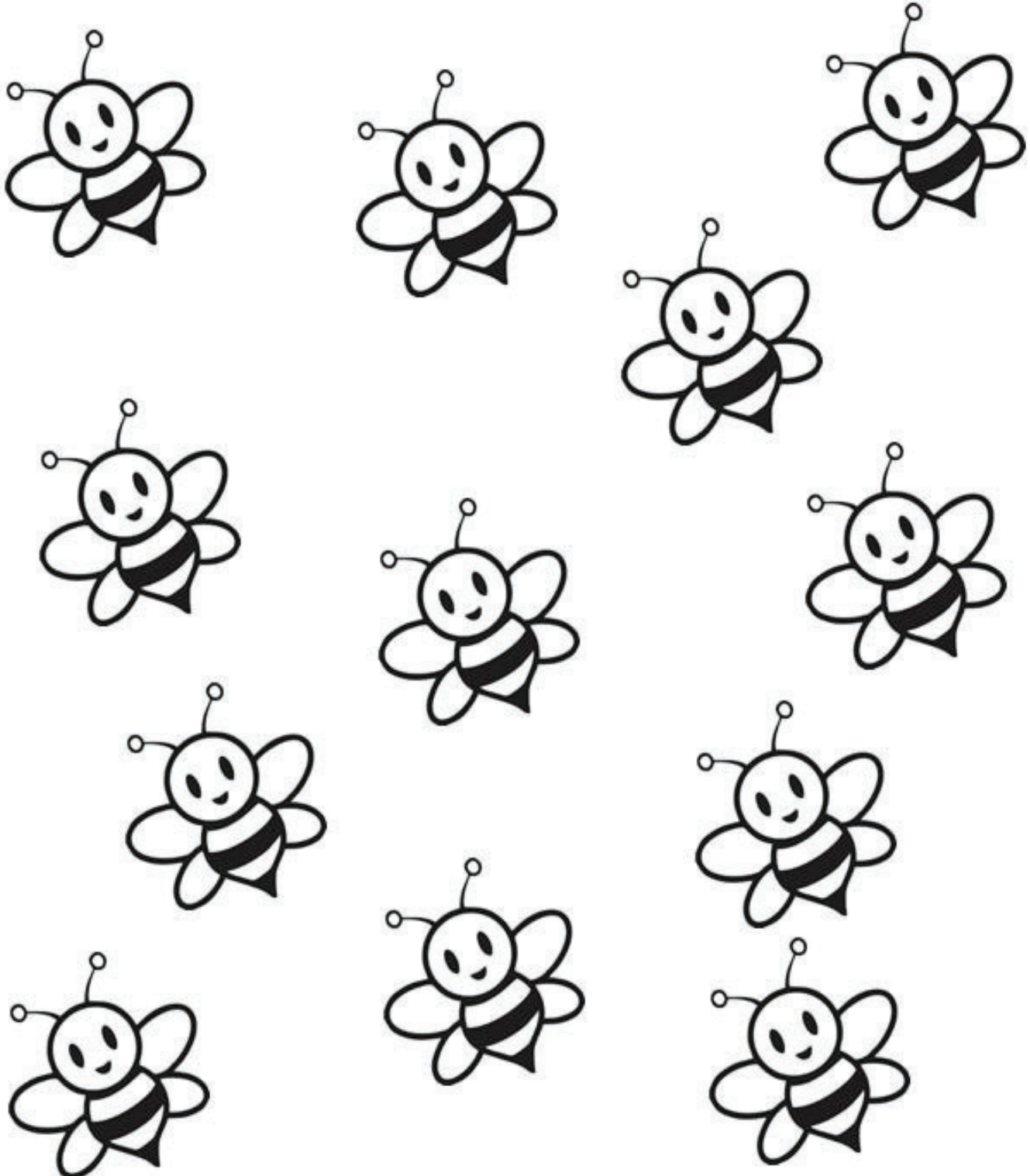
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer A		40 Min

Worksheet

Name: _____

Date: _____

Count and colour 10 bees.



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

Term: 1 **Periodic Unit: 2** **Week: 1** **Lesson plan: 5**
Topic: Number 10 **Date:**

Objective(s):

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

Trace and write the correct numeral to represent the number 10.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 15, Worksheet, Sand tray, Box with 10 segments, Beads, Flash cards of numbers up to 10

Teaching & Learning Activities:

Opening Activities/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 10 circles on the board. Ask the students: Can you count and tell how many circles there are? After taking their responses, tell them that there are 10 circles. To grab the students' attention, write 10 in the air with your index finger and ask the students to also write the number 10 in the air.

Main Activities/Concept Building:

(25 min)

Activity 1:

Write the number 10 on the board and ask them, "What is written on the board?"

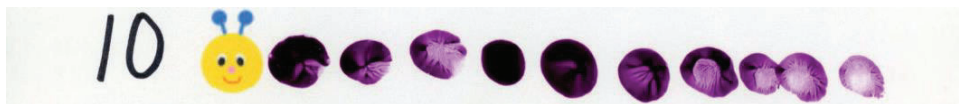
Appreciate the correct responses. Make 4 groups of the students and provide each group with a sand tray. First demonstrate how to trace the number 10 in front of the students and ask them to trace the number 10 on the sand.



Activity 2:

Paste flash cards with different numbers of objects on them on the walls of the classroom. Make groups of 4-5 students and have them walk around to see these flash cards. Ask them to count the objects on each card and if they are 10, ask them to clap 10 times. Repeat this activity with all groups.

Provide the strugglers with strips of caterpillar heads with the number 10 written on them. Provide them with poster colours and ask them to dip their fingers in the colours and stamp 10 dots to make a caterpillar.



Sum Up:

(3 min)

Sum up the lesson by reciting the following poem "Number 10". As you recite it, draw the number 10 on the board as well. Instruct them to recite after you.

Tall straight, circle then,

That's the way to make a 10.

Assessment:

(5 min)

Show them flash cards with random numbers written on them. Ask them to say "Number 10" loudly when you show them a card with the number 10 written on it.



Homework:

(2 min)

Do the activity on page 15 of their textbooks and 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 A		40 Min

Worksheet

Name: _____

Date: _____

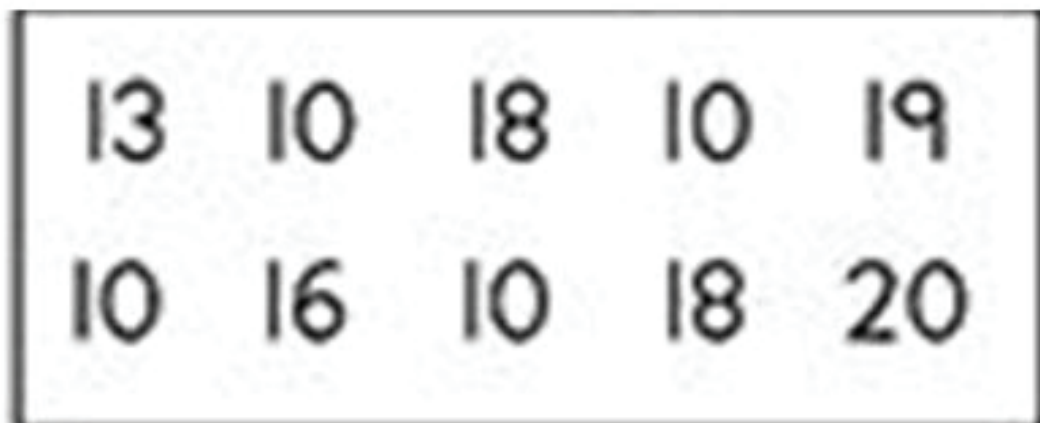
1. Colour the correct number of circles.



2. Trace and write the number 10.



3. Circle the number 10.



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

Term: 1

Periodic Unit: 2

Week: 2

Lesson plan: 1

Topic: Revision

Date: _____

Objective(s):

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

Revise numbers up to 10.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 16 and 17, Flash cards of numbers 0-10, Worksheet, Beads, Boxes with 10 segments, Wallchart of numbers 0-10

Teaching & Learning Activities:

Opening Activities/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. Place a wallchart of numbers 0 to 10 on the board to the front of the class and ask students to read the numbers in a loud voice.

Main Activities/Concept Building:

(25 min)

Tell them that they are going to revise numbers up to 10.

Activity 1:

Have students work in pairs. Give each pair a box with 10 segments. Give each pair a different number of beads. Instruct them to count and put 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10 beads respectively in each segment of the box. Ask them to raise their hand when they finish. Clap and appreciate them for their good efforts.



Activity 2:

Put flash cards of the numbers 0-10 on the table. Call a student and ask him/her to come to the front of the class. Ask him/her to arrange the flash cards on the table in the correct sequence. Check their number sequence and appreciate them for their good efforts. Now place beads on the table. Invite another student to the front of the class, ask him/her to count the number of beads and put the beads below the number cards according to the number written on it. Repeat this activity with some other students.



Sum Up:

(3 min)

Sum up the lesson by writing the numbers 1-10 on the board and ask them to read the numbers in a loud voice. Call a student to the front and ask him/her to draw circles according to the number below each number.

Assessment:

(5 min)

To assess student learning, give them the worksheet. Ask them to follow the instruction and complete the worksheet.

Homework:

(2 min)

Do the activity given on pages 16 and 17 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 A		40 Min

Worksheet

Name: _____

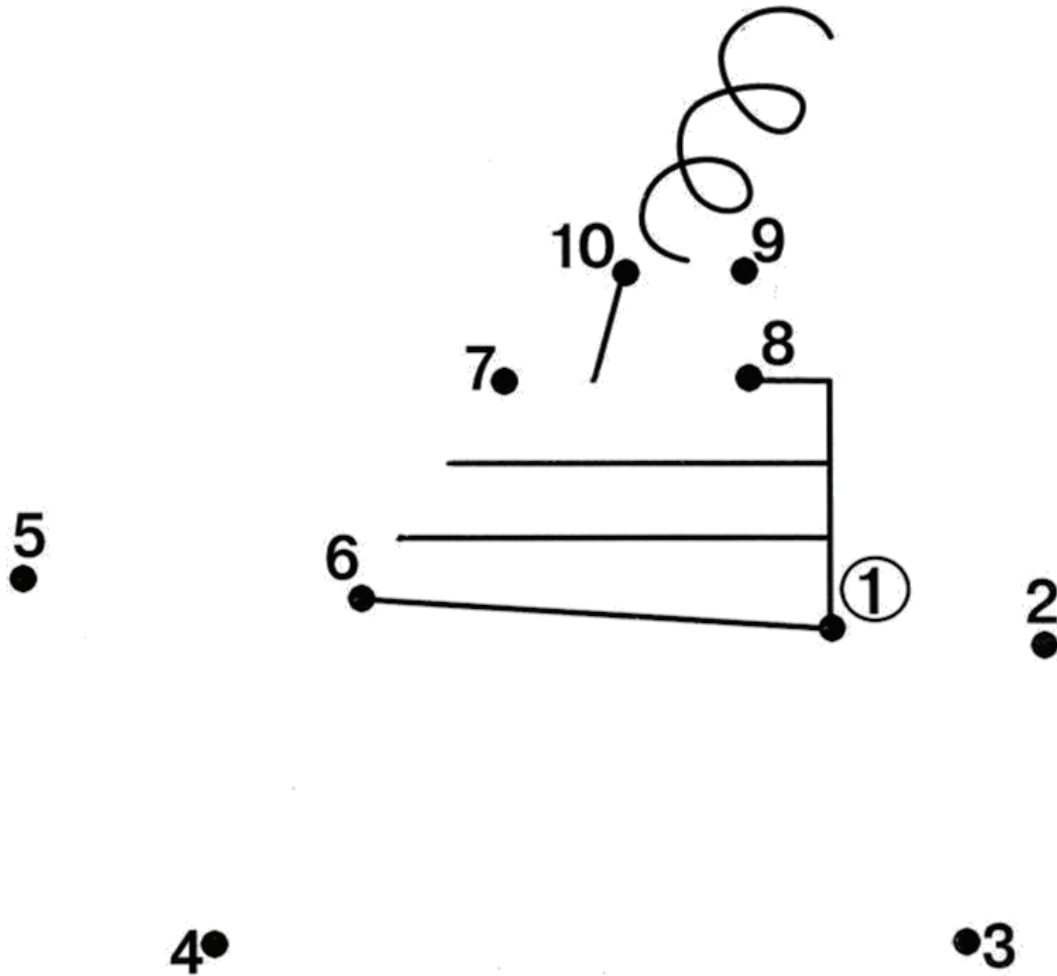
Date: _____

1. Count and write the number.

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

2. Join the dots in the correct sequence and colour the picture.



3. Write the missing numbers.

0	1	2	3							
---	---	---	---	--	--	--	--	--	--	--

0				4				8	9	
---	--	--	--	---	--	--	--	---	---	--

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

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

Topic: Less, More and Equal

Date: _____

Objective(s):

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

Differentiate between 'more', 'less' and 'equal'.

Compare quantities of objects in different sets.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 18, Worksheets, Candies, Different coloured balls

Teaching & Learning Activities:

Opening Activities/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. Call three students to the front of the class and give one student 2 candies, the second student 1 candy and the third student 2 candies. Then ask the rest of the class to tell which student has less candies, which one has more candies and which two students have equal number of candies. Take their responses and appreciate them for their active participation and correct answer.

Main Activities/Concept Building:

(25 min)

Activity 1:

Draw 3 cups on the board in a column. Now draw 3 saucers with each of the cups and match each with a line (one-to-one correspondence). Ask the students to count the number of cups and saucers. Tell them that each cup has one saucer. So there is an equal number of cups and saucers. Emphasize the term 'equal'. Now erase one of the saucers and again ask them to count. Take their responses and ask them what they observed. Tell them that there are not enough saucers for each cup. So there are less saucers and more cups. Emphasise the terms 'less' and 'more'.

Activity 2:

Make three groups of students. Provide each group different numbers of balls of two colours (red and blue). Instruct them to make pairs of red and blue balls. When they are done, ask them to come to the front and present their work to the class. Now ask them which group has an equal number of red and blue balls and which group has more red balls and which has less red balls. Clap for their efforts.

Sum Up:

(3 min)

Sum up the lesson by asking them to open their textbooks to page 18 and then explain it by the objects given.

Assessment:

(5 min)

To assess student learning, give them worksheet 1 and instruct them to complete the worksheet by following the instruction on it.

Homework:

(2 min)

Complete the given worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

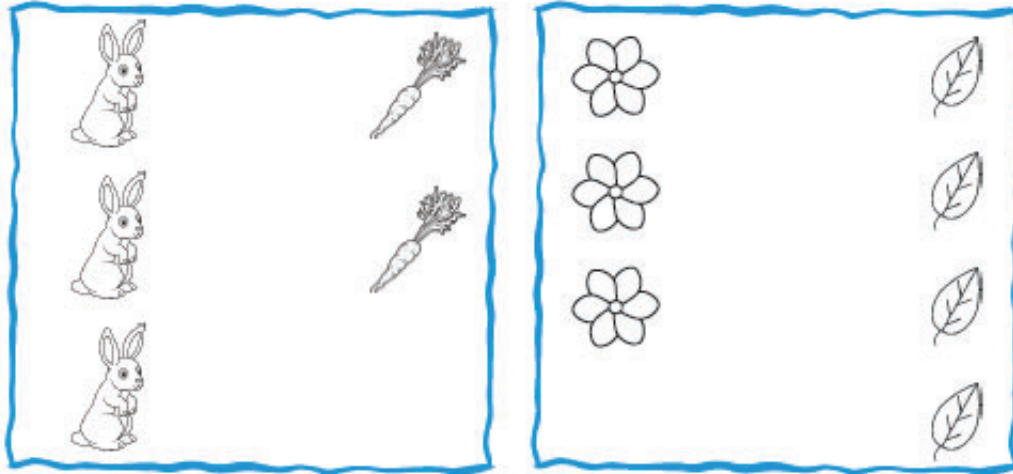
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer A		40 Min

Worksheet 1

Name: _____

Date: _____

1. Match the objects one-to-one. Colour the objects which are less in number.



2. Which one are more, crabs or lobsters? Put a (✓) in the box.



3. Which are less, shark or whales? Put a (✓) in the box.



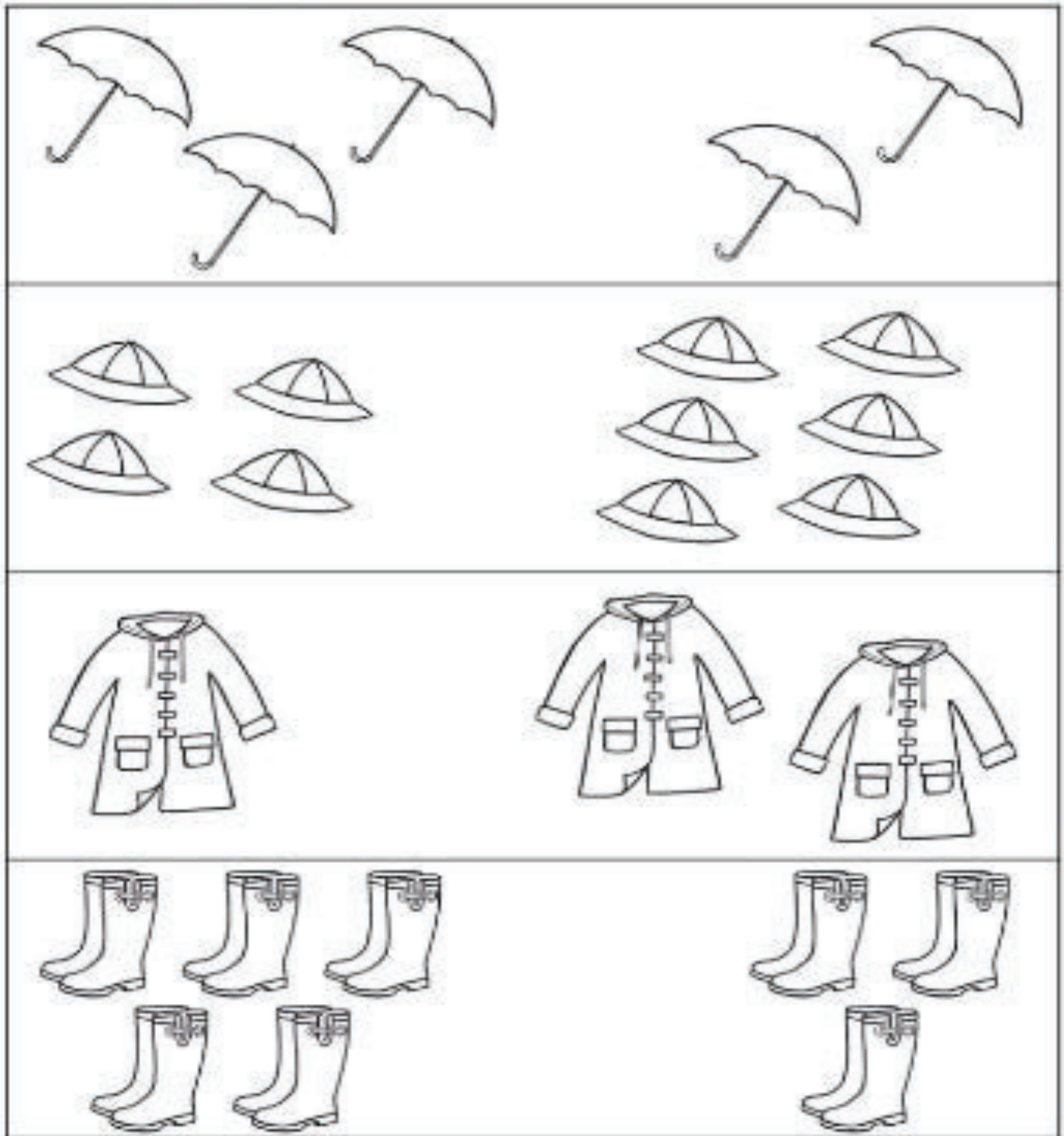
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer A		40 Min

Worksheet 2

Name: _____

Date: _____

Colour the group with more objects in each.



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

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

Topic: Less, More and Equal

Date: _____

Objective(s):

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

Differentiate between 'more', 'less' and 'equal'.

Compare quantities of objects in different sets.

Tell number stories to build the concept of “more” and “less” using concrete objects.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 19, Three different coloured pencils, 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. Draw 6 stars and 8 circles on the board. Ask the students to count the stars and circles one by one. Then ask students: Which are less? Which are more? Clap for correct responses.

Main Activities/Concept Building:

(25 min)

Activity 1:

Make three groups of students. Give each group three different coloured pencils (red, yellow, blue) and three pencil holders. The amounts of two coloured pencils (red and yellow) are equal. Instruct them to put the red colour pencils in one holder, yellow in the second and blue in the third pencil holder. The group that finishes should raise their hands. Now ask them to count the number of pencils in each group. Ask each group one by one which pencil holder has more pencils, which is less and which two pencil holders have an equal number of coloured pencils. Take their responses and appreciate them for their good work.

Activity 2:

Make two groups of students: Group A and Group B. Group A has less number of students than Group B. Now instruct them to make pairs of students and tell which group has more number of students and which has less. Take their responses and clap at the correct answer. Now change the number of each group and ask them to again count the number of students in each group and tell which group has more number of students. Repeat this activity several times with different number of students in each group.

Sum Up:

(3 min)

Sum up the lesson by retelling students about less, more and equal objects by drawing groups of different number of objects on the board.

Assessment:

(5 min)

Give the worksheet to them. Roam around, check their work and guide them where needed.

Homework:

(2 min)

Complete the activity given on page 19 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

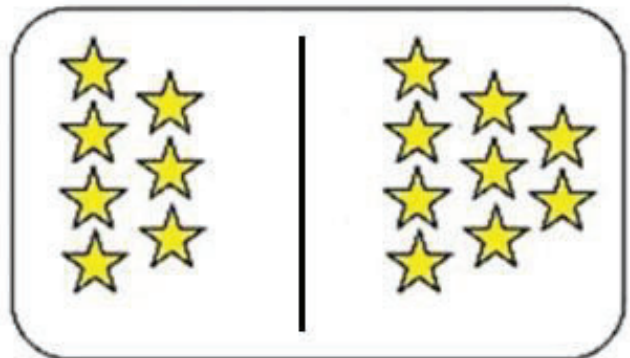
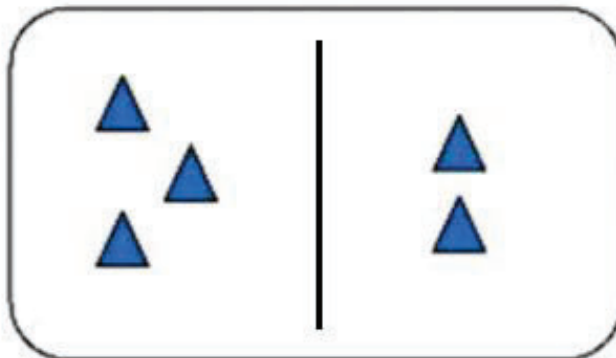
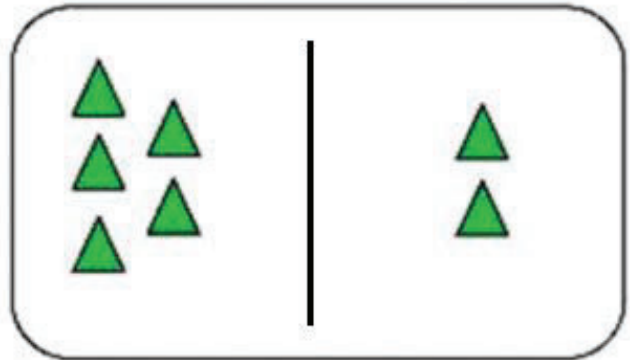
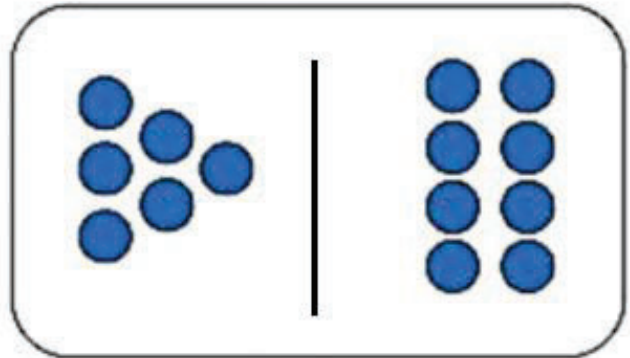
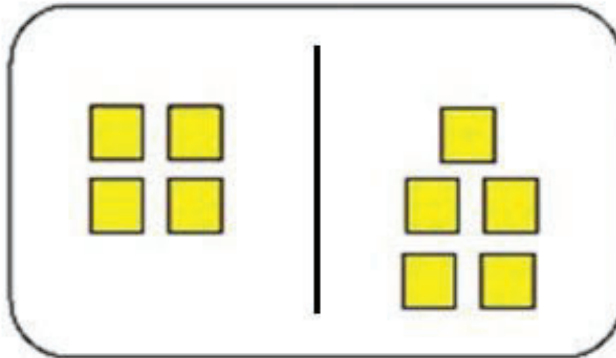
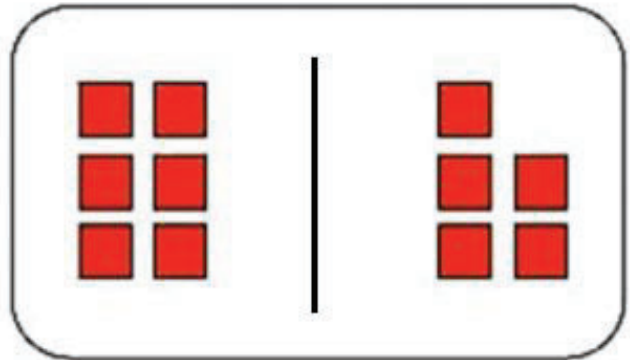
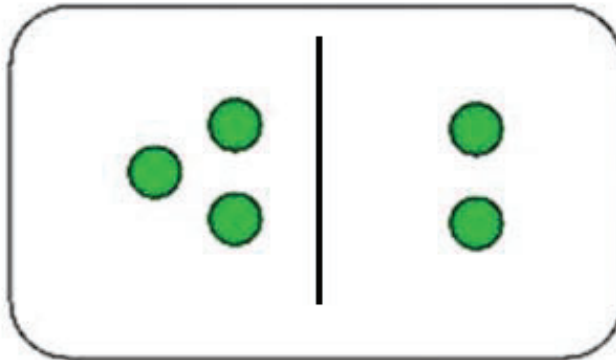
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer A		40 Min

Worksheet

Name: _____

Date: _____

Circle the group that has less number of objects in each.



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

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

Topic: Group of 10

Date: _____

Objective(s):

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

Make group of 10s.

Resource Material:

Whiteboard, Board marker, Textbook page 20, Worksheet, Video player, Pencils, Matchsticks, Ice cream sticks, Rubber bands, Notebook

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Tell them that today they are going to learn about the concept "Group of 10". To gain the students attention, play the video to learn how to make a group of 10.

<https://www.youtube.com/watch?v=b4IL14hEmOw>

Main Activities/Concept Building:

(25 min)

Activity 1:

Put pencils, matchsticks, and ice cream sticks on each table. Call a student to the front of the class and ask him/her to count 10 of each. When they count ten objects, give them a rubber band and ask them to make a bundle of 10. Explain to the students about the group of ten, that 10 objects make one group. Tell them, when ten objects are tied together, they make groups of tens. Repeat this activity with each student.

Sum Up:

(3 min)

Sum up the lesson by retelling students about groups of ten objects and explain the concept by asking them to open their textbooks to page 20 and count the objects. Then explain the concept of groups of 10 objects.

Assessment:

(5 min)

To assess student learning, draw different numbers of objects and call a student to the front of the class. Ask him/her to count and circle 10 objects. Repeat this activity with random students.

Homework:

(2 min)

Complete the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

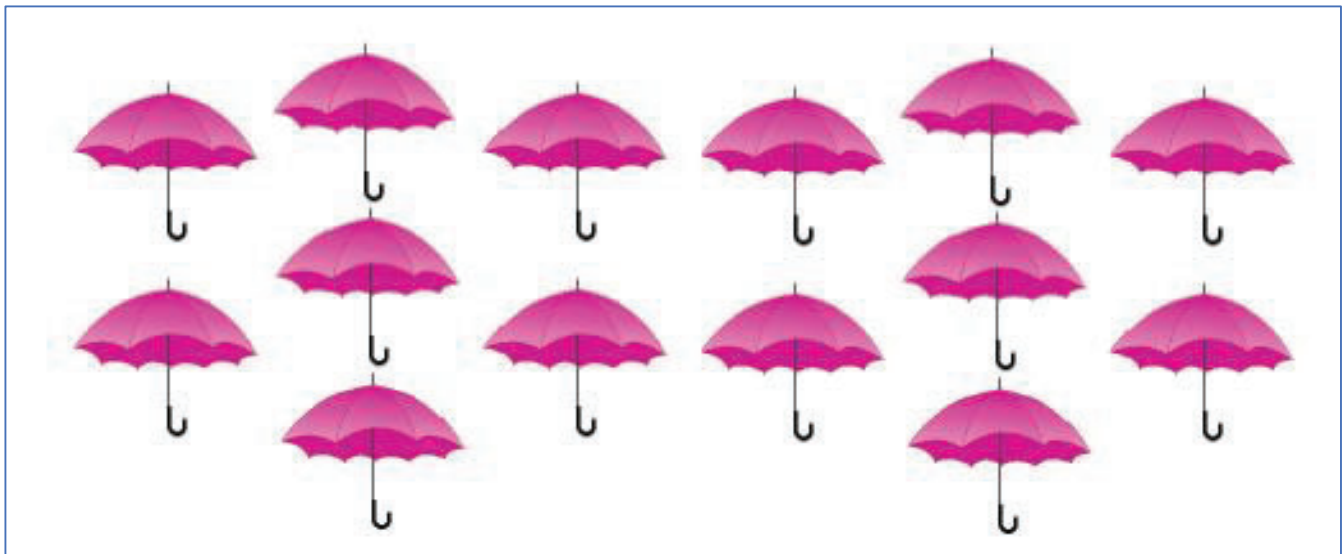
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer A		40 Min

Worksheet

Name: _____

Date: _____

Count and circle the objects to make a group of 10.



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

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

Topic: Group of 10 **Date:** _____

Objective(s):

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

Make group of 10s.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 21, Ice cream sticks

Teaching & Learning Activities:

Opening Activities/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 flash cards of different number of objects on the board. Call random students to the front of the class and ask them to count and circle 10 objects to make groups of 10 objects. Appreciate them for their correct working.

Main Activities/Concept Building: (25 min)

Activity 1

Tell them that we are going to do an activity for better understanding of the concept of "group of 10".

Give each student a different number of ice cream sticks. Instruct each group to count and make groups of 10 sticks and then tie them with a rubber band. The student who finishes first is the winner.

Activity 2:

Give the worksheet to students. Instruct them to count and colour 10 objects to make groups of 10 objects. Roam around the class, check their work, guide where required and appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by explaining that 10 objects together make a group of 10.

Assessment: (5 min)

Assess students learning by asking them to draw a different number of objects in their notebooks and then count and circle 10 objects to make a group of 10.

Homework: (2 min)

Do the activity on page 21 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

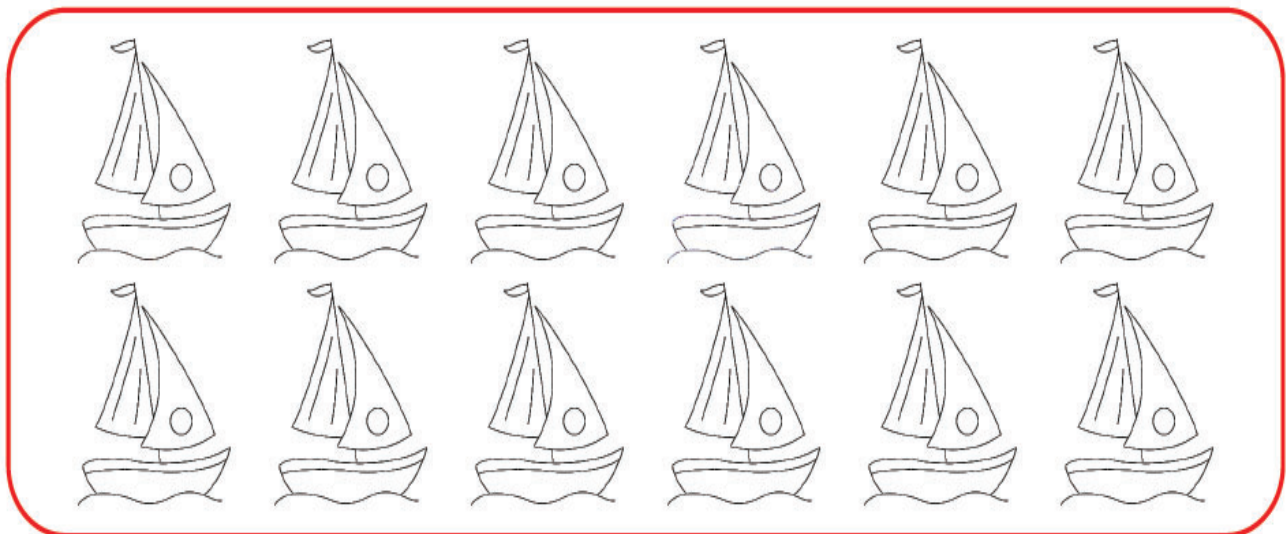
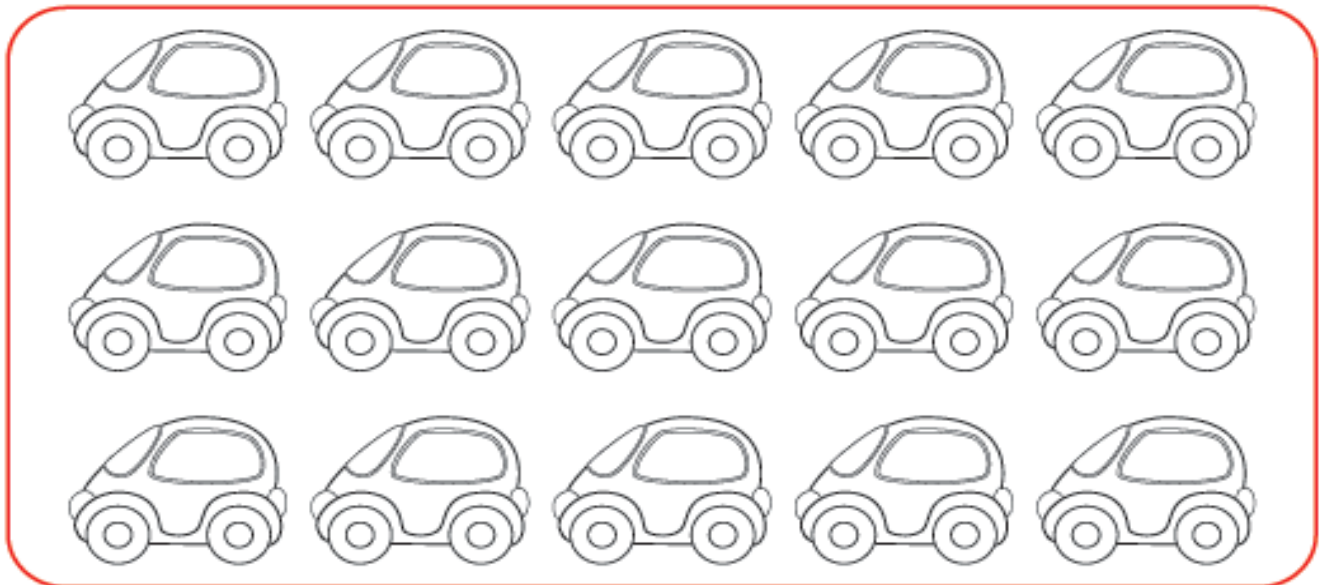
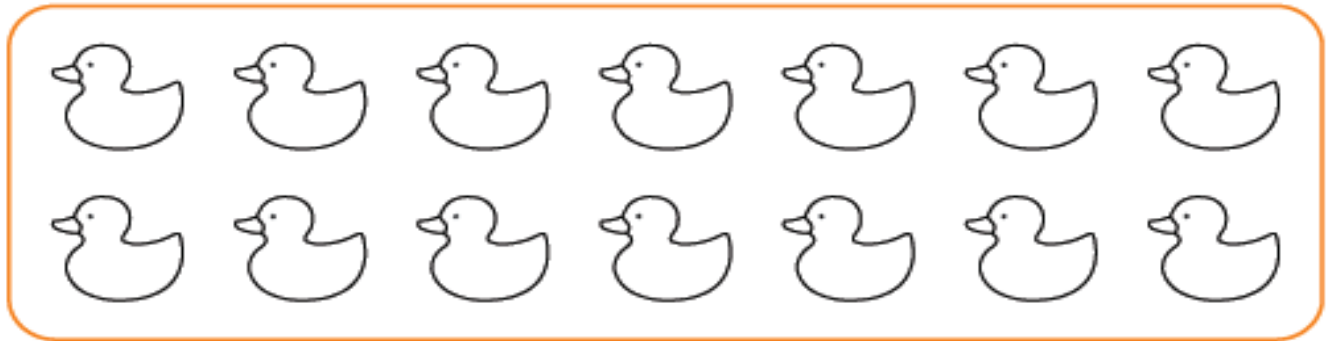
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer A		40 Min

Worksheet

Name: _____

Date: _____

Count and colour 10 objects to make a group of 10 in each.



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

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

Topic: Numbers 11 to 15

Date:

Objective(s):

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

Identify the correct numeral to represent the number 11.

Resource Material:

Whiteboard, Board marker, Worksheets, Large-sized flash card of the number 11, Flash cards of numbers, 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".

Write random numbers 0 to 10 on the board. Ask them to read the numbers. Then ask them to draw balls according to the numbers written on the board. Roam around the class, check their work and appreciate them for their good work.

Main Activities/Concept Building:

(25 min)

Activity 1

Draw 10 circles on the board. Ask students to count and tell how many circles are there. Take their response that is 10. Now draw 1 more circle on the board and ask them to tell how many circles are there now. Take their responses and tell them that 10 circles and 1 circle makes 11 circles. Show a large-sized flash card with the number 11 written on it. Tell the students that this is the number 11. Tell them that it is made up of the number 1 and another 1. Encourage them to loudly say the number 11 repeating after you. Appreciate the students for their efforts. Place a few flash cards of numbers (with at least 3 cards of the number 11) on the table. Call the students randomly and ask them to pick a card with the number 11 written on it. Appreciate them for the correct responses.

Activity 2:

Make small groups of students and give each group different numbers of colour beads and ask them to count and separate out 11 beads of each colour. Roam around and help them if required. Then give them worksheet 1 and ask them to identify and circle the number 11 in the given worksheet. Walk around the class, check their work and appreciate them for their good work.

Sum Up:

(3 min)

Sum up the lesson by retelling the students that one bundle and 1 pencil make 11. Ask them to write the number 11 with their index finger in the air.

Assessment:

(5 min)

To assess the students learning, ask them to draw 11 objects in their notebooks and write the number 11. Roam around, 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 A		40 Min

Worksheet 1

Name: _____

Date: _____

Identify and circle the number 11.

11 16 12 11 15

10 13 14 11 18

11 19 11 14 15

17 12 13 11 10

14 11 18 17 16

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

Worksheet 2

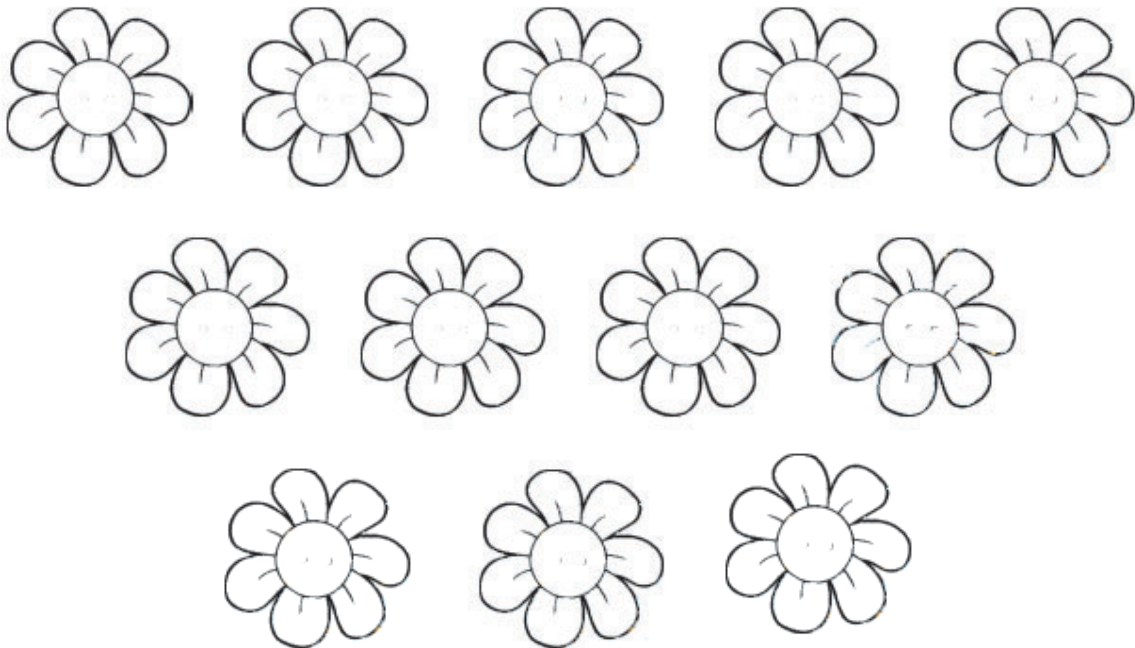
Name: _____

Date: _____

1. Draw 11 squares.



2. Count and colour 11 objects.



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

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

Topic: Numbers 11 to 15

Date:

Objective(s):

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

Use the number 11 to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, Buttons, Plastic bucket, Flash cards of different numbers, 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".

Draw 11 balls on the board. Call a student to the front and ask him/her to count the number of balls and tell: How many balls are there? Take his/her response that is 11 and then ask him/her to write the number 11 on the board. Ask the rest of the class to read the number 11 in a loud voice.

Main Activities/Concept Building:

(25 min)

Activity 1

Provide plastic buckets to each student and place some buttons on the carpet. Call the students one by one and ask them to count and pick 11 buttons and put them in the bucket. Demonstrate the activity for them once. As you put buttons in the bucket, say loudly "one", then "two" and so on. Encourage them to follow you and loudly count the buttons as you put them in the bucket. Repeat this activity with some other students.



Instruct students to open Textbook page 22 and observe the picture. Ask them to count the pencils in the group and the single pencil. Guide them to understand that 1 group of ten pencils and 1 single pencil make the number 11.

Activity 2:

Paste flash cards with different numbers of objects on the walls of the classroom. Ask them to count the objects on each card and if they are 11, tell them to clap 11 times. Give them worksheet 1 and ask students to count the number of objects in each box and tick the box having 11 objects. Walk around the class and help them where needed. Appreciate them for their good efforts.

Sum Up:

(3 min)

Sum up the lesson by asking the students to draw 11 objects in their notebooks, count 10 objects and draw a circle on it to make a bundle of 10. Then count and tell the students a bundle of 10 and 1 makes 11.

Assessment:

(5 min)

To assess the students learning, call random students and ask them to draw 11 objects and write the number 11 on the board.

Homework:

(2 min)

Complete worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

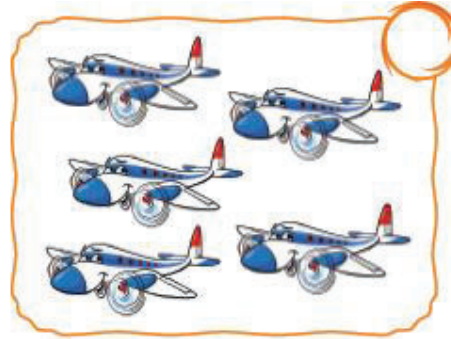
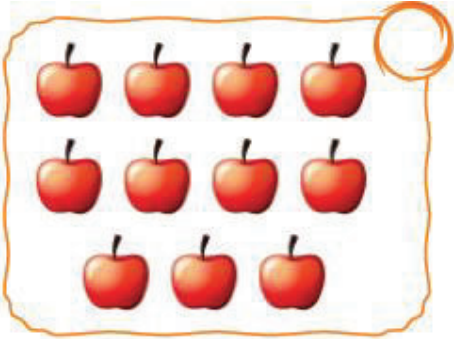
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer A		40 Min

Worksheet 1

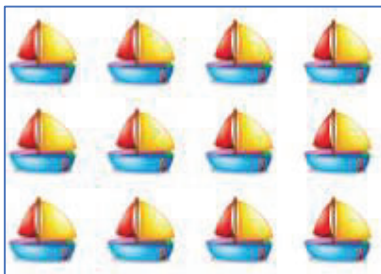
Name: _____

Date: _____

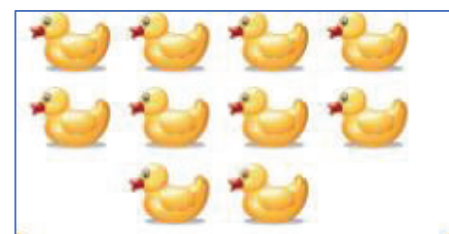
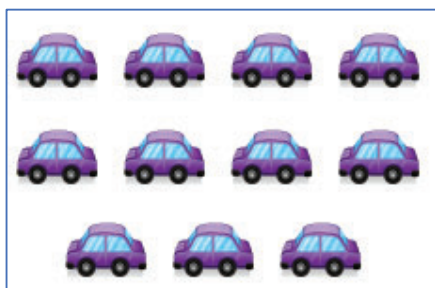
1. Count and tick (✓) the box having 11 objects.



2. Count the objects in each box and then match the box having 11 objects to the number 11.



11



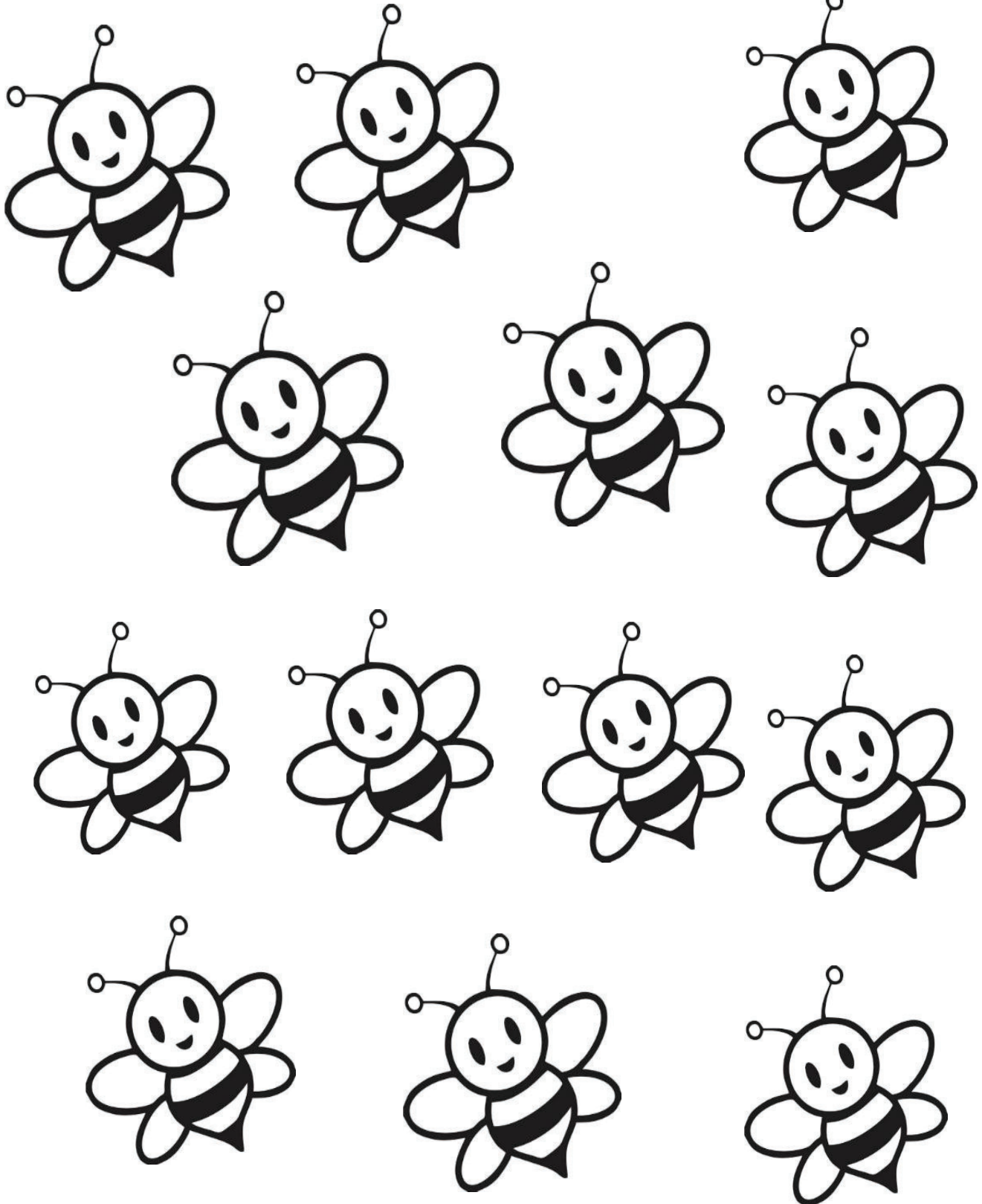
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer A		40 Min

Worksheet 2

Name: _____

Date: _____

Count and colour 11 bees.



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

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

Topic: Numbers 11 to 15

Date:

Objective(s):

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

Trace and write the correct numeral to represent the number 11.

Resource Material:

Whiteboard, Board marker, Worksheet, Wallchart of 11 objects, Bucket, Balls, Bowls, Buttons, Notebook, 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".

Place the wallchart of 11 objects on the board. Ask the students to count the objects and tell: How many objects are there? Take their response that is 11 and then ask them to write the number 11 in the air with their index finger. Ask them to read the number 11 in a loud voice.

Main Activities/Concept Building:

(25 min)

Activity 1

Make small groups of students. Provide plastic buckets to each group and place some balls on the carpet. Instruct them to count and pick 11 balls and put them in the bucket.

Demonstrate the activity for them once. As you put balls in the bucket, say loudly "one", then "two" and so on. Encourage them to follow you and loudly count the balls as you put them in the bucket. Appreciate the group who finishes first.



Activity 2:

Put 5 bowls on the table. Each bowl has a different number of buttons. Call five students randomly to the front of the class. Ask them to count the objects in each bowl and if they are 11, tell them to clap 11 times. Ask the students to draw 11 objects in their notebooks. After that instruct students to trace and write number 11 on textbook page 23. Walk around the class and help them where needed. Appreciate them for their good efforts.

Sum Up:

(3 min)

Sum up the lesson by retelling students that one group of ten objects and 1 object together makes 11 objects.

Assessment:

(5 min)

To assess the students, write different numbers on the board. Call a student to the front of the class and ask him/her to identify and circle the number 11. Repeat this activity with some other students.

Homework:

(2 min)

Complete the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

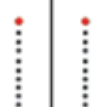
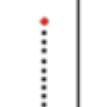
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer A		40 Min

Worksheet

Name: _____

Date: _____

Trace and write the number 11.

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

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

Topic: Numbers 11 to 15

Date:

Objective(s):

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

Identify the correct numeral to represent the number 12.

Resource Material:

Whiteboard, Board marker, Worksheets, Large-sized flash card of the number 12, Flash cards of numbers, Beads, Video player, Colour 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".

Write random numbers 0 to 11 on the board. Ask them to read the numbers. Then ask them to draw circles according to the numbers written on the board. Roam around the class, check their work and appreciate them for their good work. To grab the students' attention, play the video about numbers.

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

Main Activities/Concept Building:

(25 min)

Activity 1

Draw 11 circles on the board. Ask students to count and tell how many circles are there. Take their response that is 11. Now draw 1 more circle on the board and ask them to tell how many circles are there now. Take their responses and tell them that 10 circles and 2 circles make 12 circles. Show a large-sized flash card with the number 12 written on it. Tell the students that this is the number 12. Tell them that it is made up of the number 1 and the number 2. Encourage them to loudly say the number 12 following you. Appreciate the students for their efforts. Place a few flash cards of numbers (with at least 3 cards of the number 12) on the table. Call the students randomly and ask them to pick a card with the number 12 written on it. Appreciate them for the correct responses.

Activity 2:

Make small groups of students and give each group different numbers of colour buttons and ask them to count and separate out 12 buttons of each colour. Roam around and help them if required. Then give them worksheet 1 and ask them to identify and circle the number 12 in the given worksheet. Walk around the class, check their work and appreciate them for their good work.

Sum Up:

(3 min)

Sum up the lesson by retelling the students that one bundle and 2 pencils make 12. Ask them to write the number 12 with their index finger in the air.

Assessment:

(5 min)

To assess the students learning, ask them to draw 12 objects in their notebooks and write the number 12. Roam around, 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 A		40 Min

Worksheet 1

Name: _____

Date: _____

Identify and circle the number 12.

15 12 12 11 12

10 13 14 12 18

12 19 11 14 15

17 10 12 13 12

14 12 17 18 16

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

Worksheet 2

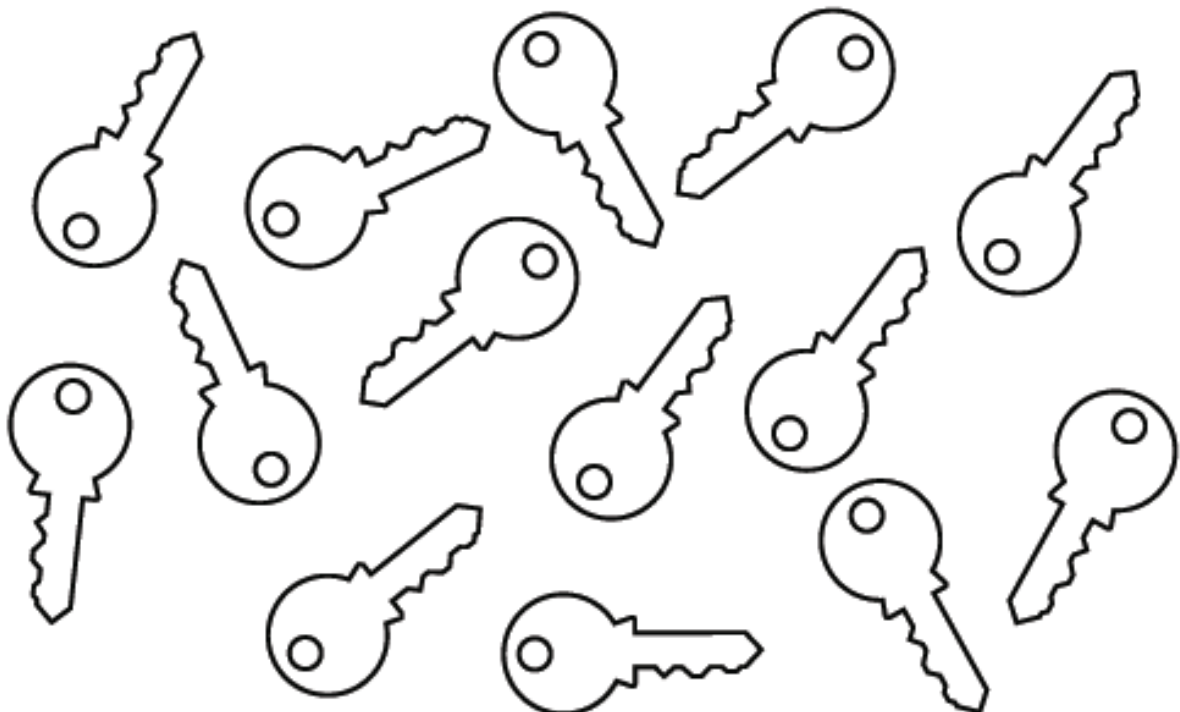
Name: _____

Date: _____

1. Draw 12 balls.



2. Count and colour 12 objects.



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

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

Topic: Numbers 11 to 15

Date:

Objective(s):

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

Use the number 12 to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, Buttons, Plastic bucket, Flash cards of different numbers, Textbook page 22 and 24

Teaching & Learning Activities:

Opening Activities/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 12 circles on the board. Call a student to the front and ask him/her to count the number of circles and tell: How many circles are there? Take his/her response that is 12 and then ask him/her to write the number 12 on the board. Ask the rest of the class to read the number 12 in a loud voice.

Main Activities/Concept Building:

(22 min)

Activity 1

Provide plastic buckets to each student and place some beads on the carpet. Call the students one by one, ask them to count/pick 12 beads and put them in the bucket. Demonstrate the activity for them once. As you put beads in the bucket, say loudly "one", then "two" and so on. Encourage them to follow you and loudly count the beads as you put them in the bucket. Repeat this activity with some other students.

Instruct students to open Textbook page 22 and observe the picture. Ask them to count the pencils in the group and the 2 pencils. Guide them to understand that 1 group of ten pencils and 2 pencils make the number 12.

Activity 2:

Paste flash cards with different number of objects on the walls of the classroom. Ask them to count the objects on each card and if they are 12, tell them to clap 12 times. Appreciate them for their good efforts. Give them worksheet 1 and ask students to count the number of objects in each box and tick the box having 12 objects. Walk around the class and help them where needed. Appreciate them for their good efforts.

Sum Up:

(3 min)

Sum up the lesson by asking the students to draw 12 squares in their notebooks and then count 10 squares and draw a circle on it to make bundle of 10. Then count and tell the students that a bundle of 10 and 2 makes 12.

Assessment:

(8 min)

To assess the students learning, instruct students to open their textbook page 24 and count and tick the box having 12 objects in Q2. Walk around the class and help them where needed. Appreciate them for their good efforts.

Homework:

(2 min)

Complete worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

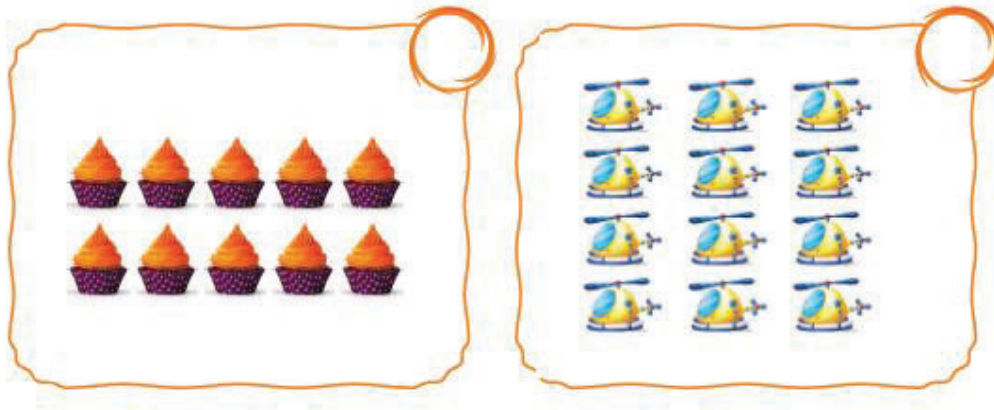
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer A		40 Min

Worksheet 1

Name: _____

Date: _____

1. Count and tick (✓) the box having 12 objects.



2. Count the objects in each box and then match the box having 12 objects to the number 12.



12



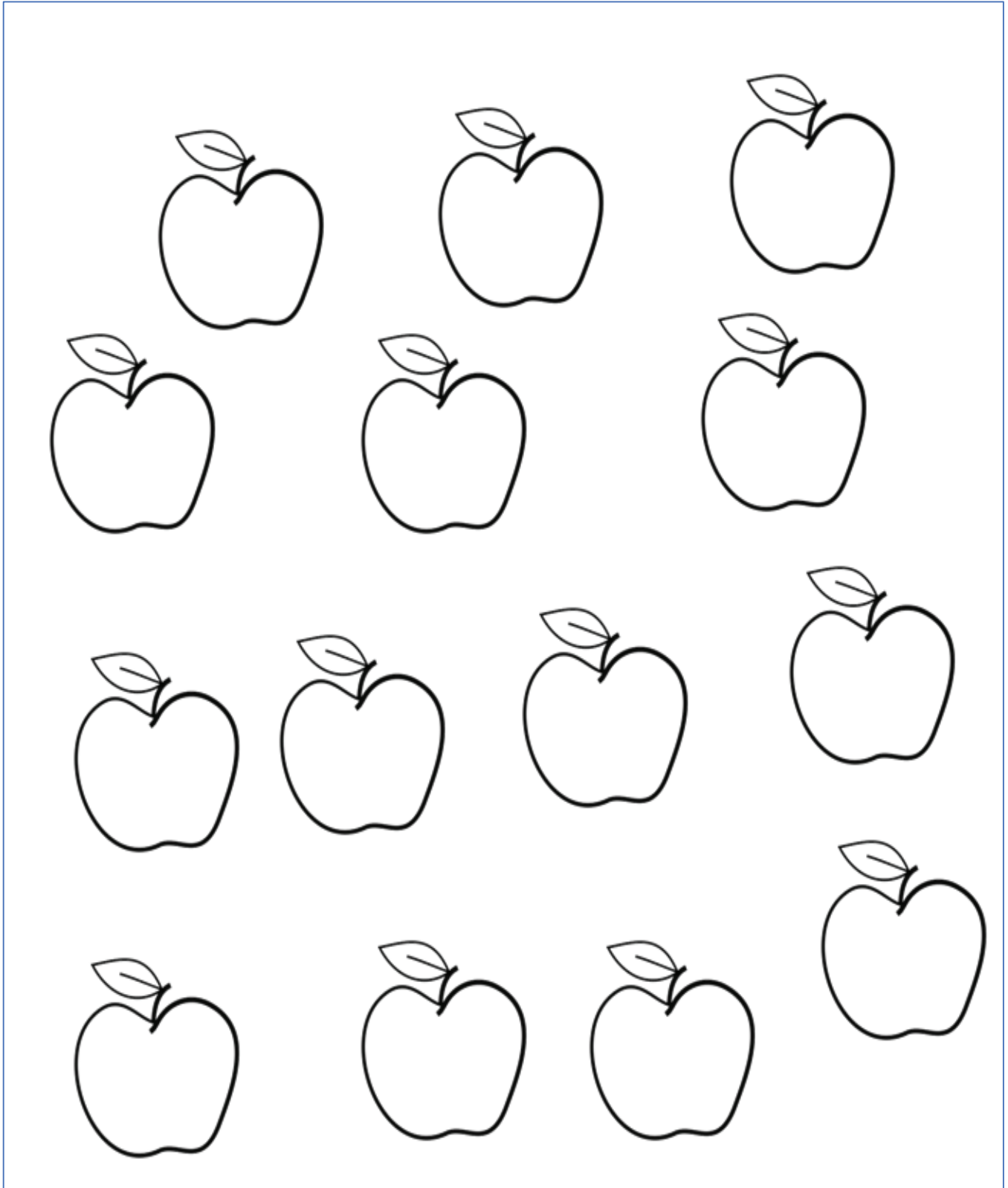
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer A		40 Min

Worksheet 2

Name: _____

Date: _____

Count and colour 12 apples.



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

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

Topic: Numbers 11 to 15

Date:

Objective(s):

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

Trace and write the correct numeral to represent the number 12.

Resource Material:

Whiteboard, Board marker, Worksheet, Wallchart of 12 objects, Bucket, Balls, Bowls, Buttons, Notebook, 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".

Place the wallchart of 12 objects on the board. Ask the students to count the objects and tell: How many objects are there? Take their response that is 12 and then ask them to write the number 12 in the air with their index finger. Ask them to read the number 12 in a loud voice.

Main Activities/Concept Building:

(25 min)

Activity 1

Place a wallchart of different numbers on the board. Call a student randomly on the board and ask him/her to circle the number 12. Call another student to the front of the class and ask him/her to read the number 12 in a loud voice and write it on the board. Place a sand tray on the table. Call students to the front of the class and ask them to write the number 12 on the sand with their fingers. Appreciate them for their good response.

Activity 2:

Give each student flash cards of different objects drawn on it. Instruct them to count the objects on the flash cards and if they are 12, tell them to clap 12 times. Ask the students to draw 12 objects in their notebooks. Walk around the class and help them where needed. Appreciate them for their good efforts. After that instruct students to trace and write number 12 on textbook page 23. Walk around the class and help them where needed. Appreciate them for their good efforts.

Sum Up:

(3 min)

Sum up the lesson by retelling students that one group of ten objects and 2 objects together make 12 objects.

Assessment:

(5 min)

To assess the students, write different numbers on the board. Call a student to the front of the class and ask him/her to identify and circle the number 12. Repeat this activity with some other students.

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 A		40 Min

Worksheet

Name: _____

Date: _____

Trace and write the number 12.

12	12	12	12	12	12	12	12	12
12	12	12	12	12	12	12	12	12

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

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

Topic: Numbers 11 to 15

Date:

Objective(s):

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

Identify the correct numeral to represent the number 13.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, Big flash card of the number 13, Different colour balls

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Call a student to the front of the class and ask him/her to write the numbers 1 to 12 on the board. Ask the rest of the class to check and correct if needed. Appreciate them by clapping for them.

Main Activities/Concept Building:

(25 min)

Activity 1

Ask the students to count from 1 till 12. When they reach 12, tell them that after 12, the next number is the number 13. Show a flash card with the number 13 written on it. Tell the students that this is the number 13. Tell them that it is made up of the digit 1 and the digit 3. Encourage them to loudly say the number 13 following you. Appreciate the students for their efforts. Show random number cards (0-13) to the students. Direct them to say aloud "Number 13" when you show a number 13 card. Take their responses for each number and encourage them.

Activity 2:

Make small groups of students and give each group different numbers of colour balls and ask them to count and separate out 13 balls of each colour. Roam around and help them if required. Then give them worksheet 1 and ask them to identify and circle the number 13 in the given worksheet. Walk around the class, check their work and appreciate them for their good work.

Sum Up:

(3 min)

Sum up the lesson by retelling the students that one bundle and 3 pencils make 13. Ask them to write the number 13 with their index finger in the air.

Assessment:

(5 min)

To assess the students learning, ask them to draw 13 objects in their notebooks and write the number 13. Roam around, 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 A		40 Min

Worksheet

Name: _____

Date: _____

Identify and circle the number 13.

15 13 18 11 12

10 13 14 13 18

13 15 11 14 13

16 10 13 17 12

14 13 17 19 16

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

Worksheet 2

Name: _____

Date: _____

1. Draw 13 circles.



2. Count and colour 13 cups.



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

Term: 1

Periodic Unit: 2

Week: 4

Lesson plan: 3

Topic: Numbers 11 to 15

Date:

Objective(s):

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

Use the number 13 to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, Ice cream sticks, Flash cards of different numbers, Textbook page 22 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".

Draw 13 circles on the board. Call a student to the front and ask him/her to count the number of circles and tell: How many circles are there? Take his/her response that is 13 and then ask him/her to write the number 13 on the board. Ask the rest of the class to read the number 13 in a loud voice.

Main Activities/Concept Building:

(23 min)

Activity 1

Instruct students to sit around the table and provide ice cream sticks to each student. Call the students one by one and ask them to count and pick 13 ice cream sticks. Then tie them with a rubber band and put them in the bucket. Demonstrate the activity for them once. As you put ice cream sticks in the bucket, say loudly "one", then "two" and so on. Encourage them to follow you and loudly count the ice cream sticks as you put them in the bucket. Repeat this activity with some other students.

Instruct students to open Textbook page 22 and observe the picture. Ask them to count the pencils in the group and the 3 pencils. Guide them to understand that 1 group of ten pencils and 3 pencils make the number 13.

Activity 2:

Paste flash cards with different numbers of objects on the walls of the classroom. Ask them to count the objects on each card and if they are 13, tell them to clap 13 times. Appreciate them for their good efforts. Give them worksheet 1 and ask students to count the number of objects and circle 13 objects. Walk around the class and help them where needed. Appreciate them for their good efforts.

Sum Up:

(3 min)

Sum up the lesson by asking the students how many tens and ones make the number 13. Then draw one group of ten objects and three single objects, and explain that these make the number 13.

Assessment:

(7 min)

To assess the students learning, instruct students to open their textbook page 25 and draw 13 squares.

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 A		40 Min

Worksheet 1

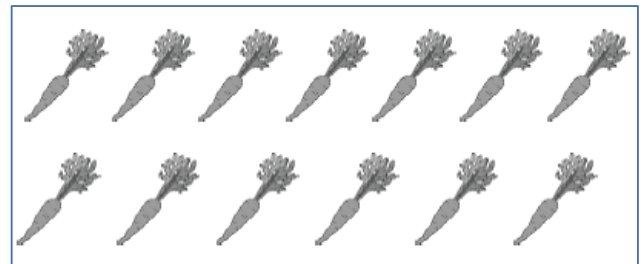
Name: _____

Date: _____

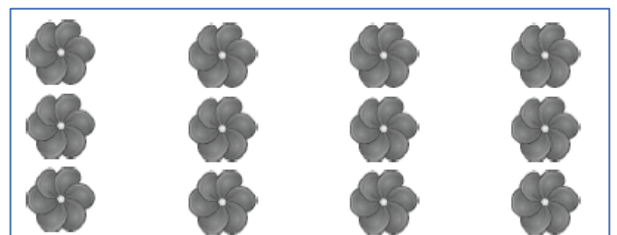
1. Count and circle 13 objects.



2. Count the objects in each box and then match the box having 13 objects to the number 13.



13



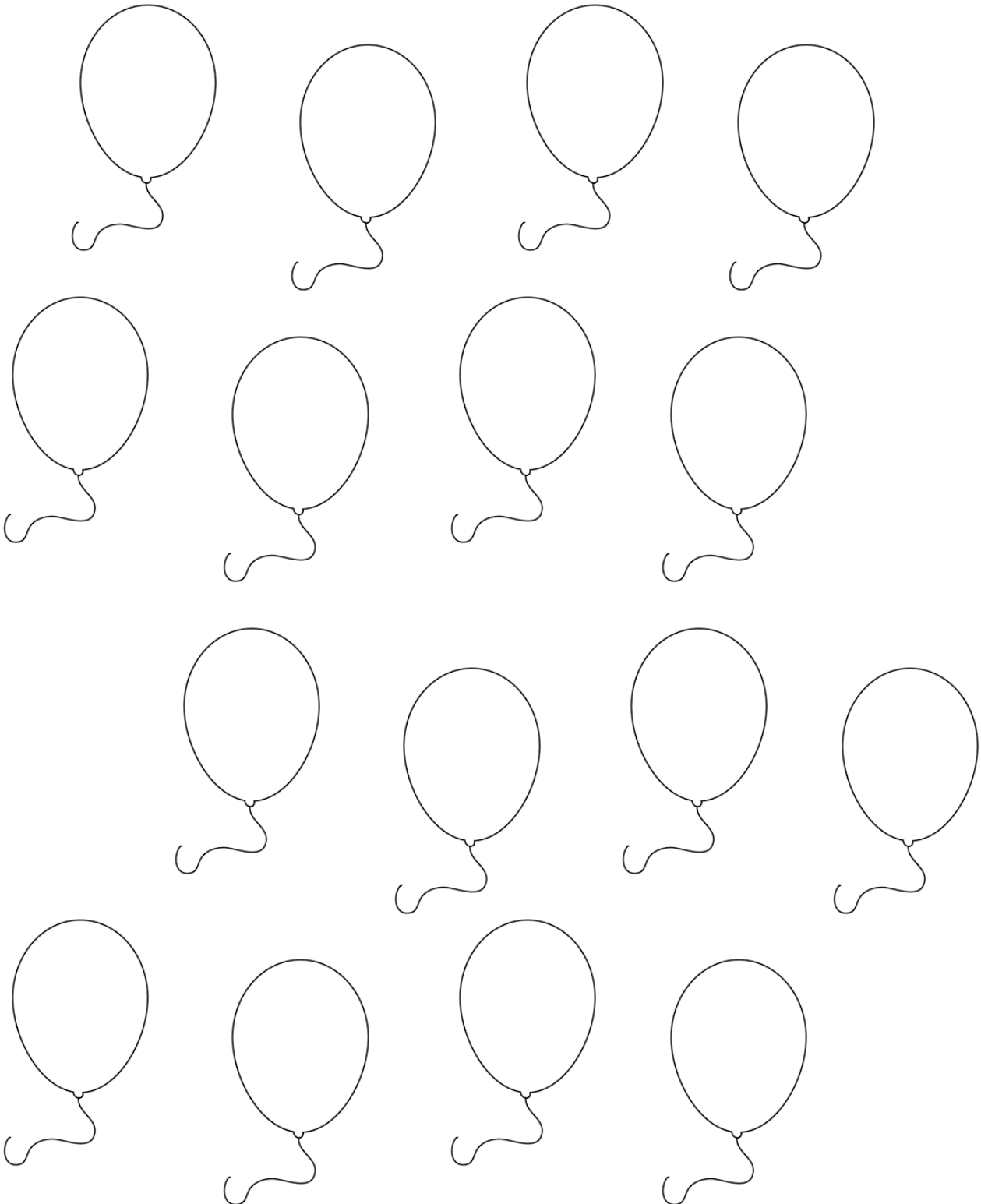
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer A		40 Min

Worksheet 2

Name: _____

Date: _____

Count and colour 13 balloons.



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

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

Topic: Numbers 11 to 15

Date:

Objective(s):

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

Trace and write the correct numeral to represent the number 13.

Resource Material:

Whiteboard, Board marker, Worksheet, Wallchart of 13 objects, Bucket, Balls, Bowls, Buttons, Notebook, 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".

Draw 13 objects on the board. Ask the students to count the objects and tell: How many objects are there?

Take their response that is 13 and then ask them to write the number 13 in the air with their index finger.

Ask them to read the number 13 in a loud voice.

Main Activities/Concept Building:

(25 min)

Activity 1

Place a wallchart of different numbers on the board. Call a student randomly on the board and ask him/her to circle the number 13. Call another student to the front of the class and ask him/her to read the number 13 in a loud voice and write it on the board. Place a sand tray on the table. Call students to the front of the class and ask them to write number 13 on the sand with their fingers. Appreciate them for their good response.

Activity 2:

Give each student flash cards of different objects drawn on it. Instruct them to count the objects on the flash cards and if they are 13, tell them to clap 13 times. Ask the students to draw 13 objects in their notebooks. After that instruct students to trace and write number 13 on textbook page 23. Walk around the class and help them where needed. Appreciate them for their good efforts.

Sum Up:

(3 min)

Sum up the lesson by retelling students that one group of ten objects and 3 objects together make 13 objects.

Assessment:

(5 min)

To assess the students. write different numbers on the board. Call a student to the front of the class and ask him/her to identify and circle the number 13. Repeat this activity with some other students.

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 A		40 Min

Worksheet

Name: _____

Date: _____

Trace and write the number 13.

13	13	13	13	13	13	13	13	13
13	13	13	13	13	13	13	13	13

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

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

Topic: Numbers 11 to 15 **Date:** _____

Objective(s):

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

Identify the correct numeral to represent the number 14.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, Big flash card of the number 14, Sticks

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

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

Call a student to the front of the class and ask him/her to write numbers 1 to 13 on the board. Ask the rest of the class to check and correct if needed. Appreciate them by clapping for them.

Main Activities/Concept Building: (28 min)

Activity 1

Ask the students to count from 1 till 13. When they reach 13, tell them that after 13, the next number is the number 14. Show a flash card with the number 14 written on it. Tell the students that this is the number 14. Tell them that it is made up of the digit 1 and the digit 4. Encourage them to loudly say the number 14 following you. Appreciate the students for their efforts. Show random number cards (0-14) to the students. Direct them to say aloud "Number 14" when you show a number 14 card. Take their responses for each number and encourage them.

Activity 2:

Make small groups of students, give each group different numbers of colour sticks and ask them to count/separate out 14 sticks. Roam around and help them if required. Then give them worksheet 1 and ask them to identify and circle the number 14 in the given worksheet. Walk around the class, check their work and appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by retelling the students that one bundle and 4 pencils make 14. Ask them to write the number 14 with their index finger in the air.

Assessment: (5 min)

To assess the students learning, ask them to draw 14 objects in their notebooks and write the number 14. Roam around, 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 A		40 Min

Worksheet 1

Name: _____

Date: _____

Identify and circle the number 14.

15 11 18 14 12

14 13 14 10 18

12 14 11 14 15

16 10 12 17 14

14 13 17 19 16

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

Worksheet 2

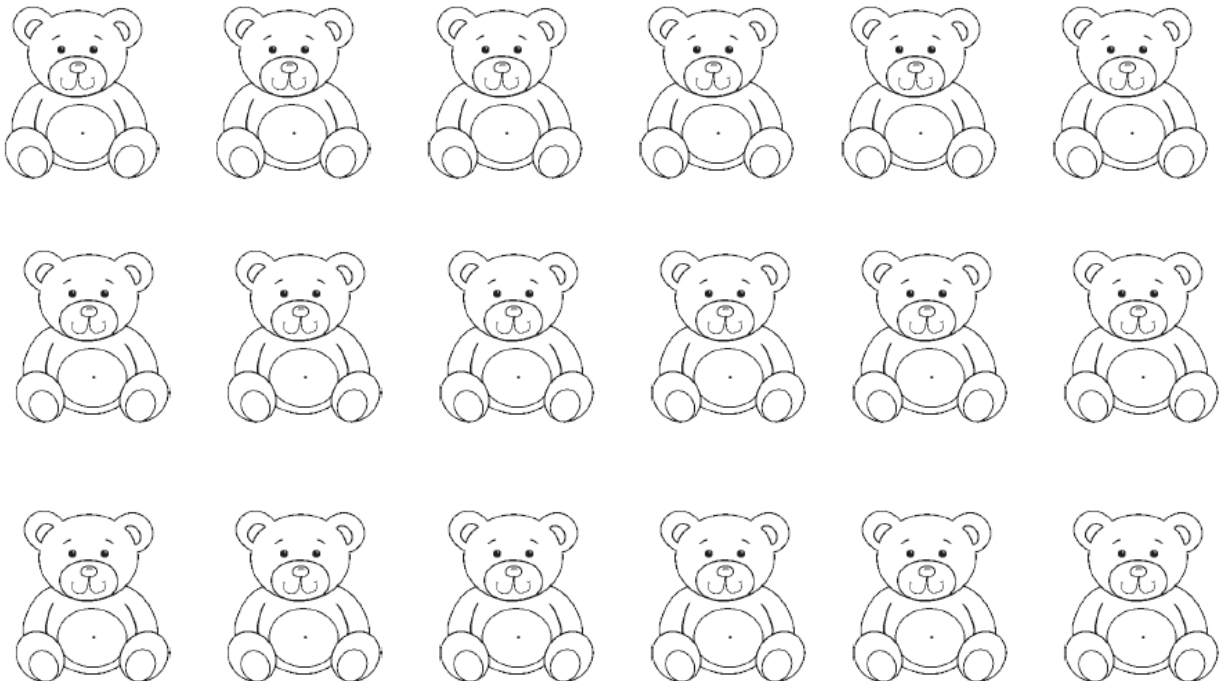
Name: _____

Date: _____

1. Draw 14 rectangles.



2. Count and colour 14 objects.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer A		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:

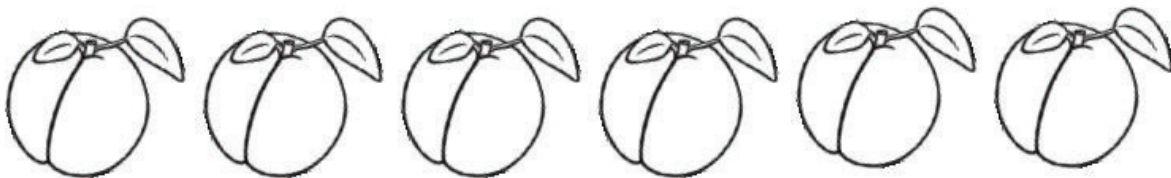
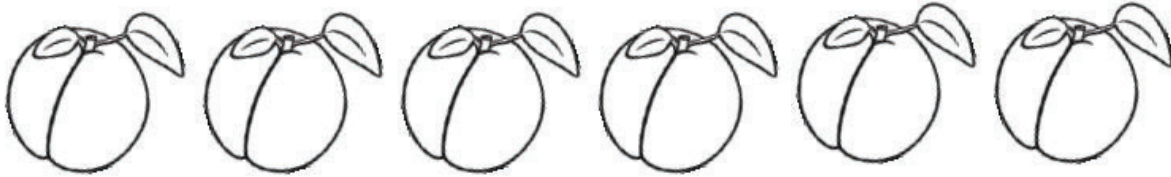
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer A		40 Min

Worksheet

Name: _____

Date: _____

1. Count and colour 10 objects.



2. Identify and circle the number 0.

4 0 3 4 8 0

0 4 2 0 1 4

4 0 7 4 5 0

3. Draw 10 balls.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer A		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:

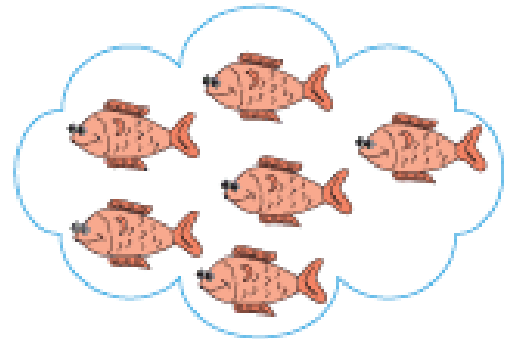
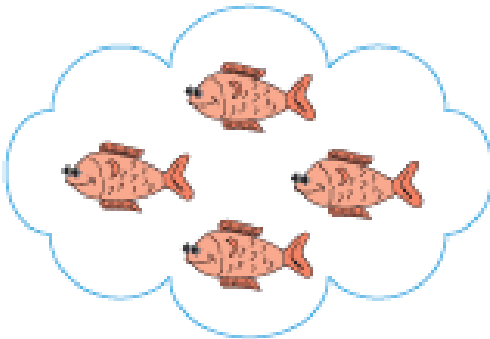
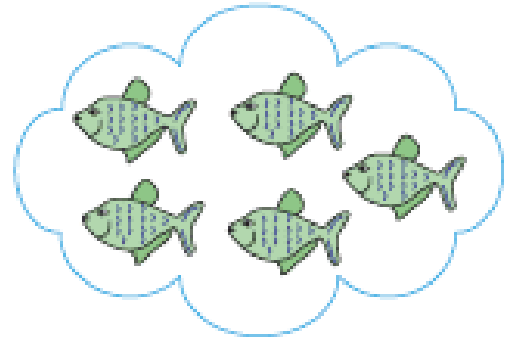
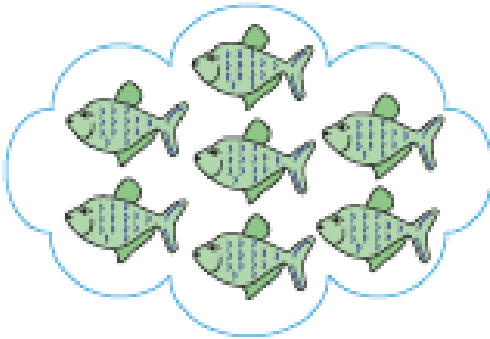
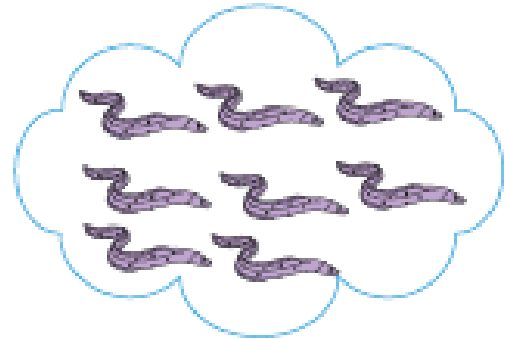
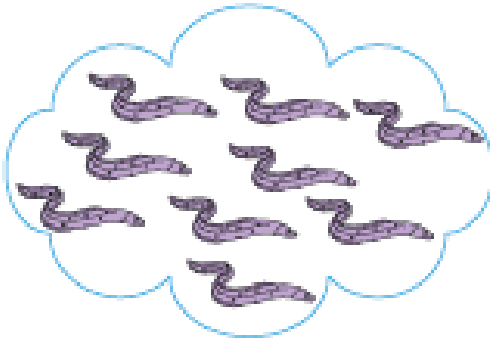
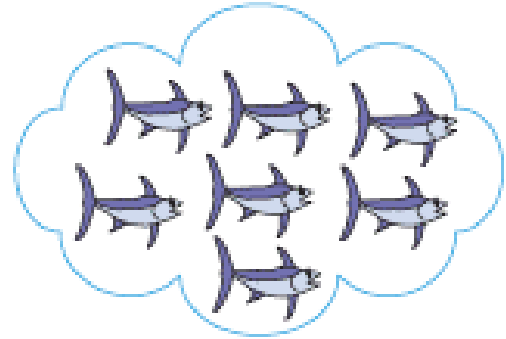
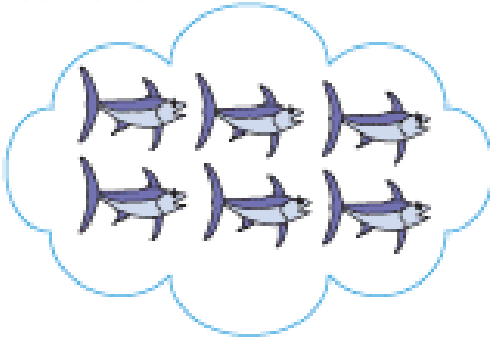
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer A		40 Min

Worksheet

Name: _____

Date: _____

Tick (✓) the group with more objects in each.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer A		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:

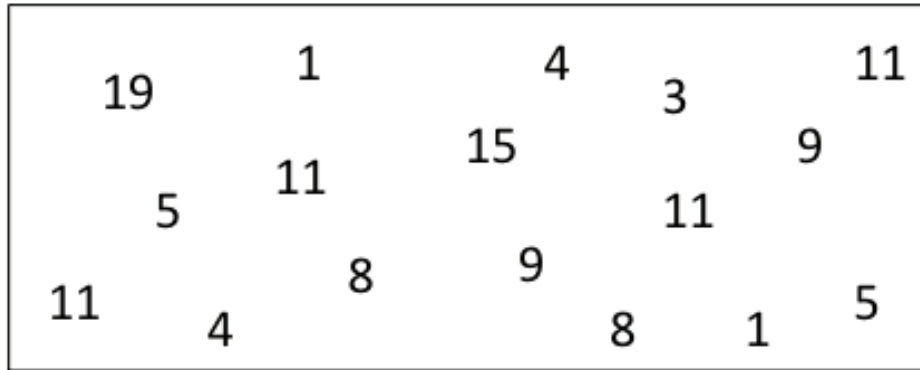
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer A		40 Min

Worksheet

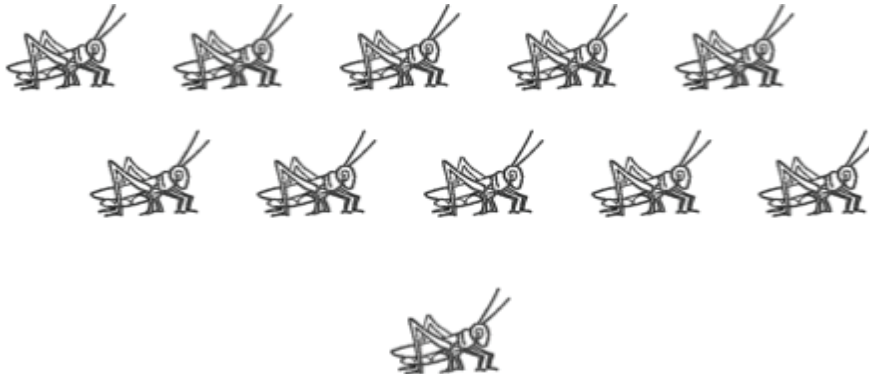
Name: _____

Date: _____

1. Circle the number 11.



2. Count and write how many grasshoppers there are.



3. Trace and write the number 11.

11	11	11	11	11	11
11	11	11	11	11	11
.	.	.	.	.	.
.	.	.	.	.	.
.	.	.	.	.	.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer A		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:

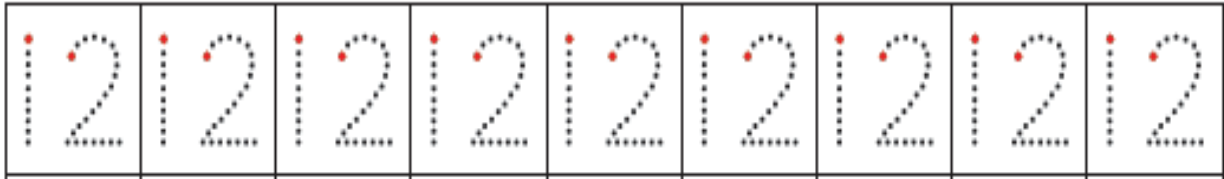
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer A		40 Min

Worksheet

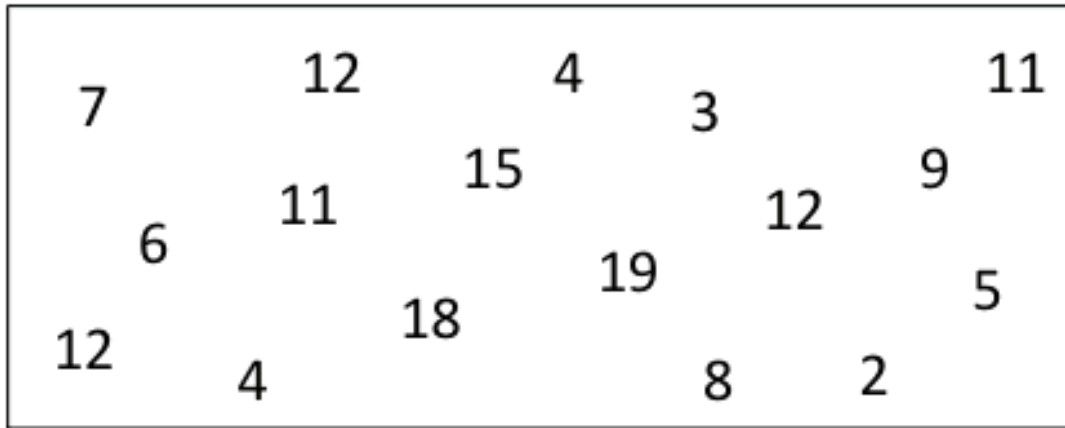
Name: _____

Date: _____

1. Trace the number 12.



2. Circle the number 12.



3. Count and write how many cats there are.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer A		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:

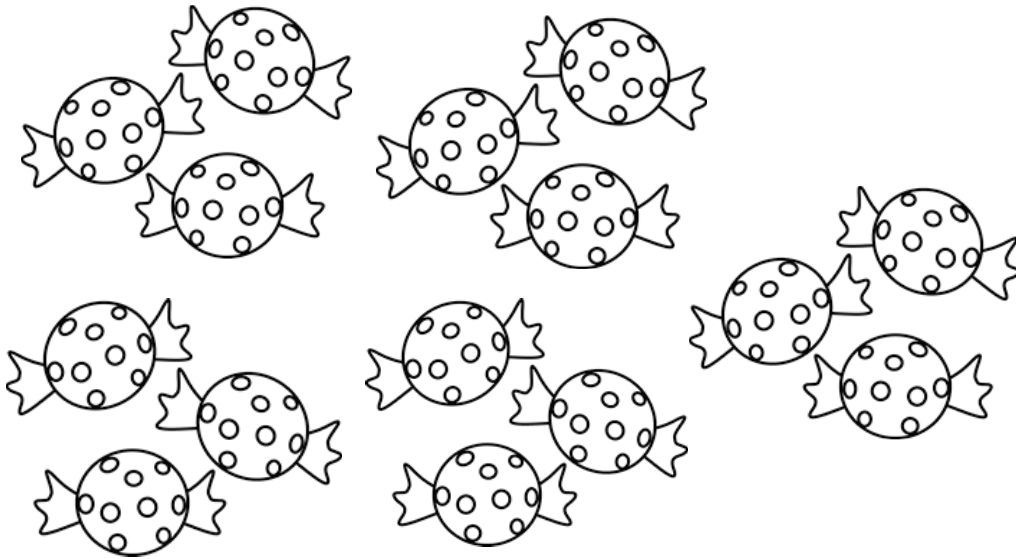
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	Primer A		40 Min

Worksheet

Name: _____

Date: _____

1. Count 13 candies and colour them.



2. Identify and circle the number 13 and tick (✓) the number 14.

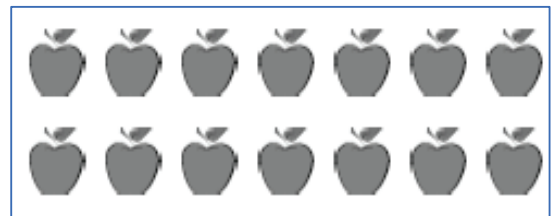
13 11 18 14 12

14 13 14 10 13

12 14 11 14 13

3. Count and write the number of objects in each.





Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Numbers 11 to 15

Date: _____

Objective(s):

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

Use the number 14 to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, Ice cream sticks, Flash cards of different numbers, 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".

Draw 14 circles on the board. Call a student to the front and ask him/her to count the number of circles and tell: How many circles are there? Take his/her response that is 14 and then ask him/her to write the number 14 on the board. Ask the rest of the class to read the number 14 in a loud voice.

Main Activities/Concept Building: (25 min)

Activity 1

Instruct students to sit around the table and provide ice cream sticks to each student. Call the students one by one and ask them to count and pick 14 ice cream sticks. Then tie them with a rubber band and put them in the bucket. Demonstrate the activity for them once. As you put ice cream sticks in the bucket, say loudly "one", then "two" and so on. Encourage them to follow you and loudly count the ice cream sticks as you put them in the bucket. Repeat this activity with some other students.

Instruct students to open Textbook page 22 and observe the picture. Ask them to count the pencils in the group and the 4 pencils. Guide them to understand that 1 group of ten pencils and 4 pencils make the number 14.

Activity 2:

Paste flash cards with different numbers of objects on the walls of the classroom. Ask them to count the objects on each card and if they are 14, tell them to clap 14 times. Appreciate them for their good efforts. Give them worksheet 1 and ask students to count the number of objects and circle 14 objects. Walk around the class and help them where needed. Appreciate them for their good efforts.

Sum Up: (3 min)

Sum up the lesson by asking the students to draw 14 squares in their notebooks and then count 10 squares and draw circle on it to make a bundle of 10. Then count and tell the students that a bundle of 10 and 4 makes 14.

Assessment: (5 min)

To assess the students learning, call random students, ask them to draw 14 objects and write the number 14 on the board.

Homework: (2 min)

Complete worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

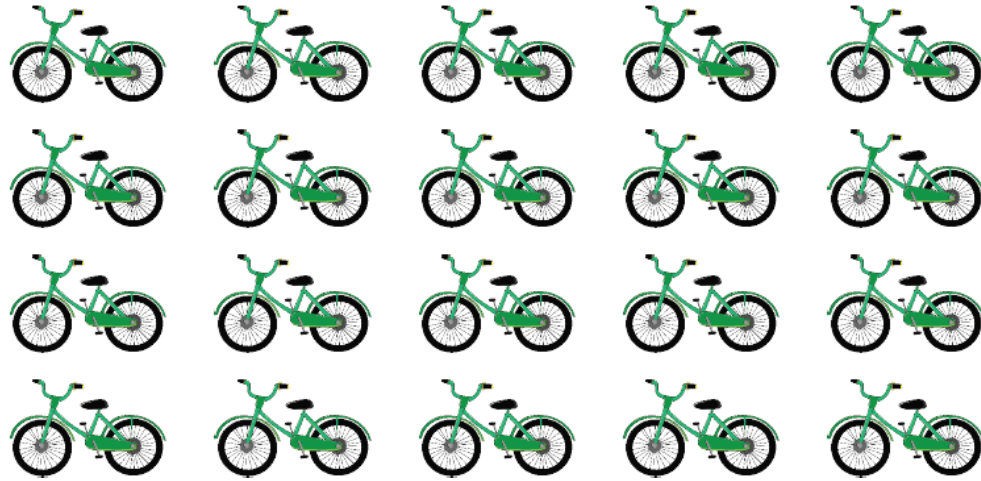
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet 1

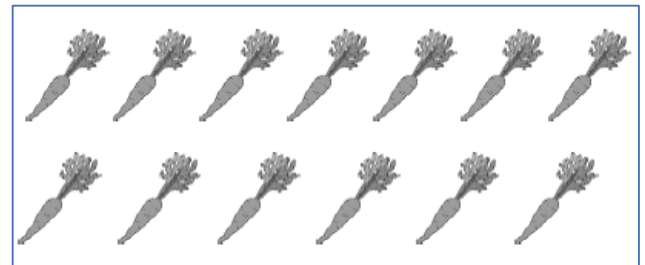
Name: _____

Date: _____

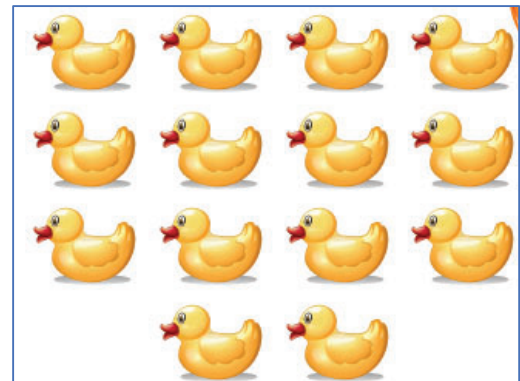
1. Count and circle 14 objects.



2. Count the objects in each box and then match the box having 13 objects to the number 14.



14



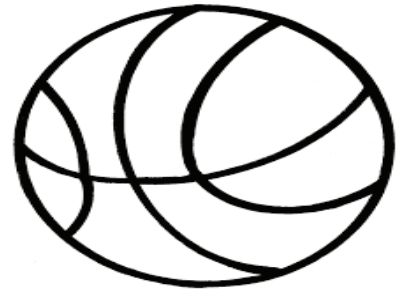
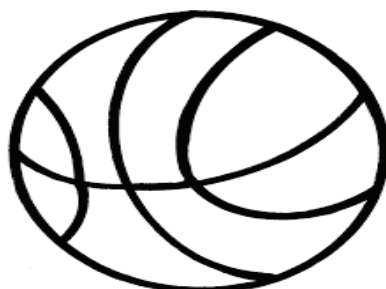
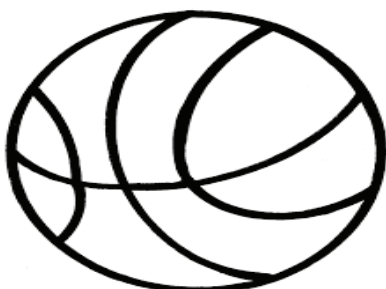
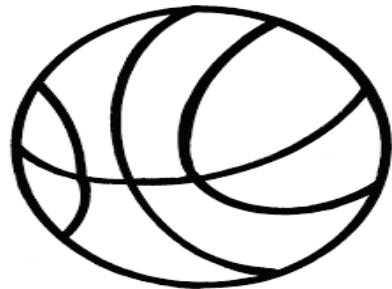
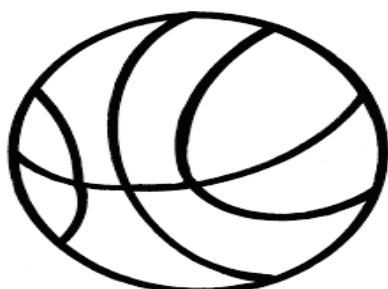
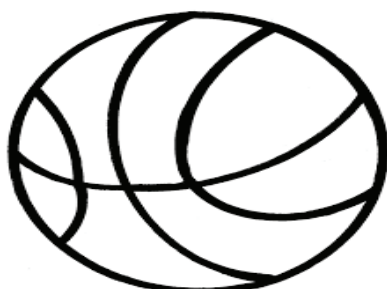
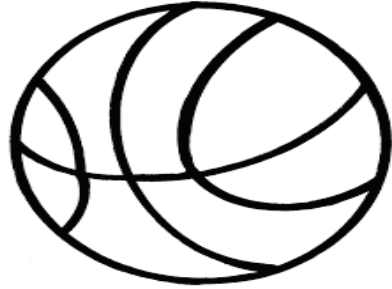
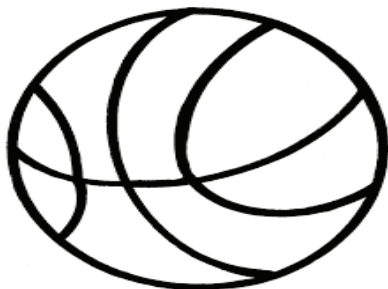
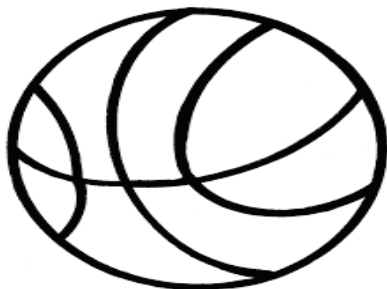
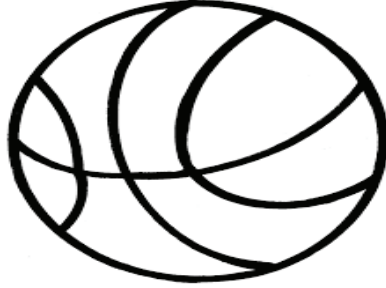
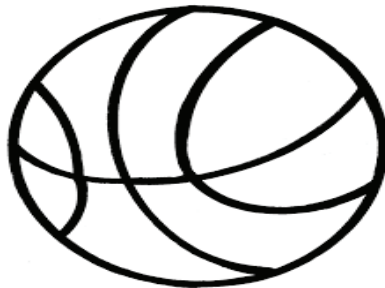
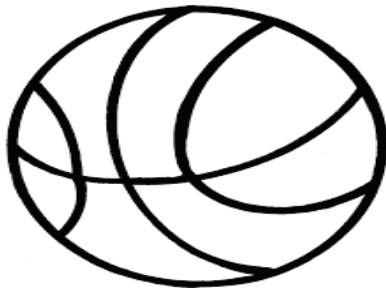
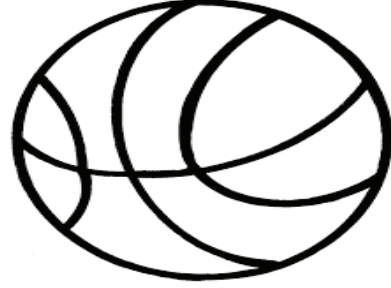
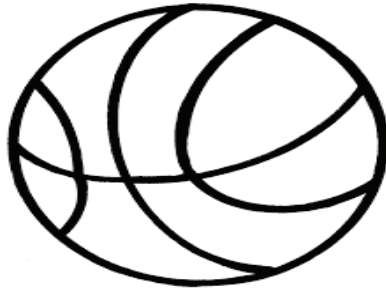
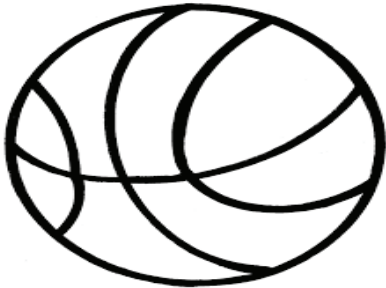
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet 2

Name: _____

Date: _____

Count and colour 14 balls.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Numbers 11 to 15

Date:

Objective(s):

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

Trace and write the correct numeral to represent the number 14.

Resource Material:

Whiteboard, Board marker, Worksheet, Wallchart of 14 objects, Bucket, Balls, Bowls, Buttons, Notebook, 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".

Draw 14 objects on the board. Ask the students to count the objects and tell: How many objects are there?

Take their response that is 14 and then ask them to write the number 14 in the air with their index finger.

Ask them to read the number 14 in a loud voice.

Main Activities/Concept Building:

(25 min)

Activity 1

Place a wallchart of different numbers on the board. Call a student randomly on the board and ask him/her to circle the number 14. Call another student to the front of the class and ask him/her to read the number 14 in a loud voice and write it on the board. Place a sand tray on the table. Call students to the front of the class and ask them to write number 14 on the sand with their fingers. Appreciate them for their good response.

Activity 2:

Give each student flash cards of different objects drawn on it. Instruct them to count the objects on the flash cards and if they are 14, tell them to clap 14 times. Ask the students to draw 14 objects in their notebooks. After that instruct students to trace and write number 14 on textbook page 23. Walk around the class and help them where needed. Appreciate them for their good efforts.

Sum Up:

(3 min)

Sum up the lesson by retelling students that one group of ten objects and 4 objects together make 14 objects.

Assessment:

(5 min)

To assess the students. write different numbers on the board. Call a student to the front of the class and ask him/her to identify and circle the number 14. Repeat this activity with some other students.

Homework:

(2 min)

Complete the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

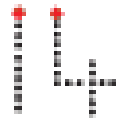
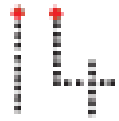
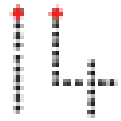
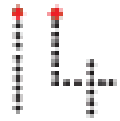
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet

Name: _____

Date: _____

Trace and write the number 14.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Numbers 11 to 15 **Date:** _____

Objective(s):

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

Identify the correct numeral to represent the number 15.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, Big flash card of the number 15, Different colour balls

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

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

Call a student to the front of the class and ask him/her to write the numbers 1 to 14 on the board. Ask the rest of the class to check and correct if needed. Appreciate them by clapping for them.

Main Activities/Concept Building: (28 min)

Activity 1

Ask the students to count from 1 till 14. When they reach 14, tell them that after 14, the next number is the number 15. Show a flash card with the number 15 written on it. Tell the students that this is the number 15. Tell them that it is made up of the digit 1 and the digit 5. Encourage them to loudly say the number 15 following you. Appreciate the students for their efforts. Show random number cards (0-15) to the students. Direct them to say aloud "Number 15" when you show a number 15 card. Take their responses for each number and encourage them.

Activity 2:

Make small groups of students and give each group different numbers of colour balls and ask them to count and separate out 15 balls of each colour. Roam around and help them if required. Then give them worksheet 1 and ask them to identify and circle the number 15 in the given worksheet. Walk around the class, check their work and appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by retelling the students that one bundle and 5 pencils make 15. Ask them to write the number 13 with their index finger in the air.

Assessment: (5 min)

To assess the students learning, ask them to draw 15 objects in their notebooks and write the number 15. Roam around, 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 A		40 Min

Worksheet

Name: _____

Date: _____

Identify and circle the number 15.

15 13 18 11 12

10 15 14 13 15

13 15 11 15 13

16 10 13 13 12

14 13 17 15 16

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet 2

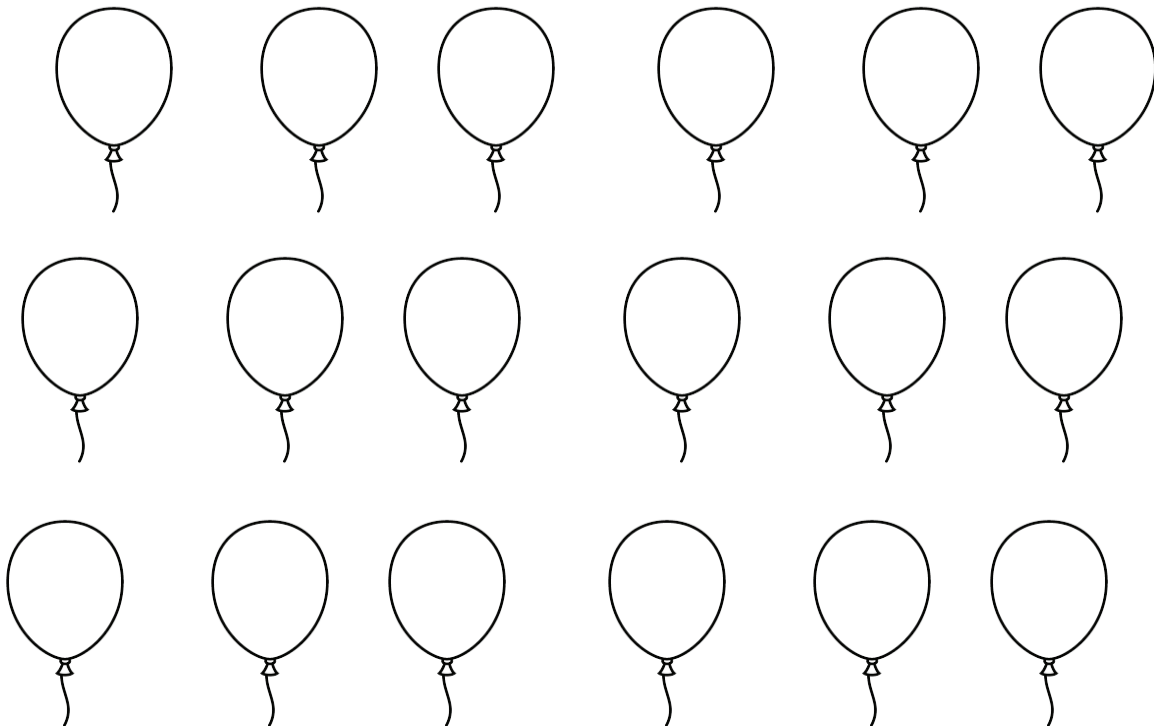
Name: _____

Date: _____

1. Draw 15 Squares.



2. Count and colour 15 balloons.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Numbers 11 to 15

Date: _____

Objective(s):

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

Use the number 15 to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, Ice cream sticks, Flash cards of different numbers, Textbook page 22 and 24

Teaching & Learning Activities:

Opening Activities/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 15 circles on the board. Call a student to the front and ask him/her to count the number of circles and tell: How many circles are there? Take his/her response that is 15 and then ask him/her to write the number 15 on the board. Ask the rest of the class to read the number 15 in a loud voice.

Main Activities/Concept Building:

(22 min)

Activity 1

Instruct students to sit around the table and provide ice cream sticks to each student. Call the students one by one and ask them to count and pick 15 ice cream sticks. Then tie them with a rubber band and put them in the bucket. Demonstrate the activity for them once. As you put ice cream sticks in the bucket, say loudly "one", then "two" and so on. Encourage them to follow you and loudly count the ice cream sticks as you put them in the bucket. Repeat this activity with some other students. Instruct students to open Textbook page 22 and observe the picture. Ask them to count the pencils in the group and the 5 pencils. Guide them to understand that 1 group of ten pencils and 5 pencils make the number 15.

Activity 2:

Paste flash cards with different numbers of objects on the walls of the classroom. Ask them to count the objects on each card and if they are 15, tell them to clap 15 times. Appreciate them for their good efforts. Give them worksheet 1 and ask students to count the number of objects and circle 15 objects. Walk around the class and help them where needed. Appreciate them for their good efforts.

Sum Up:

(3 min)

Sum up the lesson by asking the students to draw 15 squares in their notebooks and then count 10 squares and draw circle on it to make a bundle of 10. Then count and tell the students that a bundle of 10 and 5 makes 15.

Assessment:

(8 min)

To assess the students learning, instruct them to open textbook page 24 and count and colour 15 objects. Walk around and 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 A		40 Min

Worksheet 1

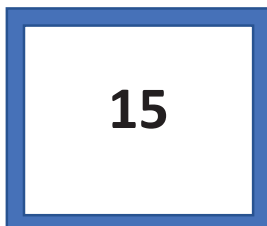
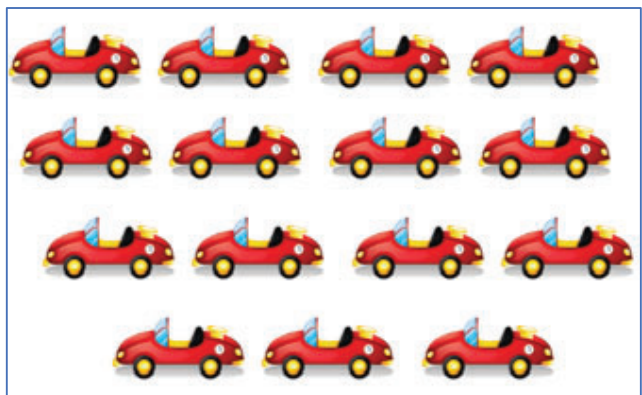
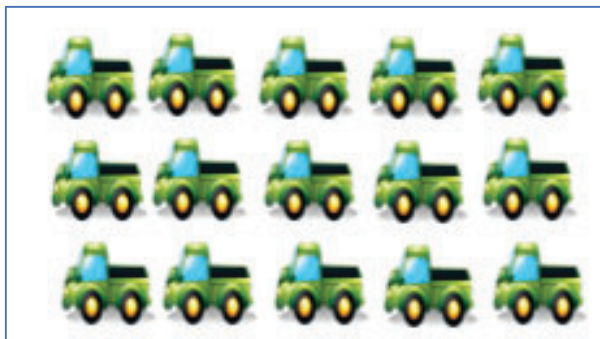
Name: _____

Date: _____

1. Count and circle 15 objects.



2. Count the objects in each box and then match the box having 15 objects to the number 15.



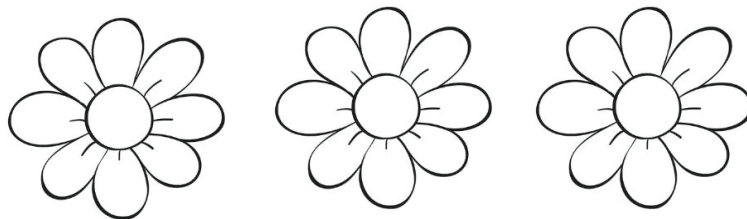
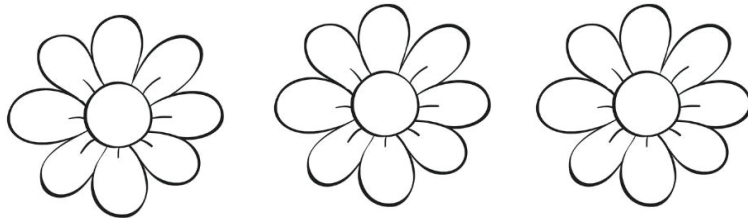
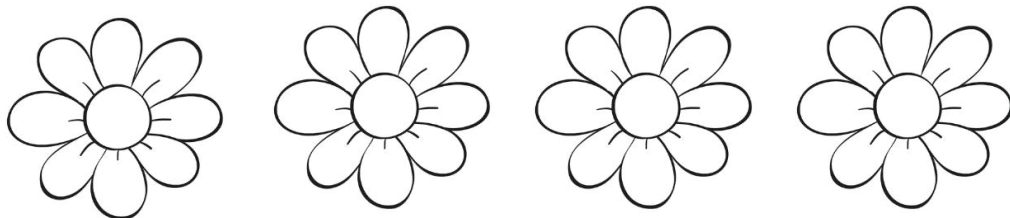
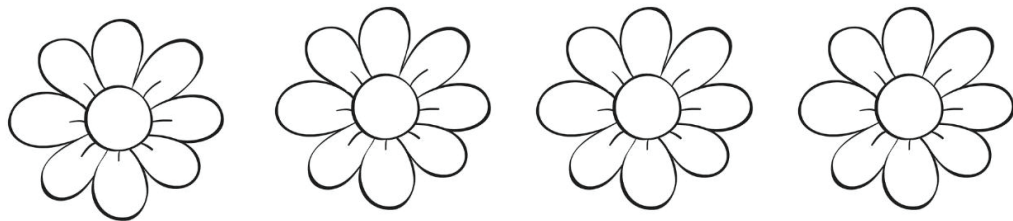
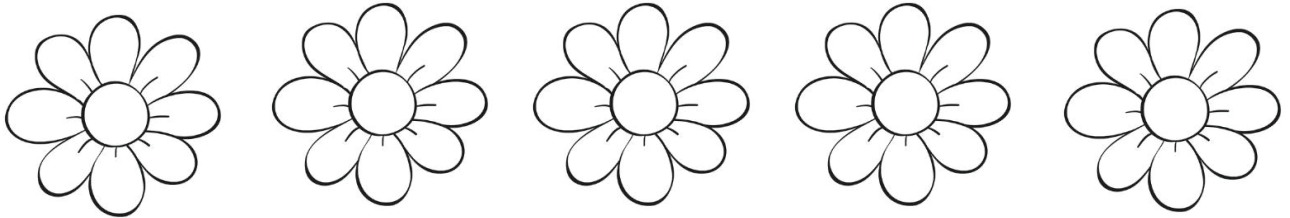
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet 2

Name: _____

Date: _____

Count and colour 15 flowers.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Numbers 11 to 15

Date:

Objective(s):

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

Trace and write the correct numeral to represent the number 15.

Resource Material:

Whiteboard, Board marker, Worksheet, Wallchart of 15 objects, Bucket, Balls, Bowls, Buttons, Notebook, 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".

Draw 15 objects on the board. Ask the students to count the objects and tell: How many objects are there?

Take their response that is 15 and then ask them to write the number 15 in the air with their index finger.

Ask them to read the number 15 in a loud voice.

Main Activities/Concept Building:

(25 min)

Activity 1

Place a wallchart of different numbers on the board. Call a student randomly on the board and ask him/her to circle the number 15. Call another student to the front of the class and ask him/her to read the number 15 in a loud voice and write it on the board. Place a sand tray on the table. Call students to the front of the class and ask them to write number 15 on the sand with their fingers. Appreciate them for their good response.

Activity 2:

Give each student flash cards of different objects drawn on it. Instruct them to count the objects on the flash cards and if they are 15, tell them to clap 15 times. Ask the students to draw 15 objects in their notebooks. After that instruct students to trace and write number 15 on textbook page 23. Walk around the class and help them where needed. Appreciate them for their good efforts.

Sum Up:

(3 min)

Sum up the lesson by retelling students that one group of ten objects and 5 objects together make 15 objects.

Assessment:

(5 min)

To assess the students. write different numbers on the board. Call a student to the front of the class and ask him/her to identify and circle the number 15. Repeat this activity with some other students.

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 A		40 Min

Worksheet

Name: _____

Date: _____

Trace and write the number 15.

15	15	15	15	15	15	15	15	15
15	15	15	15	15	15	15	15	15

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Numbers 11 to 15

Date:

Objective(s):

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

Identify correct numeral to represent number 11-15.

Resource Material:

Whiteboard, Board marker, Worksheet, wallchart of numbers 11 to 15, flash cards of different number of objects

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Write numbers 11 to 15 on the board and ask students to read the numbers in loud voice.

Main Activities/Concept Building:

(25 min)

Activity 1

Place a wallchart of different numbers 11 to 15 on the board. Call a student randomly on the board and ask him/her to circle the number 11. Call another student to the front of the class and ask him/her to circle the number 12. Repeat this activity to all numbers up to 15. Appreciate them for their good work.

Activity 2:

Give each student flash cards of different objects drawn on it. Instruct them to count the objects on the flash cards and write the number and then clap number of times according to the number of objects.

Ask them to write numbers 11 to 15 in their notebook. Roam around the class and check their work and guide them if required. Appreciate them for their good work.

Sum Up:

(3 min)

Sum up the lesson by writing numbers 11 to 15 on the board and tell them that 1 ten and 1 makes 11, 1 ten and 2 ones make 12 and 1 ten and 5 makes 15.

Assessment:

(5 min)

To assess the students. write different numbers on the board. Call a student to the front of the class and ask him/her to identify and circle the 11. Repeat this activity with some other students with other numbers.

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 A		40 Min

Worksheet

Name: _____

Date: _____

Circle the numbers that match the first number in each row.

11	10 11 9 11
12	11 12 12 11
13	13 3 3 13
14	11 14 14 4
15	12 15 2 5

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Numbers 11 to 15

Date:

Objective(s):

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

Use number 11-15 to represent quantities in daily life interaction.

Resource Material:

Whiteboard, Board marker, Worksheets, wallchart of numbers 11 to 15, stationary items, fruits toys, 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".

Ask them about their homework. Paste a wallchart of numbers 11 to 15 on the board. Call a student to the front of the class and ask him/her to read the numbers in loud voice and rest of the class follow him/her and read the numbers in loud voice. Repeat this activity with different students of the class. Appreciate them for their active participation by clapping.

Main Activities/Concept Building:

(22 min)

Activity 1

Make two groups of 5 students. Distribute different objects to the students so that there are 11 to 15 objects in front of each child in each row. Distribute the objects in such a way that no child with the same number of objects sits right in front of the other. Use different objects including stationary items, fruits, toys, etc. Ask loudly, "Who has 11 objects?" When two students from each row reply that they have 1 object, make them sit at the first position in front of each other and ask them to put the objects before them on the carpet. Next ask loudly "Who has 12 objects?" When 2 kids from each row respond that they have 12 items, make them sit in the 2nd position in front of each other having their objects placed before them on the carpet. Repeat the same until all the students are sitting in front of each other. At the end, each student will be sitting opposite to the one who has the same number of objects as him or her.

Activity 2:

Give them worksheet 1. Ask them to follow instruction and complete the worksheet. Roam around the class, check their work and guide if needed. Appreciate them for their good work.

Sum Up:

(3 min)

Sum up the lesson by asking students to read the numbers 11 to 15 and write in their notebook.

Assessment:

(8 min)

To assess the students, instruct students to open their textbook page 25 and count and write the correct number in Q5. Walk around and 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 A		40 Min

Worksheet 1

Name: _____

Date: _____

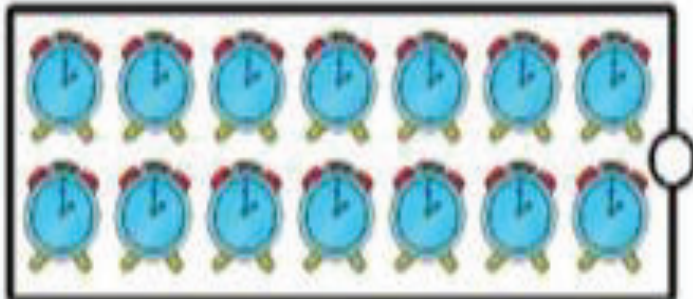
Count the objects and match with the correct number.



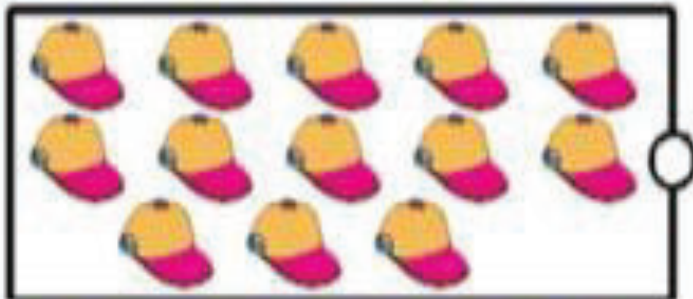
11



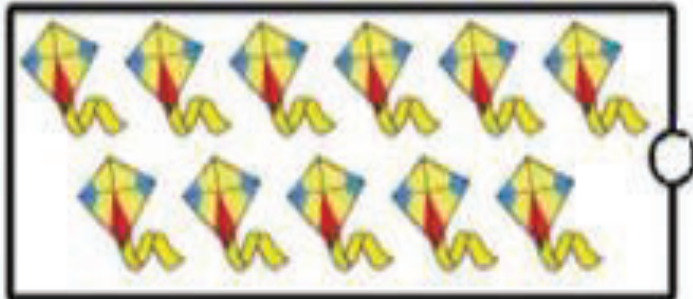
12



13



14



15

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet 2

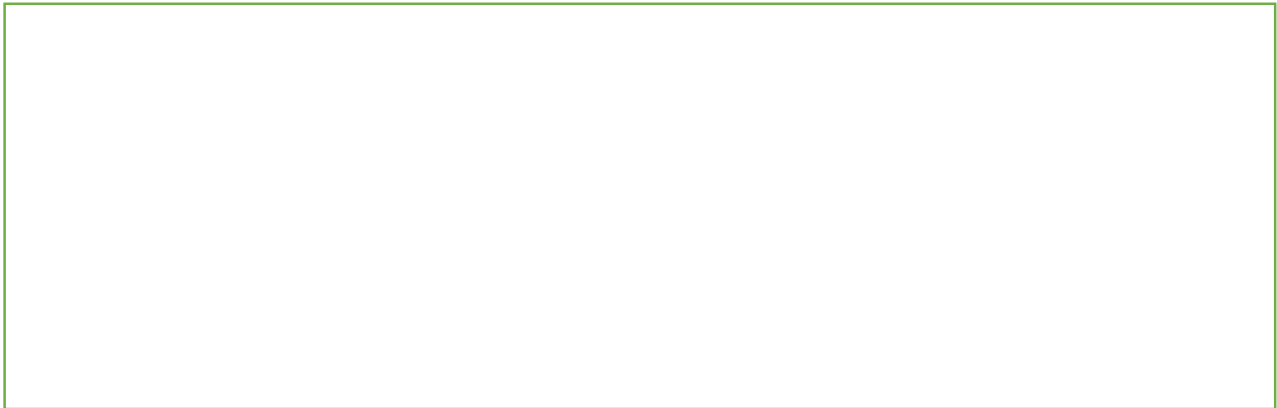
Name: _____

Date: _____

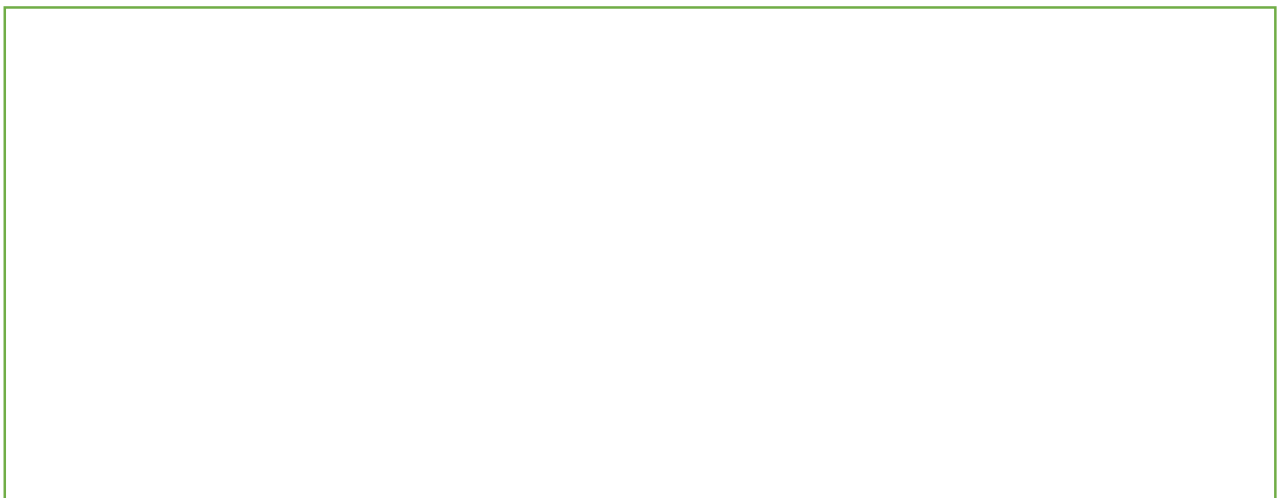
Draw 12 balls.



Draw 14 circles.



Draw 15 squares.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Numbers 11 to 15

Date:

Objective(s):

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

Trace and write correct numeral to represent number 11-15.

Resource Material:

Whiteboard, Board marker, Worksheets, flash card of numbers 11 to 15, flash cards of objects 11 to 15

Teaching & Learning Activities:

Opening Activities/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 numbers 11 to 15 on the board one by one and ask students to read that number and then draw circles according to the number in their notebook.

Main Activities/Concept Building:

(25 min)

Activity 1

Make two groups of students. Give one group flash cards of numbers 11 to 15. Give different toys to other group. Instruct the first group to show the flash card of random number from 11-15 and the second group look the number and show the number of objects according to the number. Repeat this activity to all the numbers. Now give first group different number of toys and the second group flash cards and repeat the activity.

Activity 2:

Call a student to the front of the class and ask him/her to write the numbers 11 to 15 on the board. Take his/her response and appreciate him/her by clapping. Repeat this activity with different number of students. Give them worksheet and ask them to trace the numbers. Roam around the class, check their work and appreciate them for their good work.

Sum Up:

(3 min)

Sum up the lesson by ask students to write numbers 11 to 15 with their index finger in the air.

Assessment:

(5 min)

To assess the students ask students to write numbers 11 to 15 in their notebooks. Roam around the class, check their work and guide them if required.

Homework:

(2 min)

Complete the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

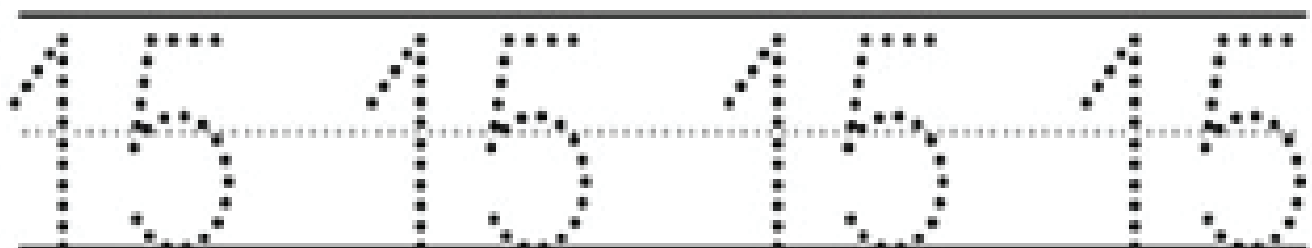
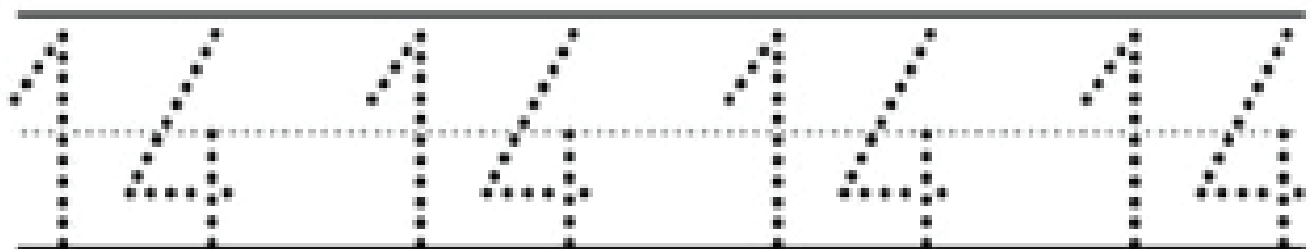
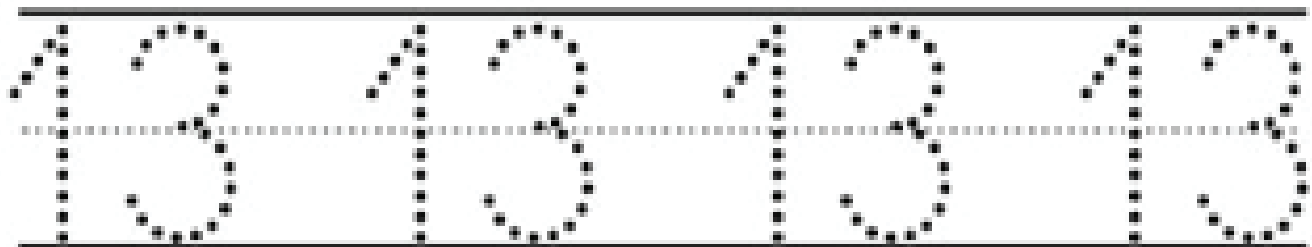
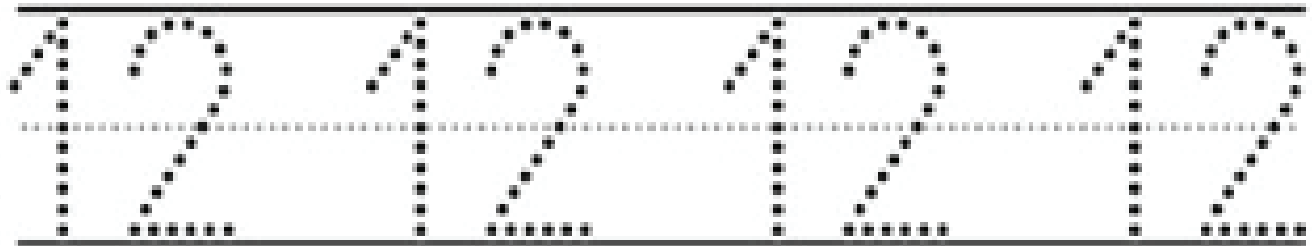
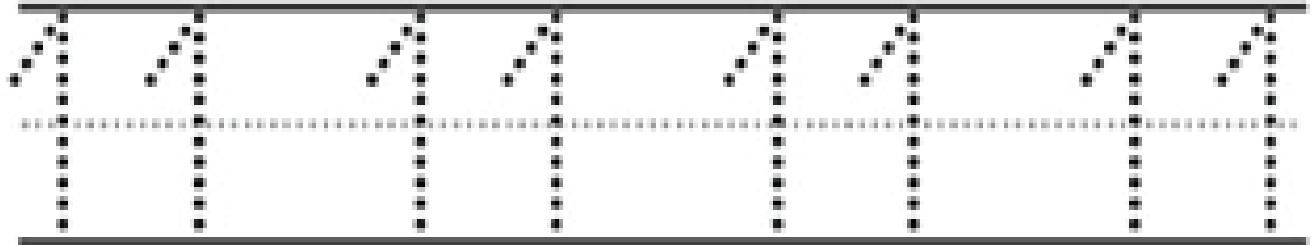
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet 1

Name: _____

Date: _____

Trace the numbers.



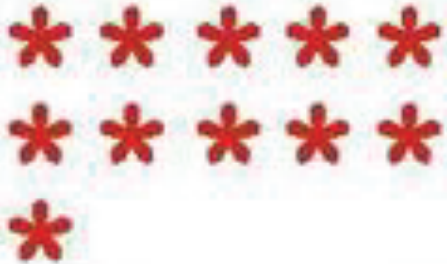
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet 2

Name: _____

Date: _____

Count the objects, trace and write the numbers.

	11	11	11	11	11
	12	12	12	12	12
	13	13	13	13	13
	14	14	14	14	14
	15	15	15	15	15

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Numbers 11 to 15

Date:

Objective(s):

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

Sequence numerals correctly from 11-15.

Resource Material:

Whiteboard, Board marker, Worksheet, Wallchart of numbers 11 to 15, flash cards of numbers 11 to 15

Teaching & Learning Activities:

Opening Activities/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 11 to 15 on the board and ask students to read the numbers 11 to 15 in sequence.

Main Activities/Concept Building:

(25 min)

Activity 1

Write a number 11 on the board. Call a student to the front of the class and ask him/her to read the number in loud voice and then draw 11 circles on the board. Take his/her response and appreciate for his/her good work. Repeat this activity by writing different numbers 11 to 15 on the board and call random students to the front of the class and ask them to draw objects according to the number. Appreciate them for their good work.

Activity 2:

Make pairs of students. Give each group flashcards of numbers 11 to 15 random form. Ask them to arrange the cards in correct sequence. Roam around the class and check their work and then call one by one each pair to the front of the class and ask him/her to show their work to the whole class. Appreciate them for their good work.

Sum Up:

(3 min)

Sum up the lesson by retelling students that one group of ten objects and 1 objects together make 11, one groups of ten objects and 2 objects make 12 and so on 1 ten objects and 5 objects make 15.

Assessment:

(5 min)

To assess the students by ask them to write numbers 11 to 15 in sequence 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 A		40 Min

Worksheet

Name: _____

Date: _____

Count the objects and circle the correct number.

11 12 13 14 15	
11 12 13 14 15	
11 12 13 14 15	
11 12 13 14 15	
11 12 13 14 15	

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Numbers 11 to 15

Date:

Objective(s):

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

Write missing numbers from 11-15.

Resource Material:

Whiteboard, Board marker, Worksheets, flash cards of numbers 11 to 15

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Call a student to the front of the class and ask him/her to write the numbers 11 to 15 in correct sequence.

Ask the rest of the class to check and correct if needed.

Main Activities/Concept Building:

(25 min)

Activity 1

Place flashcards of numbers 11 to 15 on the table with one missing card. Call a student to the front of the class and ask him/her to arrange these cards in sequence and find which card is missing. Take his/her response and appreciate them for their correct answer. Repeat this activity by removing different cards and ask students which number card is missing. Appreciate them by clapping for their active participation.

Activity 2:

Write numbers 11 to 15 on the board with some missing numbers. Then ask students to read the numbers and tell what is missing in the given sequence. Take their responses and appreciate them for their correct answer. Repeat this activity by write numbers with some missing numbers.

Sum Up:

(3 min)

Sum up the lesson by writing numbers 11 to 15 on the board and then read the numbers in sequence.

Assessment:

(5 min)

To assess the 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 A		40 Min

Worksheet 1

Name: _____

Date: _____

Count the objects and write the number.

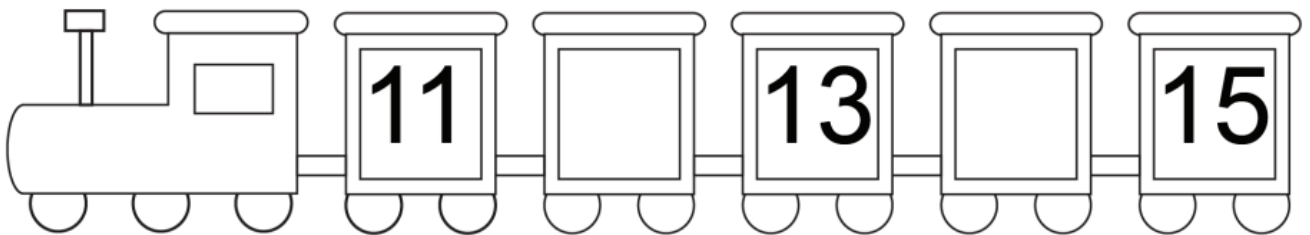
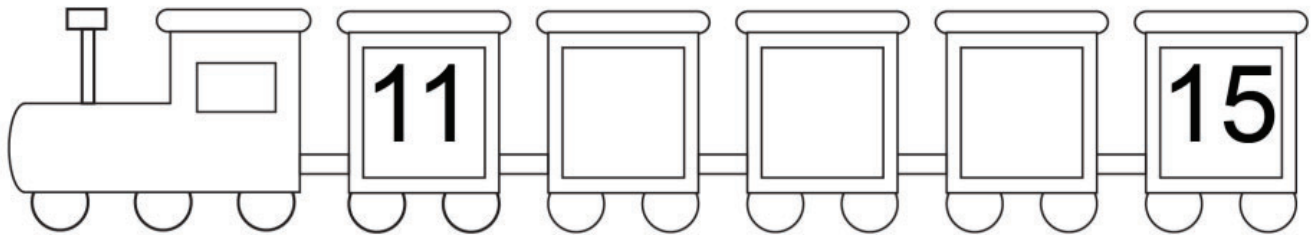
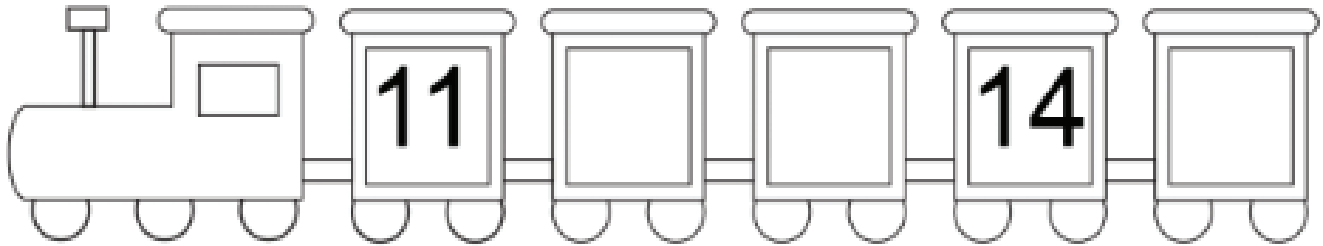
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet 2

Name: _____

Date: _____

Write the missing numbers.



Write numbers 11 to 15.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Numbers 16 to 20 **Date:** _____

Objective(s):

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

Identify the correct numeral to represent the number 16.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, Big flash card of the number 16, Different colour balls

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

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

Call a student to the front of the class and ask him/her to write the numbers 1 to 15 on the board. Ask the rest of the class to check and correct if needed. Appreciate them by clapping for them.

Main Activities/Concept Building: (28 min)

Activity 1

Ask the students to count from 1 till 15. When they reach 15, tell them that after 15, the next number is the number 16. Show a flash card with the number 16 written on it. Tell the students that this is the number 16. Tell them that it is made up of the digit 1 and the digit 6. Encourage them to loudly say the number 16 following you. Appreciate the students for their efforts. Show random number cards (0-16) to the students. Direct them to say aloud "Number 16" when you show a number 16 card. Take their responses for each number and encourage them.

Activity 2:

Make small groups of students and give each group different numbers of colour balls and ask them to count and separate out 16 balls of each colour. Roam around and help them if required. Then give them worksheet 1 and ask them to identify and circle the number 16 in the given worksheet. Walk around the class, check their work and appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by retelling the students that one bundle and 5 pencils make 16. Ask them to write the number 16 with their index finger in the air.

Assessment: (5 min)

To assess the students learning, ask them to draw 16 objects in their notebooks and write the number 16. Roam around, 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 A		40 Min

Worksheet

Name: _____

Date: _____

Identify and circle the number 16.

11 16 15 16 12

16 18 14 10 16

12 16 14 11 15

16 10 16 12 17

13 19 17 16 18

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet 2

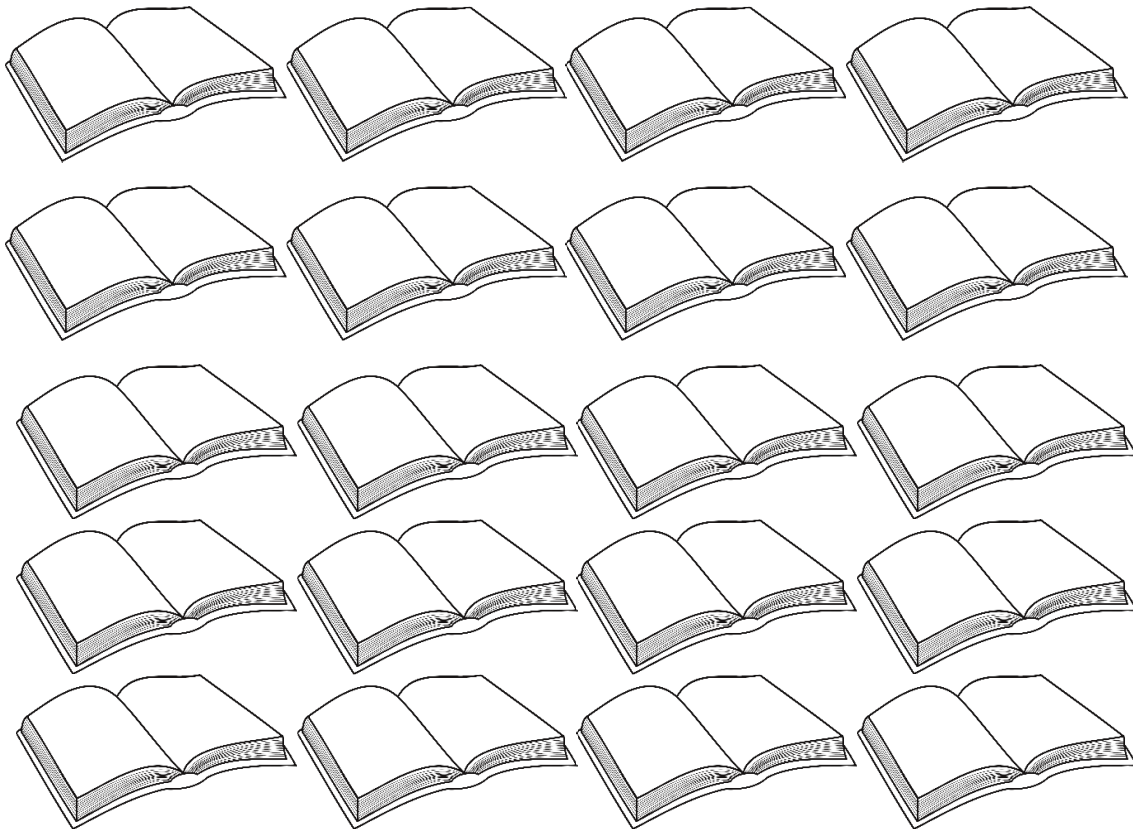
Name: _____

Date: _____

3. Draw 16 rectangles.



4. Count and colour 16 objects.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Term: 2

Periodic Unit: 1

Week: 3

Lesson plan: 2

Topic: Numbers 16 to 20

Date: _____

Objective(s):

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

Use the number 16 to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, Ice cream sticks, Flash cards of different numbers, 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".

Draw 16 circles on the board. Call a student to the front and ask him/her to count the number of circles and tell: How many circles are there? Take his/her response that is 16 and then ask him/her to write the number 16 on the board. Ask the rest of the class to read the number 16 in a loud voice.

Main Activities/Concept Building:

(25 min)

Activity 1

Instruct students to sit around the table and provide ice cream sticks to each student. Call the students one by one and ask them to count and pick 16 ice cream sticks. Then tie them with a rubber band and put them in the bucket. Demonstrate the activity for them once. As you put ice cream sticks in the bucket, say loudly "one", then "two" and so on. Encourage them to follow you and loudly count the ice cream sticks as you put them in the bucket. Repeat this activity with some other students. Instruct students to open Textbook page 26 and observe the picture. Ask them to count the pencils in the group and the 6 pencils. Guide them to understand that 1 group of ten pencils and 6 pencils make the number 16.

Activity 2:

Paste flash cards with different numbers of objects on the walls of the classroom. Ask them to count the objects on each card and if they are 16, tell them to clap 16 times. Appreciate them for their good efforts. Give them worksheet 1 and ask students to count the number of objects and circle 16 objects. Walk around the class and help them where needed. Appreciate them for their good efforts.

Sum Up:

(3 min)

Sum up the lesson by asking the students to draw 16 squares in their notebooks and then count 10 squares and draw circle on it to make a bundle of 10. Then count and tell the students that a bundle of 10 and 6 makes 16.

Assessment:

(5 min)

To assess the students learning, call random students, ask them to draw 16 objects and write the number 16 on the board.

Homework:

(2 min)

Complete worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

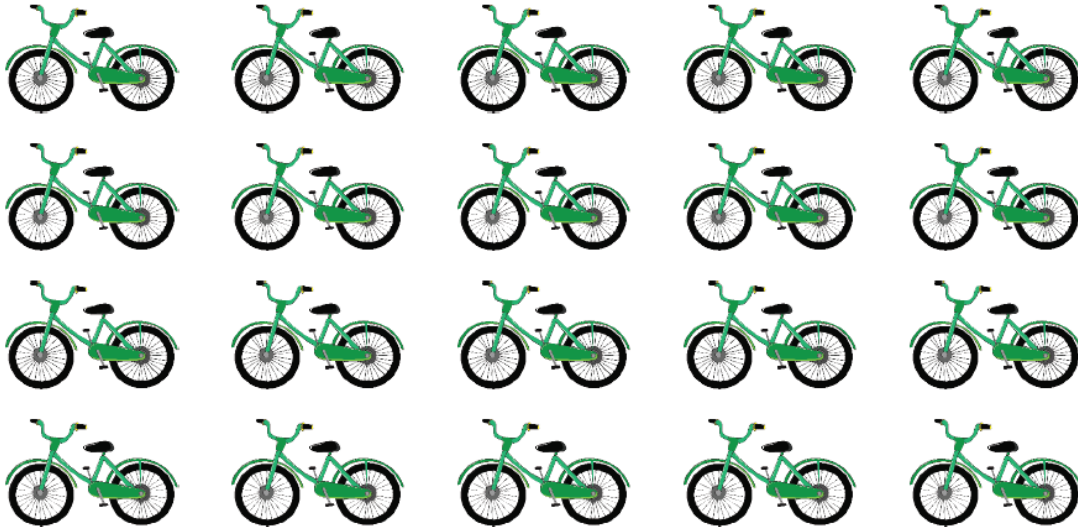
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet 1

Name: _____

Date: _____

3. Count and circle 16 objects.



4. Count the objects in each box and then match the box having 16 objects to the number 16.



16

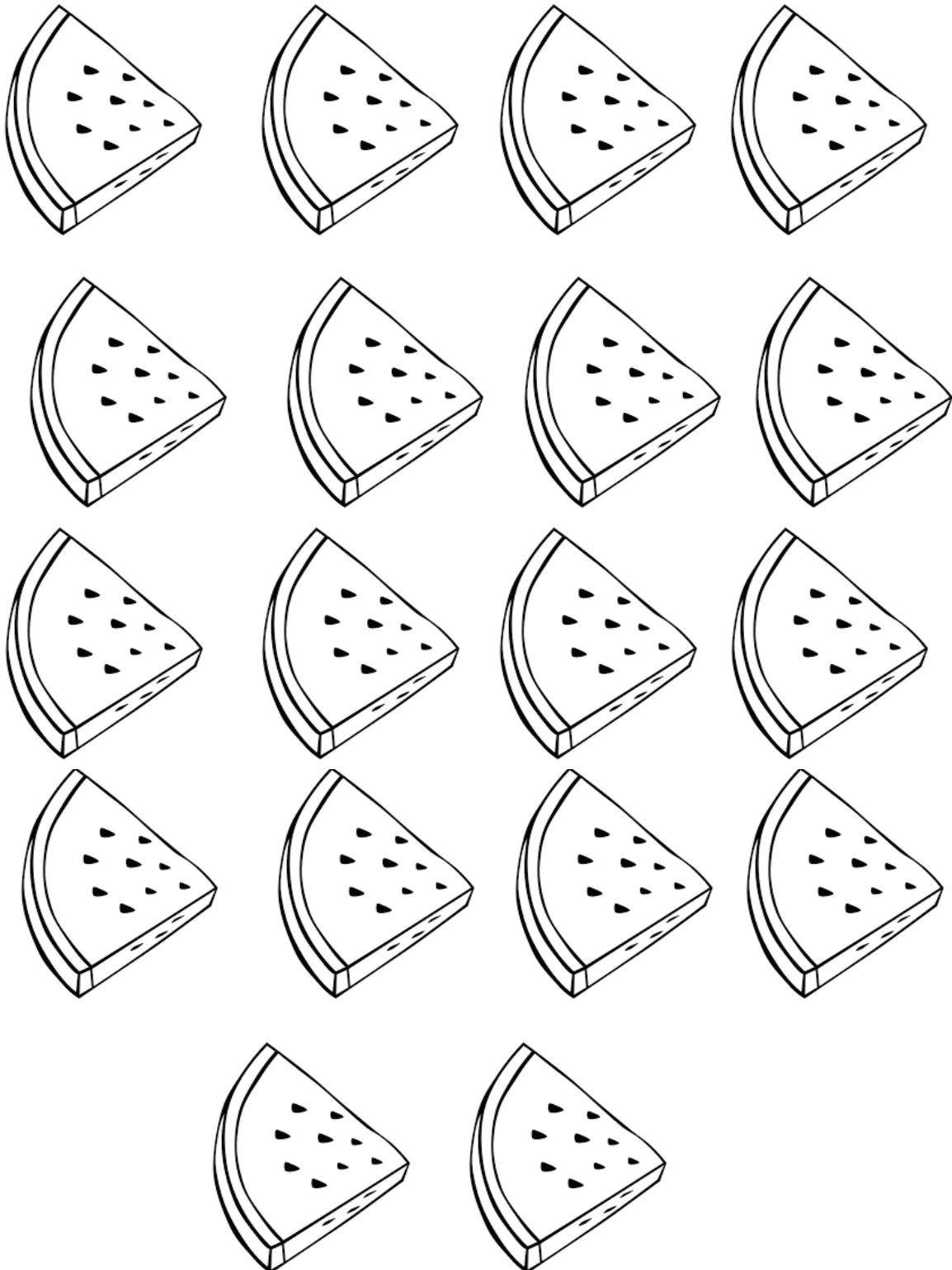
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet 2

Name: _____

Date: _____

Count and colour 16 objects.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Numbers 16 to 20

Date:

Objective(s):

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

Trace and write the correct numeral to represent the number 16.

Resource Material:

Whiteboard, Board marker, Worksheet, Wallchart of 16 objects, Bucket, Balls, Bowls, Buttons, Notebook, Textbook page 27

Teaching & Learning Activities:

Opening Activities/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 16 objects on the board. Ask the students to count the objects and tell: How many objects are there?

Take their response that is 16 and then ask them to write the number 16 in the air with their index finger.

Ask them to read the number 16 in a loud voice.

Main Activities/Concept Building:

(25 min)

Activity 1

Place a wallchart of different numbers on the board. Call a student randomly on the board and ask him/her to circle the number 16. Call another student to the front of the class and ask him/her to read the number 16 in a loud voice and write it on the board. Place a sand tray on the table. Call students to the front of the class and ask them to write number 16 on the sand with their fingers. Appreciate them for their good response.

Activity 2:

Give each student flash cards of different objects drawn on it. Instruct them to count the objects on the flash cards and if they are 16, tell them to clap 16 times. Ask the students to draw 16 objects in their notebooks. After that instruct students to trace and write number 16 on textbook page 27. Walk around the class and help them where needed. Appreciate them for their good efforts.

Sum Up:

(3 min)

Sum up the lesson by retelling students that one group of ten objects and 6 objects together make 16 objects.

Assessment:

(5 min)

To assess the students. write different numbers on the board. Call a student to the front of the class and ask him/her to identify and circle the number 16. Repeat this activity with some other students.

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 A		40 Min

Worksheet

Name: _____

Date: _____

Trace and write the number 16.

16	16	16	16	16	16	16	16
16	16	16	16	16	16	16	16

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Numbers 16 to 20 **Date:** _____

Objective(s):

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

Identify the correct numeral to represent the number 17.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, Big flash card of the number 17, Different colour balls

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

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

Call a student to the front of the class and ask him/her to write the numbers 1 to 16 on the board. Ask the rest of the class to check and correct if needed. Appreciate them by clapping for them.

Main Activities/Concept Building: (28 min)

Activity 1

Ask the students to count from 1 till 16. When they reach 16, tell them that after 16, the next number is the number 17. Show a flash card with the number 17 written on it. Tell the students that this is the number 17. Tell them that it is made up of the digit 1 and the digit 7. Encourage them to loudly say the number 17 following you. Appreciate the students for their efforts. Show random number cards (0-17) to the students. Direct them to say aloud "Number 17" when you show a number 17 card. Take their responses for each number and encourage them.

Activity 2:

Make small groups of students and give each group different numbers of colour balls and ask them to count and separate out 17 balls of each colour. Roam around and help them if required. Then give them worksheet 1 and ask them to identify and circle the number 17 in the given worksheet. Walk around the class, check their work and appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by retelling the students that one bundle and 7 pencils make 17. Ask them to write the number 13 with their index finger in the air.

Assessment: (5 min)

To assess the students learning, ask them to draw 17 objects in their notebooks and write the number 17. Roam around, 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 A		40 Min

Worksheet 1

Name: _____

Date: _____

Identify and circle the number 17.

11 16 15 12 17

17 18 14 16 17

12 16 17 11 15

10 17 10 12 17

17 13 17 19 18

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet 2

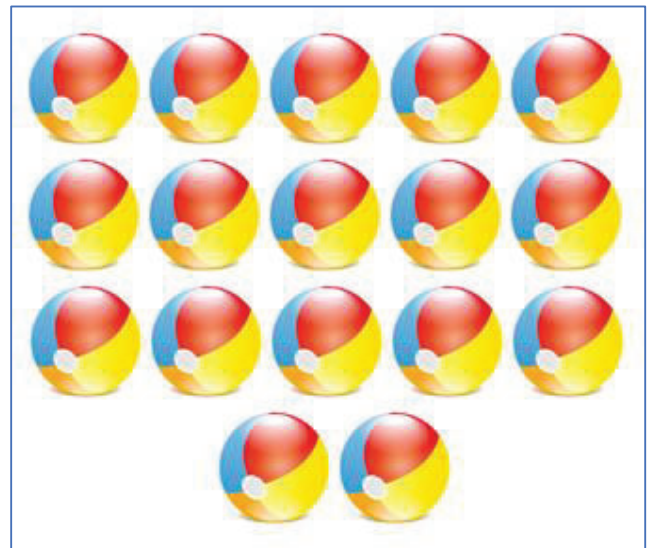
Name: _____

Date: _____

1. Draw 17 squares.



2. Count and match the box having 17 objects with number 17.



17

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Numbers 16 to 20

Date:

Objective(s):

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

Use the number 17 to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, Ice cream sticks, Flash cards of different numbers, 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".

Draw 17 circles on the board. Call a student to the front and ask him/her to count the number of circles and tell: How many circles are there? Take his/her response that is 17 and then ask him/her to write the number 17 on the board. Ask the rest of the class to read the number 17 in a loud voice.

Main Activities/Concept Building:

(25 min)

Activity 1

Instruct students to sit around the table and provide ice cream sticks to each student. Call the students one by one and ask them to count and pick 17 ice cream sticks. Then tie them with a rubber band and put them in the bucket. Demonstrate the activity for them once. As you put ice cream sticks in the bucket, say loudly "one", then "two" and so on. Encourage them to follow you and loudly count the ice cream sticks as you put them in the bucket. Repeat this activity with some other students. Instruct students to open Textbook page 26 and observe the picture. Ask them to count the pencils in the group and the 7 pencils. Guide them to understand that 1 group of ten pencils and 7 pencils make the number 17.

Activity 2:

Paste flash cards with different numbers of objects on the walls of the classroom. Ask them to count the objects on each card and if they are 17, tell them to clap 17 times. Appreciate them for their good efforts. Give them worksheet 1 and ask students to count the number of objects and circle 17 objects. Walk around the class and help them where needed. Appreciate them for their good efforts.

Sum Up:

(3 min)

Sum up the lesson by asking the students to draw 17 squares in their notebooks and then count 10 squares and draw circle on it to make a bundle of 10. Then count and tell the students that a bundle of 10 and 7 makes 17.

Assessment:

(5 min)

To assess the students learning, call random students, ask them to draw 17 objects and write the number 17 on the board.

Homework:

(2 min)

Complete worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

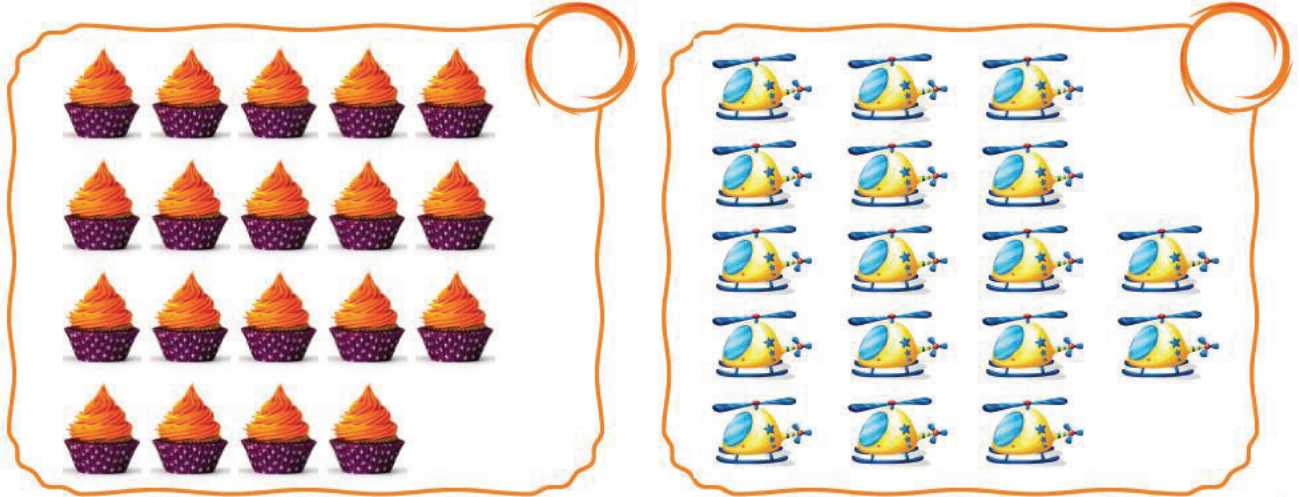
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet 1

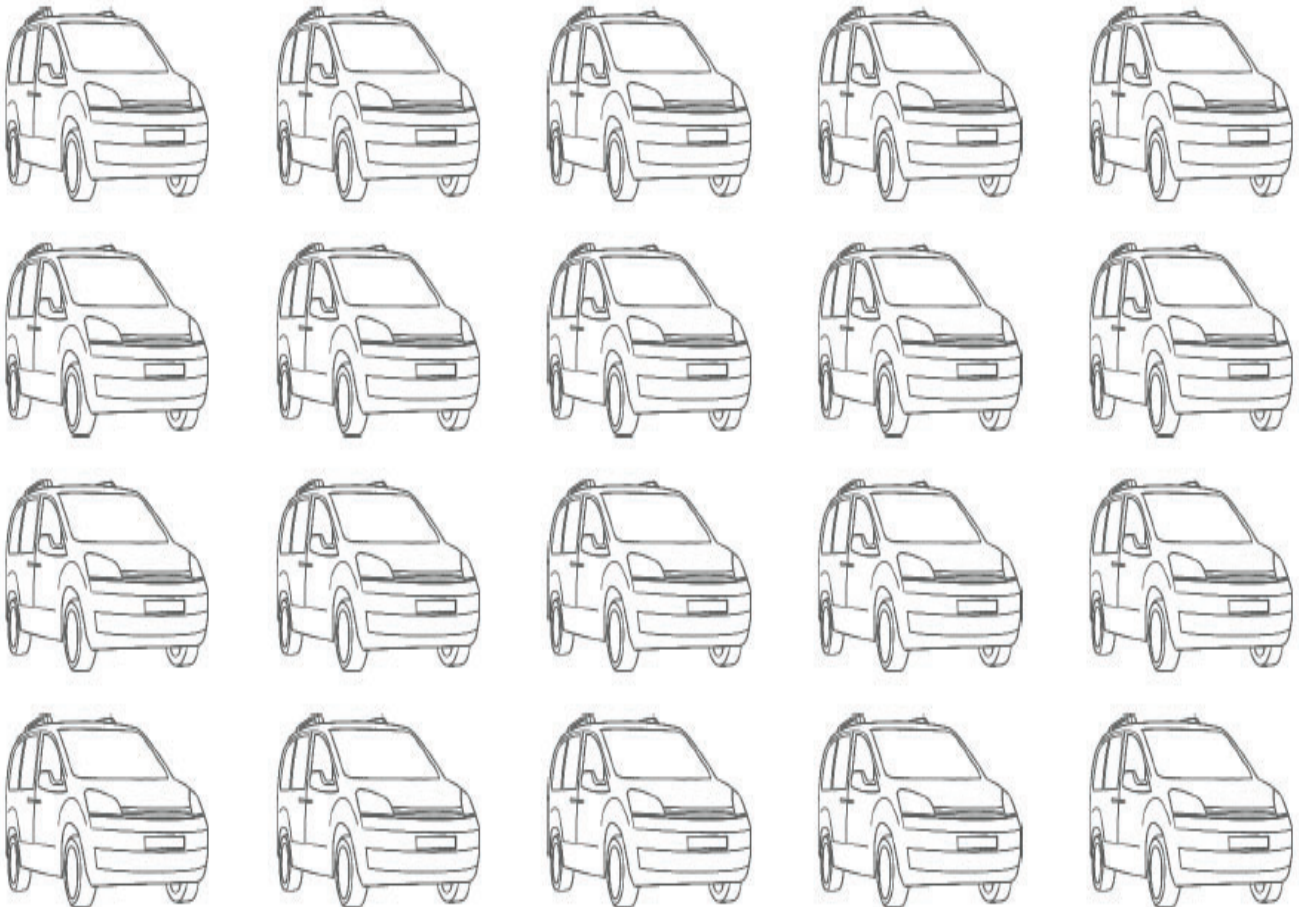
Name: _____

Date: _____

1. Count and tick (✓) the box having 17 objects.



2. Count and colour 17 objects.



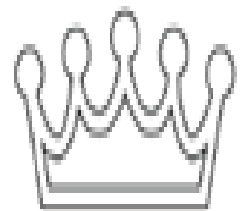
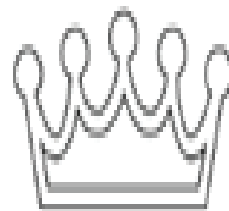
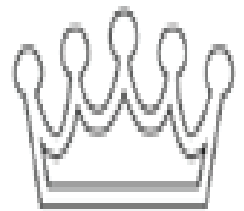
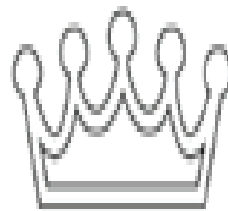
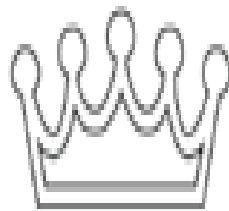
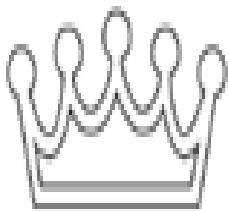
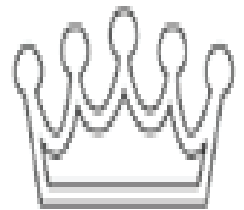
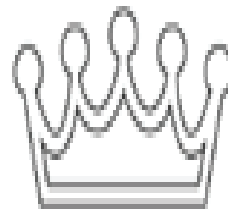
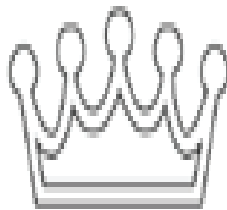
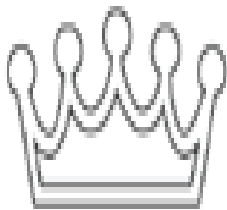
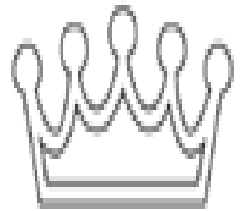
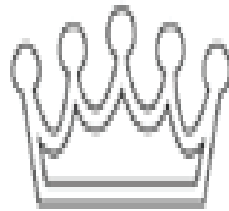
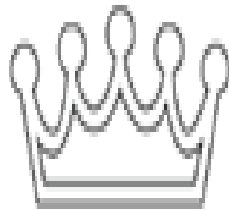
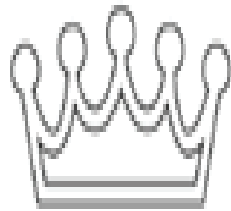
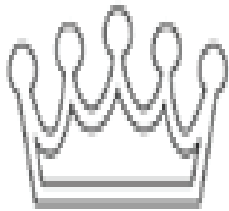
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet 2

Name: _____

Date: _____

Count and colour 17 objects.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Numbers 16 to 20

Date:

Objective(s):

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

Trace and write the correct numeral to represent the number 17.

Resource Material:

Whiteboard, Board marker, Worksheet, Wallchart of 17 objects, Bucket, Balls, Bowls, Buttons, Notebook, Textbook page 27

Teaching & Learning Activities:

Opening Activities/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 17 objects on the board. Ask the students to count the objects and tell: How many objects are there?

Take their response that is 17 and then ask them to write the number 17 in the air with their index finger.

Ask them to read the number 17 in a loud voice.

Main Activities/Concept Building:

(25 min)

Activity 1

Place a wallchart of different numbers on the board. Call a student randomly on the board and ask him/her to circle the number 17. Call another student to the front of the class and ask him/her to read the number 17 in a loud voice and write it on the board. Place a sand tray on the table. Call students to the front of the class and ask them to write number 17 on the sand with their fingers. Appreciate them for their good response.

Activity 2:

Give each student flash cards of different objects drawn on it. Instruct them to count the objects on the flash cards and if they are 17, tell them to clap 17 times. Ask the students to draw 17 objects in their notebooks. **After that instruct students to trace and write number 17 on textbook page 27. Walk around the class and help them where needed. Appreciate them for their good efforts.**

Sum Up:

(3 min)

Sum up the lesson by retelling students that one group of ten objects and 7 objects together make 17 objects.

Assessment:

(5 min)

To assess the students. write different numbers on the board. Call a student to the front of the class and ask him/her to identify and circle the number 17. Repeat this activity with some other students.

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 A		40 Min

Worksheet

Name: _____

Date: _____

Trace and write the number 17.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Numbers 16 to 20 **Date:** _____

Objective(s):

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

Identify the correct numeral to represent the number 18.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, Big flash card of the number 18, Different colour balls

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

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

Call a student to the front of the class and ask him/her to write the numbers 1 to 17 on the board. Ask the rest of the class to check and correct if needed. Appreciate them by clapping for them.

Main Activities/Concept Building: (28 min)

Activity 1

Ask the students to count from 1 till 17. When they reach 17, tell them that after 17, the next number is the number 18. Show a flash card with the number 18 written on it. Tell the students that this is the number 18. Tell them that it is made up of the digit 1 and the digit 8. Encourage them to loudly say the number 18 following you. Appreciate the students for their efforts. Show random number cards (0-18) to the students. Direct them to say aloud "Number 18" when you show a number 18 card. Take their responses for each number and encourage them.

Activity 2:

Make small groups of students and give each group different numbers of colour balls and ask them to count and separate out 18 balls of each colour. Roam around and help them if required. Then give them worksheet 1 and ask them to identify and circle the number 18 in the given worksheet. Walk around the class, check their work and appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by retelling the students that one bundle and 8 pencils make 18. Ask them to write the number 18 with their index finger in the air.

Assessment: (5 min)

To assess the students learning, ask them to draw 18 objects in their notebooks and write the number 18. Roam around, 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 A		40 Min

Worksheet

Name: _____

Date: _____

Identify and circle the number 18.

11 18 15 16 12

18 16 14 10 18

13 10 18 14 15

12 18 19 12 17

13 18 17 11 18

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet 2

Name: _____

Date: _____

1. Draw 18 circles.



2. Count and colour 18 objects.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Term: 2

Periodic Unit: 1

Week: 4

Lesson plan: 3

Topic: Numbers 16 to 20

Date: _____

Objective(s):

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

Use the number 18 to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, Ice cream sticks, Flash cards of different numbers, 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".

Draw 18 circles on the board. Call a student to the front and ask him/her to count the number of circles and tell: How many circles are there? Take his/her response that is 18 and then ask him/her to write the number 18 on the board. Ask the rest of the class to read the number 18 in a loud voice.

Main Activities/Concept Building:

(25 min)

Activity 1

Instruct students to sit around the table and provide ice cream sticks to each student. Call the students one by one and ask them to count and pick 18 ice cream sticks. Then tie them with a rubber band and put them in the bucket. Demonstrate the activity for them once. As you put ice cream sticks in the bucket, say loudly "one", then "two" and so on. Encourage them to follow you and loudly count the ice cream sticks as you put them in the bucket. Repeat this activity with some other students. **Instruct students to open Textbook page 26 and observe the picture. Ask them to count the pencils in the group and the 8 pencils. Guide them to understand that 1 group of ten pencils and 8 pencils make the number 18.**

Activity 2:

Paste flash cards with different numbers of objects on the walls of the classroom. Ask them to count the objects on each card and if they are 18, tell them to clap 18 times. Appreciate them for their good efforts. Give them worksheet 1 and ask students to count the number of objects and circle 18 objects. Walk around the class and help them where needed. Appreciate them for their good efforts.

Sum Up:

(3 min)

Sum up the lesson by asking the students to draw 18 squares in their notebooks and then count 10 squares and draw circle on it to make a bundle of 10. Then count and tell the students that a bundle of 10 and 8 makes 18.

Assessment:

(5 min)

To assess the students learning, call random students, ask them to draw 18 objects and write the number 18 on the board.

Homework:

(2 min)

Complete worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

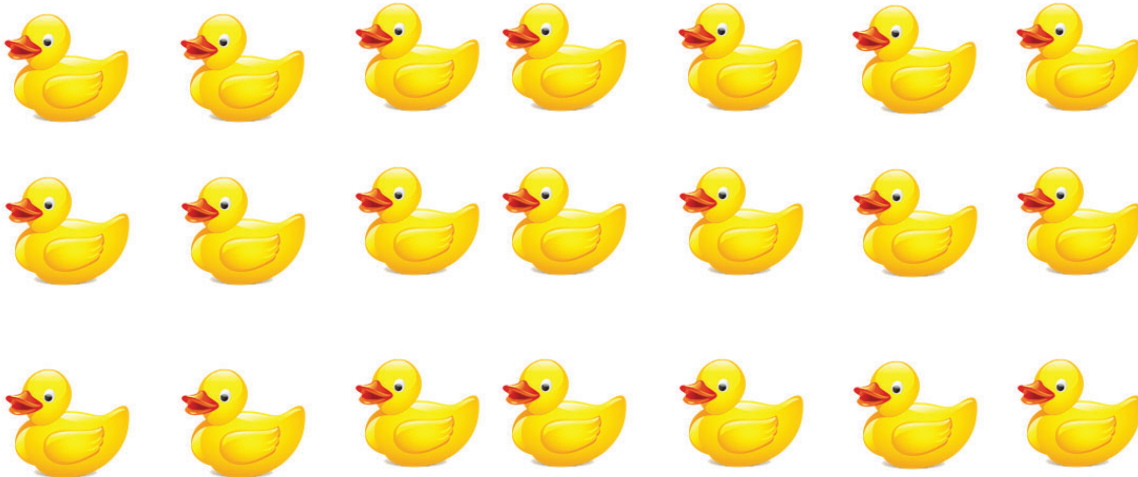
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet 1

Name: _____

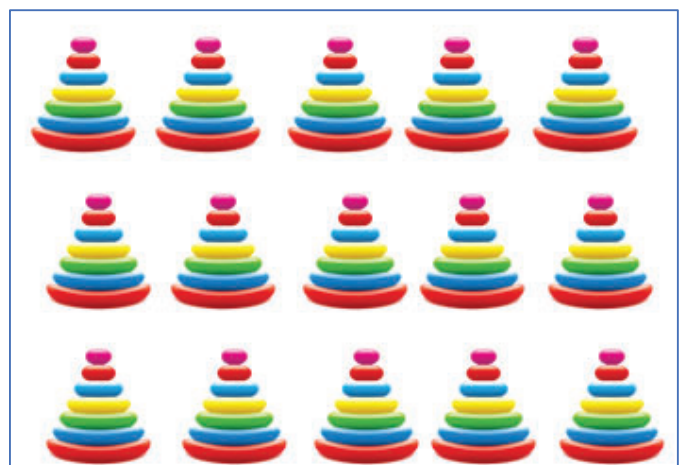
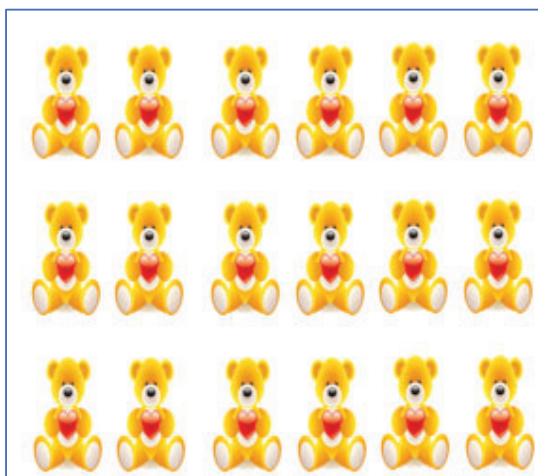
Date: _____

1. Count and circle 18 objects.



2. Count the objects in each box and then match the box having 18 objects to the number 18.

18



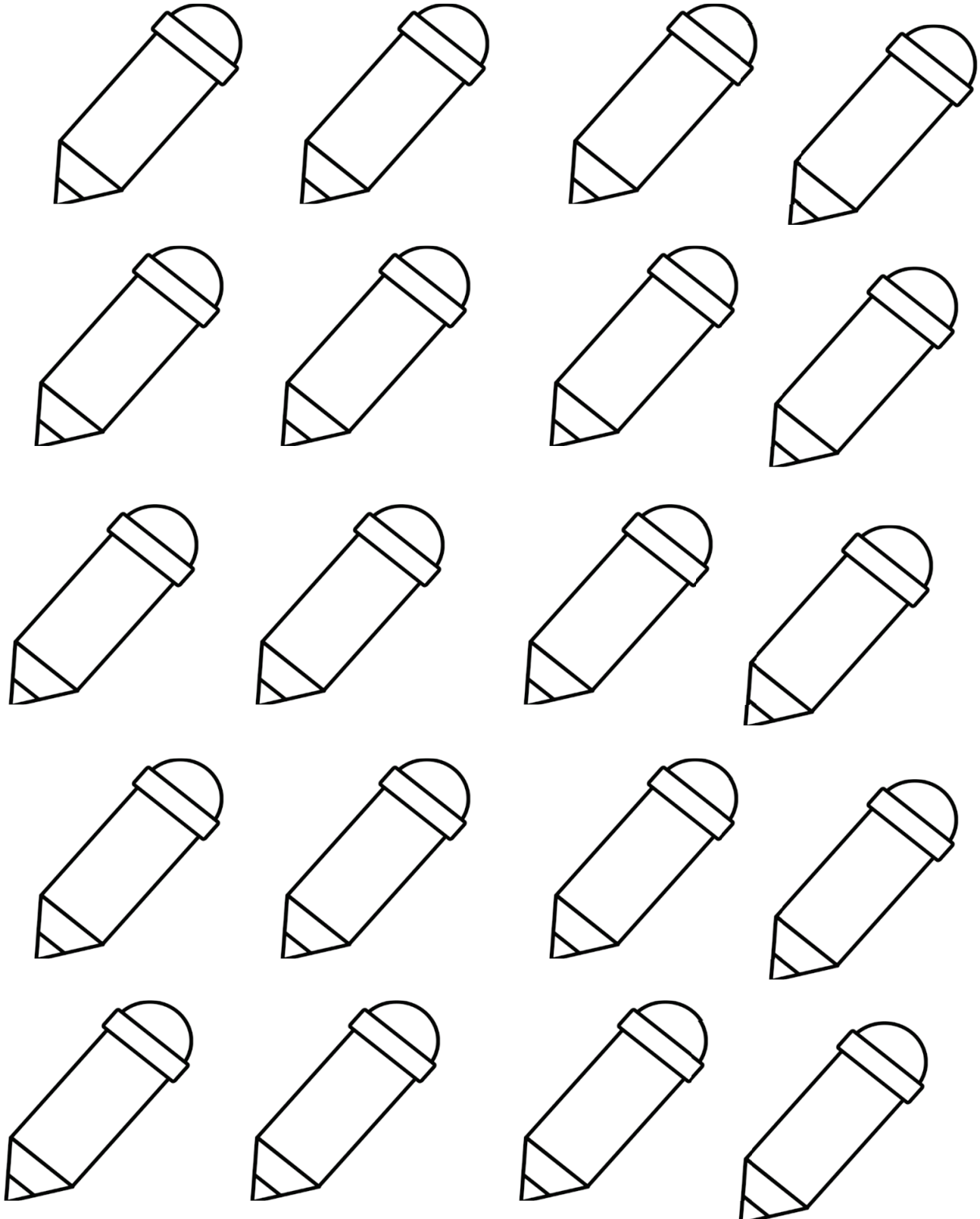
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet 2

Name: _____

Date: _____

Count and colour 18 objects.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Numbers 16 to 20

Date:

Objective(s):

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

Trace and write the correct numeral to represent the number 18.

Resource Material:

Whiteboard, Board marker, Worksheet, Wallchart of 18 objects, Bucket, Balls, Bowls, Buttons, Notebook, Textbook page 27

Teaching & Learning Activities:

Opening Activities/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 18 objects on the board. Ask the students to count the objects and tell: How many objects are there?

Take their response that is 18 and then ask them to write the number 18 in the air with their index finger.

Ask them to read the number 18 in a loud voice.

Main Activities/Concept Building:

(25 min)

Activity 1

Place a wallchart of different numbers on the board. Call a student randomly on the board and ask him/her to circle the number 18. Call another student to the front of the class and ask him/her to read the number 18 in a loud voice and write it on the board. Place a sand tray on the table. Call students to the front of the class and ask them to write number 18 on the sand with their fingers. Appreciate them for their good response.

Activity 2:

Give each student flash cards of different objects drawn on it. Instruct them to count the objects on the flash cards and if they are 18, tell them to clap 18 times. Ask the students to draw 18 objects in their notebooks. After that instruct students to trace and write number 18 on textbook page 27. Walk around the class and help them where needed. Appreciate them for their good efforts.

Sum Up:

(3 min)

Sum up the lesson by retelling students that one group of ten objects and 8 objects together make 18 objects.

Assessment:

(5 min)

To assess the students. write different numbers on the board. Call a student to the front of the class and ask him/her to identify and circle the number 18. Repeat this activity with some other students.

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 A		40 Min

Worksheet

Name: _____

Date: _____

Trace and write the number 18.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Numbers 16 to 20 **Date:** _____

Objective(s):

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

Identify the correct numeral to represent the number 19.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, Big flash card of the number 19, Different colour balls

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

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

Call a student to the front of the class and ask him/her to write the numbers 1 to 18 on the board. Ask the rest of the class to check and correct if needed. Appreciate them by clapping for them.

Main Activities/Concept Building: (28 min)

Activity 1

Ask the students to count from 1 till 18. When they reach 14, tell them that after 18, the next number is the number 10. Show a flash card with the number 13 written on it. Tell the students that this is the number 19. Tell them that it is made up of the digit 1 and the digit 9. Encourage them to loudly say the number 19 following you. Appreciate the students for their efforts. Show random number cards (0-19) to the students. Direct them to say aloud "Number 19" when you show a number 19 card. Take their responses for each number and encourage them.

Activity 2:

Make small groups of students and give each group different numbers of colour balls and ask them to count and separate out 19 balls of each colour. Roam around and help them if required. Then give them worksheet 1 and ask them to identify and circle the number 19 in the given worksheet. Walk around the class, check their work and appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by retelling the students that one bundle and 9 pencils make 19. Ask them to write the number 13 with their index finger in the air.

Assessment: (5 min)

To assess the students learning, ask them to draw 19 objects in their notebooks and write the number 19. Roam around, 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 A		40 Min

Worksheet

Name: _____

Date: _____

Identify and circle the number 19.

19 18 15 16 12

11 16 14 10 19

13 10 19 14 15

19 12 19 19 17

13 19 17 11 18

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		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:

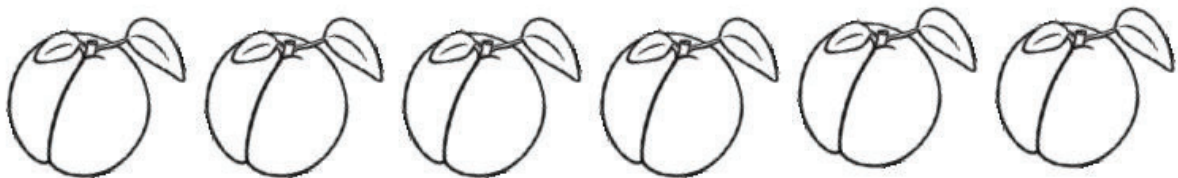
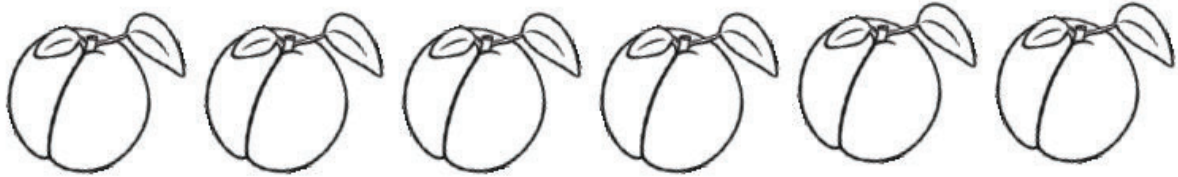
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet

Name: _____

Date: _____

1. Count and colour 14 objects.



3. Draw 14 balls.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		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:

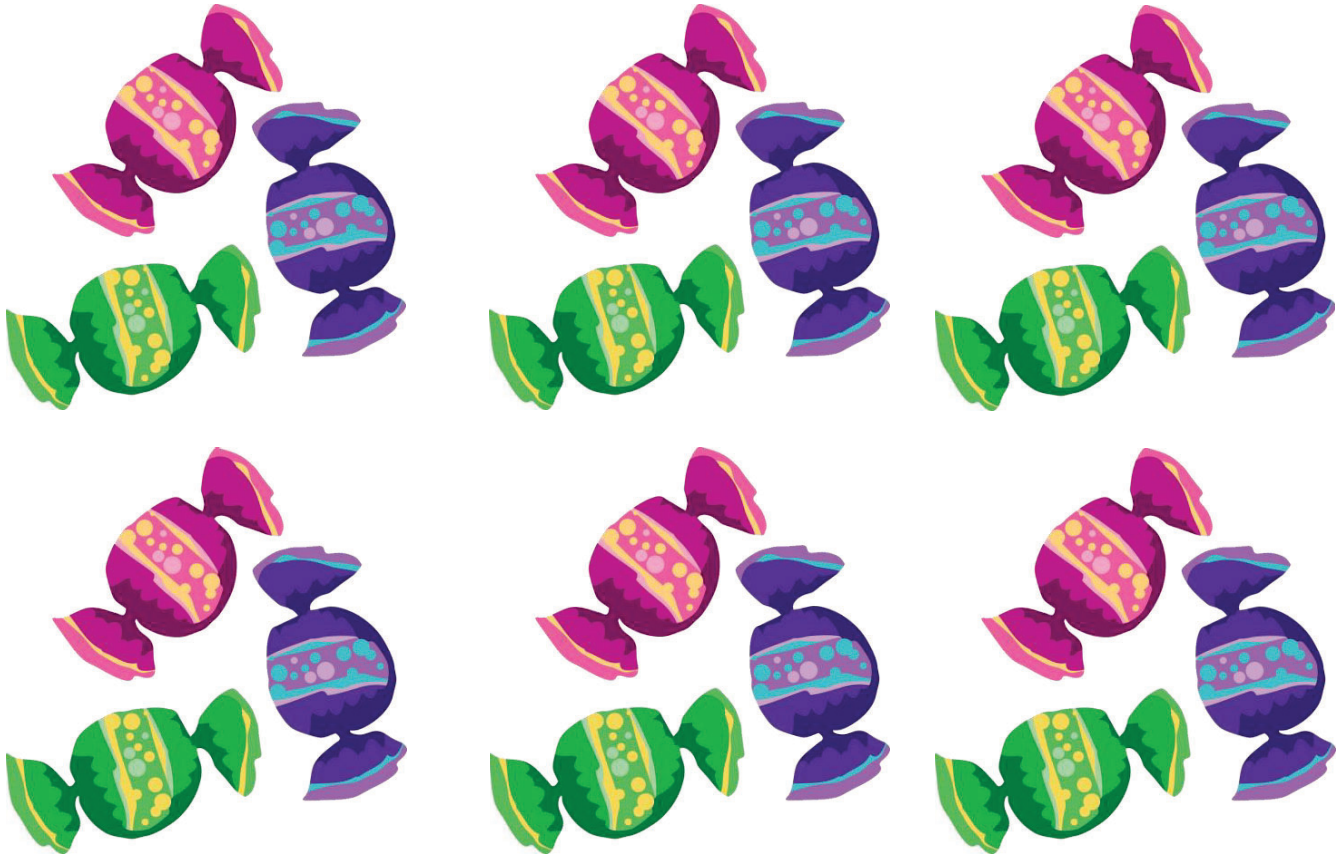
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet

Name: _____

Date: _____

Count and circle 15 objects.



Trace and write number 15.

15	15	15	15	15	15	15	15	15
15	15	15	15	15	15	15	15	15

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		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:

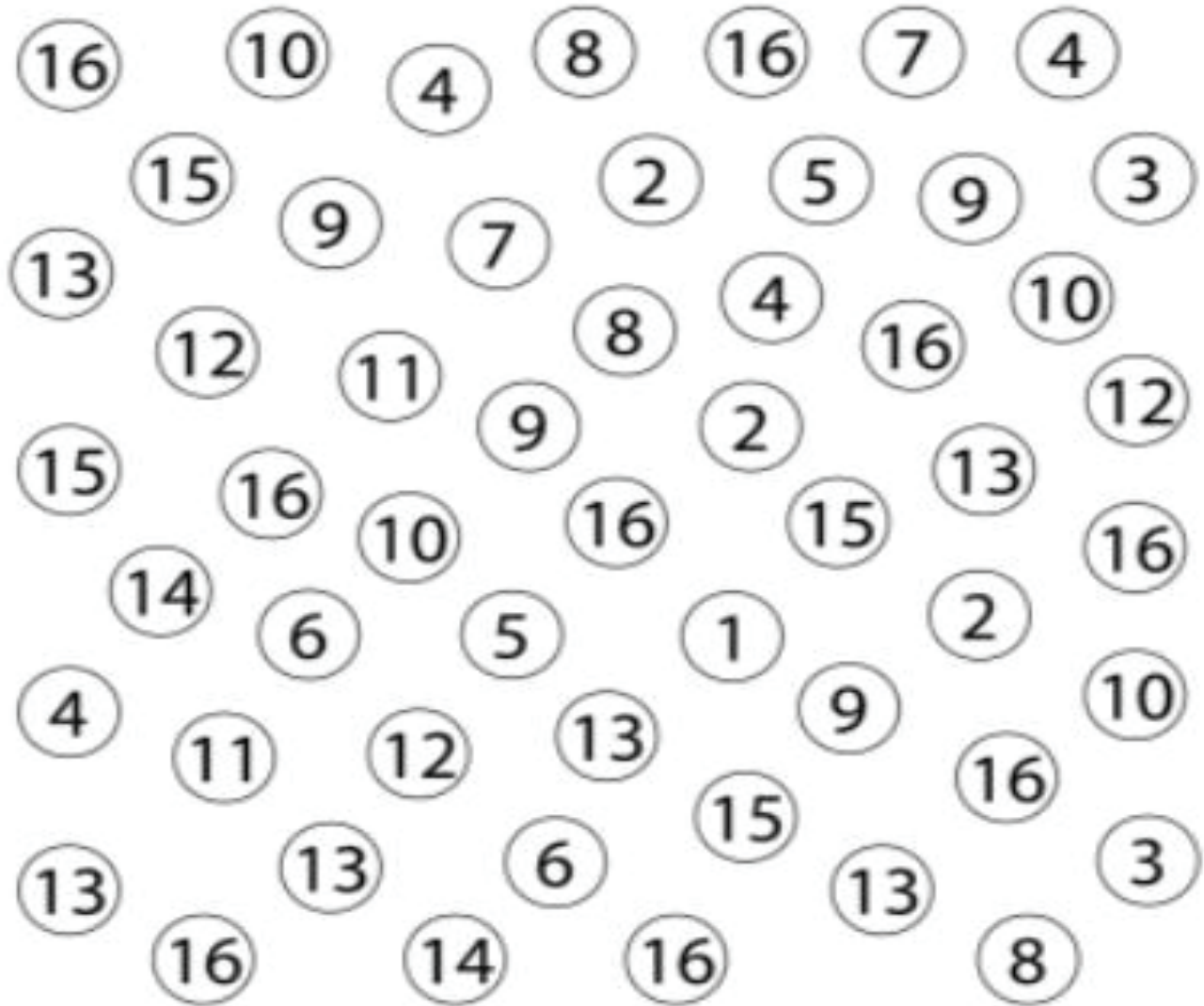
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet

Name: _____

Date: _____

1. Colour the number 16.



2. Count and write how many objects there are.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		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 A		40 Min

Worksheet

Name: _____

Date: _____

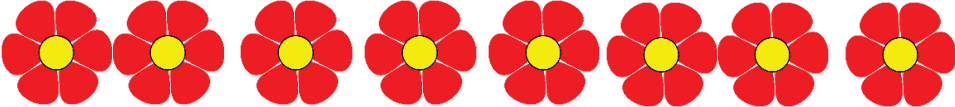
1. Trace and write the number 17.

17	17	17	17	17	17	17	17

2. Circle the number 17.

17	1	4	13	17
	11	15	17	9
6		19		14
12	17	18	8	2

3. Count and write how many objects there are.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		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:

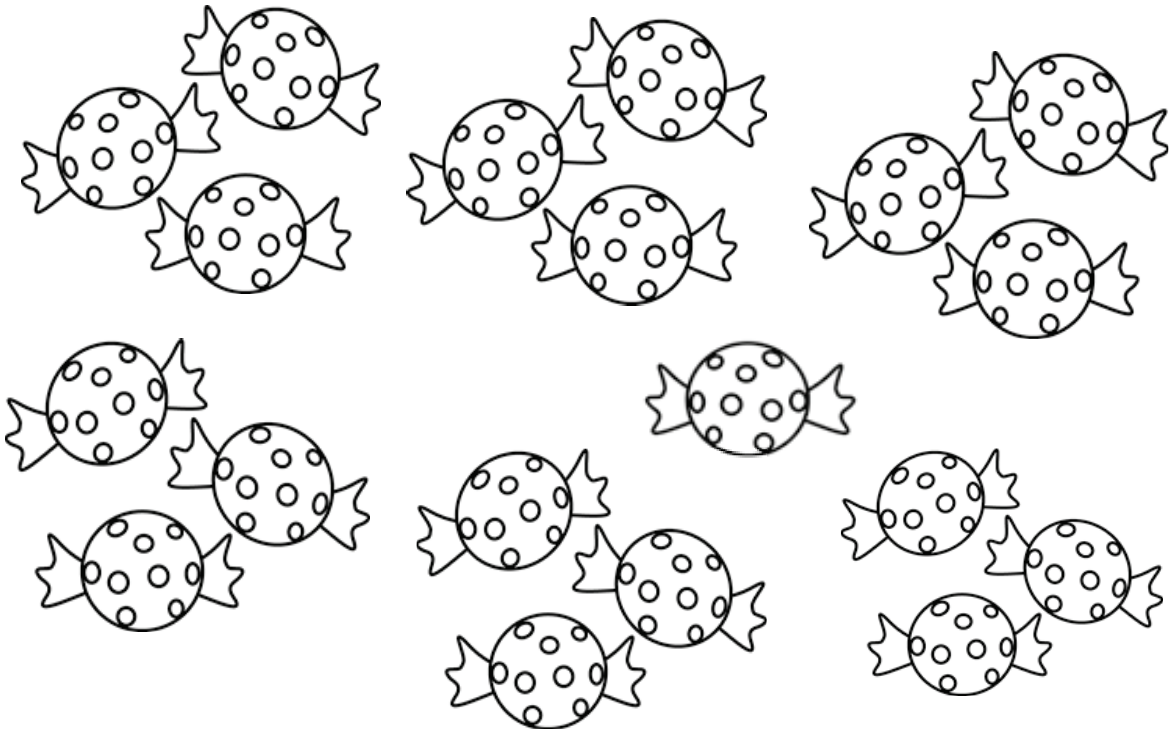
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet

Name: _____

Date: _____

1. Count 18 candies and colour them.



2. Draw 18 balloons.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Numbers 11 to 20

Date: _____

Objective(s):

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

Use the number 19 to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, Ice cream sticks, Flash cards of different numbers, 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".

Draw 19 squares on the board. Call a student to the front and ask him/her to count the number of squares and tell: "How many squares are there?" Take his/her response that is 19 and then ask him/her to write the number 19 on the board. Ask the rest of the class to read the number 19 in a loud voice.

Main Activities/Concept Building: (25 min)

Activity 1

Instruct students to sit around the table and provide ice cream sticks to each of them. Call the students one by one and ask them to count and pick 19 ice cream sticks. Then tie them with a rubber band and put them in the bucket. Demonstrate the activity for them once. As you put ice cream sticks in the bucket, say "one" loudly, then "two" and so on. Encourage them to follow you and loudly count the ice cream sticks as you put them in the bucket. Repeat this activity with some other students. Instruct students to open Textbook page 26 and observe the picture. Ask them to count the pencils in the group and the 9 pencils. Guide them to understand that 1 group of ten pencils and 9 pencils make the number 19.

Activity 2:

Paste flash cards with different numbers of objects on the walls of the classroom. Ask them to count the objects on each card and if they are 19, then tell them to clap 19 times. Appreciate them for their good efforts. Give them worksheet 1 and ask them to count and colour 19 objects and colour the bulbs having the number 19. Walk around the class and help them where needed. Appreciate them for their good efforts.

Sum Up: (3 min)

Sum up the lesson by asking the students to draw 19 balls in their notebooks and then count 10 balls and draw a circle around it to make a bundle of 10. Then count and tell the students that a bundle of 10 and 9 makes 19.

Assessment: (5 min)

To assess the students learning, ask random students to draw 19 objects and write the number 19 on the board.

Homework: (2 min)

Complete worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

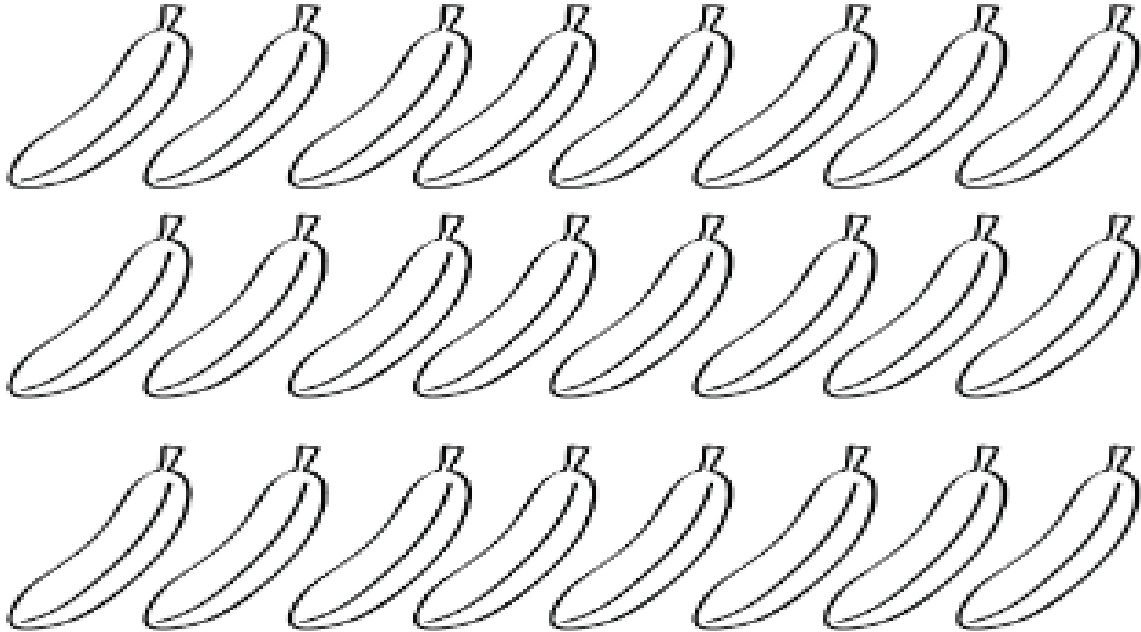
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet 1

Name: _____

Date: _____

1. Count and colour 19 bananas.



2. Identify and colour the blubs having the number 19.



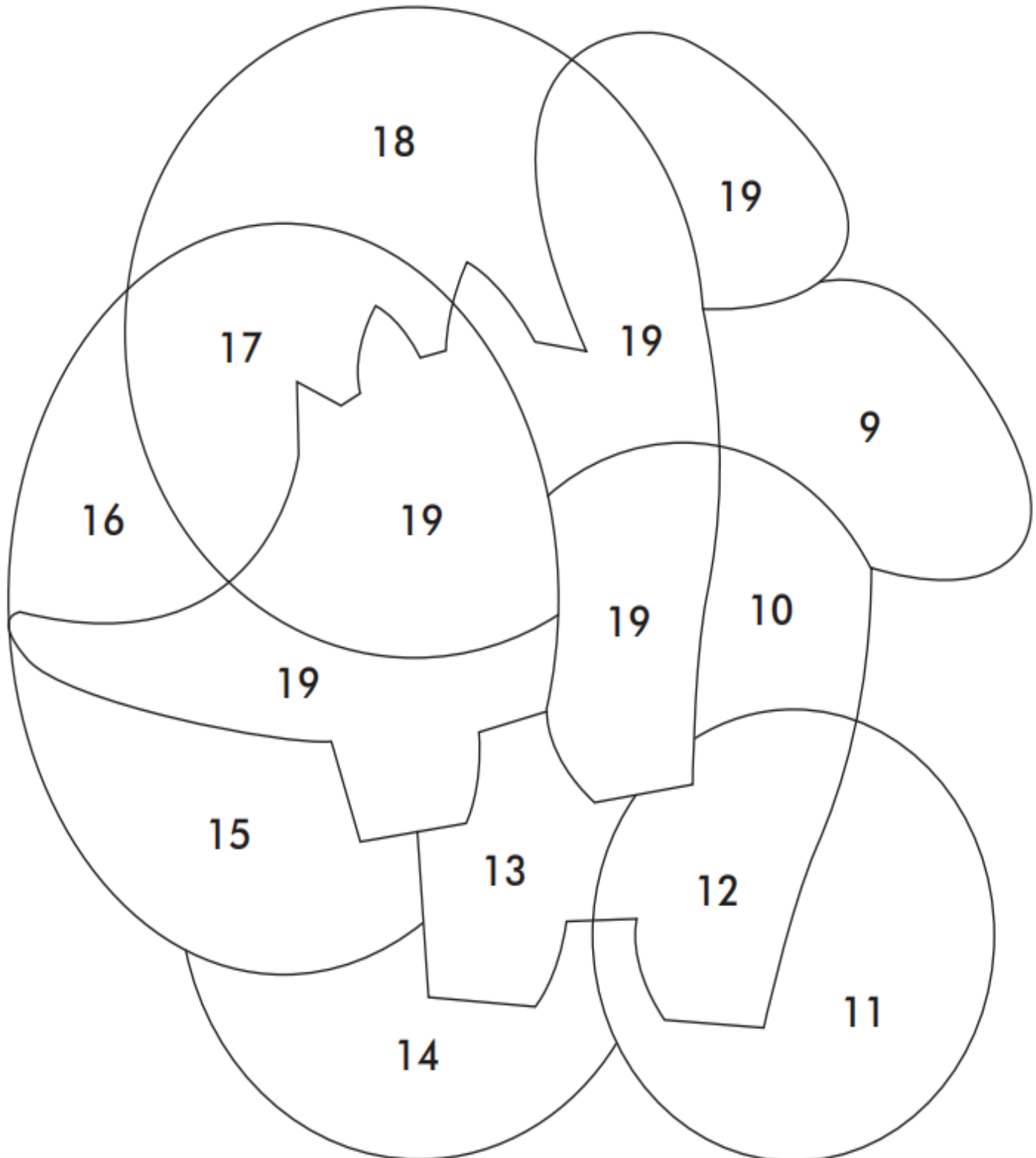
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet 2

Name: _____

Date: _____

Identify and colour the parts having the number 19.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Numbers 11 to 20

Date:

Objective(s):

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

Trace and write the correct numeral to represent the number 19.

Resource Material:

Whiteboard, Board marker, Worksheet, Wallchart of random numbers up to 19, Sand tray, Flash cards of different number of objects, Textbook page 27

Teaching & Learning Activities:

Opening Activities/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 19 objects on the board. Ask the students to count the objects and tell: "How many objects are there?" Take their response that is 19 and then ask them to write the number 19 in the air with their index finger. Ask them to read the number 19 in a loud voice.

Main Activities/Concept Building:

(25 min)

Activity 1

Place a wallchart of different numbers on the board. Call a student randomly to the board and ask him/her to circle the number 19. Call another student to the front of the class and ask him/her to read the number 19 in a loud voice and write it on the board. Place a sand tray on the table. Call students to the front of the class and ask them to write the number 19 on the sand with their fingers. Appreciate them for their good response.

Activity 2:

Give each student flash cards of different objects drawn on it. Instruct them to count the objects on the flash cards and if they are 19, tell them to clap 19 times. Ask the students to draw 19 objects in their notebooks. After that instruct students to trace and write number 19 on textbook page 27. Walk around the class and help them where needed. Appreciate them for their good efforts.

Sum Up:

(3 min)

Sum up the lesson by retelling students that one group of ten objects and 9 objects together make 19 objects.

Assessment:

(5 min)

To assess the students, write different numbers on the board. Call a student to the front of the class and ask him/her to identify and circle the number 19. Repeat this activity with some other students.

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 A		40 Min

Worksheet

Name: _____

Date: _____

Trace and write the number 19.

19	19	19	19
.	.	.	.
.	.	.	.
.	.	.	.
.	.	.	.
.	.	.	.
.	.	.	.
.	.	.	.
.	.	.	.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Numbers 11 to 20

Date:

Objective(s):

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

Identify the correct numeral to represent the number 20.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, Big flash card of the number 20, Different 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".

Call a student to the front of the class and ask him/her to write the numbers 1 to 19 on the board. Ask the rest of the class to check and correct if needed. Appreciate them by clapping for them.

Main Activities/Concept Building:

(25 min)

Activity 1

Ask the students to count from 1 till 19. When they reach 19, tell them that after 19, the next number is the number 20. Show a flash card with the number 20 written on it. Tell the students that this is the number 20. Tell them that it is made up of the digit 2 and the digit 0. Encourage them to say "number 20" loudly following you. Appreciate the students for their efforts. Show random number cards (0-20) to the students. Direct students to say "number 20" aloud when you show a number 20 card. Take their responses for each number and encourage them.

Activity 2:

Make small groups of students and give each group different numbers of colour beads and ask them to count and separate 20 beads of each colour. Roam around and help them if required. Then give them worksheet 1 and ask them to identify and circle the number 20 in the given worksheet. Walk around the class, check their work and appreciate them for their good work.

Sum Up:

(3 min)

Sum up the lesson by retelling the students that two bundles and 10 pencils make 20. Ask them to write the number 20 with their index finger in the air.

Assessment:

(5 min)

To assess the students learning, ask them to draw 20 objects in their notebooks and write the number 20. Roam around, 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 A		40 Min

Worksheet

Name: _____

Date: _____

Identify and circle the number 20.

20 18 15 16 12

11 20 14 20 15

13 10 20 14 20

10 20 12 19 17

13 16 17 11 20

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet 2

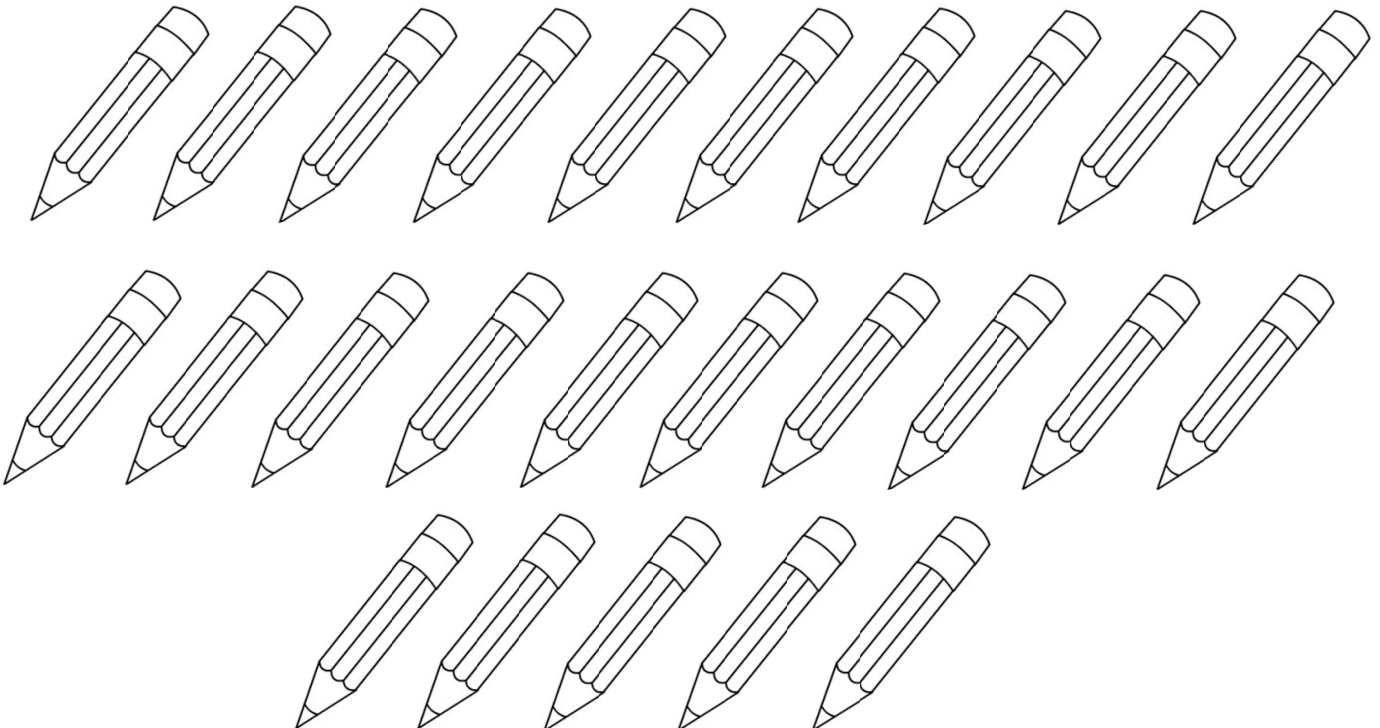
Name: _____

Date: _____

1. Draw 20 balls.



2. Count and colour 20 pencils.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Numbers 11 to 20

Date: _____

Objective(s):

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

Use the number 20 to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, Pencils, Flash cards of different numbers, 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".

Draw 20 circles on the board. Call a student to the front and ask him/her to count the number of circles and tell: "How many circles are there?" Take his/her response that is 20 and then ask him/her to write the number 20 on the board. Ask the rest of the class to read the number 20 in a loud voice.

Main Activities/Concept Building: (25 min)

Activity 1

Instruct students to sit around the table and provide pencils to each of them. Call the students one by one and ask them to count and pick 10 pencils. Then tie them with a rubber band and put them in the bucket. Again count and pick 10 pencils and tie them with a rubber band and put it in the bucket. Demonstrate the activity for them once. As you put a bundle of 10 pencils in the bucket, say "one" loudly, then "two". Encourage them to follow you and loudly count the ice cream sticks as you put them in the bucket. Repeat this activity with some other students. Instruct students to open Textbook page 26 and observe the picture. Ask them to count the pencils in the groups. Guide them to understand that 2 group of ten pencils and 0 pencils make the number 20.

Activity 2:

Paste flash cards with different numbers of objects on the walls of the classroom. Ask them to count the objects on each card and if they are 20, tell them to clap 20 times. Appreciate them for their good efforts. Give them worksheet 1 and ask students to count and circle 20 objects and draw 20 balls. Walk around the class and help them where needed. Appreciate them for their good efforts.

Sum Up: (3 min)

Sum up the lesson by asking the students to draw 20 squares in their notebooks. Then count 10 squares and draw a circle around it to make a bundle of 10. Now count and tell the students that 2 bundles of 10s make 20.

Assessment: (5 min)

To assess the students learning, ask them to draw 20 objects and write the number 20 on the board.

Homework: (2 min)

Complete worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

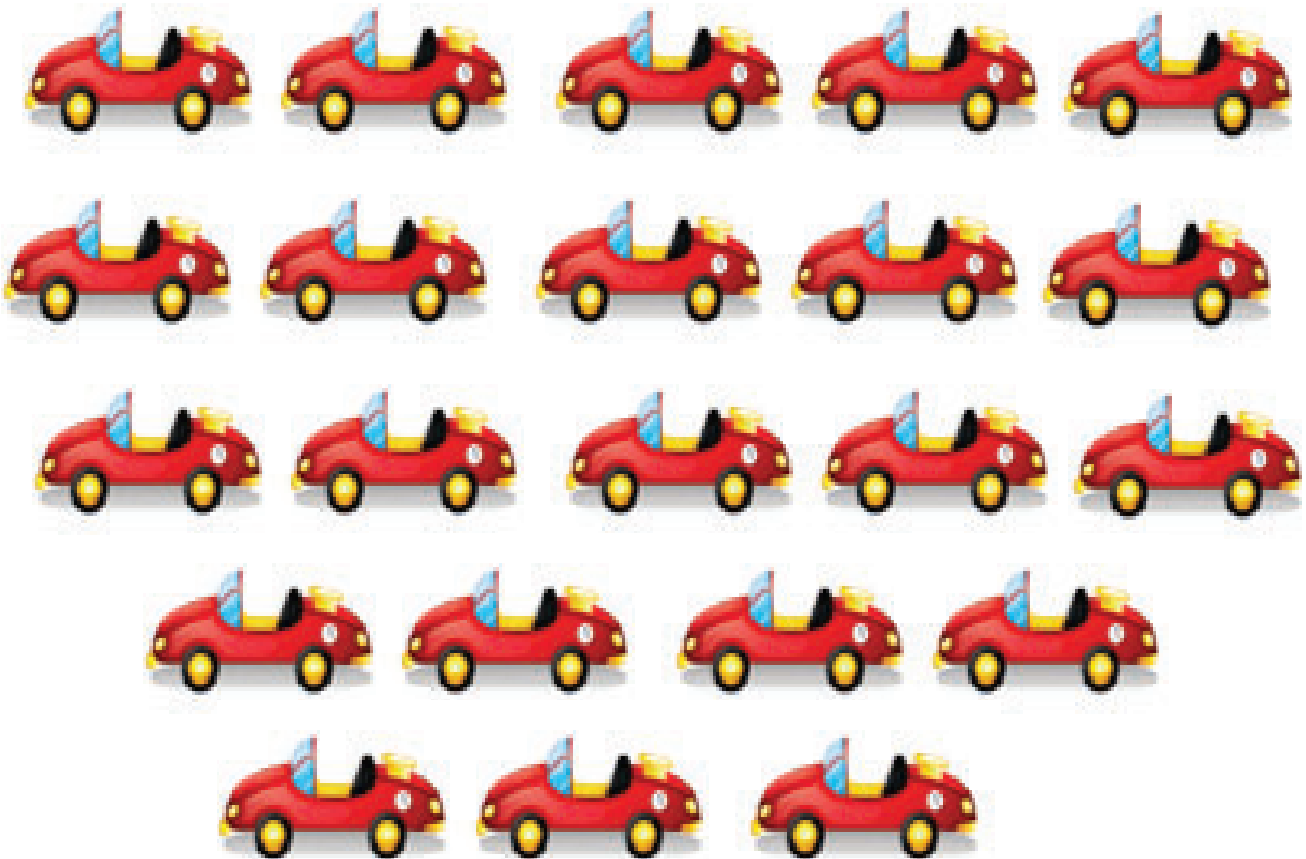
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet 1

Name: _____

Date: _____

1. Count and circle 20 objects.



2. Draw 20 balls.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet 2

Name: _____

Date: _____

Identify and colour the cups having the number 20.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Numbers 11 to 20

Date:

Objective(s):

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

Trace and write the correct numeral to represent the number 20.

Resource Material:

Whiteboard, Board marker, Worksheet, Wallchart of different numbers up to 20, Flash cards of objects up to 2, Textbook page 27

Teaching & Learning Activities:

Opening Activities/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 20 objects on the board. Ask the students to count the objects and tell: "How many objects are there?" Take their response that is 20 and then ask them to write the number 20 in the air with their index finger. Ask them to read the number 20 in a loud voice.

Main Activities/Concept Building:

(25 min)

Activity 1

Place a wallchart of different numbers on the board. Call a student randomly to the board and ask him/her to circle the number 20. Call another student to the front of the class and ask him/her to read the number 20 in a loud voice and write it on the board. Place a sand tray on the table. Call students to the front of the class and ask them to write the number 20 on the sand with their fingers. Appreciate them for their good response.

Activity 2:

Give each student flash cards of different objects drawn on it. Instruct them to count the objects on the flash cards and if they are 20, tell them to clap 20 times. Ask the students to draw 20 objects in their notebooks. After that instruct students to trace and write number 20 on textbook page 27. Walk around the class and help them where needed. Appreciate them for their good efforts.

Sum Up:

(3 min)

Sum up the lesson by retelling students that two groups of ten objects together make 20 objects.

Assessment:

(5 min)

To assess the students, write different numbers on the board. Then call a student to the front of the class and ask him/her to identify and circle the number 20. Repeat this activity with some other students.

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 A		40 Min

Worksheet

Name: _____

Date: _____

Trace and write the number 20.

20	20	20	20
.	.	.	.
.	.	.	.
.	.	.	.
.	.	.	.
.	.	.	.
.	.	.	.
.	.	.	.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Numbers 11 to 20

Date:

Objective(s):

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

Use the numbers 11-20 to represent quantities in daily life interaction.

Resource Material:

Whiteboard, Board marker, Worksheet, Wallchart of numbers 11 to 20, Flash cards of different number of objects, Textbook page 28 and 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".

Write numbers 11 to 20 on the board and ask students to read the numbers in a loud voice. Repeat this activity two to three times.

Main Activities/Concept Building:

(22 min)

Activity 1

Place a wallchart of different numbers from 11 to 20 on the board. Call a student randomly to the board and ask him/her to circle the number 11. Call another student to the front of the class and ask him/her to circle the number 12. Repeat this activity for all numbers up to 20. Appreciate them for their good work.

Activity 2:

Give each student flash cards of different objects drawn on them. Instruct them to count the objects on the flash cards. Then write the number and clap the number of times according to the number of objects. Instruct students to open their textbook page 29. Count and write the correct number on Q4. Walk around and check their work and guide if needed. Appreciate them for their good response.

Sum Up:

(3 min)

Sum up the lesson by writing numbers 11 to 20 on the board and tell them that 1 ten and 1 one makes 11, 1 ten and 2 ones make 12 and so on.

Assessment:

(8 min)

To assess the students, instruct students to open their textbook page 28 and count the objects and colour the correct number box in Q2. Roam around the class, check their work and guide them if required.

Homework:

(2 min)

Complete the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

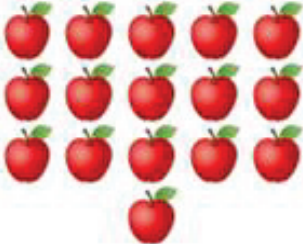
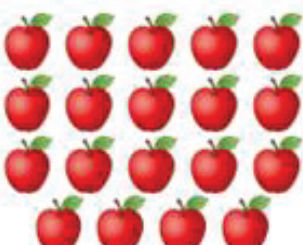
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet

Name: _____

Date: _____

Count the objects and write the number.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Topic: Numbers 11 to 20

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 11-20.

Resource Material:

Whiteboard, Board marker, Worksheets, Wallchart of numbers 11 to 20, Stationery items, Fruits, Toys

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Ask them about their homework. Paste a wallchart of numbers 11 to 20 on the board. Call a student to the front of the class and ask him/her to read the numbers in a loud voice. Have the rest of the class follow him/her and read the numbers in a loud voice. Repeat this activity with different students of the class.

Appreciate them for their active participation by clapping.

Main Activities/Concept Building:

(25 min)

Activity 1

Make two groups of 10 students. Distribute different objects to the students so that there are 11 to 20 objects in front of each child in each row. Distribute the objects in such a way that no child with the same number of objects sits right in front of the other. Use different objects including stationery items, fruits, toys, etc. Ask loudly, "Who has 11 objects?" When two students from each row reply that they have 11 objects, have them sit at the first position in front of each other and ask them to put the objects before them on the carpet. Next, ask loudly "Who has 12 objects?" When 2 students from each row respond that they have 12 items, have them sit in the 2nd position in front of each other having their objects placed before them on the carpet. Repeat the same until all the students are sitting in front of each other. At the end, each student will be sitting opposite to the one who has the same number of objects as him or her.

Activity 2:

Give them worksheet 1. Ask them to follow the instructions and complete the worksheet. 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 read the numbers 11 to 20 and write them in their notebooks.

Assessment:

(5 min)

To assess the students, call a student to the front of the class and ask him/her to draw 20 objects. Take his/her response and appreciate them by clapping for his/her good work. Repeat this activity with other students.

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 A		40 Min

Worksheet

Name: _____

Date: _____

Trace and write.

1	1				
1	2				
1	3				
1	4				
1	5				
1	6				
1	7				
1	8				
1	9				
2	0				

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet 2

Name: _____

Date: _____

Count the objects and tick (✓) the correct number box.



11 ☐

12 ☐

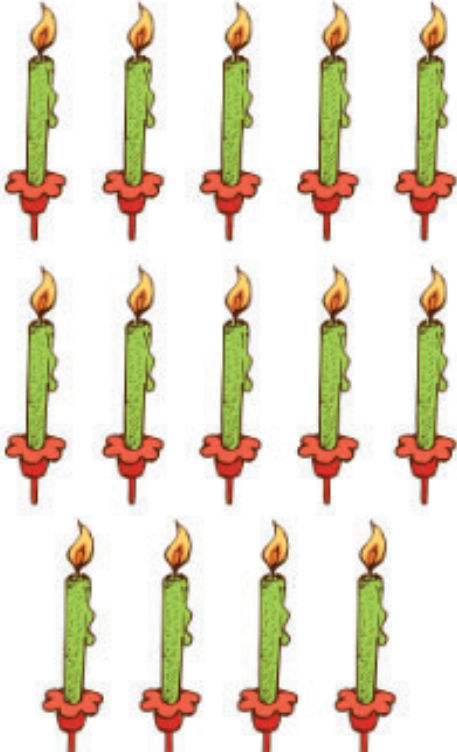
13 ☐



12 ☐

13 ☐

14 ☐



13 ☐

14 ☐

15 ☐



15 ☐

16 ☐

17 ☐

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Numbers 1 to 20 **Date:** _____

Objective(s):

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

Sequence numerals correctly from 1-20.

Resource Material:

Whiteboard, Board marker, Worksheets, Textbook page 30, Flash cards of numbers 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".

Write numbers 11 to 20 on the board one by one and ask students to read a number and then draw circles according to the number in their notebooks.

Main Activities/Concept Building: (25 min)

Activity 1

Make two groups of students. Give one group flash cards of numbers 1 to 20. Give different toys to the other group. Instruct the first group to show a flash card of a random number from 1-20. The second group looks at the number and shows the same number of objects. Repeat this activity with all of the numbers. Now give the first group different number of toys, the second group flash cards and repeat the activity.

Activity 2:

Call a student to the front of the class and ask him/her to write the numbers 1 to 20 in sequence on the board. Take his/her response and appreciate him/her by clapping. Repeat this activity with different students. Give them worksheet 1 and ask them to trace the numbers. Roam around the class, check their work and appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by asking students to write the numbers 1 to 20 with their index finger in the air.

Assessment: (5 min)

To assess the students, ask students to open their textbooks to page 30 and draw a path from the bus to the school by counting from 1 to 20.

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 A		40 Min

Worksheet 1

Name: _____

Date: _____

Trace the numbers 1 to 20 in sequence.

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

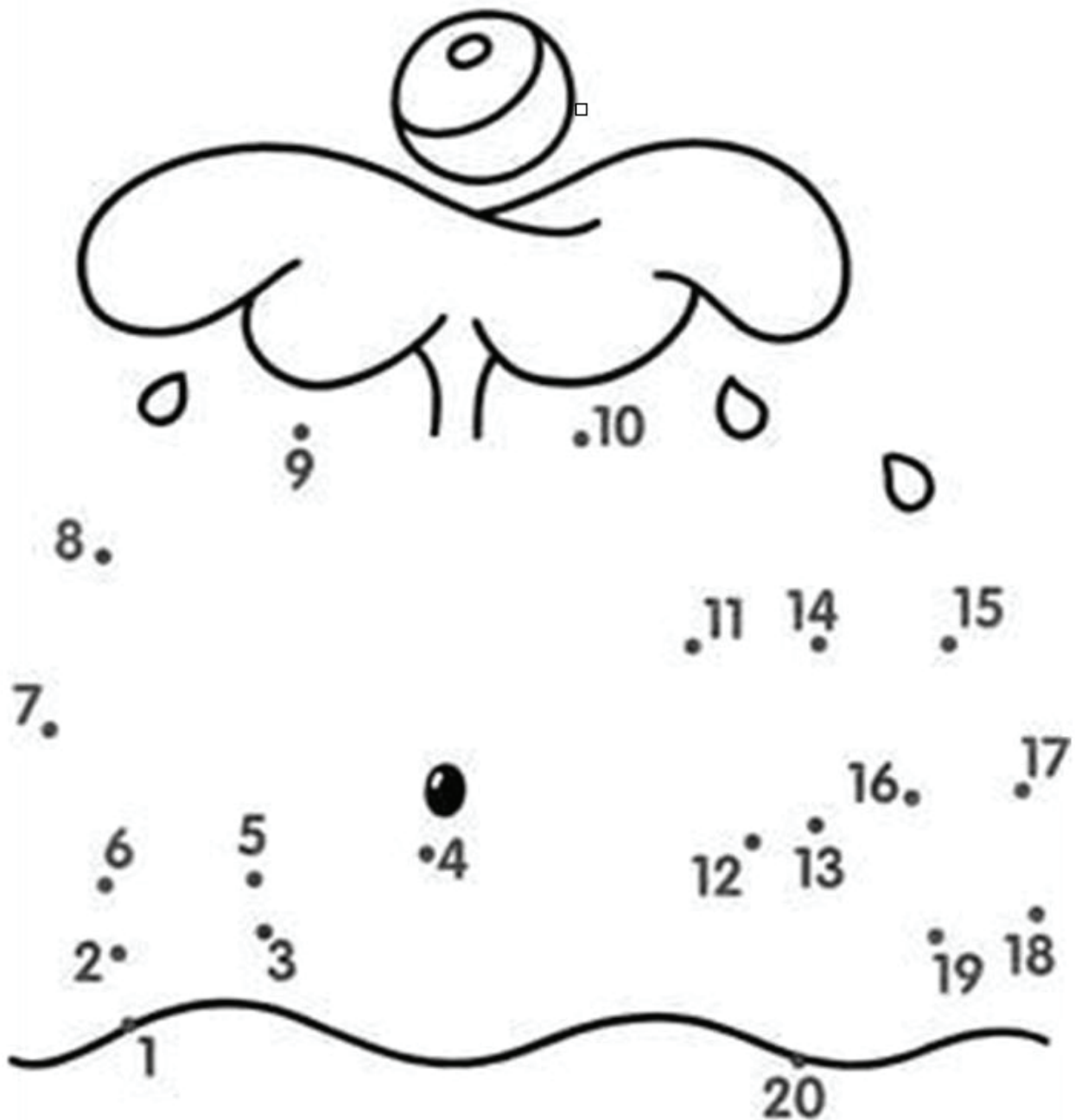
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet 2

Name: _____

Date: _____

Draw a line from 1 to 20 to complete the picture and then colour it.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Numbers 1 to 20

Date: _____

Objective(s):

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

Write the missing numbers from 1-20.

Resource Material:

Whiteboard, Board marker, Worksheet, Wallchart of numbers 1 to 20, Flash cards of numbers 11 to 15, Textbook page 31

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Paste a wallchart of numbers 1 to 20 on the board and ask students to read the numbers in sequence.

Main Activities/Concept Building:

(25 min)

Activity 1

Write number 1 on the board. Call a student to the front of the class, ask him/her to read the number in a loud voice and then draw 1 circle on the board. Take his/her response and appreciate them for his/her good work. Repeat this activity by writing different numbers 1 to 20 on the board. Then call random students to the front of the class and ask them to draw objects according to the number. Appreciate them for their good work.

Activity 2:

Make pairs of students. Give each pair flash cards of numbers 1 to 20 with some missing numbers in random form. Ask them to arrange the cards in correct sequence and find out the missing number flash cards. Roam around the class, check their work and then call each pair one by one to the front of the class and ask him/her to show their work to the whole class. Appreciate them for their good work. Give them worksheet 1 and ask them to complete the given worksheet by following the instructions.

Sum Up:

(3 min)

Sum up the lesson by writing different sequences from 1 to 20 with some missing numbers and ask them to read the numbers and find out the missing numbers in the given sequences.

Assessment:

(5 min)

To assess the students, ask them to open their textbooks to page 31 and write the missing numbers 1 to 20. 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:

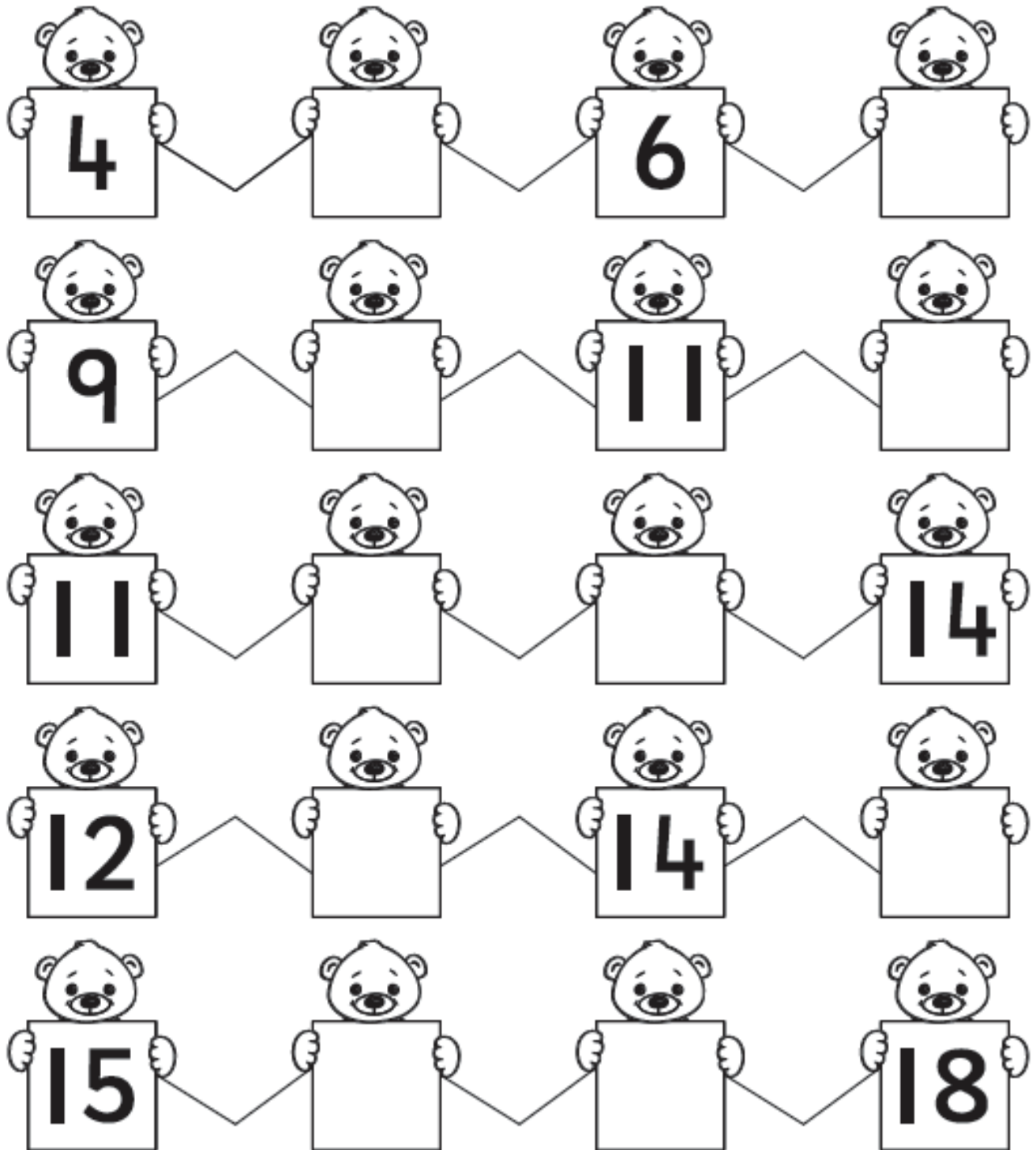
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet 1

Name: _____

Date: _____

Write the missing numbers.



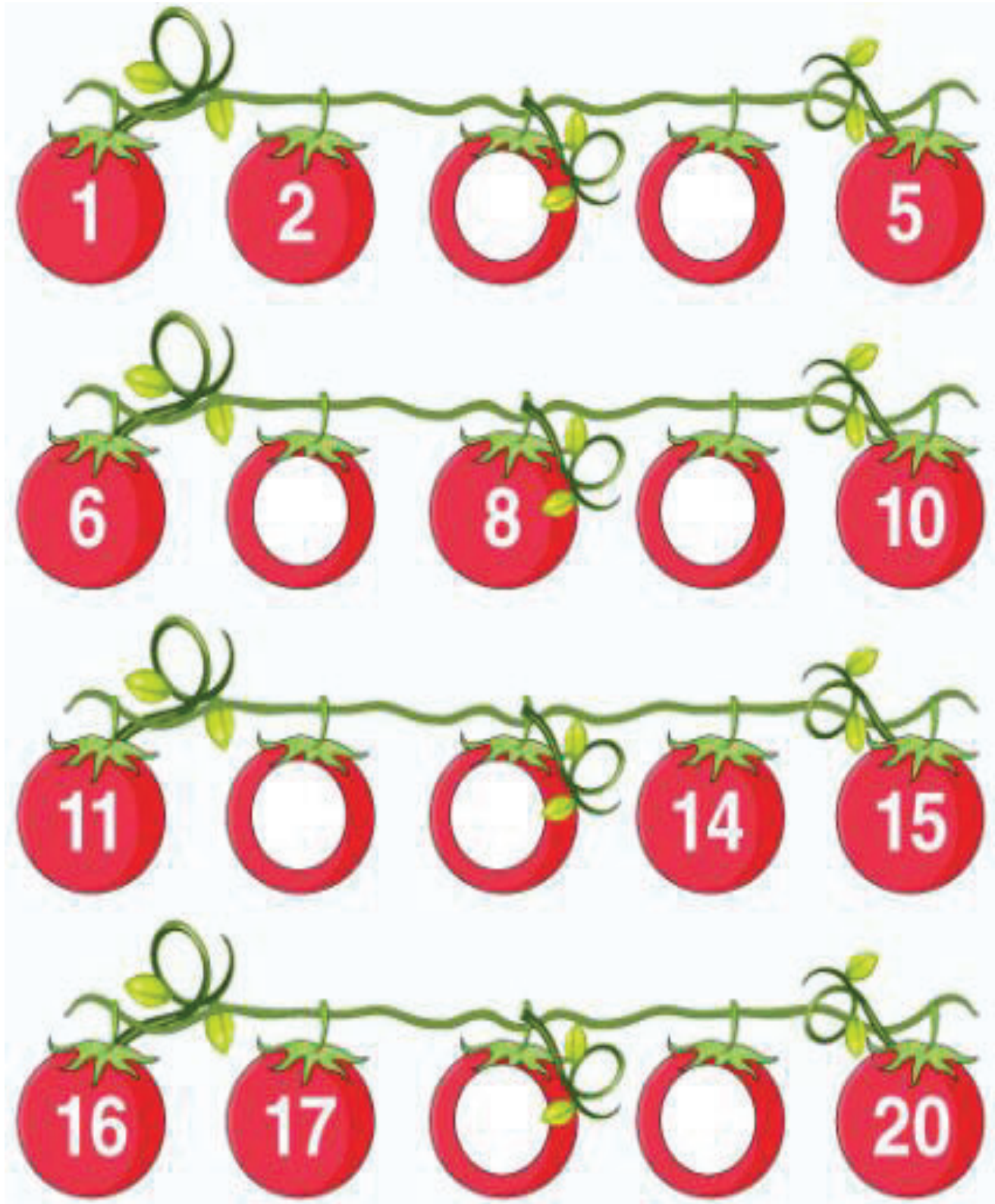
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet 2

Name: _____

Date: _____

Write the missing numbers.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Backward counting

Date:

Objective(s):

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

Count backwards from 20-1.

Resource Material:

Whiteboard, Board marker, Worksheets, Wallchart of backward counting 20 to 1, Flash cards of numbers 1 to 20, Textbook page 32

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Call a student to the front of the class and ask him/her to write the numbers 1 to 20 in correct sequence.

Ask the rest of the class to check and correct if needed.

Main Activities/Concept Building:

(25 min)

Activity 1

Place a wallchart of numbers 20 to 1 on the board and ask students to read the sequence backward. Place flash cards of numbers 1 to 20 on the table. Call a student to the front of the class and ask him/her to arrange these cards in backward sequence. Take his/her response and appreciate them for their correct work. Repeat this activity by calling different number of students and instruct them to arrange the cards backward from 20 to 1. Appreciate them by clapping for their active participation.

Activity 2:

Ask them to complete the given worksheet 1 by following the instructions. Roam around the class, check their work and guide them if required.

Sum Up:

(3 min)

Sum up the lesson by writing numbers 20 to 1 on the board and then read the numbers in sequence.

Assessment:

(5 min)

To assess the students, ask them to open their textbooks to page 32. Then count backward and write the missing numbers. 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:

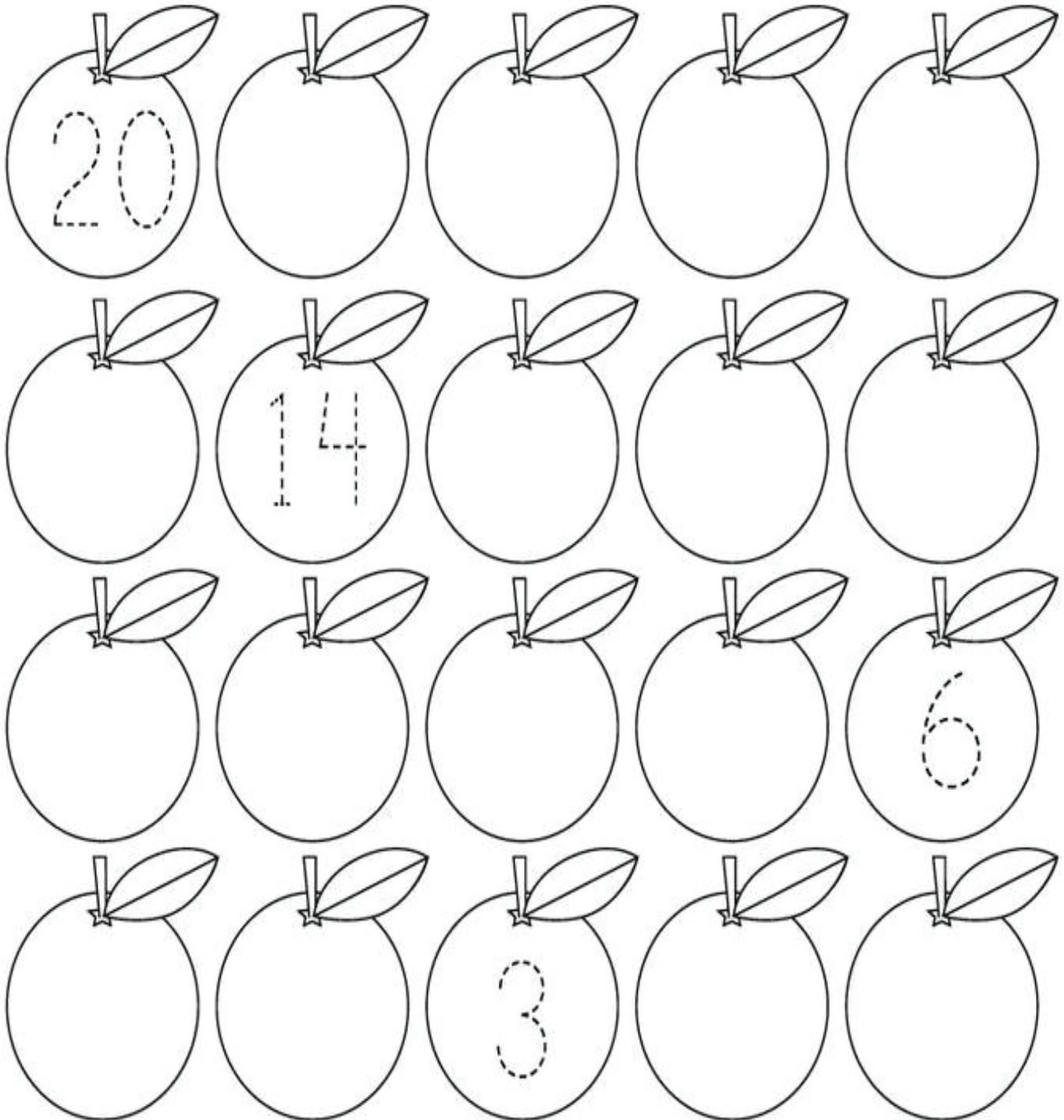
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet 1

Name: _____

Date: _____

Count backwards from 20. Trace and fill in the missing numbers.



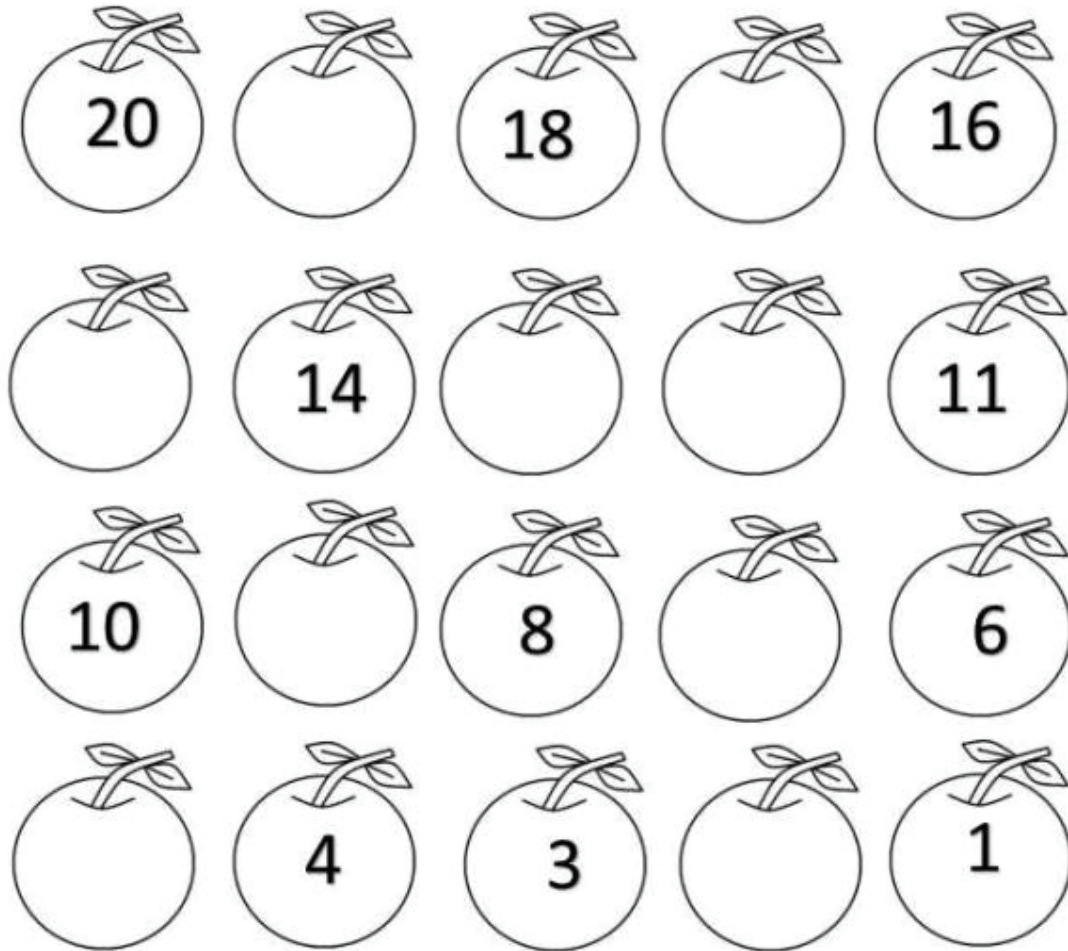
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet 2

Name: _____

Date: _____

1. Count backwards and write the missing numbers.



2. Write the numbers 20 to 1.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Addition **Date:** _____

Objective(s):

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

Use concrete objects to develop the concept of addition.

Substitute numerals for concrete objects during the process of addition.

Use the concept of addition in their daily lives with oral examples.

Resource Material:

Chalk/Marker, White/Blackboard, 3 teddy bears, Pencils, Flash cards of cookies, Worksheet, Textbook page 33

Teaching & Learning Activities:

Opening Activities/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 teddy bear on the table in front of the class and tell the students that the teddy bear is playing over here but is feeling lonely so let's call his friends to play with him. Then place 2 more teddy bears on the table. Now ask the students: "How many teddy bears are now here to play?" The students will answer "3 teddy bears". Encourage the students for the correct answer.

Main Activities/Concept Building: (25 min)

Activity 1

Place one pencil on the table and ask the students: "How many pencils are there?" They should answer "1". Now tell the students that you are placing 1 more pencil, ask again: "How many pencils are there?" Now they will say "2". Tell them that you are placing 2 more pencils, ask them to count and tell the answer, they will say "4". Now tell them that you are placing 3 more pencils, ask them to count again and tell the answer. Students will say "7". Add 2 more pencils and ask the students: "How many pencils are there now?" They will say "9". Appreciate the students by making them clap for themselves. Repeat this exercise for some blocks.

Activity 2:

Display flash cards with three cookies in a plate to the students and ask them to count and tell: "How many cookies are in the plate?" The students will answer "3 cookies". Encourage the students for participating. Now show the students the next flash card with five cookies and ask: "If we add 2 more cookies in the plate then how many cookies will there be?" The students will answer "5 cookies". Appreciate them for their active participation.

Sum Up: (3 min)

Sum up the lesson by retelling the students how to add objects by asking them to open their textbooks to page 33.

Assessment: (5 min)

To assess the students learning, draw two different groups of circles and then ask them to count and tell how many circles there are altogether. Take their responses and appreciate them for their correct response.

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 A		40 Min

Worksheet

Name: _____

Date: _____

Count, write and add.



and



makes



and



makes



and



makes



and



makes



and



makes

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Addition

Date:

Objective(s):

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

Use concrete objects to develop the concept of addition.

Substitute numerals for concrete objects during the process of addition.

Use the concept of addition in their daily lives with oral examples.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, 3 disposable plates, Candies, Flash cards of objects up to 9

Teaching & Learning Activities:

Opening Activities/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. To gain students' attention, draw a picture of a tree on the board and ask students: "How many trees are there?" The expected answer will be "1". Now draw a picture of another tree and repeat the question. Some students will answer "2". Appreciate them for their participation.

Main Activities/Concept Building:

(25 min)

Activity 1

Place 3 disposable plates in the middle of a table. Place 1 candy in the first plate and 2 candies in the second plate. Call a student to the front of the class and ask him/her to count and tell how many candies are in the two plates. He/she will say "3" loudly. Now instruct him/her to place 3 candies in the third plate. Ask him/her to count and tell how many candies are in the three plates. Take his/her response that must be "5". Put 1 more candy in each plate and tell students that you are now placing 1 more candy in each plate. Again call one student and ask him/her to count loudly and tell how many candies are in each plate. Do this exercise twice with the whole class.



Activity 2:

Make pairs of students. Give each pair two flash cards of objects. Instruct them to count the number of objects on each card and then find the total number of objects on both cards. Now call each pair one by one to the front of the class and ask them to show their working to the whole class. Ask the rest of the class to count and tell whether they did the correct working or not. Take their responses and appreciate them for their good work.

Sum Up:

(3 min)

Sum up the lesson by retelling students that by counting objects in two groups, we can tell how many objects there are altogether.

Assessment:

(5 min)

To assess the students learning, draw two groups of different number of circles (sum up to 9). Ask them to count and tell how many circles there are altogether.

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 A		40 Min

Worksheet

Name: _____

Date: _____

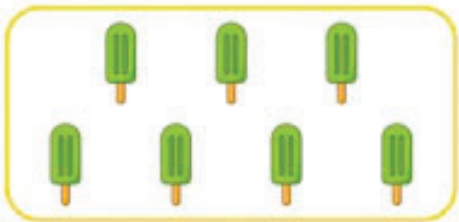
Count, write and then add.



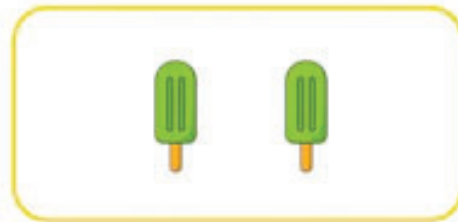
and



make



and



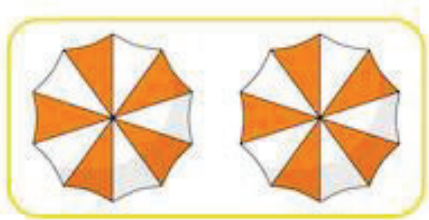
make



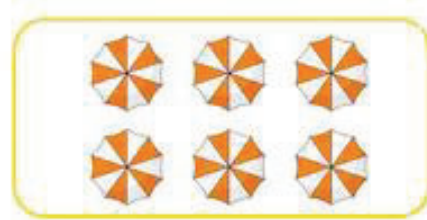
and



make



and



make

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Addition

Date:

Objective(s):

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

Use concrete objects to develop the concept of addition.

Substitute numerals for concrete objects during the process of addition.

Use the concept of addition in their daily lives with oral examples.

Resource Material:

Whiteboard, Board marker, Two buckets, Notebook, Soft rubber 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".

Draw 16 objects on the board. Ask the students to count the objects and tell: "How many objects are there?" Take their response that is "16" and then ask them to write the number 16 in the air with their index finger. Ask them to read the number 16 in a loud voice.

Main Activities/Concept Building:

(25 min)

Activity 1

Tell students that we are going to have fun by playing a game today. Make 5 groups of the students and have each group stand in a row. Now place an empty bucket under the whiteboard and place another bucket full of soft rubber balls in front of the first group. Tell each student of the group to aim at the bucket and throw a ball into it. Give each student a chance to throw one ball. Now the first student will throw a ball into the bucket and after that, the next student will throw 1 more ball and then the third one will throw 1 more ball into the bucket. Continue this with all of the students of the group. Have the other students keep participating by counting the balls which are thrown into the bucket by the students of the first group by saying, "Wow! Now we have 1 more ball in the bucket." "How many balls do we have now? Give each student a chance to participate by answering. After the turn of the first group, ask the students: "How many balls are there in the bucket?" Repeat this exercise with all of the groups.

Sum Up:

(3 min)

Sum up the lesson by retelling students that by counting and adding two groups of objects, we came to know how many objects are in two groups.

Assessment:

(5 min)

To assess the students, ask them to draw two groups of different number of balls in their notebooks. Then count and write the total number of balls in the two groups.

Homework:

(2 min)

Complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

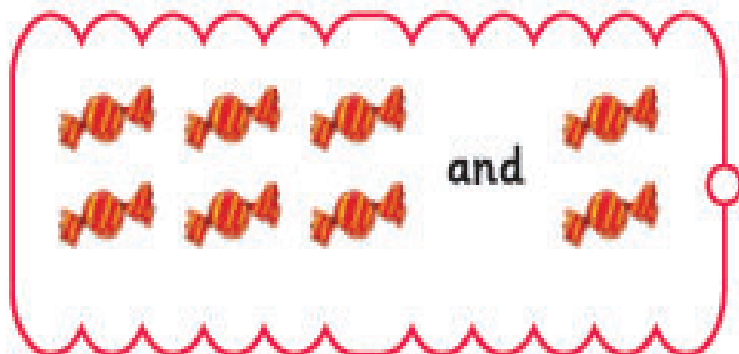
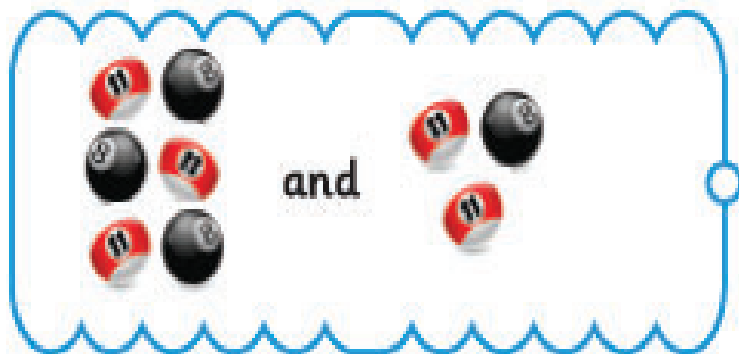
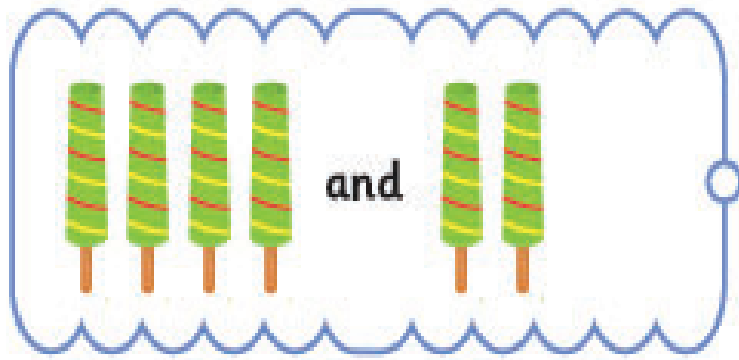
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet

Name: _____

Date: _____

Count, add and match with their total.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Addition **Date:** _____

Objective(s):

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

Use concrete objects to develop the concept of addition.

Substitute numerals for concrete objects during the process of addition.

Use the concept of addition in their daily lives with oral examples.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 34, Worksheet, Blocks, Flash cards of apples, radishes, strawberries and carrots

Teaching & Learning Activities:

Opening Activities/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 some blocks on the table and start joining them. Ask the students to count the blocks. Continue this up to 9 blocks. Then appreciate the students for their participation.

Main Activities/Concept Building: (25 min)

Activity 1

Make 4 groups of students and distribute the flash card of an apple in one group. Now distribute the flash card of blocks to the next group. Continue this distribution for all four groups with other cards of different objects. Starting from the first group, ask a student to show his/her card to the class and tell how many apples are on the card. Suppose he/she is having a card of '4' apples. Ask the student: "How many apples do the first group have?" The students will say "4 apples". Now tell the next student of the first group to show their card and tell the number of apples on it. Suppose he/she is having a card of '1' apple. Now ask the students: "If group 1 is having 1 more apple then how many apples do they have now?" The students will say "5 apples". Appreciate the students by making them clap for themselves. Continue this activity with all the students of the first group and then start it again for the second group.

Activity 2:

Paste the flash cards of radishes, carrots, and strawberries on the board. Ask them to count the number of carrots, strawberries and radishes in each set. Ask them to draw one more object in each group and then count and write how many. Roam around the class, check their work and help them if needed. Clap for their active participation.

Sum Up: (3 min)

Sum up the lesson by retelling the students how to add two sets of objects by counting the objects in two sets altogether.

Assessment: (5 min)

To assess the students learning, ask them to open their textbooks to page 34. Then count and write how many. Roam around the class, check their work and guide them if required.

Homework: (2 min)

Complete the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

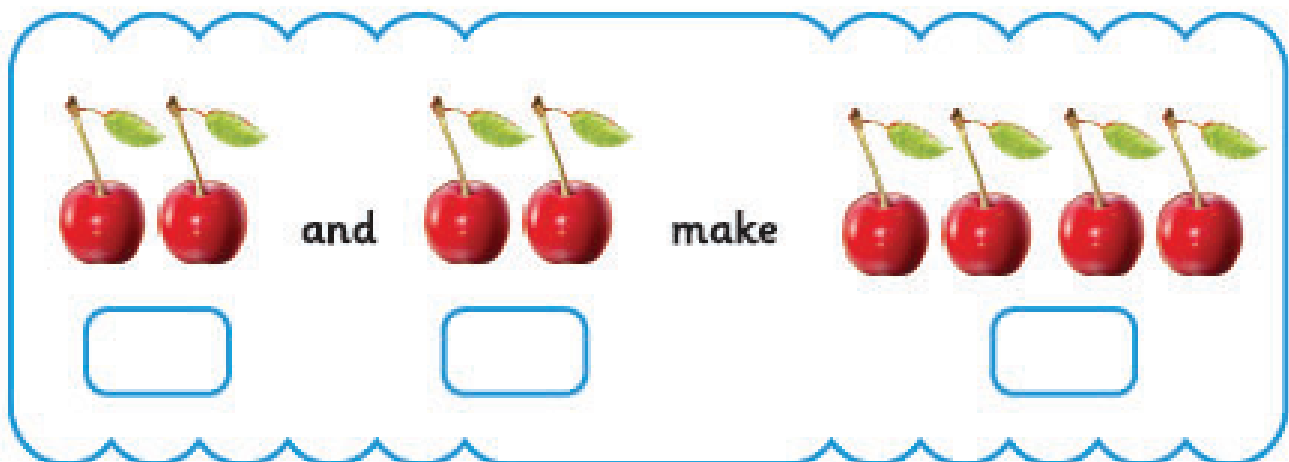
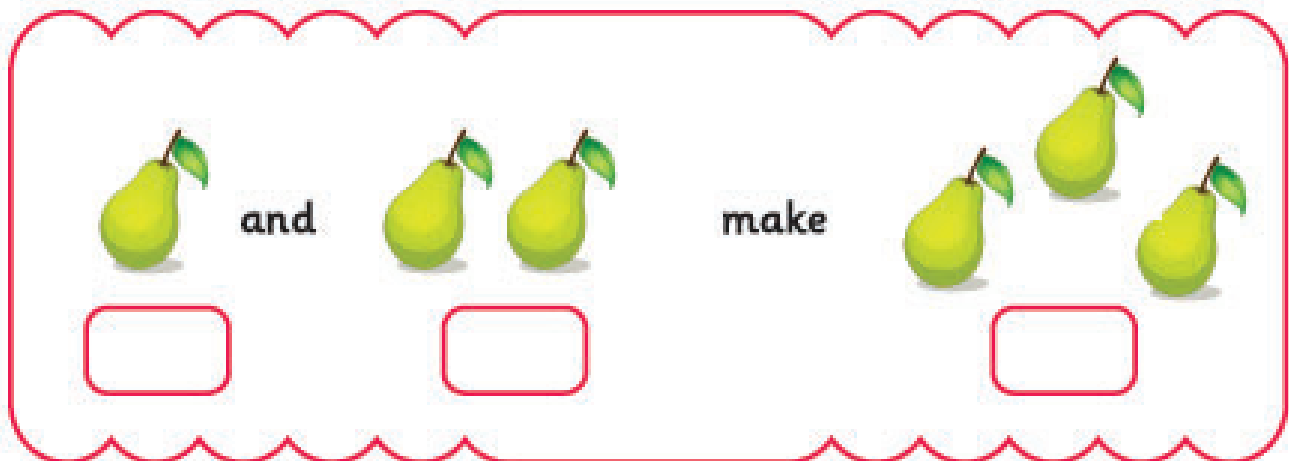
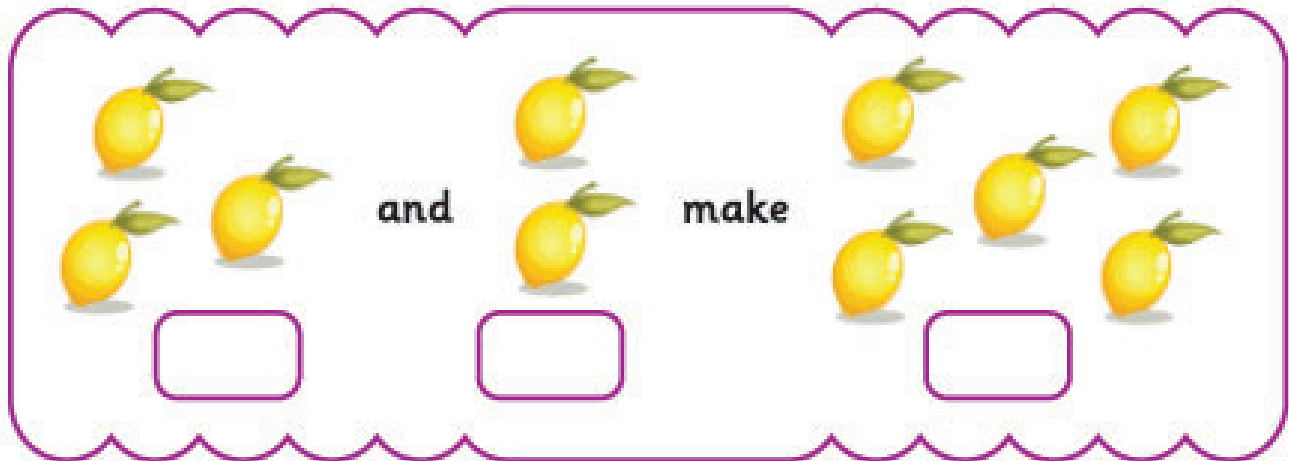
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet

Name: _____

Date: _____

Count and write how many.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Addition

Date:

Objective(s):

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

Use concrete objects to develop the concept of addition.

Substitute numerals for concrete objects during the process of addition.

Use the concept of addition in their daily lives with oral examples.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, Textbook page 35, Books, Candies

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Ask students about their homework. Call a student to the front of the class. Give him/her 5 candies and ask him/her to count the candies. Then give him/her 2 more candies then ask him/her to count the number of candies he/she now has. Take his/her response that must be "7". Repeat this with some other students with different number of candies.

Main Activities/Concept Building:

(25 min)

Activity 1

Place one book on the table and ask the students: "How many books are there?" They should answer "1".

Now tell the students that you are placing 1 more book. Ask again: "How many books are there?" They will say "2". Encourage them. Now tell them that you are placing 3 more books and ask them to count and tell the answer. They will say "5". Tell them that you are placing 2 more books, ask them to count again and tell the answer. They will tell "7". Now add 1 more book and ask the students: "How many books are there now?" They will say "8". Appreciate them by making them clap for themselves. Repeat this exercise for different number of books.

Activity 2:

Ask students to open their textbooks to page 35. Instruct them to count the objects and write the number by adding the number of objects in the two sets. Roam around the class, check their work and guide them if required. Appreciate them for their good work.

Sum Up:

(3 min)

Sum up the lesson by retelling the students that when we add objects, we count two sets of objects altogether.

Assessment:

(5 min)

To assess the students learning, give them worksheet 1 and instruct them to complete the given worksheet. 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:

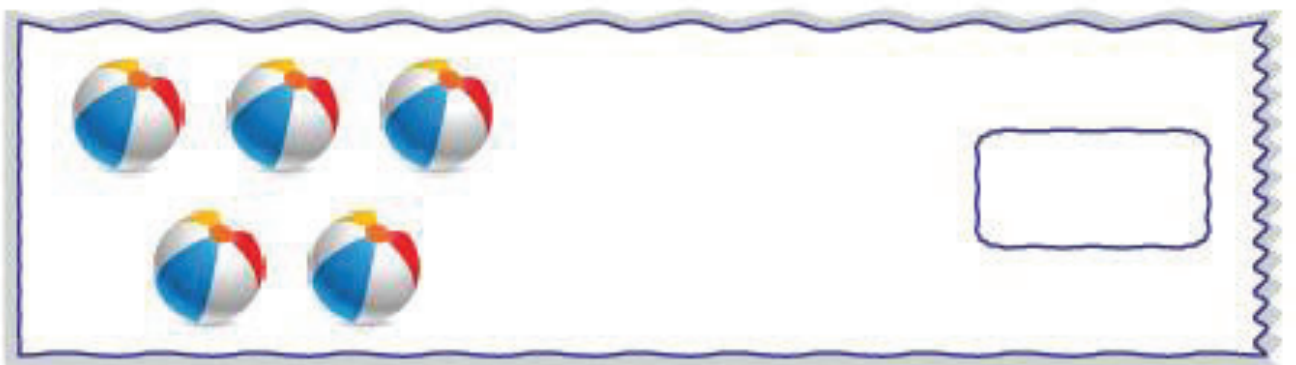
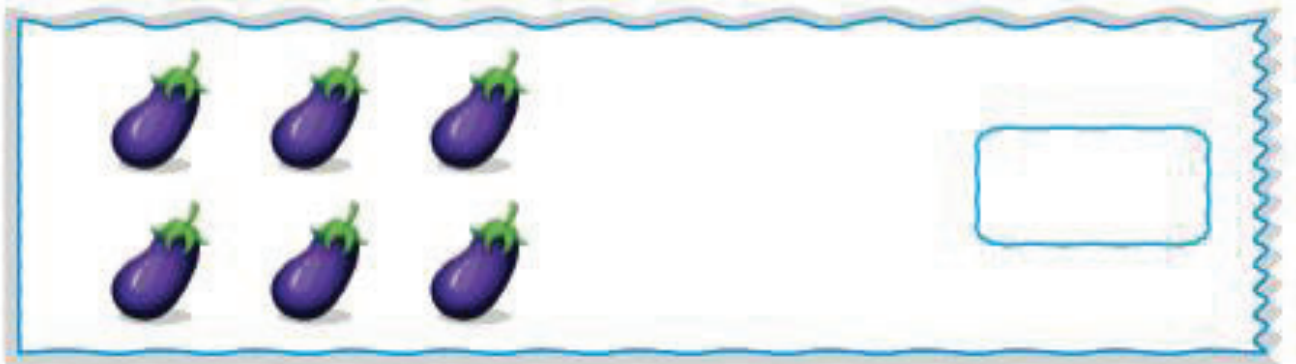
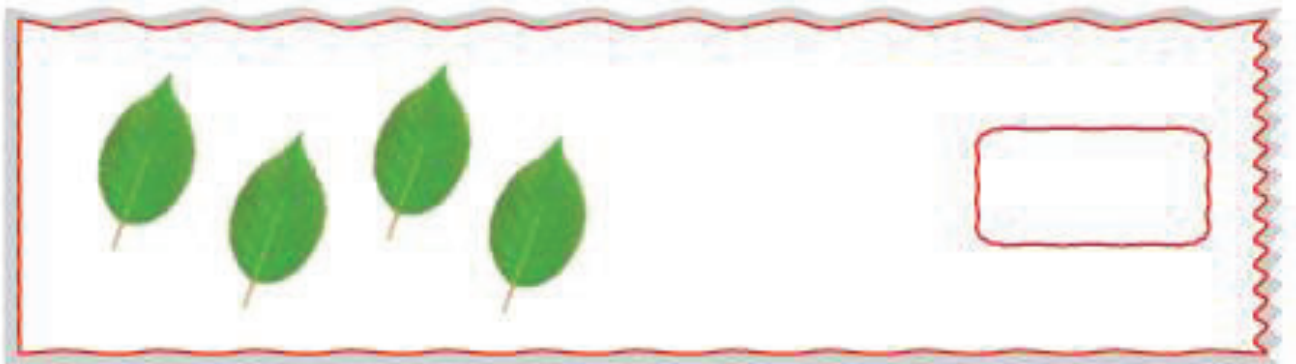
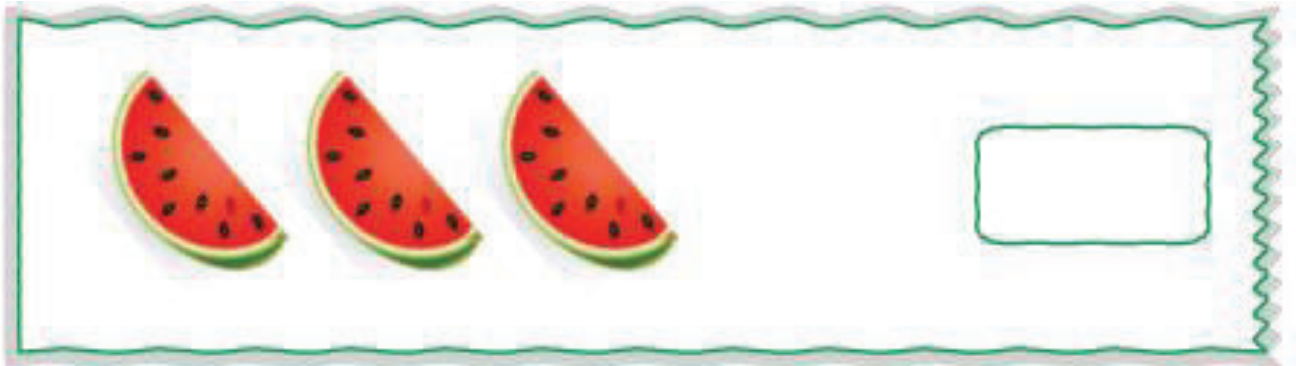
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet 1

Name: _____

Date: _____

Draw 2 more objects in each row and write how many there are.



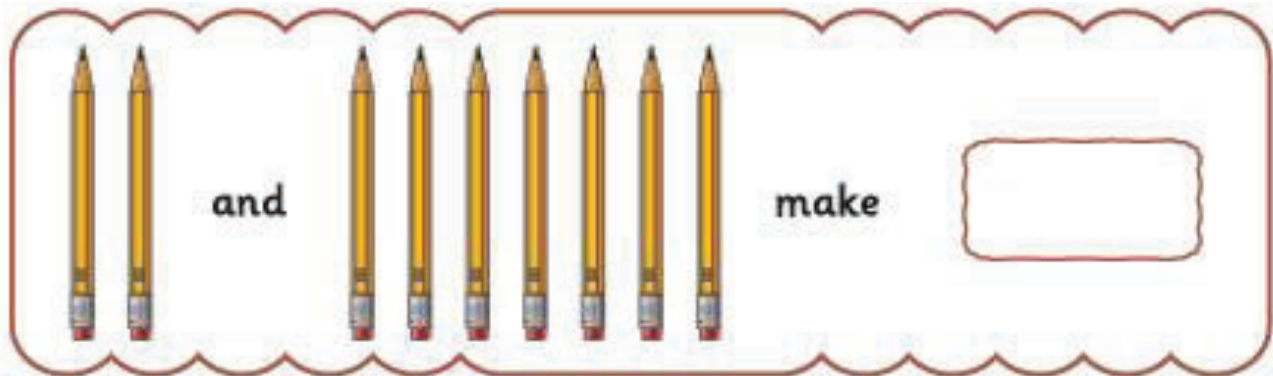
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet 2

Name: _____

Date: _____

Count and write how many.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Subtraction

Date: _____

Objective(s):

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

Remove the identified number of objects from a given set, and tell how many objects are left in the set.

Substitute numerals for concrete objects during the process of subtraction.

Use the concept of subtraction in their daily lives with oral examples.

Resource Material:

Whiteboard, Board marker, Worksheet, Erasers

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Tell the students today we are going to learn how to subtract. Ask them: "If I have 5 erasers and I gave you 3 of them, then how many erasers do I have now?" The students will answer "2 erasers". Appreciate the students for the correct answer. Also give a few more examples.

Main Activities/Concept Building:

(25 min)

Activity 1

Tell the students that we are going to the schoolground for some fun. Divide students into 4 groups. Take a bunch of 9 balloons and ask the students to count the balloons loudly. Hand these balloons to the first group and ask them to let 3 balloons go up in the air. Now tell the first group to give the remaining balloons to the second group one by one while counting aloud. Ask all the students: "How many balloons are left now?" They will answer "6 balloons". Now repeat this activity with the second group by leaving 2 more balloons. Continue with the third group leaving 1 and with the fourth group, leaving 2 more by counting along each time.

Activity 2:

Draw 9 circles on the board. Call a student to the front of the class and instruct him/her to cross three circles and then count and tell how many circles are left. Take his/her response that must be "6". Now call another student to the front of the class and ask him/her to count and cross 5 circles. Ask him/her to count and tell how many are left. Take his/her response that must be "1". Repeat this activity by drawing different number of circles, then cross out the circles and find out the one left.

Sum Up:

(3 min)

Sum up the lesson by retelling the students how we subtract two groups of objects by drawing different groups of objects.

Assessment:

(5 min)

To assess students, ask them to draw some number of objects. Then cross out some objects and find out the one left.

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 A		40 Min

Worksheet

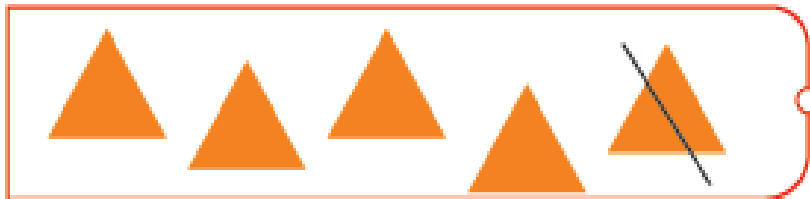
Name: _____

Date: _____

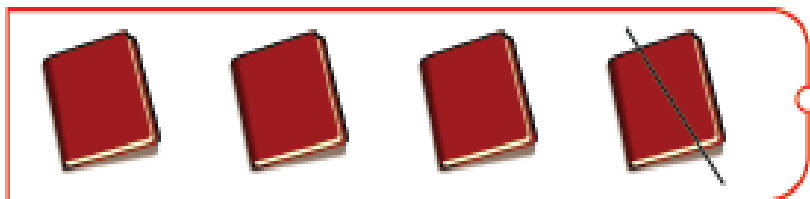
Count the remaining objects in each picture and match with the correct number.



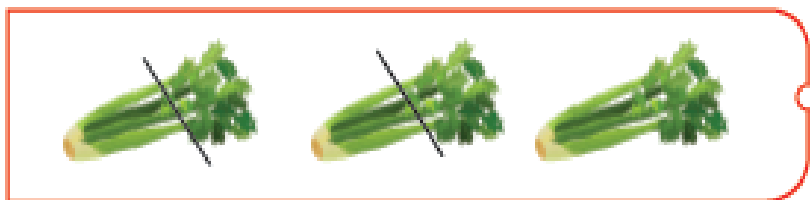
3



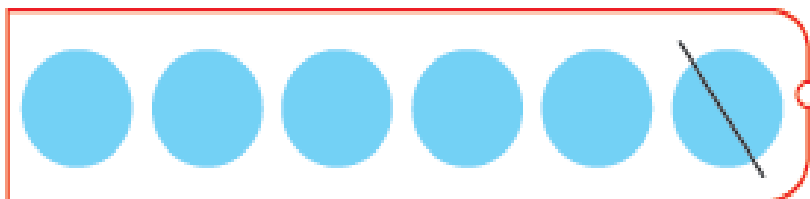
2



5



4



1

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Subtraction **Date:** _____

Objective(s):

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

Remove the identified number of objects from a given set, and tell how many objects are left in the set.

Substitute numerals for concrete objects during the process of subtraction.

Use the concept of subtraction in their daily lives with oral examples.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, Balls, Box, Pencils, 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".

Show the students that you have 9 balls in a box. Let them count them aloud. Now take out 4 balls from the box and ask the students: "How many balls are left in the box?" Give them proper time to count and answer. Appreciate the students for participating.

Main Activities/Concept Building: (25 min)

Activity 1

Call 5 random students to the front of the class and give 9 pencils to the first student and ask him/her to hand two pencils to the second student. Now ask all the students to count aloud how many pencils are left with the first student. The students will answer "7 pencils". Have the students clap for themselves. Now again give 9 pencils to the second student and ask him/her to hand 3 pencils to the third one. Continue this with all five students and keep all students involved in this activity by taking rounds and encouraging them to answer aloud. Repeat this exercise with different objects by making more groups of the students.

Activity 2:

Put 9 buttons such that 3 red, 4 blue and 2 green are on the table. Call a student to

the front of the class and ask him/her to count the buttons and tell how many

buttons there are altogether. Now ask him/her to count and separate the red

buttons. Ask him/her to count and tell how many buttons are left. Call another

student to the front of the class, ask him/her to separate the blue buttons from them and tell how many are left. Take his/her response that must be 3 green buttons. Repeat this activity by changing the number of colour buttons.



Sum Up: (3 min)

Sum up the lesson by retelling the students by crossing out the objects in a group of objects, we find the number of objects left in a group.

Assessment: (5 min)

To assess the students learning, draw different number of objects on the board and ask them to cross out the two objects in each group of objects. Then find out how many objects are left.

Homework: (2 min)

Complete the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

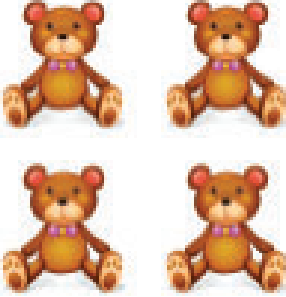
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet

Name: _____

Date: _____

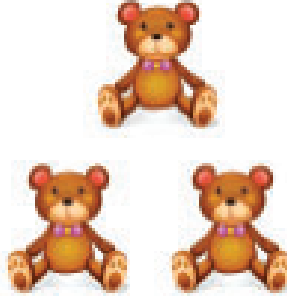
Count and write how many are left.

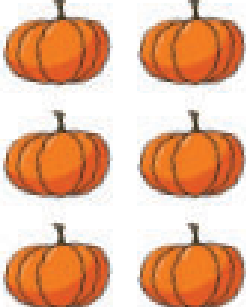


take
away



left

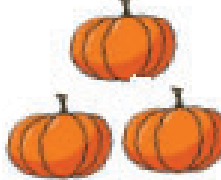




take
away



left





take
away



left



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Subtraction

Date:

Objective(s):

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

Remove the identified number of objects from a given set, and tell how many objects are left in the set.

Substitute numerals for concrete objects during the process of subtraction.

Use the concept of subtraction in their daily lives with oral examples.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, Flash card of subtraction story, Flash card of 8 bottles

Teaching & Learning Activities:

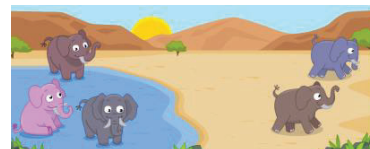
Opening Activities/Warm-up:

(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 flash card of some elephants and ask them: "How many elephants are there in this picture?" Then ask them: "How many elephants are walking away from the water and how many are left in the water?" Take their responses and appreciate them for their correct response.



Main Activities/Concept Building:

(25 min)

Activity 1

Show the flash cards of 8 bottles and ask them to count the bottles. The students will answer "8 bottles".

Now tell them to count the crossed bottles. The students will answer "5 bottles". Appreciate the students for the right answer. Explain the terms "take away" and "left". Repeat this process for the remaining 3 flash cards. Ask the students to match the pictures with the correct answer.

Activity 2:

Give them worksheet 1 and ask the students to count the objects in each set. Instruct them to cross out objects according to the given instructions in each set. Now ask them to count and write the number of objects left in each group. Walk around the class, check their work and help them if needed. Appreciate them for their good work.

Sum Up:

(3 min)

Sum up the lesson by retelling the students how to subtract two sets of objects by subtracting one group of objects from the other group.

Assessment:

(5 min)

To assess the students learning, ask them to draw objects of their own choice up to 9 in their notebooks. Then cross out 5 objects and tell how many objects are left.

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 A		40 Min

Worksheet 1

Name: _____

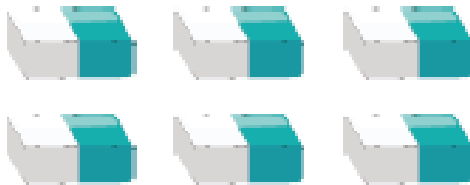
Date: _____

Cross (X) to take away the objects. Then write how many are left.

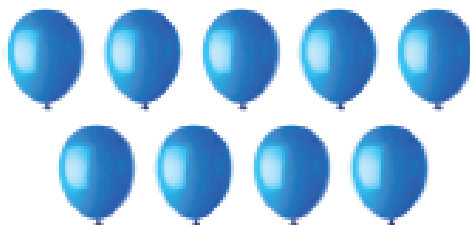
Take away 1



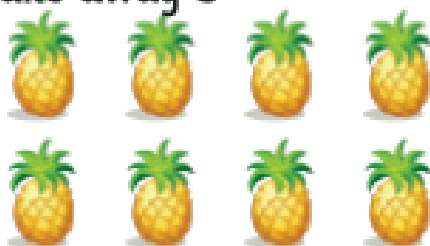
Take away 4



Take away 6



Take away 5



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet 2

Name: _____

Date: _____

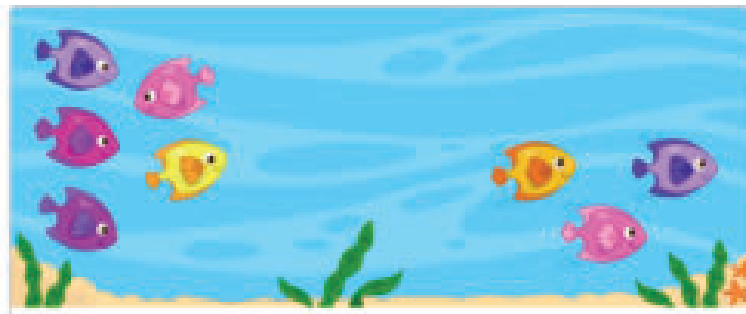
Fill in the blanks.



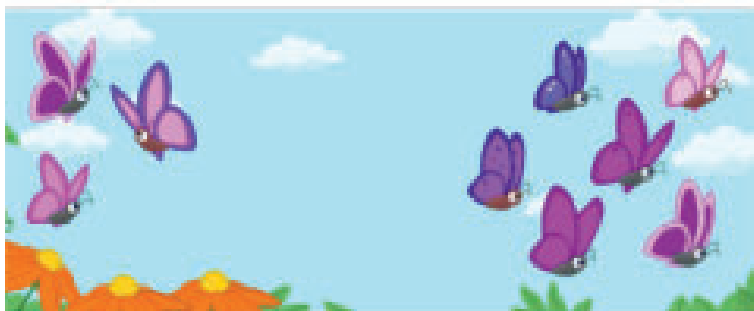
There are _____ birds.
 _____ birds flew away.
 _____ birds are left.



There are _____ monkeys.
 _____ monkeys run away.
 _____ monkey/s left.



There are _____ fish.
 _____ fish swim away.
 _____ fish are left.



There are _____ butterflies.
 _____ butterflies flew away.
 _____ butterflies are left.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Subtraction

Date:

Objective(s):

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

Remove the identified number of objects from a given set, and tell how many objects are left in the set.

Substitute numerals for concrete objects during the process of subtraction.

Use the concept of subtraction in their daily lives with oral examples.

Resource Material:

Whiteboard, Board marker, Worksheet, Textbook pages 36 and 37, Pictures of 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".

Draw 8 objects on the board. Ask the students to count the objects and tell: "How many objects are there?" Take their response that is "8" and then ask them to cross 5 of them and tell how many are left. Take their response that is "3".

Main Activities/Concept Building:

(25 min)

Activity 1

Make 2 groups of 10 students each. Paste 5 pictures of chocolates on the board. Ask them to count and tell how many chocolates they can see on the board. Now remove two chocolates and ask: "If somebody takes away 2 chocolates, than how many chocolate are there left?" Now remove one more chocolate and ask: "If somebody takes away 1 chocolate, than how many chocolates are there left?" Take their responses and tell them that there are only 2 chocolates left. Now remove two more chocolates and ask: "If somebody takes away 2 more chocolates, than how many chocolate are there left?" Take their responses and tell them that there are no chocolates left.

Activity 2

Draw 5 candles on the board and ask them to count how many candles are on the board. Now ask them if 1 candle is taken away then count how many are left. Draw 8 leaves on the board and ask them to count and tell how many leaves are on the board. Ask them: "If 6 leaves are taken away then how many leaves are left?" Instruct them to cross out 6 leaves and then count the leaves and write how many are left. Roam around the class, check their work and help them if needed. Appreciate them for their good work.

Sum Up:

(3 min)

Sum up the lesson by retelling students about subtraction of objects. Ask them to open their textbooks to pages 36 and 37 and observe the subtraction of objects.

Assessment:

(5 min)

To assess the students, show flash cards of different number of objects drawn on them. Then instruct them to count and cross 4 objects on each flash card, then count and tell how many are left.

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 A		40 Min

Worksheet

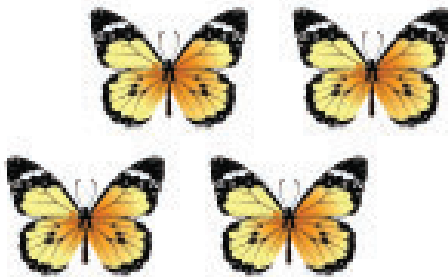
Name: _____

Date: _____

Cross (X) out 1 object from each and write how many are left.









Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Subtraction **Date:** _____

Objective(s):

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

Remove the identified number of objects from a given set, and tell how many objects are left in the set.

Substitute numerals for concrete objects during the process of subtraction.

Use the concept of subtraction in their daily lives with oral examples.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, Textbook pages 37, 38 and 39

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

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

Call a student to the front of the class and ask him/her to write the numbers 1 to 18 on the board. Ask the rest of the class to check and correct if needed. Appreciate him/her by clapping.

Main Activities/Concept Building: (22 min)

Activity 1

Place 9 plastic teddy bears and a toy cave on the table. To develop the interest of the students, tell them a story that 9 teddies are playing in the jungle. If five teddies are feeling cold and went into the cave then how many teddies are left outside? Let them count the teddies which are still outside the cave. Allow proper time to count the teddies and answer aloud. The students will answer "4 teddies". Encourage them and repeat this exercise with a few different stories.



Activity 2:

Make two groups of students. Give each group buttons not more than 9. Take 4 buttons from one group and ask them: "How many are left?" Take 7 from the other group and ask: "How many are left?" Take their responses and repeat this activity by taking different number of buttons from each group and asking them how many are left. The group with the most correct answers will be the winner.

Sum Up: (3 min)

Sum up the lesson by retelling students about subtraction of objects. Tell them that subtraction is removing objects from the set of objects and count the objects left.

Assessment: (8 min)

To assess the students learning, ask them to open their textbook to pages 37 and 38 and solve Q1. Roam around the class, check their work and guide them if needed.

Homework: (2 min)

Solve Q2 given at page 39 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 A		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:

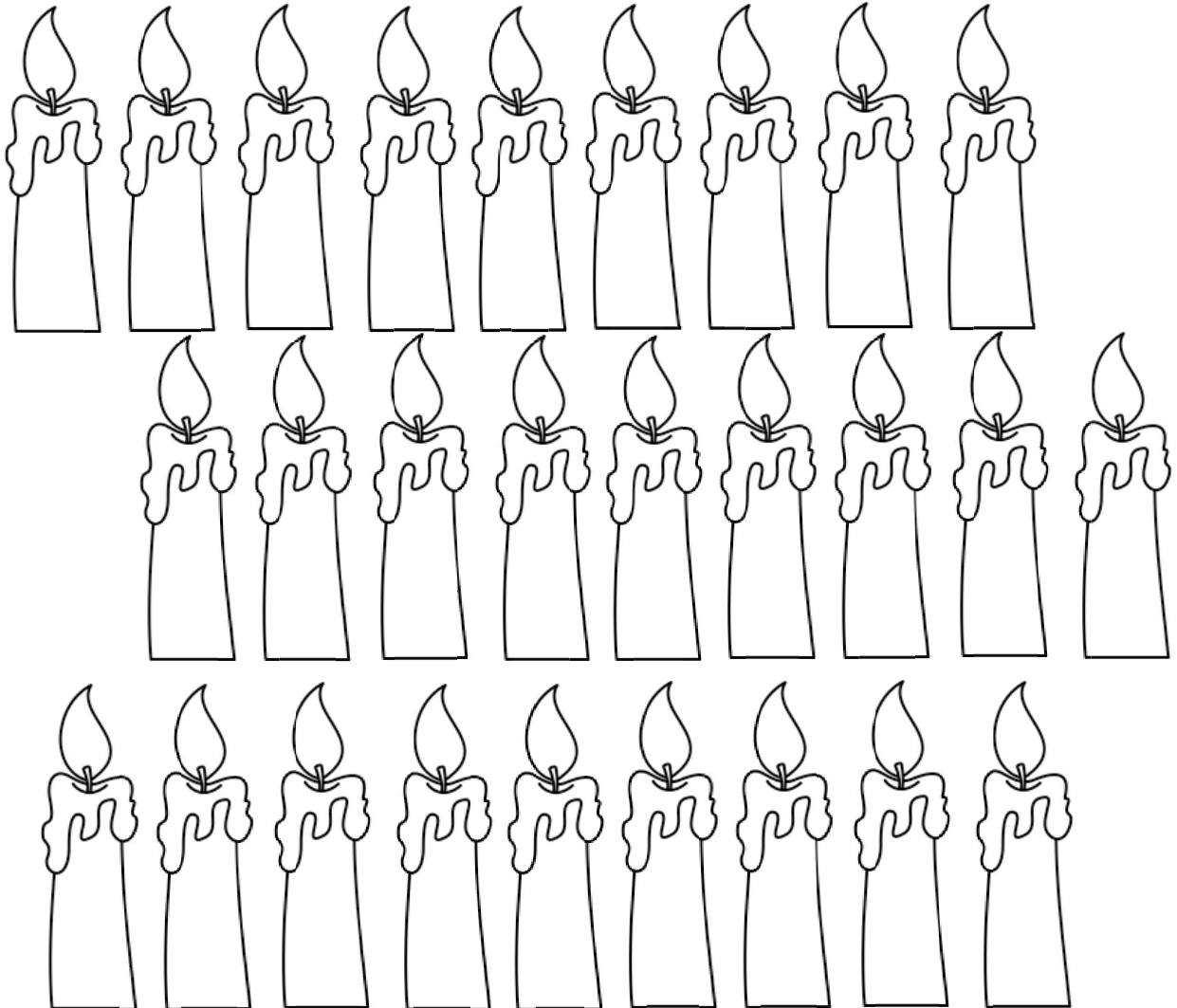
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet

Name: _____

Date: _____

1. Count and colour 19 objects.



2. Draw 20 circles.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		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 A		40 Min

Worksheet

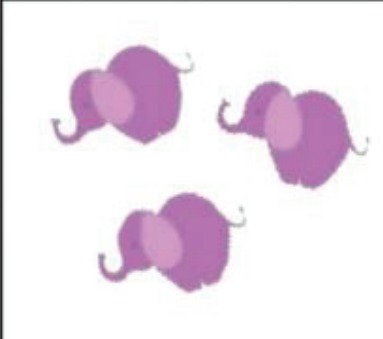
Name: _____

Date: _____

Count the objects and circle the correct number.



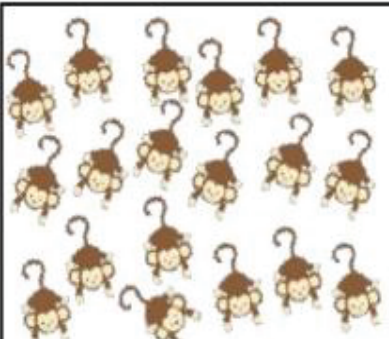
8	6	7
----------	----------	----------



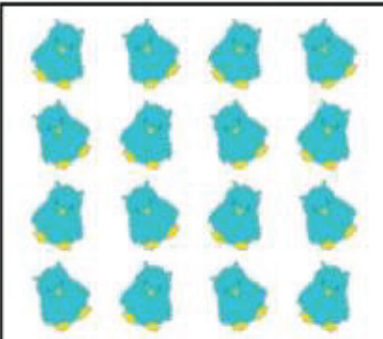
5	9	3
----------	----------	----------



12	13	11
-----------	-----------	-----------



20	19	17
-----------	-----------	-----------



16	18	14
-----------	-----------	-----------



4	5	7
----------	----------	----------



10	8	9
-----------	----------	----------



14	16	12
-----------	-----------	-----------



17	15	19
-----------	-----------	-----------

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		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:

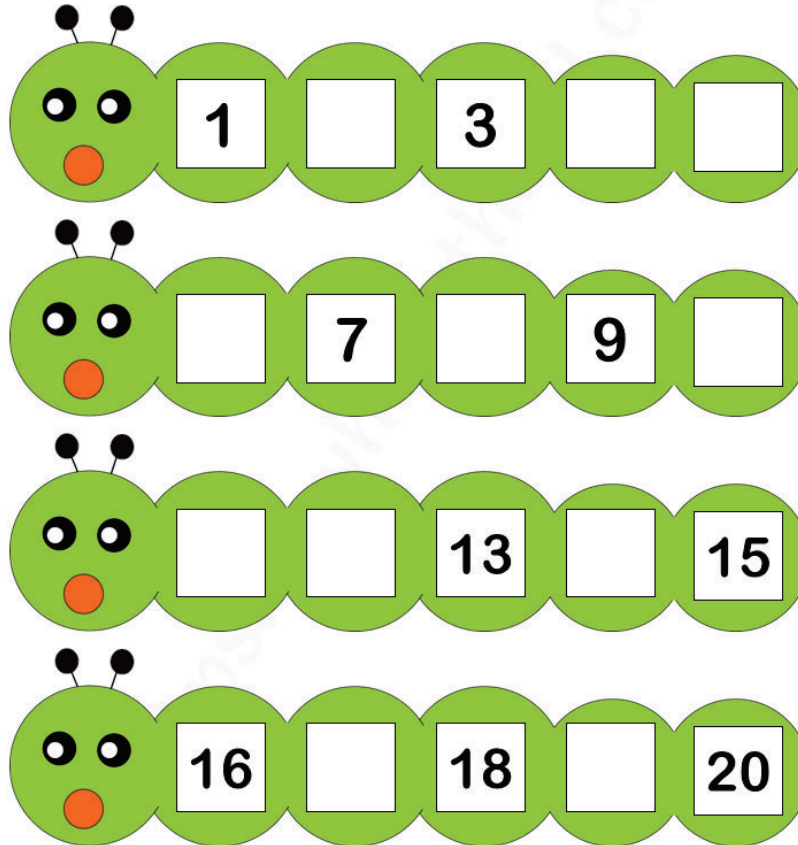
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet

Name: _____

Date: _____

1. Write the missing numbers.



2. Count backwards and write the missing numbers.

16	15	14	[]	12	11	[]	9
----	----	----	-----	----	----	-----	---

18	[]	16	15	[]	13	12	[]
----	-----	----	----	-----	----	----	-----

20	19	[]	17	16	[]	14	[]
----	----	-----	----	----	-----	----	-----

19	18	17	[]	15	14	[]	12
----	----	----	-----	----	----	-----	----

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		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:

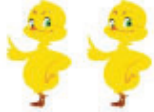
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet

Name: _____

Date: _____

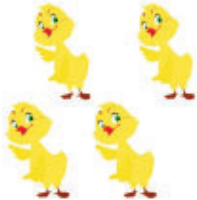
1. Add the following.



 2 chicks and 3 chicks make chicks.

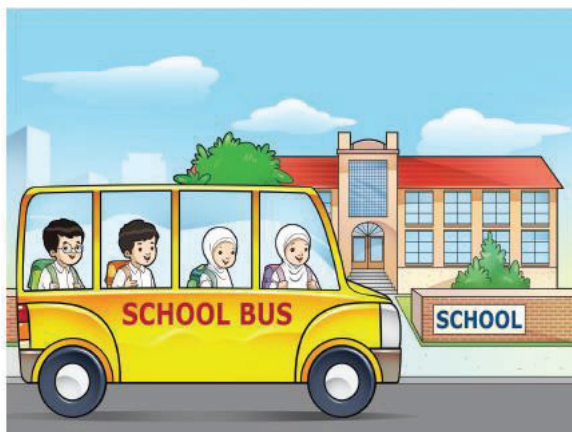


 3 chicks and 1 chick make chicks.



 4 chicks and 2 chicks make chicks.

2. Observe the picture and fill in the blanks.



There are _____ girls.

There are _____ boys.

There are _____ students in the bus.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		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:

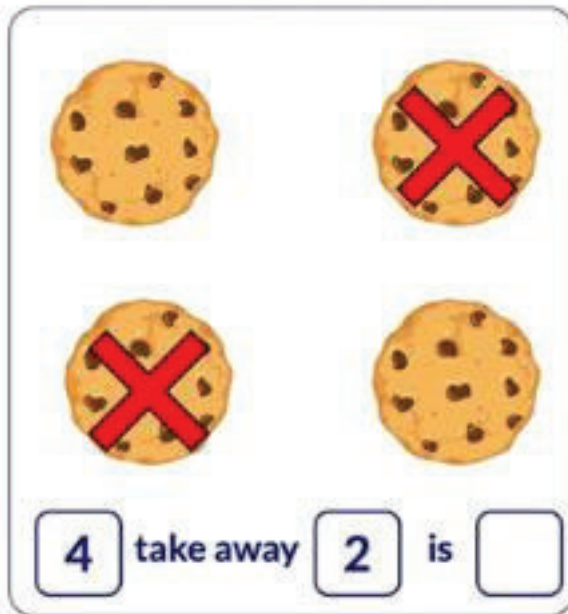
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet

Name: _____

Date: _____

1. Count and write the number of objects left.



2. Observe the pictures and fill in the blanks.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Shapes **Date:** _____

Objective(s):

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

Recall basic 2D shapes (circles).

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, Objects of different shapes, Flash card of circle shape

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

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

Draw a circle on the board. Ask students: Do you know what shape this is? Take their responses that must be a circle.

Main Activities/Concept Building: (22 min)

Activity 1:

Paste the picture of a circle and objects which are similar to the circle. Also draw a big circle on the board. Tell them the name of the shape is a circle, and ask them to repeat the name of circle loudly many times. Tell the name of objects which you have pasted on the board. Ask them to look around the classroom and observe or point out which object is similar to this shape. Have the students identify objects in the classroom that are 'circles'. For example, students may identify a clock, a light fixture, round table, etc. Instruct the students to listen carefully when their classmate is telling the name of the objects. Repeat the activity with all the students. Motivate and appreciate them for the correct answer.

Activity 2:

Ask them about the things they observed in the classroom which have the shape of a circle. Put some objects of different shapes on the table. Call the students one by one and ask them to pick and show only circles. Take their responses and encourage them. Arrange the students in a circle on the carpet. Place some flash cards of shapes upside down on the carpet. Place a basket at the centre (preferably circle-shaped basket). Ask them to pick and put flash cards of circle-shaped objects in the basket. Repeat this for all the groups.

Sum Up: (3 min)

Sum up the lesson by retelling students about the circle shapes that they found in their environment. Tell them that circle shapes are round.

Assessment: (8 min)

To assess the students learning, 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 A		40 Min

Worksheet 1

Name: _____

Date: _____

Help the bear reach its cave by colouring the circles.



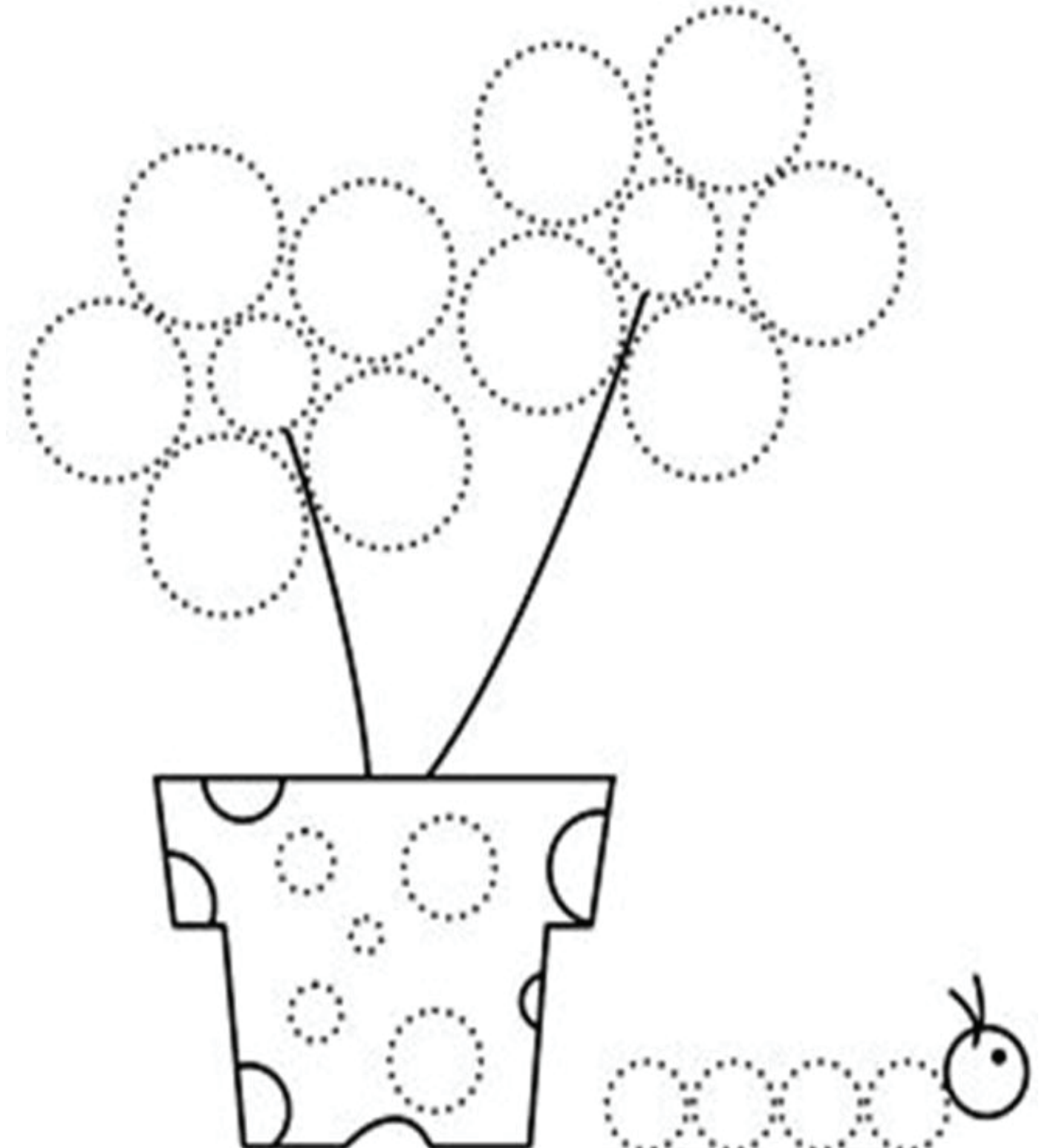
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet 2

Name: _____

Date: _____

Trace the circles and colour the picture.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Shapes **Date:** _____

Objective(s):

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

Recall basic 2D shapes (squares).

Resource Material:

Whiteboard, Board marker, Worksheets, Picture of square shape and similar 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".

Draw a square on the board. Ask students: Do you know what shape this is? Take their responses that must be a square.

Main Activities/Concept Building: (22 min)

Activity 1:

Paste the picture of a square and objects which are similar to the square. Also draw a big square on the board. Tell them the name of the shape is a square, and ask them to repeat the name of square loudly many times. Tell the name of objects which you have pasted on the board. Ask them to look around the classroom and observe or point out which object is similar to this shape. Have the students identify objects in the classroom that are 'squares'. For example, students may identify a square window, photo frame, etc. Instruct the students to listen carefully when their classmate is telling the name of the objects. Repeat the activity with all the students. Motivate and appreciate them for the correct answer.

Activity 2:

Ask them about the things they observed in the classroom which have the shape of a square. Put some objects of different shapes on the table. Call the students one by one and ask them to pick and show only squares. Take their responses and encourage them. Arrange the students in a square on the carpet. Place some flash cards of shapes upside down on the carpet. Place a basket at the centre (preferably square-shaped basket). Ask them to pick and put flash cards of square-shaped objects in the basket. Repeat this for all the groups.

Sum Up: (3 min)

Sum up the lesson by retelling students about the square-shaped objects that they found in their environment such that square-shaped biscuits, clocks, etc.

Assessment: (8 min)

To assess the students learning, 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 A		40 Min

Worksheet 1

Name: _____

Date: _____

Help the bird reach its nest by colouring the squares.



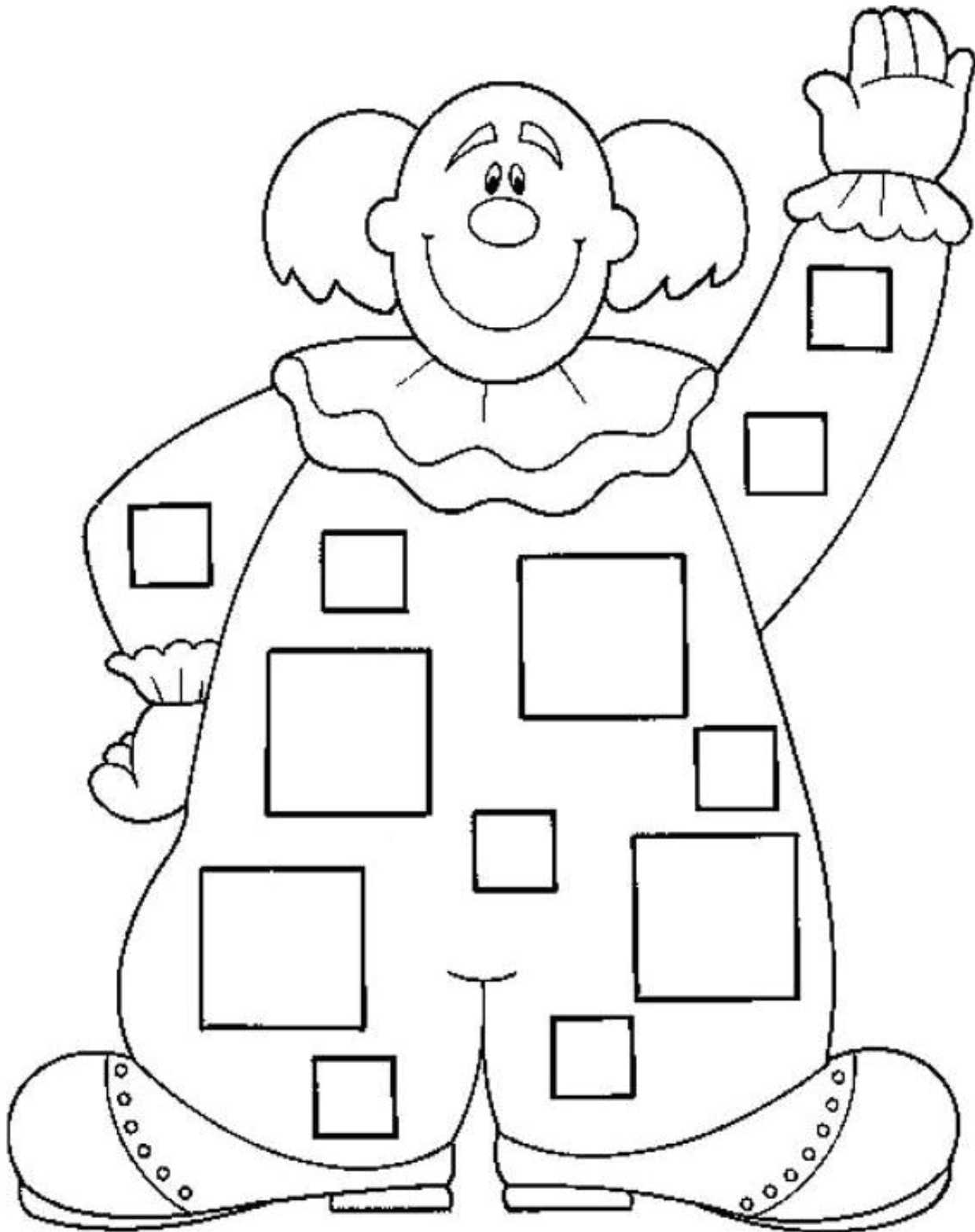
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet 2

Name: _____

Date: _____

Colour the squares in the given picture.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Shapes **Date:** _____

Objective(s):

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

Recall basic 2D shapes (triangles).

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, Big flash card of triangle shape, Objects of different shapes (circle, triangle and square)

Teaching & Learning Activities:

Opening Activities/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 big flash card of a triangle shape at the front of the class and ask them to tell the name of the shape. Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (22 min)

Activity 1:

Paste the picture of a triangle and objects which are similar to the triangle. Also draw a big triangle on the board. Tell them the name of the shape is a triangle, and ask them to repeat the name of triangle loudly many times. Tell the name of objects which you have pasted on the board. Ask them to look around the classroom and observe or point out which object is similar to this shape. Have students identify objects in the classroom that are 'triangles'. For example, students may identify a triangle sandwich, photo frame, etc. Instruct the students to listen carefully when their classmate is telling the name of the objects. Repeat the activity with all the students. Motivate and appreciate them for the correct answer.

Activity 2:

Ask them about the things they observed in the classroom which have the shape of a triangle. Put some objects of different shapes on the table. Call the students one by one and ask them to pick and show only triangles. Take their responses and encourage them. Arrange the students in a triangle on the carpet. Place some flash cards of shapes upside down on the carpet. Place a basket at the centre (preferably triangle-shaped basket). Ask them to pick and put flash cards of triangle-shaped objects in the basket. Repeat this for all the groups.

Sum Up: (3 min)

Sum up the lesson by retelling students about the triangle-shaped objects that they found in their environment such that triangle-shaped biscuits, hat, pizza slice, etc.

Assessment: (8 min)

To assess the students learning, 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:

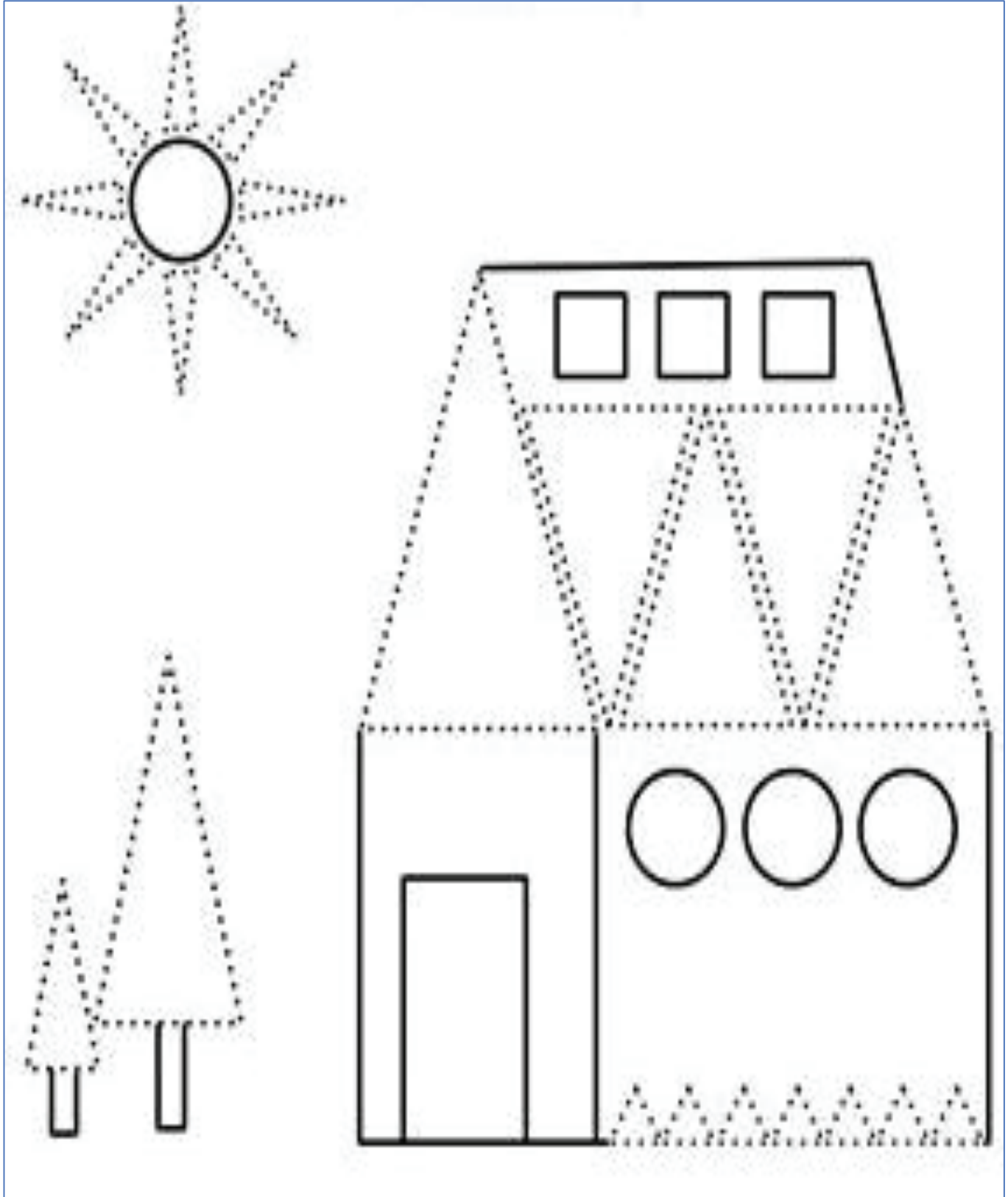
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet 1

Name: _____

Date: _____

Trace the triangles and colour the picture.



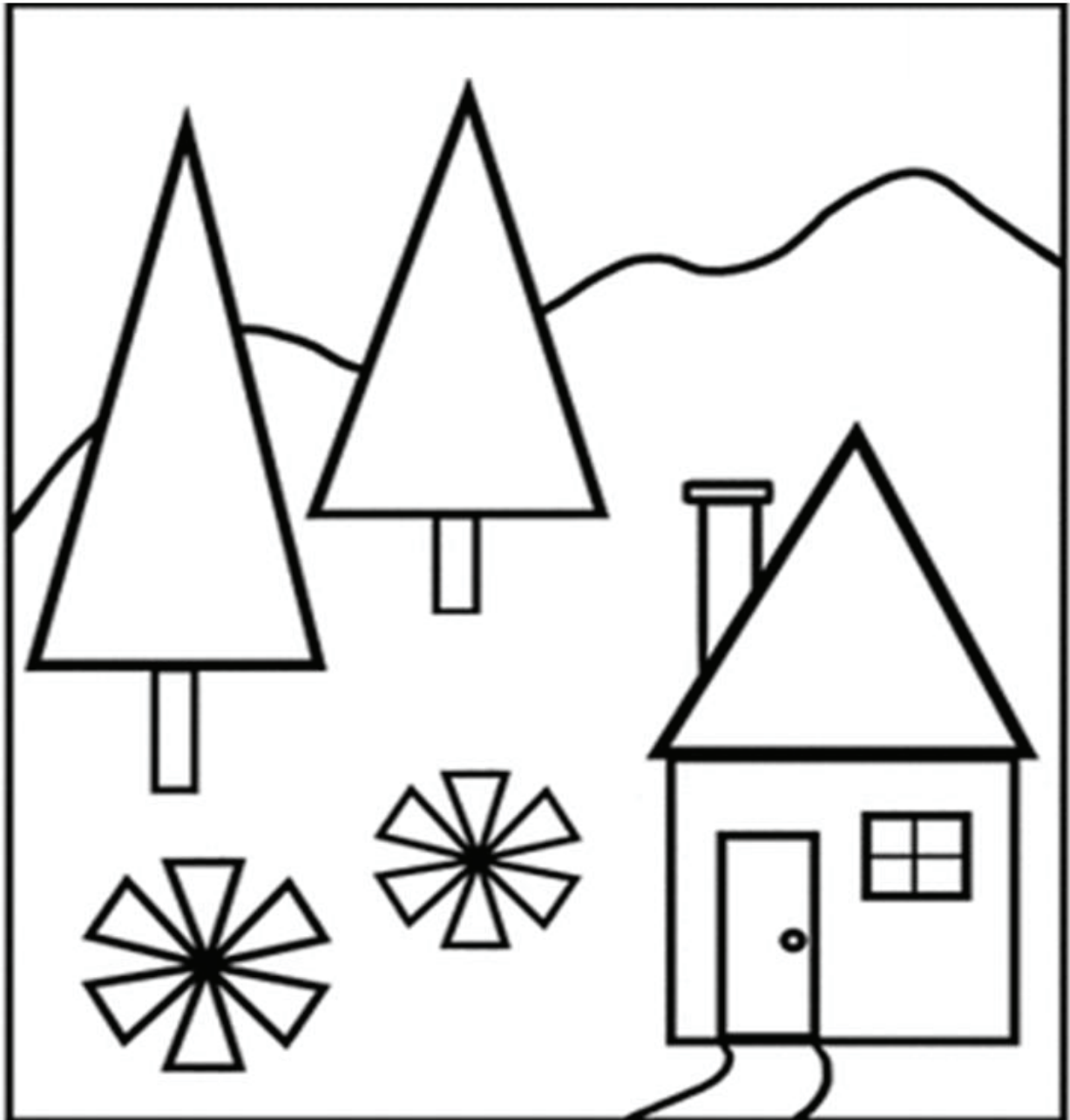
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet 2

Name: _____

Date: _____

Count and write how many triangles are in the picture. Then colour the triangles.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Shapes **Date:** _____

Objective(s):

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

Recognise, name and draw rectangles using features such as number of sides, curved or straight.

Identify rectangles in their environment.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Pencils, Flash cards of different objects that are of rectangle shape, Scotch tape, Sandpaper, Picture of rectangle

Teaching & Learning Activities:

Opening Activities/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 a square, circle and triangle on the board. Call a student to the front of the class and ask him/her to tell the name of each shape that is drawn. Take their responses that must be square, circle and triangle.

Show a flash card of a rectangle to students and ask them: Do you know the name of this shape? Take their responses and appreciate if someone gives the right answer.

Main Activities/Concept Building: (25 min)

Activity 1

Paste the picture of a rectangle and objects which are similar to the rectangle. Also draw a big rectangle on the board. Tell them the name of the shape is a rectangle, and ask them to repeat the name of rectangle loudly many times. Tell the name of objects which you have pasted on the board. Ask them to look around the classroom and observe or point out which object is similar to this shape. Have the students identify objects in the classroom that are a 'rectangle'. For example, students may identify the classroom door, whiteboard, etc. Instruct the students to listen carefully when their classmate is telling the name of objects. Repeat the activity with all the students. Motivate and appreciate them for their correct answer.

Activity 2:

Use black sandpaper and white scotch tape (alternately use correction pen for drawing white lines) to make a rectangle-shaped road track. Make groups of student and distribute the rectangle-shaped cut-out of a road and toy cars to each group. Ask them to drive the cars along the roads and observe the shape of the rectangle in it. Encourage them for their efforts.



Sum Up: (3 min)

Sum up the lesson by pointing out different objects in the classroom that are rectangular.

Assessment: (5 min)

To assess the students learning, ask them to tell the name of 5 objects that are rectangular. Take their responses and appreciate them for their correct responses.

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 A		40 Min

Worksheet 1

Name: _____

Date: _____

Circle the objects that are rectangular.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Shapes **Date:** _____

Objective(s):

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

Recognise, name and draw rectangles using features such as number of sides, curved or straight.
Identify rectangles in their environment.

Resource Material:

Whiteboard, Board marker, Worksheet, Textbook page 40, Flash card of rectangle shape, Pictures of rectangle shape objects

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

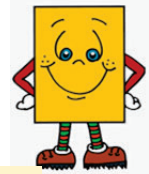
Ask students: How are you? Encourage them to say, "Alhamdulillah".

Ask students about their homework. Show flash cards of different shapes to students and ask them to separate out the cards with rectangles. Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (25 min)

Activity 1

Tell them that they are going to learn about the rectangle shape. Show the flash card of a rectangle to the students and tell them that this is a rectangle. Tell them that a rectangle has 4 sides. As you tell this, move your finger around the edges of the rectangle. Read the rectangle poem and have them trace the rectangle in the air with their fingers.



I am rectangle.
You can see. I have four sides.
Count with me.
2 are short and 2 are long.
Come along and sing my song.
I am rectangle.
You can see. I have four sides.

Repeat this several times and let them practice tracing the rectangle in the air.

Activity 2:

Show them some pictures of rectangle-shaped objects like an aquarium, mobile, chocolate bar, envelope, etc. Explain to them that these shapes look like a rectangle. So these are rectangle-shaped objects. Ask the students: Can you tell the names of these shapes? Take their responses and clap for their correct identification. Ask students to open their textbooks to page 40 and observe the rectangle shape and its sides.



Sum Up: (3 min)

Sum up the lesson by retelling students a rectangle has 4 sides, two long and two short.

Assessment: (5 min)

To assess the students, ask them to draw a rectangle in their notebooks and point out its sides. Ask students to open their textbooks to page 40 and trace and colour the rectangles. 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:

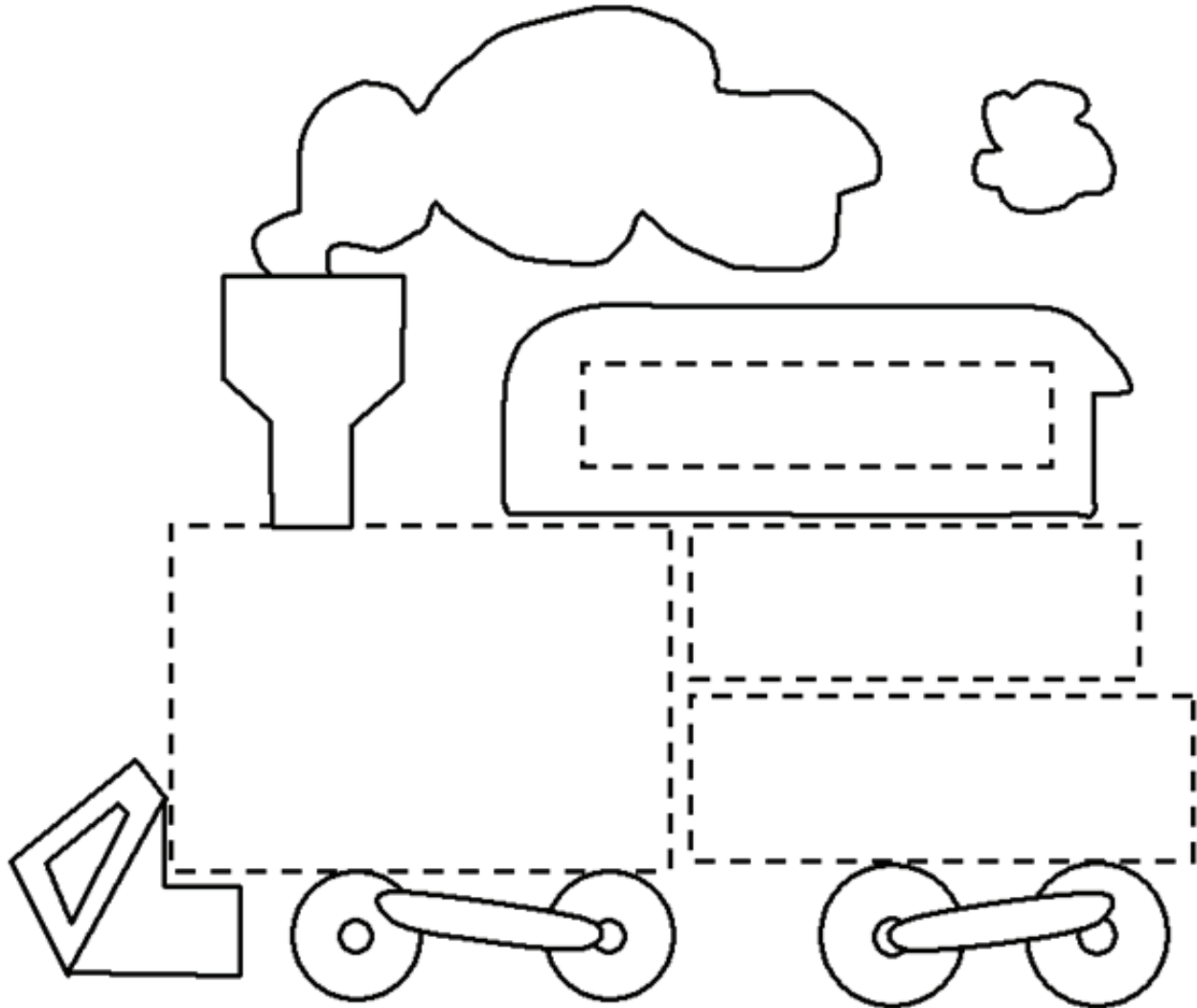
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet

Name: _____

Date: _____

Trace the rectangles and colour the picture.



Trace the rectangles by using different colours.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Shapes **Date:** _____

Objective(s):

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

Recognise, name and draw rectangles using features such as number of sides, curved or straight.

Identify rectangles in their environment.

Resource Material:

Whiteboard, Board marker, Worksheet, Flash card of shapes (square, triangle, circle and rectangle), Chart paper of rectangle shape and rectangular objects

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

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

Ask students about their homework. Show flash cards of a circle, a square and a triangle to students and ask them: Can you tell the names of the shapes? Take their responses and tell the name of the shapes. Ask students: How many sides do these shapes have? Does a square or triangle have a curved side? Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (25 min)

Activity 1

Display a chart paper of a rectangle and objects related to rectangles on the wall. Point out the rectangles and the shapes that are made of rectangles (i.e. table, desk, door, etc.). Read the rhymes of rectangles loudly. Tell the students that a rectangle has four sides and its opposite sides are equal. A rectangle has two long and two short sides and it has no curved sides. Now ask them to think and tell some rectangular objects which they can see in their classroom. Appreciate them for their correct identification. Do this with every student. Give every student a chance to do this activity.

Activity 2:

Put flash cards of different shapes on the table. Call a student to the front of the class. Ask him/her to pick up one card that is rectangular. Clap for the students if he/she gives the correct answer. Repeat this activity with other students.

Sum Up: (3 min)

Sum up the lesson by drawing a rectangle on the board and point out the sides of the rectangle. Tell them that a rectangle has four sides, two are long and two are short.

Assessment: (5 min)

To assess the students learning, ask them to complete the given worksheet 1. Roam around the class, check their work

Homework: (2 min)

Complete worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

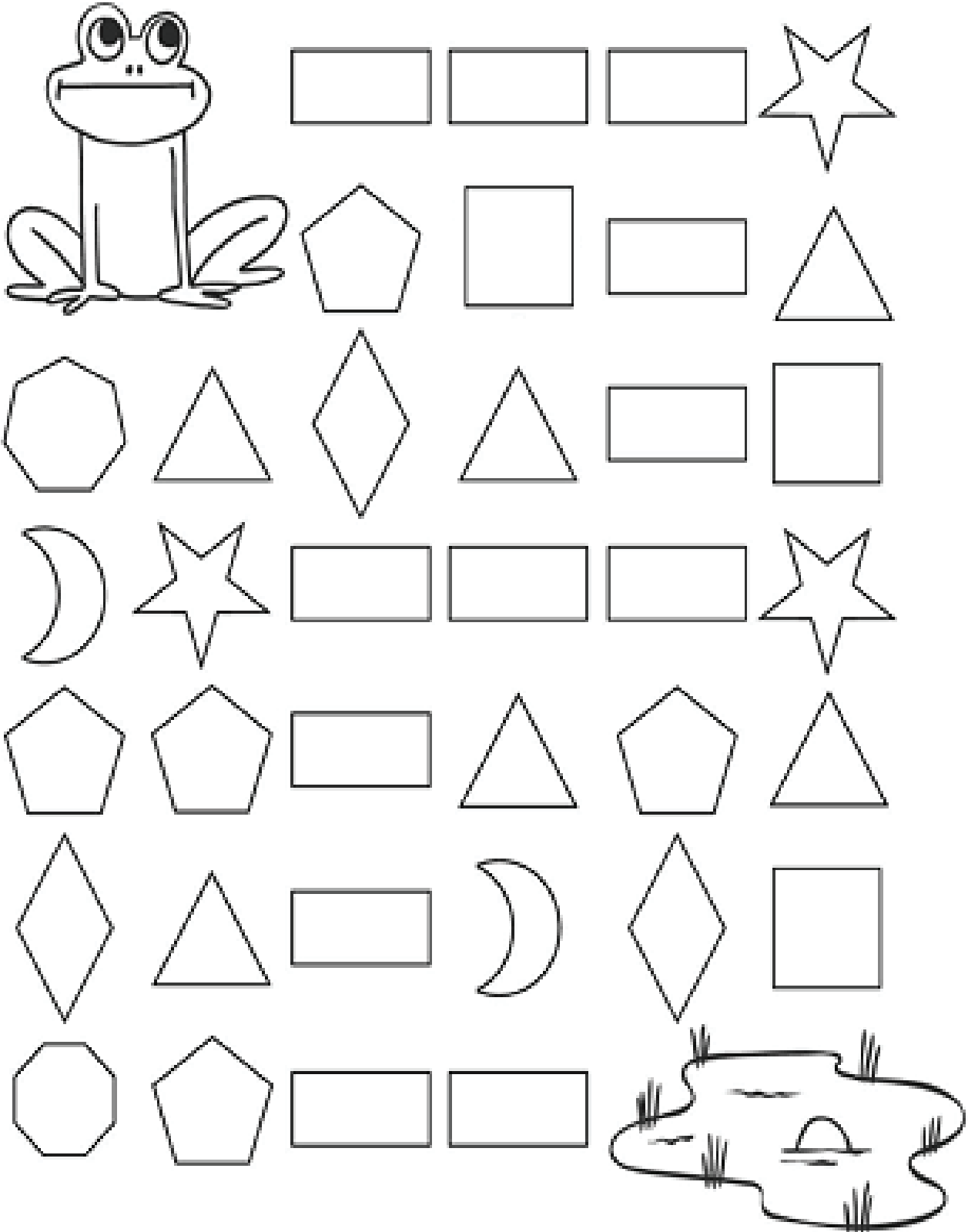
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet 1

Name: _____

Date: _____

Colour the rectangles to help the frog reach the pond.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet 2

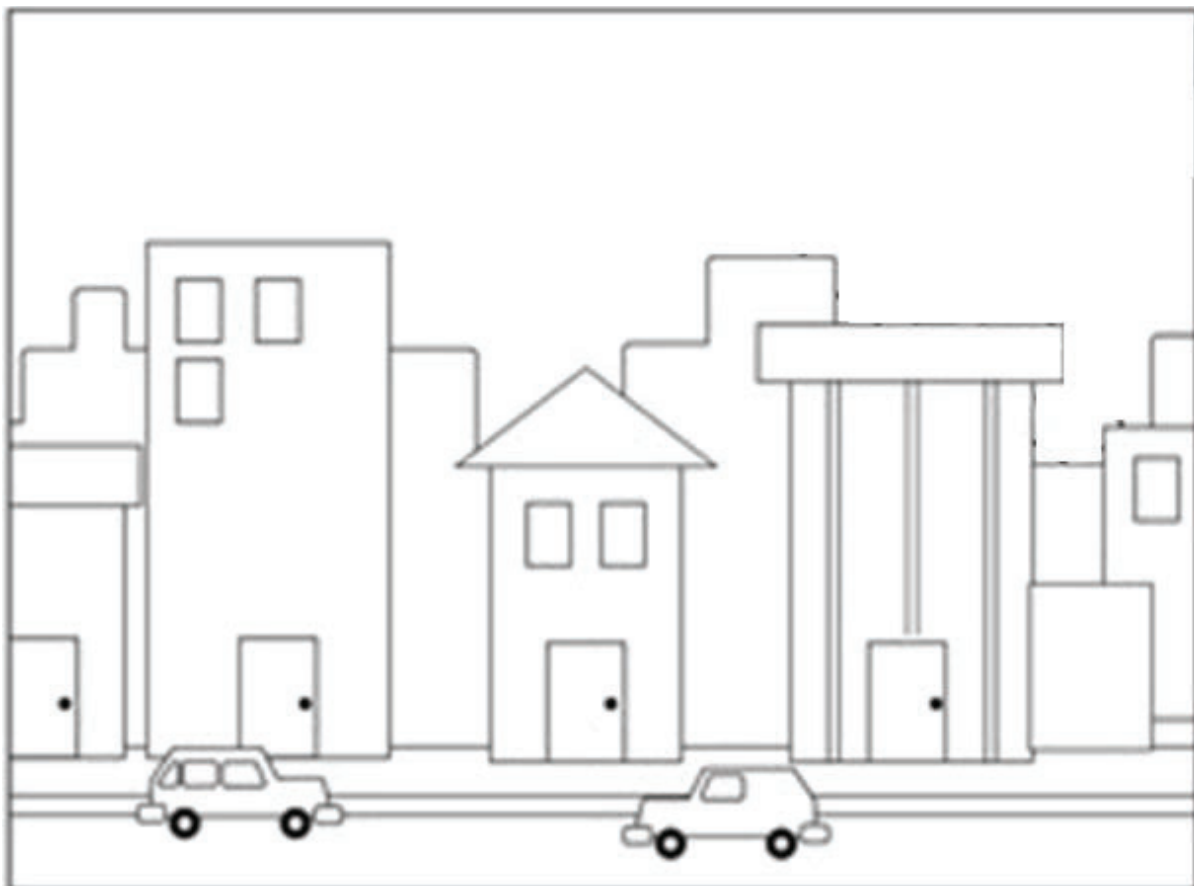
Name: _____

Date: _____

Draw a rectangle and point out its sides.



Colour all the rectangles in the given picture.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Shapes **Date:** _____

Objective(s):

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

Recognise, name and draw ovals using features such as number of sides, curved or straight.

Identify ovals in their environment.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Pencils, Flash cards of different objects that are of oval shape, Scotch tape, Sandpaper, Picture of an oval

Teaching & Learning Activities:

Opening Activities/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 a square, circle, triangle and rectangle on the board. Call a student to the front of the class and ask him/her to tell the name of each shape that is drawn. Take their responses that must be square, circle, triangle and rectangle. Show a flash card of an oval to students and ask them: Do you know the name of this shape? Take their responses and appreciate if someone gives the right answer.

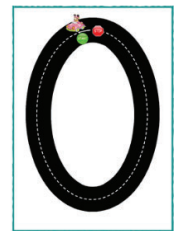
Main Activities/Concept Building: (25 min)

Activity 1

Paste the picture of an oval and objects which are similar to the oval shape. Also draw a big oval on the board. Tell them the name of the shape is an oval, and ask them to repeat the name of oval loudly many times. Tell the name of objects which you have pasted on the board. Ask them to think about the objects that they have seen in their home or anywhere which is similar to this shape. Have the students make a list of objects that are of 'oval shape'. For example, students tell the name of objects like an egg, oval-shaped mirror, badminton racket, etc. Instruct the students to listen carefully when their classmate is telling the name of objects. Repeat the activity with all the students. Motivate and appreciate them for their correct answer.

Activity 2:

Use black sandpaper to make an oval-shaped road track and white scotch tape for drawing white lines on the road (alternately use correction pen for drawing white lines). Make groups of students and distribute the oval-shaped cut-out of a road and toy cars to each group. Ask them to drive the cars along the road and observe the shape of the oval in it. Encourage them for their efforts.



Sum Up: (3 min)

Sum up the lesson by retelling students the name of many objects that are oval.

Assessment: (5 min)

To assess the students learning, ask them to tell the name of 5 objects that are oval. Take their responses and appreciate them for their correct responses.

Homework: (2 min)

Complete the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

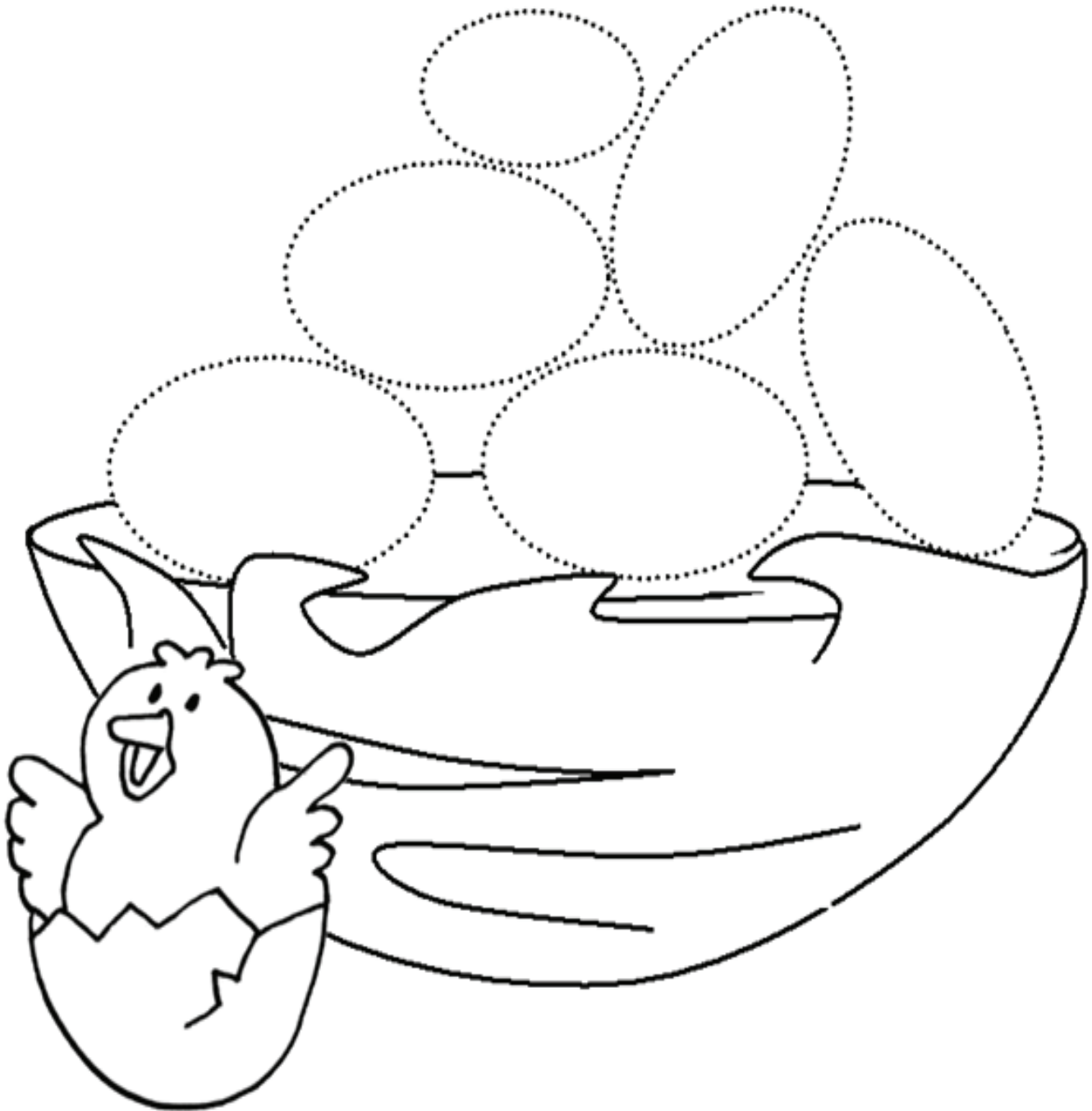
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet

Name: _____

Date: _____

Trace the ovals and colour the picture.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Shapes **Date:**

Objective(s):

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

Recognise, name and draw ovals using features such as number of sides, curved or straight.
Identify ovals in their environment.

Resource Material:

Whiteboard, Board marker, Worksheet, Textbook page 41, Flash card of different shapes, Pictures of oval-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".

Ask students about their homework. Show flash cards of different shapes to students and ask them to separate out the card with an oval shape. Appreciate them for their correct response.

Main Activities/Concept Building: (25 min)

Activity 1

Tell them that they are going to learn about the oval shape. Show the flash card of an oval to the students and tell them that this is an oval. Tell them that an oval is like an egg and has one curved side. As you tell this, move your finger around the oval. Read the oval poem and have them trace the oval in the air with their fingers.

I am an oval
A football shape is mine
Some people think I am an egg.
But I think I look fine.
Oval is my name.
The circle and I are not the same.
The circle is round, as round can be.
I am shaped like an egg as you can see.

Repeat this several times and let them practice tracing the oval in the air.

Activity 2:

Show them some pictures of oval-shaped objects like a mirror, beads, watermelon, lemon, etc. Explain them these shapes look like an oval. So these are oval-shaped objects. Ask the students: Can you tell the names of these shapes? Take their responses and clap for their correct identification. Ask students to open their textbooks to page 33 and observe the oval shape and its one curved side.



Sum Up: (3 min)

Sum up the lesson by retelling students about the oval shape and objects that are of oval shape.

Assessment: (5 min)

To assess the students, ask them to open their textbooks to page 41 and trace and colour the oval. 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:

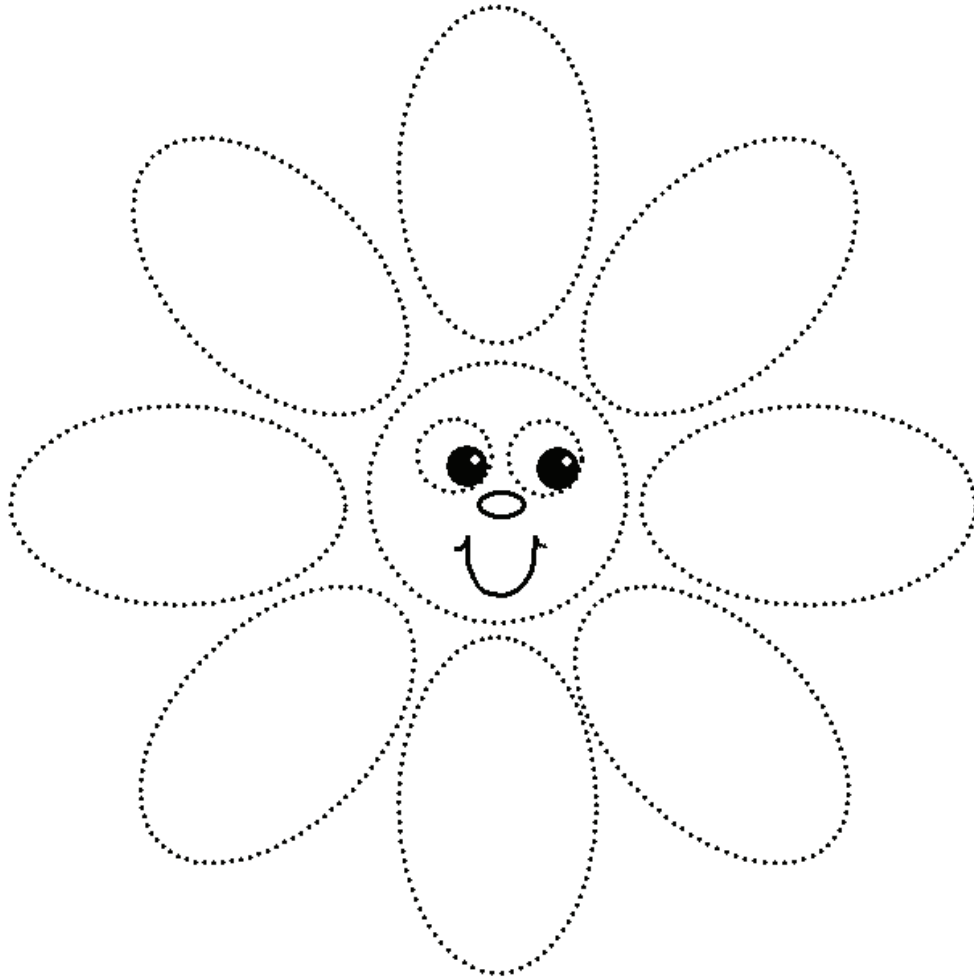
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet

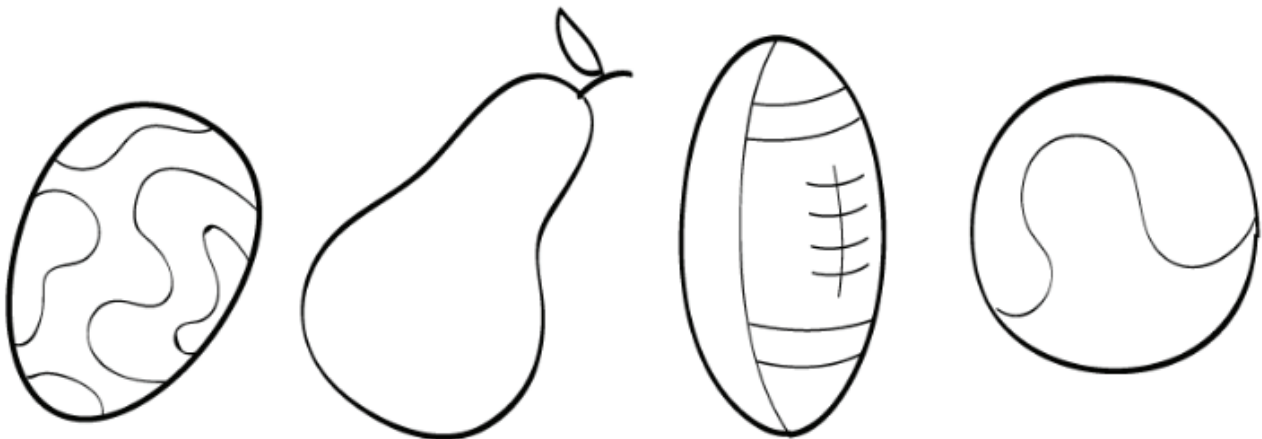
Name: _____

Date: _____

Trace the ovals and colour the picture.



Colour the oval-shaped objects.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Shapes **Date:** _____

Objective(s):

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

Recognise, name and draw ovals using features such as number of sides, curved or straight.

Identify ovals in their environment.

Resource Material:

Whiteboard, Board marker, Worksheets, Flash card of shapes (square, triangle, circle, oval and rectangle), Chart paper of oval shape and oval-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".

Ask students about their homework. Show flash cards of a circle, square, triangle and rectangle to students and ask them: Can you tell the names of the shapes? Take their responses and tell the name of the shapes.

Ask students: How many sides do these shapes have? Does a circle or a rectangle have any curved sides?

Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (25 min)

Activity 1

Display a chart paper of an oval and objects related to the oval shape on the wall. Point out the oval and the shapes that are made of ovals (i.e. egg, lemon, watermelon, etc.). Read the rhymes of ovals loudly. Tell the students that an oval has one curved side and 0 straight sides. Now ask them to think and tell some oval-shaped objects which they can see in their surroundings. Appreciate them for their correct answer. Do this with every student. Give every student a chance to do this activity.

Activity 2:

Put flash cards of different shapes on the table. Call a student to the front of the class. Ask him/her to pick up one card with an oval shape. Clap for the students if he/she gives the correct answer. Repeat this activity with other students.

Sum Up: (3 min)

Sum up the lesson by drawing an oval shape on the board and point out towards the curved side of the oval. Tell them that an oval has only one curved side.

Assessment: (5 min)

To assess the students learning, ask them to complete the given worksheet 1. Roam around the class, 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 A		40 Min

Worksheet 1

Name: _____

Date: _____

Count and write how many ovals are in the picture. Then colour the picture.



Ovals = _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet 2

Name: _____

Date: _____

Help the butterfly reach the flower.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Shapes **Date:** _____

Objective(s):

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

Recognise, name and draw a circle, square, triangle, rectangle and oval using features such as number of sides, curved or straight.

Identify a circle, square, triangle, rectangle and oval in their environment.

Resource Material:

Whiteboard, Board marker, 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 shapes (square, rectangle, circle, triangle and oval) on the board. Call a student to the front of the class and ask him/her to tell the name of each shape on the wallchart. Appreciate him/her for their correct response. Repeat the activity with some random students of the class.

Main Activities/Concept Building: (25 min)

Activity 1

Call a student to the front of the class. Instruct him/her to draw a square and also mention its sides. Ask the rest of the class to observe his/her working. Instruct them to correct if needed. Appreciate him/her for good work. Now call another student to the front of the class and ask him/her to draw a circle and also mention its sides. Ask the rest of the class to observe his/her working. Instruct them to correct if needed. Appreciate him/her for good work. Repeat this activity to some other students of the class randomly. Appreciate them for their good work.

Activity 2:

Instruct them to draw shapes in their notebooks and write the name of each shape. Also write about the straight and curved sides of each shape. Roam around the class and check their working. Then call each student one by one to come to the front of the class and show their working. Clap for their good working and active participation in class.

Sum Up: (3 min)

Sum up the lesson by retelling students about 2-D shapes and their sides.

Assessment: (5 min)

To assess students, draw shapes on the board and ask them to tell the name of these shapes.

Homework: (2 min)

Complete the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

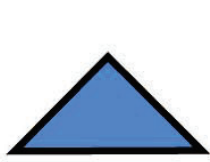
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet

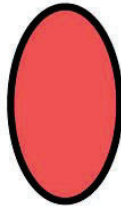
Name: _____

Date: _____

Colour the shapes according to the given colour key.



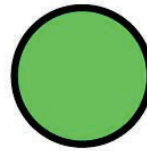
Triangle



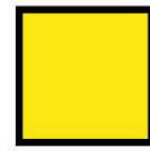
Oval



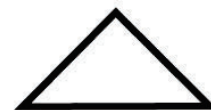
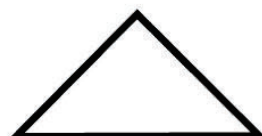
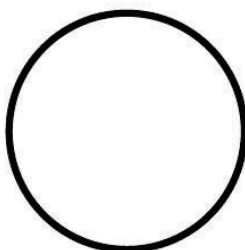
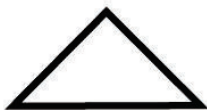
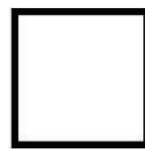
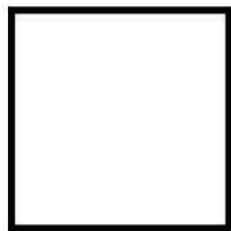
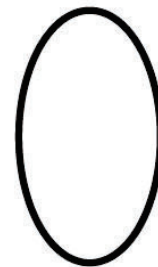
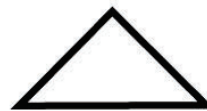
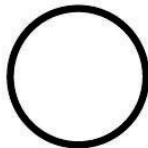
Rectangle



Circle



Square



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Shapes **Date:** _____

Objective(s):

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

Recognise, name and draw a circle, square, triangle, rectangle and oval using features such as number of sides, curved or straight.

Identify a circle, square, triangle, rectangle and oval in their environment.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 42, Wallchart of rhymes of shapes (square, rectangle, triangle, circle and oval)

Teaching & Learning Activities:

Opening Activities/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 shapes (square, rectangle, triangle, circle and oval on the board. Point out each shape one by one and instruct them to loudly tell the name of each shape. Appreciate them for their correct response.

Main Activities/Concept Building:

(25 min)

Activity 1

Paste a wallchart of 2D shapes with their rhymes (of your choice) on the board at the front of the class. Instruct students to first to read the rhymes of the shapes one by one with you in a loud voice. Roam around the class and observe that each student reads the poems. Appreciate them for their active participation.



Activity 2:

Make two groups of students. Give one group flash cards of shapes. Instruct the first group to show the flash card of shapes and the other group to tell the name of the shapes and if it has either straight or curved sides. One group shows the flash card of each shape and the other group tells the names. After this, give flash cards to the second group and repeat the same activity. Appreciate them for their correct answers.

Sum Up:

(3 min)

Sum up the lesson by retelling the students about the shapes and their sides.

Assessment:

(5 min)

To assess the students learning, ask them to open their textbooks to page 42 and instruct them to count the number of each shape and write it in the given space. After doing this, ask them to colour the shape. 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:

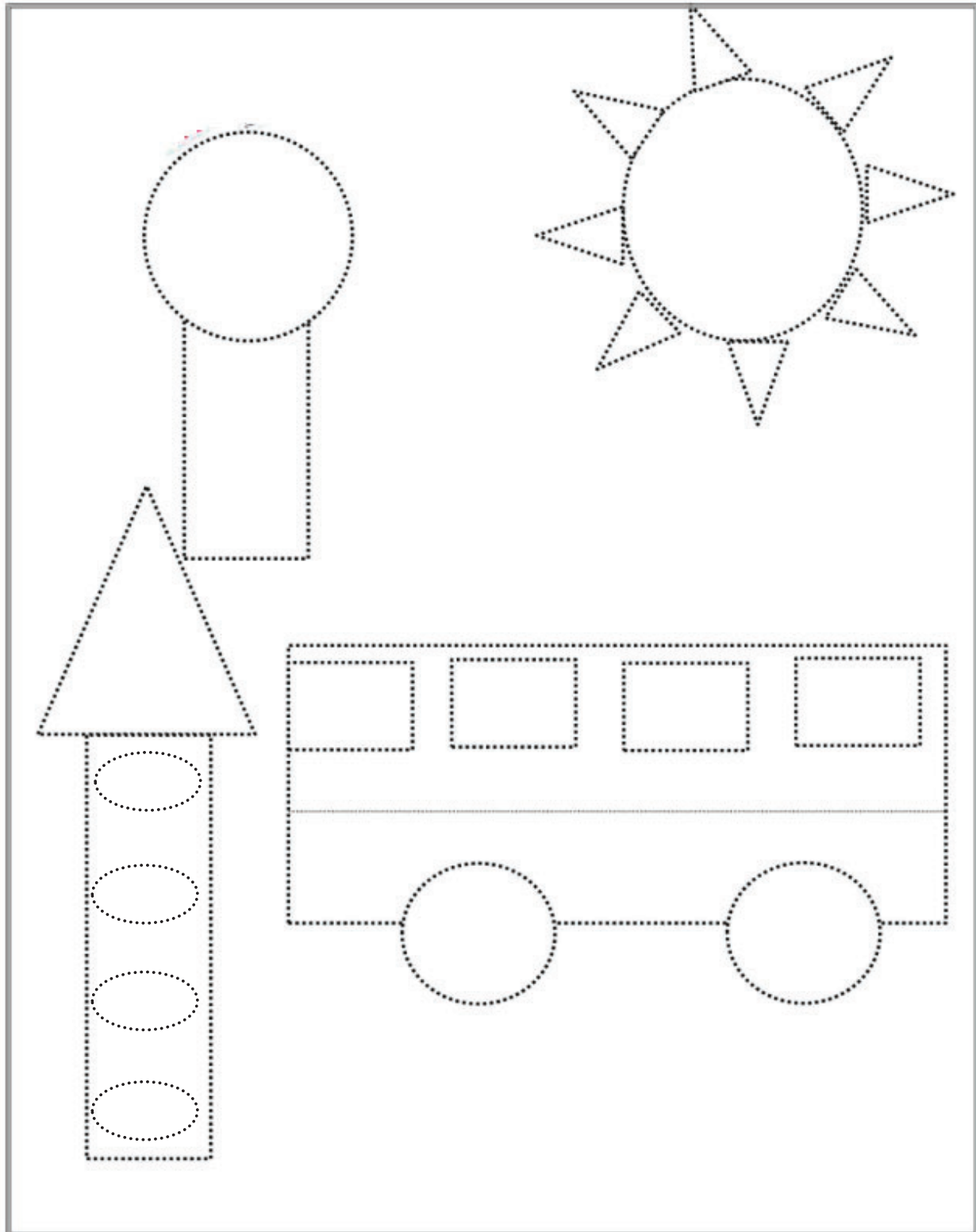
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet

Name: _____

Date: _____

Trace and colour the picture.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Shapes **Date:** _____

Objective(s):

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

Recognise, name and draw a circle, square, triangle, rectangle and oval using features such as number of sides, curved or straight.

Identify a circle, square, triangle, rectangle and oval in their environment.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 43, Shape rings of a square, rectangle, triangle, circle and oval, Abacus of the shapes drawn on it

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

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

Ask students about their homework. Draw some shapes on the board. Ask students to loudly tell the name of each shape drawn on the board and also tell the name of one object of each shape. Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (25 min)

Activity 1

Make small groups of students. Give each group of students the rings of a square, circle, rectangle, triangle and oval shape. Also provide an abacus where these shapes are made. Instruct them to put the square shape into the ring where a square is drawn. Similarly put each shape into the ring. Instruct them to count the number of each shape. The group that 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:

Make pairs of students. Instruct each pair to draw a shape and also two objects related to each shape with it. Ask them to write the number of sides along with each shape. Roam around the class and observe their working. Now call one pair to front of the class and ask them to show their working to the whole class. Instruct the class to check and correct if needed. Repeat this activity with each pair of the class.

Sum Up: (3 min)

Sum up the lesson by retelling students about the sides of each of the shapes.

Assessment: (5 min)

To assess the students learning, ask them to open their textbooks to page 43 and instruct them to colour the shape that matches the shape given. Roam around the class, check their work and guide where needed.

Homework: (2 min)

Complete the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

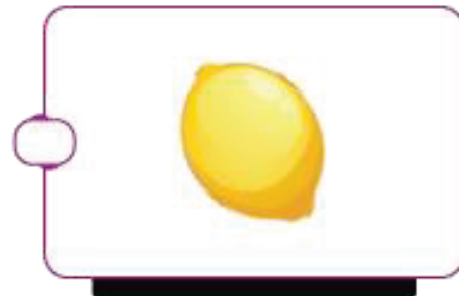
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet

Name: _____

Date: _____

Match the objects having the same shape.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Shapes

Date: _____

Objective(s):

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

Recognise, name and draw a circle, square, triangle, rectangle and oval using features such as number of sides, curved or straight.

Identify a circle, square, triangle, rectangle and oval in their environment.

Resource Material:

Whiteboard, Board marker, Textbook page 44, 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".

Draw a square and a rectangle on the board and ask student to tell how many sides square and rectangle and what is the difference between them. Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building:

(22 min)

Activity 1:

Paste a wall chart of shapes with their straight sides and curved sides on the board. Point out each shape and explain the sides of each shape as straight and curved sides. Have students work in pairs and give each pair shapes cards. Instruct them to write the name of the shape and the number of curved and straight side the given shapes have. Walk around and check their work and guide them if needed.

Activity 2:

Show the students big, colourful cut-outs of a circle, square, triangle, rectangle, and oval. Let them touch and feel each shape. Tell them which ones have straight sides and which have curved sides. Place two big baskets in front of the class, one labelled 'Straight Sides' and the other 'Curved Sides.' Call students one by one to pick a shape and put it in the right basket. After sorting, sing a short 'Shape Song' and ask students to draw their favourite shape on paper with crayons. Display their drawings on the classroom wall.

Sum Up:

(3 min)

Sum up the lesson by retelling students that squares, rectangles and triangles have straight sides and circles and ovals have no sides.

Assessment:

(8 min)

To assess the students, ask them to open their textbooks to page 44 and solve the given activity. Roam around the class, check their work and guide if required.

Homework:

(2 min)

Complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

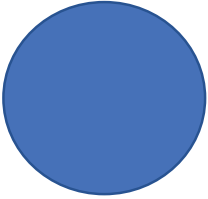
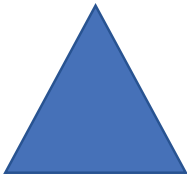
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet

Name: _____

Date: _____

Write the name of each shape and also write the number of straight and curved sides of each shape.

Shapes	Name of Shapes	Number of straight sides	Number of curved sides
			
			
			
			
			

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Shapes **Date:** _____

Objective(s):

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

Draw objects of their own choice using various shapes.

Resource Material:

Chalk/Marker, White/Blackboard, Paper sheets, Shape cards, 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 them about their homework. Show shape cards to students. Ask them to tell the names of the shape on each card. Appreciate them for their correct answer.

Main Activities/Concept Building: (25 min)

Activity 1

Draw shapes on the board and ask the students to tell the names of the shapes in a loud voice. Now make two groups of students. Give each group a paper sheet. Ask them to make a shape that is made of all 2D shapes. Instruct them to do their work silently and neatly. Instruct them to raise their hand when finished. Roam around, check their work and help them if needed. Appreciate the group who finishes first.

Activity 2:

Ask students to open their textbooks to page 45. Ask them to look at the figures that are made up of different shapes. Instruct them to identify the shapes in the given figure. Count and write the number of shapes in the figure below the figure in the given boxes. Instruct them to trace and colour the figure. Roam around the class, check their work and guide them where needed. Appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by retelling the students how we can make different figures using these shapes by drawing a shape on the board.

Assessment: (5 min)

To assess the students, ask them to make a figure that is made of 2D shapes. 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:

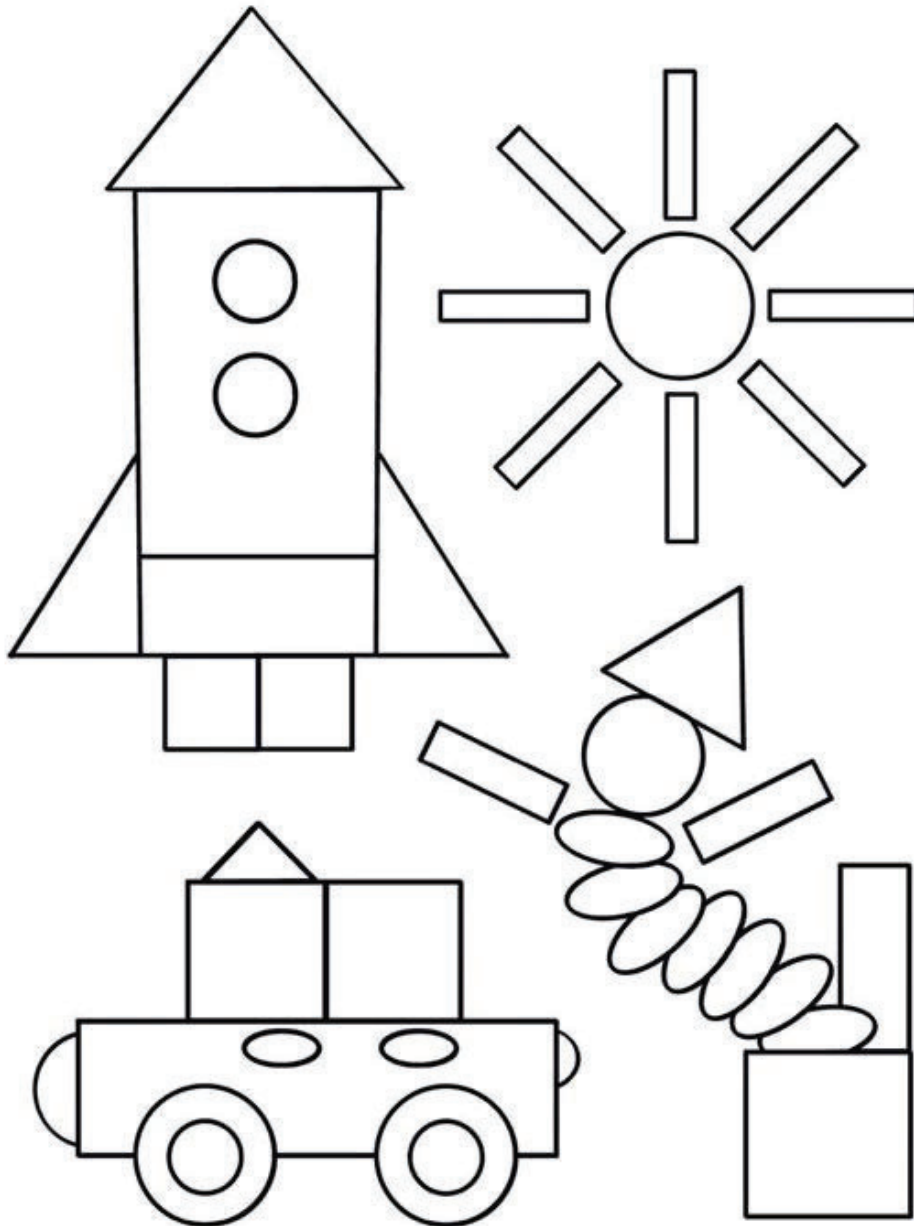
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet

Name: _____

Date: _____

Count and write the number of shapes in the given boxes. Then colour the figures.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Term: 3

Periodic Unit: 1

Week: 3

Lesson plan: 5

Topic: Shapes

Date:

Objective(s):

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

Draw objects of their own choice using various shapes.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, Flash card of figure, Flash cards of 2D shapes

Teaching & Learning Activities:

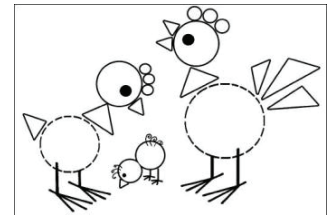
Opening Activities/Warm-up:

(5 min)

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

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

Ask students about their homework. Show the flash card of the shape to students. Ask them look at the figure and tell the name of shapes that are used in this figure. Take their responses that must be circle and triangle. Now ask them to count and tell how many circles and triangles are used in this figure. Take their responses and appreciate them for their correct answer.



Main Activities/Concept Building:

(25 min)

Activity 1

Give each student a set of colourful shape cut-outs like circles, squares, triangles, rectangles, and ovals. Show them how these shapes can be used to make simple pictures, such as a house (square + triangle) or a sun (circle). Provide large sheets of paper, glue sticks, and crayons. Ask the students to choose any shapes they like and arrange them to make their own picture — it could be a car, a tree, an ice cream, or anything they imagine. Encourage them to glue the shapes onto the paper and colour the shapes using crayons. Walk around the room to guide and praise their creativity. Once finished, each student to show their picture to the class and name the shapes they used.

Activity 2:

Give them worksheet 1. Ask them to colour the shapes according to the given colour key. Roam around the class and check their work. Guide them where needed. Appreciate them for their good work.

Sum Up:

(3 min)

Sum up the lesson by retelling the students how we can make objects using 2D shapes.

Assessment:

(5 min)

To assess the students, give them worksheet 2 and instruct them to complete it. Roam around the class, check their work and guide them if required.

Homework:

(2 min)

Revise the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

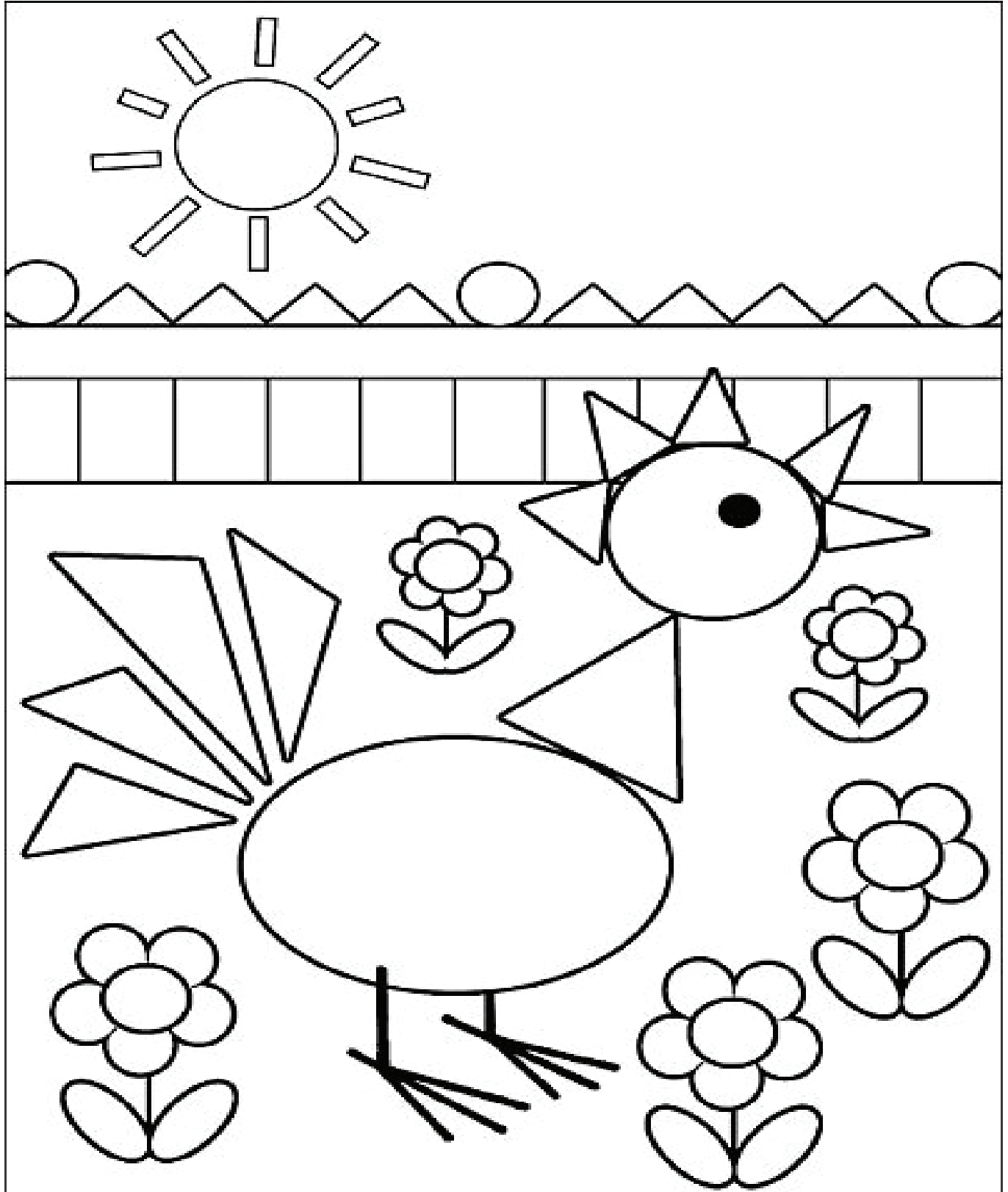
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet 1

Name: _____

Date: _____

Colour the circles red, triangles blue, rectangles yellow, squares purple and ovals green.



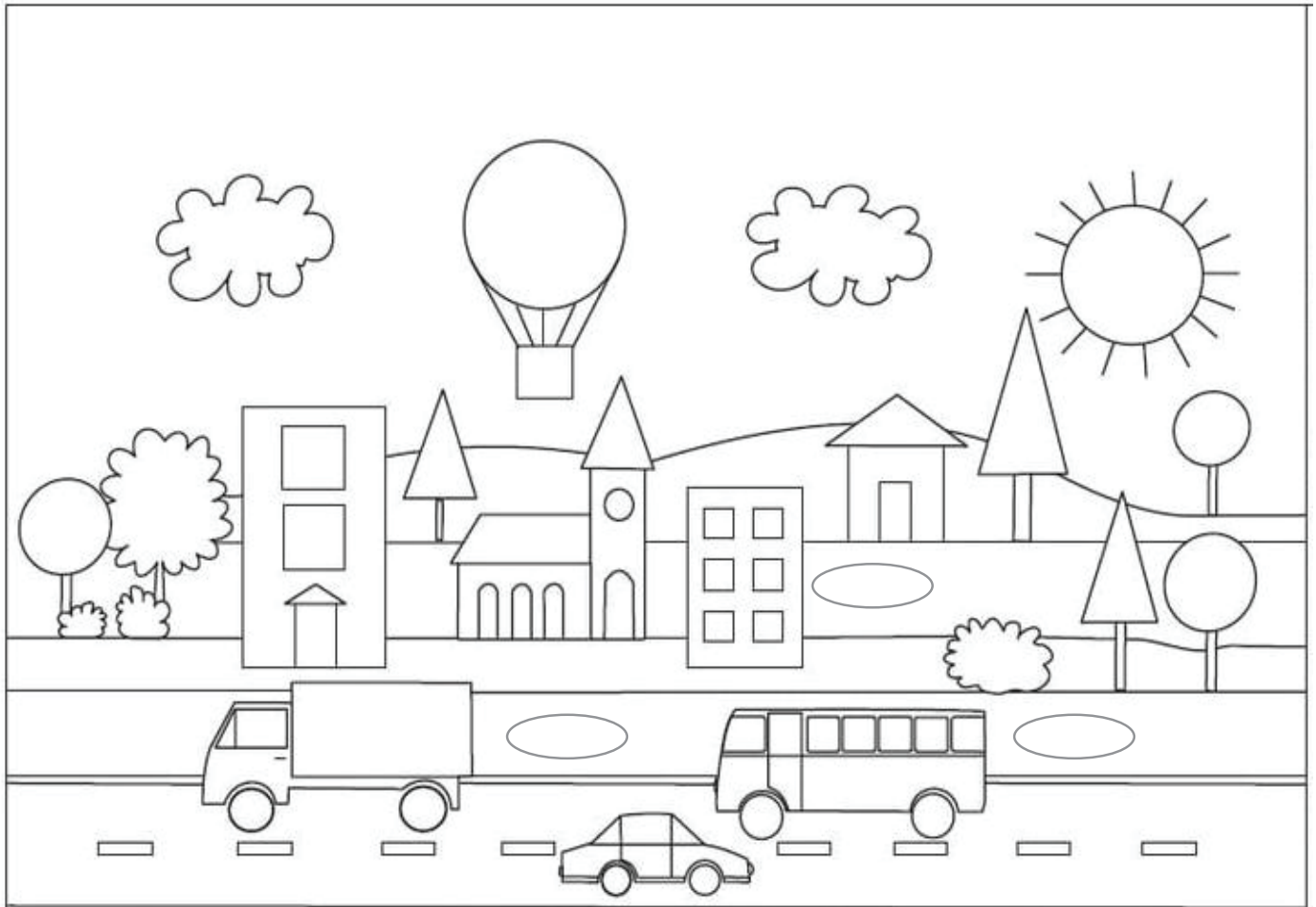
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

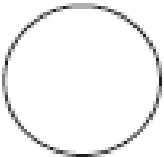
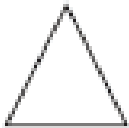
Worksheet 2

Name: _____

Date: _____

Count and write the number of shapes used in the given picture. Then colour the picture.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Term: 3 **Periodic Unit: 1** **Week: 4** **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 'up' and 'down'.

Resource Material:

Whiteboard, Board marker, Worksheet, Positional cards of up and down, Flash card of ladder where ball is in up and down position

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Tell the students today we are going to recall the position of objects by using positional words 'up' and 'down'. Ask them: Which one is up and which one is down in the picture?

Take their responses and appreciate them for their correct answer.



Main Activities/Concept Building:

(25 min)

Activity 1

Tell students that today they are going to learn about up and down positions. Draw a tree on the board, some sparrows on the tree and some animals which are standing under the tree. Tell them that the sparrow is up because it is on the tree. Animals are down from the tree. Now repeat this activity with different situations so that the students may understand the topic. Encourage them to tell the things which are in the up position and which are in the down position.

Activity 2:

Show a flash card of a ball up the ladder and down the ladder. Ask the students: Which ball is in the up position and which is down? Appreciate them for their good response.

Ask students to observe the classroom objects and tell which one is up and which one is in the down position. Take their responses and appreciate them for their correct response.



Sum Up:

(3 min)

Sum up the lesson by retelling the students the position of objects using the words 'up' and 'down'.

Assessment:

(5 min)

To assess students, ask them to draw a slide and then draw a cat in the position of up and down on the slide.

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 A		40 Min

Worksheet

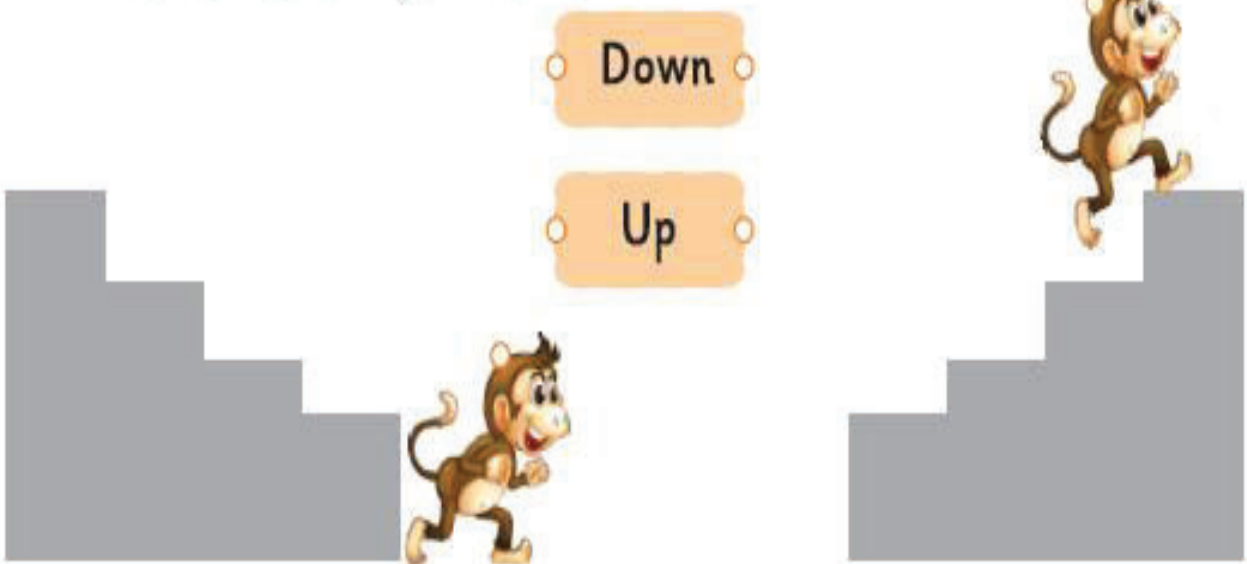
Name: _____

Date: _____

Look at the picture. Tick (✓) the chicken that is up.



2. Match the monkeys with the correct labels.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Term: 3 **Periodic Unit: 1** **Week: 4** **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 'inside' and 'outside'.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Blank paper

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

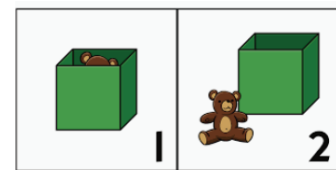
Ask students: How are you? Encourage them to say, "Alhamdulillah".

Draw two birds, one inside the nest and the other outside the nest. Ask students to look at the birds and tell which one is inside and which is outside the nest. Then explain the position of the birds by saying 'inside' and 'outside' the nest.

Main Activities/Concept Building: (28 min)

Activity 1

Draw two boxes on the board. Draw a ball inside the box and an apple outside the box. Ask the students: Which thing is inside the box and which is outside the box? Take their responses and tell them that the ball is inside the box and the apple is outside the box. Now show a picture card to the students. Tell the students to look at the teddy bear in picture 1 and 2. Ask them: Which teddy bear is inside the box and which is outside the box? After taking their responses tell them that in picture 1 the teddy bear is inside the box and in picture 2 the teddy bear is outside the box.



Activity 2:

Make two groups of the students. Give each group blank paper. Instruct the first group to draw an object that is inside the basket. Instruct the second group to draw an object that is outside the basket. Ask them to raise their hands when finished. Now call one member of each group and ask them to paste their paper sheet on the board. Appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by retelling the students the position of objects that are inside and outside.

Assessment: (5 min)

To assess the students, ask them to complete the given worksheet. Roam around the class, check their work and guide them where needed.

Homework: (2 min)

Revise the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet

Name: _____

Date: _____

Tick (✓) the bear that is Inside.



Circle the rabbit that is Outside the cage.



Are the parrots inside or outside the cage? Tick (✓) the correct answer.



☐

Inside

☐

Outside

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Term: 3

Periodic Unit: 1

Week: 4

Lesson plan: 3

Topic: Position

Date: _____

Objective(s):

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

Describe the position of objects using position words 'behind' and 'in front'.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, Flash card of a cat in front of and behind the box, Flash cards of positional objects of in front of and behind

Teaching & Learning Activities:

Opening Activities/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 students attention, place one picture of fruits in the basket and some outside the basket. Ask the students: How many fruits are there inside the basket? Expected answer will be 5. Ask one student to tell the names of the fruit that are outside the basket. He/she will reply apple. Encourage and guide them.

Main Activities/Concept Building:

(25 min)

Activity 1

Call a student to the front of the class and ask one student to stand next to their seat. Now ask the rest of the class to tell which is in front of the class and which is behind the teacher's table. Take their responses and appreciate them for their correct answer. Now show a picture card to students. Tell students to look at both cats. In picture 1 the cat is behind the box and in picture 2 the cat is in front of the box.



Activity 2:

Make two groups of students. Give each group some flash cards of the positions in front of and behind.

Ask them to identify and separate the cards in which objects are behind something. Instruct the other group to separate the cards in which objects are in front of the objects. Then call each group one by one to show their working to the whole class. Appreciate them for their good work.

Sum Up:

(3 min)

Sum up the lesson by retelling the students the position of objects by using positional words 'in front of' and 'behind' by drawing objects on the board.

Assessment:

(5 min)

To assess the students, ask them to complete the given worksheet. Roam around the class, check their work and guide them where needed.

Homework:

(2 min)

Revise the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

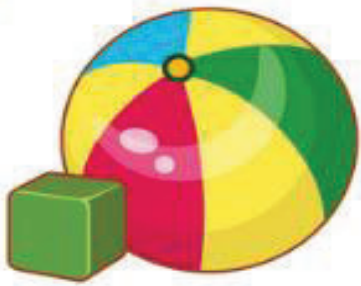
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet

Name: _____

Date: _____

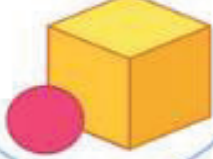
Match the pictures to their correct positional words.

BEHIND



IN FRONT OF



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Position **Date:** _____

Objective(s):

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

Describe the position of objects using position words 'behind' and 'in front'.

Resource Material:

Whiteboard, Board marker, Worksheet, Flash cards of objects in front of and behind something

Teaching & Learning Activities:

Opening Activities/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 ball behind the box on the board. Ask the students to tell the position of the ball. Appreciate them if any one gives the right answer.

Main Activities/Concept Building: (25 min)

Activity 1

Make two groups of students. Ask one group to make the picture of a house and a tree. Show that the tree is in front of the house. Ask the other group to draw a picture of a house and a tree so 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 them the worksheet. Instruct them to follow the instructions to complete it. Roam around the class, check their work and guide them where needed. Appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by retelling students about the positional words 'in front of' and 'behind' by giving different examples.

Assessment: (5 min)

To assess the students, show flash cards of some objects that are in front of something and some that are behind something. Ask them to tell which are in front and which are behind.

Homework: (2 min)

Revise the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

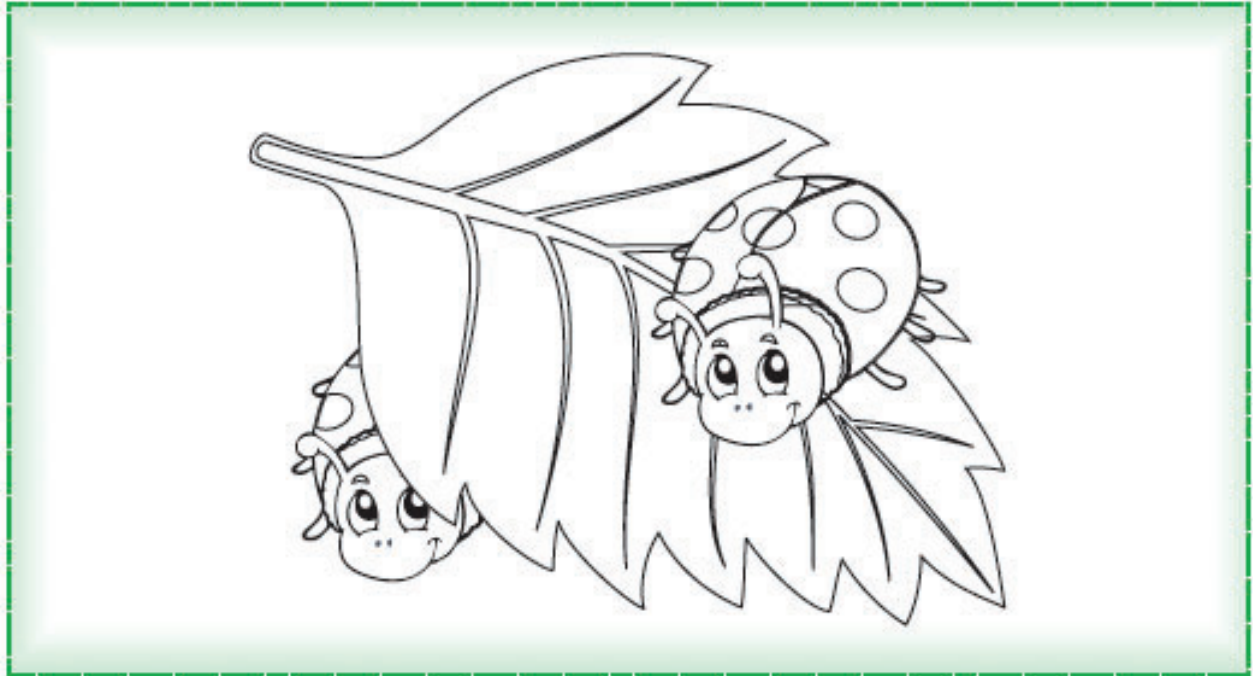
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet

Name: _____

Date: _____

Colour the ladybird that is in front of the leaf.



Colour the house that is behind the tree.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Term: 3 **Periodic Unit: 1** **Week: 4** **Lesson plan: 5**

Topic: Position **Date:** _____

Objective(s):

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

Describe the position of objects using position words 'behind' and 'in front'.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook pages 46 and 47, Bowl, Flash cards of positional objects (in front of and behind)

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

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

Show a flash card of the cat in front of the 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

Give each student blank paper. Instruct each student to draw a ball behind a tree and a car in front of a pole. Roam around the class, check their work and guide them if necessary. Now ask them to come one by one to the front of the class and present their work to the whole class. Appreciate them for their good work.

Activity 2:

Place a bowl on the table in front of the class. Put the flash cards of positional objects of in front of and behind in the bowl. Call a student to the front of the class and ask him/her to identify and take the card where the object is behind something. After selecting, show it to the whole class. Now call another student to the front of the class and ask him/her to select the card in which the object is in front of something. Take his/her response and appreciate them for their correct response. Repeat this activity with some random students of the class. Appreciate them for their correct response.

Sum Up: (3 min)

Sum up the lesson by asking students to open their textbooks to page 46 and observe the objects that are in front of and behind the given objects.

Assessment: (5 min)

To assess the students, ask them to open their textbooks to page 47 and solve Q1 and Q2. Roam around the class, check their work and guide them where needed.

Homework: (2 min)

Solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

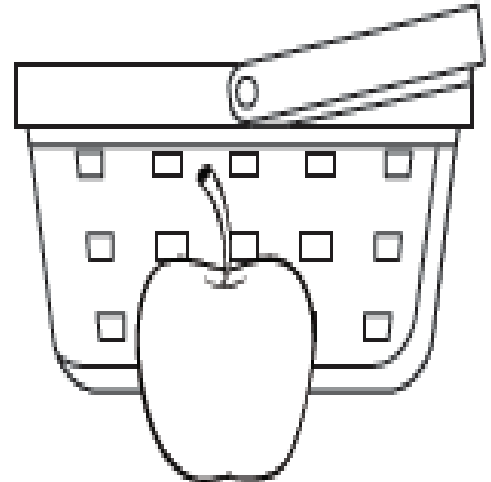
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet

Name: _____

Date: _____

Colour the object that is in front of another object.



Tick (✓) the picture where the rabbit is behind the tree.


☐

☐

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		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:

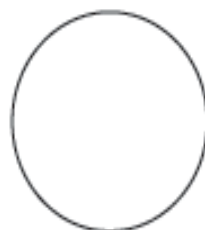
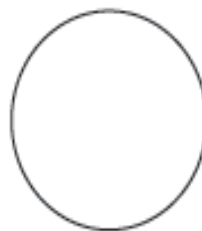
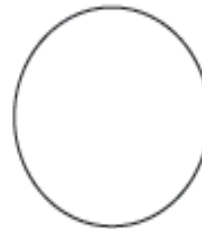
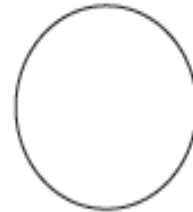
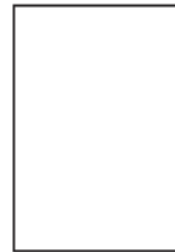
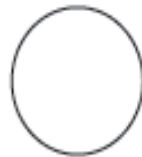
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet

Name: _____

Date: _____

Colour the shape that matches the first one in each row.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		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 A		40 Min

Worksheet

Name: _____

Date: _____

Write the name of the shape and the number of sides of each.



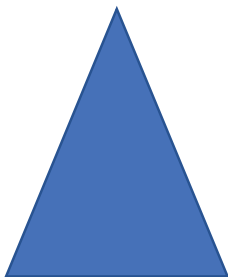
Name: _____ Sides: _____



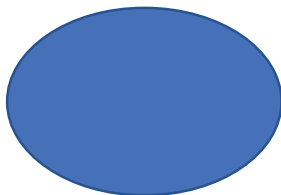
Name: _____ Sides: _____



Name: _____ Sides: _____



Name: _____ Sides: _____



Name: _____ Sides: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		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:

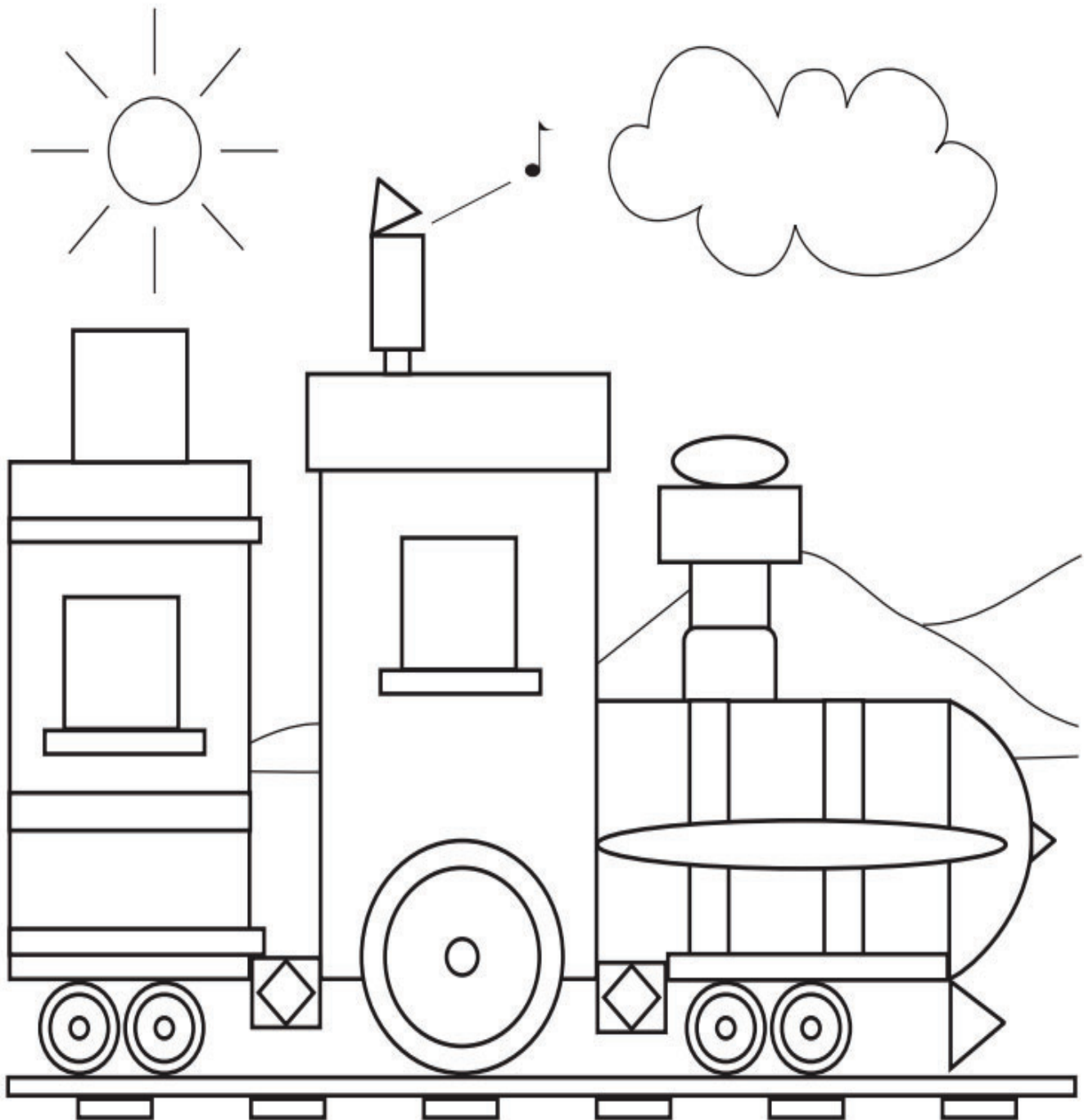
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet

Name: _____

Date: _____

Colour the triangles blue, the ovals red, the circles yellow, the squares green, and the rectangles purple.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		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 A		40 Min

Worksheet

Name: _____

Date: _____

Write the position of the monkey as up or down.



Write the position of the bird as inside or outside.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		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 (in front of and behind).

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 A		40 Min

Worksheet

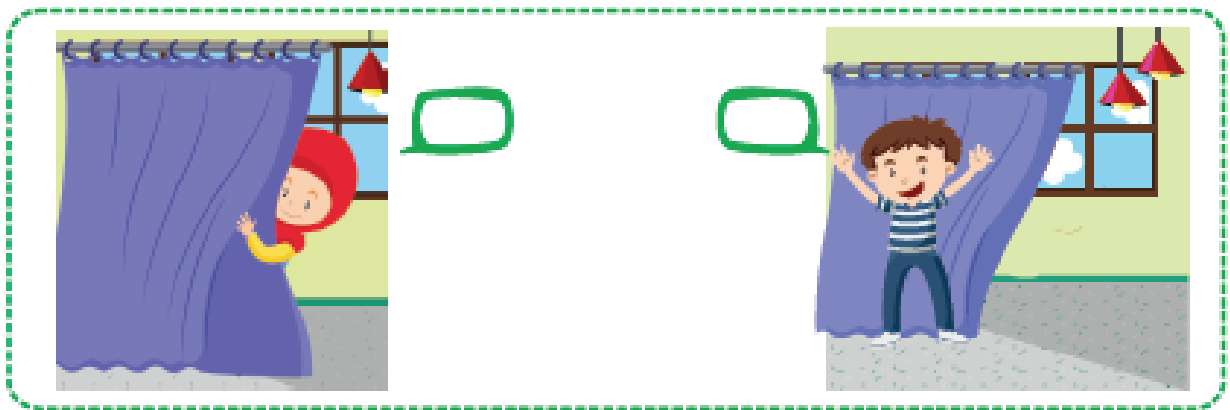
Name: _____

Date: _____

Tick (✓) the picture where the monkey is behind the tree.



Tick (✓) the picture where the child is in front of the curtain.



Draw two apples in front of the basket and colour them.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		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:

Describe the position of objects using position words on and under.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, ball, book, picture card of objects on and under position, flash cards of objects on and under position

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

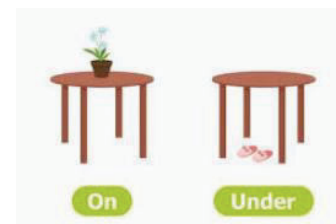
Ask students: How are you? Encourage them to say, "Alhamdulillah".

To gain the students attention, draw two boxes on the board. Draw a ball on one box and a ball behind the second box. Ask the students: Where is the ball in front of the box. Take their responses and appreciate them for their good response. Tell students today we will learn about the position word on and under.

Main Activities/Concept Building: (22 min)

Activity 1:

Put a book on the table and a ball under the table. Ask the students: Which thing is on the table and which is under the table. Take their responses and tell them that the book is on the table and ball is under the table. Now show a picture card to students. Tell the student to look at the vase and shoes and tell which thing is on the table and which is under the table. After taking their responses tell them that in picture 1 the vase is on the table and in picture 2 the shoes are under the table.



Activity 2:

Make pairs of students. Give each group some flash cards of positional Words (on and under). Ask them to identify and separate out the cards in which objects are on something. Instruct the other group to separate out the cards in which objects are under something. Roam around the class, check their work and guide them where needed.

Sum Up: (3 min)

Sum up the lesson by retelling students about the positional words on and under by pointing different things in classroom that is in position on and under.

Assessment: (8 min)

To assess the students learning, ask them to complete 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 A		40 Min

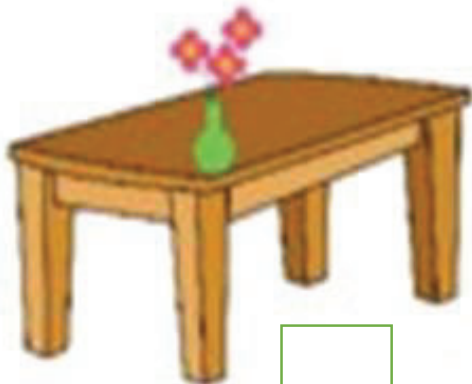
Worksheet

Name: _____

Date: _____

Tick (✓) the correct position of the objects.

☐

☐

☐

☐

☐

☐

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		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:

Describe the position of objects using position words on and under.

Resource Material:

Whiteboard, Board marker, Worksheets, pencil, water bottle, Worksheet, blank paper

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

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

Ask them about their homework. Put a pencil on the desk and water bottle under the desk and ask the students to tell the position of the water bottle and pencils. Appreciate them for their good responses.

Main Activities/Concept Building: (25 min)

Activity 1:

Call a student to the front of the class and ask him/her to draw a table on the board. Then draw a ball on the table and a ball under the table. Take his/her response and ask the rest of the class, to check and whether he/she draw the ball at correct position. Now call another student to the front of the class and ask him/her to draw a glass on the table. Take his/her response and appreciate them for his/her correct work. Repeat this activity to some other students of the class.

Activity 2:

Make two groups of students. Give each group a blank paper. Instruct them to draw a chair on the paper. Then instruct the first group to draw an object that is under the chair. Instruct the second group to draw an object that is on the chair. Ask them to raise their hand when finished. Now call one member of each group and ask them to paste their paper sheet on the board. Appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by retelling students about the positional words on and under by putting some objects on and some objects under the student's desk.

Assessment: (5 min)

To assess the students learning, point out towards the dustbin under the table and chalk on the table and ask them to tell their position.

Homework: (2 min)

Complete worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

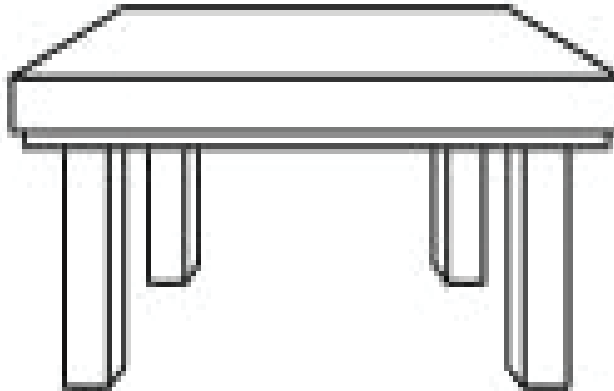
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet

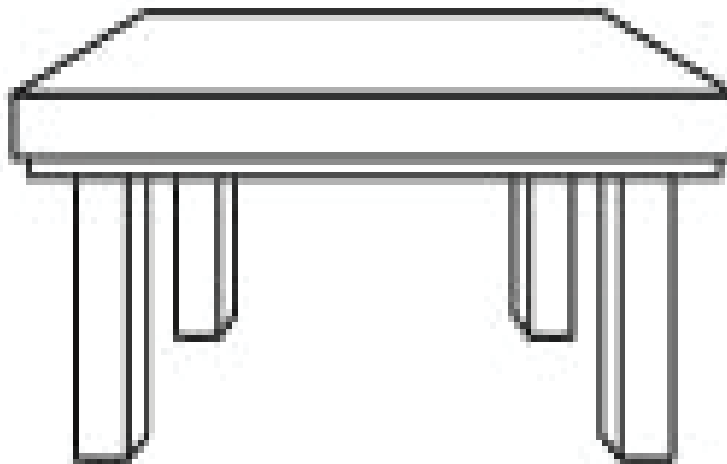
Name: _____

Date: _____

1. Draw a cup on the table.



1. Draw a ball under the table.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		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 of objects using position words on and under.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 48 and 49, worksheet, wallchart of objects on and under position, flash cards of on and under position

Teaching & Learning Activities:

Opening Activities/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 objects on and under someone and ask students to point out the objects that are on and that are under position. Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (22 min)

Activity 1:

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 basket under the tree. Walk around the class, check their work and help them where needed. Instruct them raise their hand who 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.

Activity 2:

Make two groups of students. Paste flash cards of objects on and under position in classroom at different places. Instruct first group to search out flash card of objects that are on position and second group to search the objects that are under position. When they search all the cards of position word that are assigned to them ask them to come forward and show it to the other group. Appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by asking students to open their textbook page 48 and observe the picture and the objects that are on and under position.

Assessment: (8 min)

To assess the students learning, ask them to solve Q1 given at page 49 of their textbook. Roam around the class, check their work and guide then where needed.

Homework: (2 min)

Solve the Q2 given at page 49 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 A		40 Min

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

Topic: Same and different **Date:** _____

Objective(s):

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

Match and compare one object with another on the basis of similar attributes.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, pencils, erasers, balls 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".

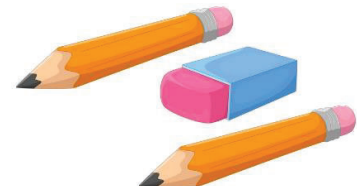
Paste a wall chart of toy cars on the board some toy cars are of same colour and some are in different colour. Ask students to observe the toy cars on the chart and tell which toy cars are of same colours and which one are different. Take their responses and appreciate them for their quick response.

Main Activities/Concept Building: (20 min)

Activity 1

Tell students today we will learn about the same and different objects.

Show two pencils and an eraser to students and ask them to tell which two are same? Take their responses and tell them that two pencils are same and eraser is different object from pencil. Now show some books and one sharpener to students and ask them to tell which are same and which one is different. Take their responses and appreciate them for their correct response.



Activity 2:

Make small groups of students. give each group some balls in which one ball is of different colour and a basket. Instruct them to separate out the balls are of same and colour and put them in the basket and the ball that is of different colour in their hand. Take their responses and appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by re-telling students about objects that are of same and different colours by giving different examples.

Assessment: (10 min)

To assess the students learning, 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:

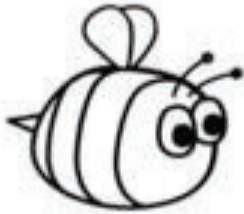
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet 1

Name: _____

Date: _____

Colour the object that is different.



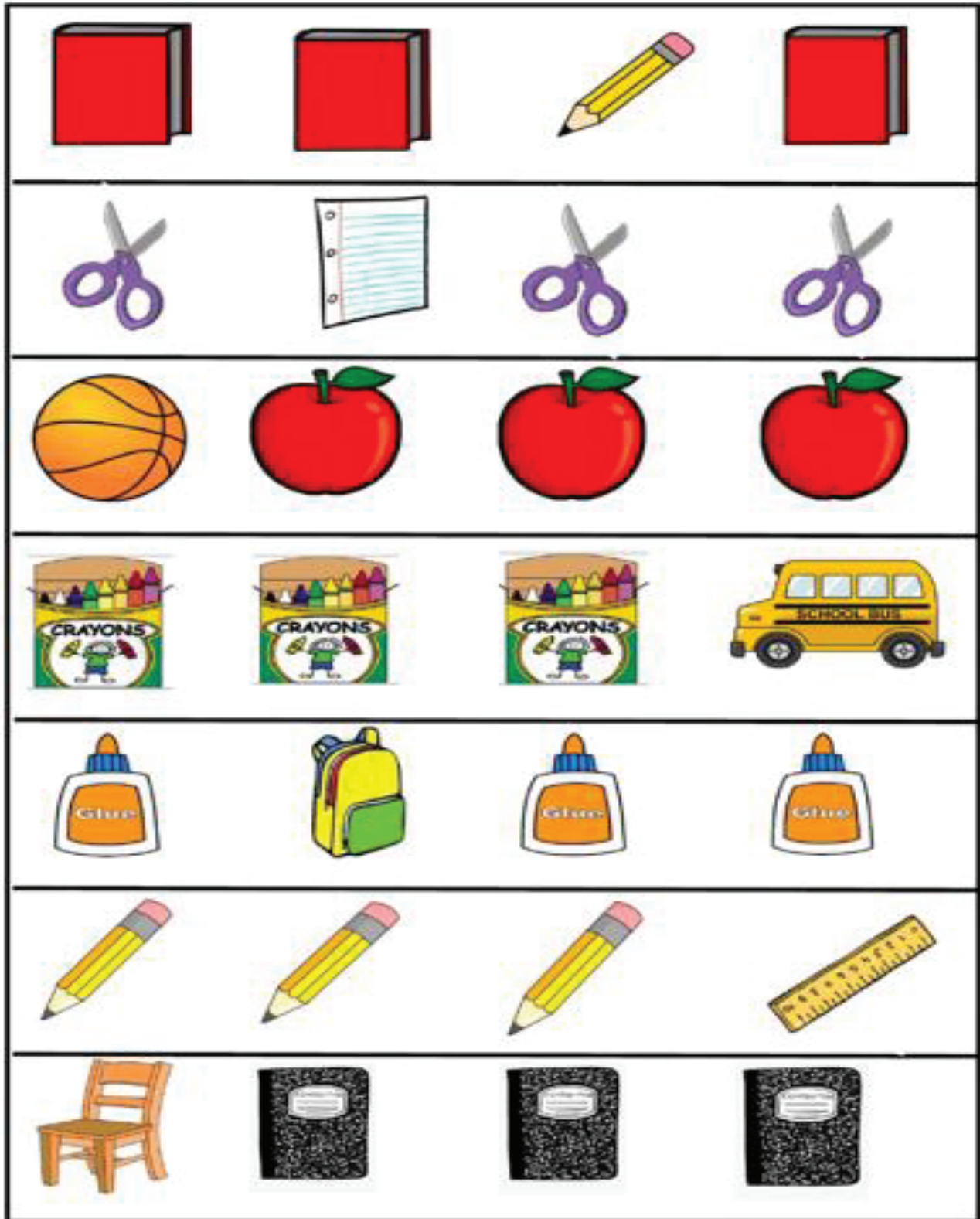
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet 2

Name: _____

Date: _____

Circle the object that is different.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Same and Different

Date:

Objective(s):

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

Match and compare one object with another on the basis of similar attributes.

Resource Material:

Whiteboard, Board marker, Worksheet, Textbook page 50 and 51, Worksheets, flash cards of same and different objects.

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Ask students about their homework. Tell students today we will learn about the objects that are same and different. Draw 5 apples and one pear on the board and ask them to tell which one is different in these fruits. Take their responses and appreciate them for their correct response.

Main Activities/Concept Building:

(20 min)

Activity 1

Make pairs of students. Give each pair flash cards of objects that are of same shape and some of different shapes. Instruct students to separate out all cards that are of circle shape and then separate out the cards that are of different shapes. Roam around the class, check their working and guide where needed. Ask them when finished then come one by one to the front and show their work to the whole class. Appreciate the pair who done first and accurate work.

Activity 2:

Give worksheet 1 to them and ask them to complete the given worksheet by following instructions. Roam around the class and check their work. Appreciate them for their correct work.

Sum Up:

(3 min)

Sum up the lesson by asking students to open their textbook page 50 and observe the same and different objects.

Assessment:

(10 min)

To assess the students, ask them to open their textbook page 51 and observe the objects and then colour the same objects in each row. 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:

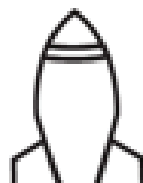
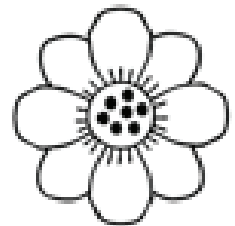
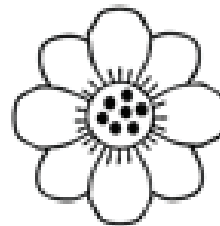
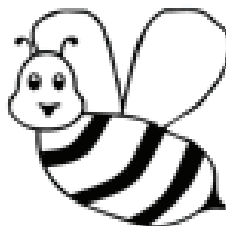
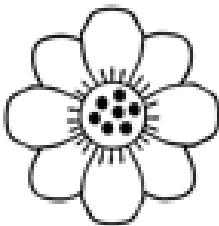
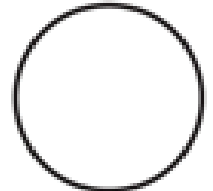
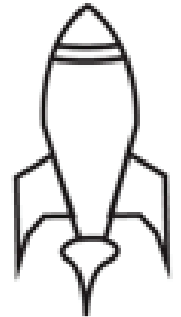
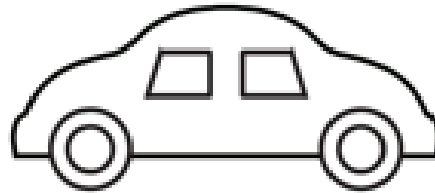
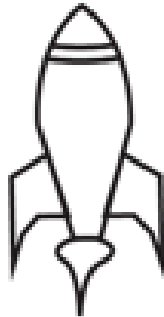
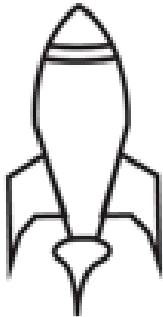
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet 1

Name: _____

Date: _____

Colour the object that is different.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet 2

Name: _____

Date: _____

Circle the same objects.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		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 single attributes (e.g. colour, weight, size, number of sides).

Group objects together according to their shapes and colours.

Resource Material:

Whiteboard, Board marker, Worksheet, Flash cards of objects of different size, cut-outs of different shapes and two baskets

Teaching & Learning Activities:

Opening Activities/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 students some same and different colour objects. Ask them to separate out the objects that are of same colour. Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (25 min)

Activity 1

Tell them they are going to learn how to sort and group objects (classify) based on single attributes (e.g. size). Place the two baskets on the table. Label the baskets with different tags like "Same size and different size", Provide cut outs of different shapes in various 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 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 sizes 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 size and ask the students to tell: Which flash cards are of the same size and which are of different size? Take their responses and appreciate them for their correct responses. Then ask them to separate out the same size cards and then show to the whole class one by one.

Sum Up: (3 min)

Sum up the lesson by re-telling students we can sort objects on bases of their size by show some objects of same size and some in different.

Assessment: (5 min)

To assess the students learning, ask them to complete the given worksheet 1. Roam around the class, check their work

Homework: (2 min)

Revise the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

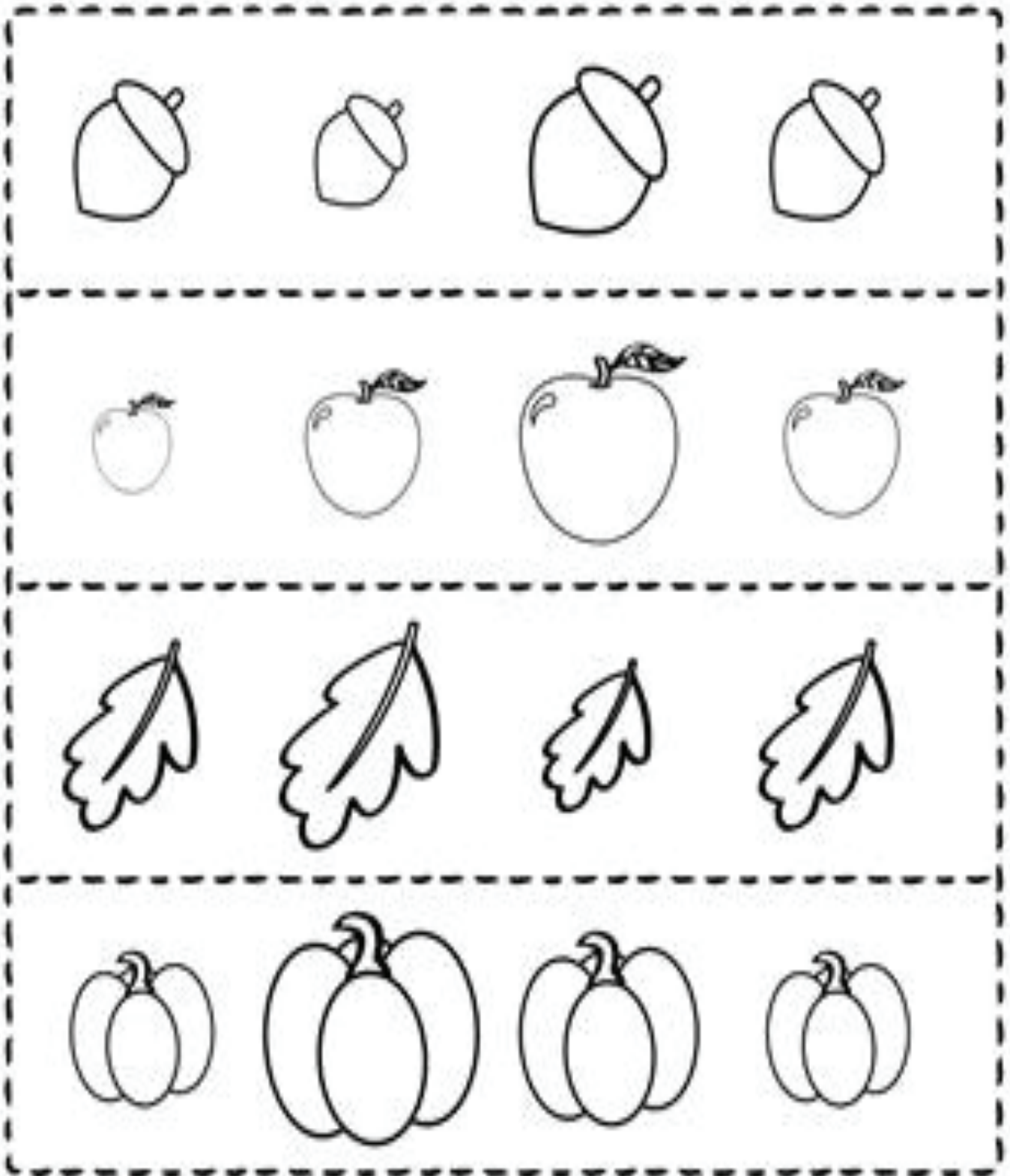
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet

Name: _____

Date: _____

Colour the objects that are of same size.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		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 single attributes (e.g. colour, weight, size, number of sides).

Group objects together according to their shapes and colours.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, Pencils, Flash cards of different objects that are of oval shape, Scotch tape, Sandpaper, Picture of an oval

Teaching & Learning Activities:

Opening Activities/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 three balls of same size and one ball of different size and ask students to sort and classify the balls that are of same size. Take their responses and appreciate them for their correct response. Tell students today we will learn to sort objects that are of same shape.

Main Activities/Concept Building: (25 min)

Activity 1

Tell the students today we will learn about sorting the objects according to their shape. Make two groups of students. Give each group flash cards of toys of different shapes. Now instruct the first group to sort out the flash cards of toys that are of the same shape and the second group to sort out the toy flash cards that are of different shapes. Ask them to raise their hand when finished. Now make two columns on the board "Same size", and "Different size". Call the first group to the front and ask them to paste the flash cards of toys of same sizes in the first columns "Same shape". Now call the second group to the front and ask them to paste the flash cards of toys of different shape in the columns "Different shape". Appreciate them for their correct response.

Activity 2:

Ask students to draw some same shapes (square) and some different shapes (circle, rectangle) in their notebook. Roam around the class, check their work and guide them where needed. Now ask them after completing work come forward to the front of the class and show their work to the whole class. Appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by retelling students we can sort objects on the basis of their shapes by drawing same and different shapes on the board and then by circling same shapes.

Assessment: (5 min)

To assess the students learning, ask them to complete the given worksheet 1. Roam around the class, check their work and discuss with them about their common mistakes.

Homework: (2 min)

Complete the worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

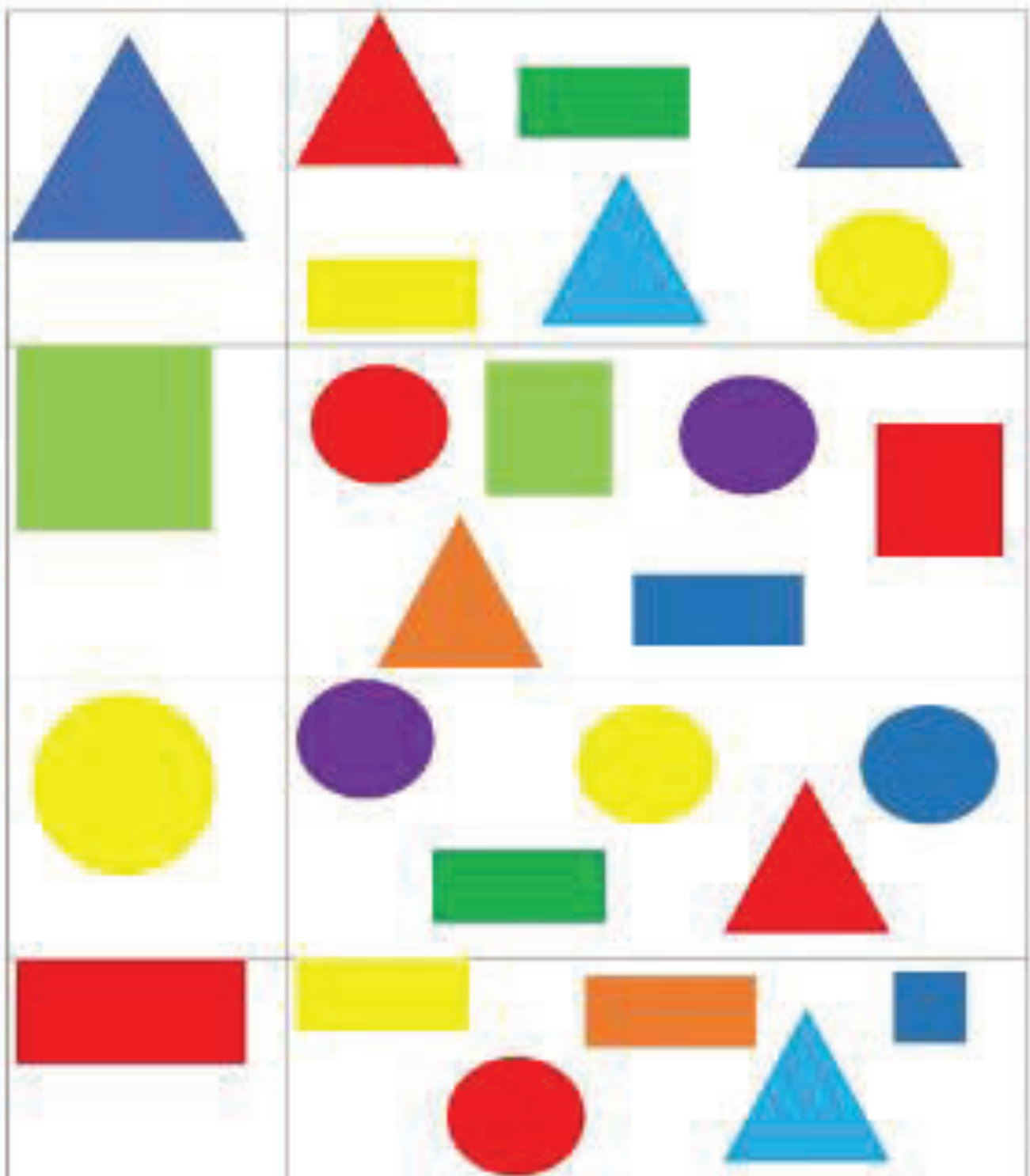
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet 1

Name: _____

Date: _____

Circle the same shape as in the first column.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet 2

Name: _____

Date: _____

Circle the same shape object.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Sorting **Date:** _____

Objective(s):

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

Sort and group objects (classify) based on single attributes (e.g. colour, weight, size, number of sides).

Group objects together according to their shapes and colours.

Resource Material:

Whiteboard, Board marker, Worksheet, different colour balls, baskets, blank paper

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

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

Ask students about their homework. Draw two squares and one circle on the board. Call a student to the front of the class and ask him/her to circle the same shapes. Take his/her response and appreciate them for their correct work.

Main Activities/Concept Building: (25 min)

Activity 1

Tell the students today we will learn about sorting the objects according to their colours. Make two groups of students. Give each group different colour balls and baskets. Now instruct the first group to sort out the balls that are of the same colour and the second group to sort out the balls that are of different colours.

Ask them to raise their hand when finished. Call the first group to the front and ask them to show the balls of the same colour. Now call the second group to the front and ask them to show balls that are of different colour. Appreciate them for their correct response.

Activity 2:

Give blank paper to students. Ask them to draw 10 balloons on the paper. Instruct them to colour some balloons in red and other in different colours. Roam around the class, check their work and guide them if needed. Then ask them to come one by one and show their work to the whole class. Appreciate them for their active participation in class.

Sum Up: (3 min)

Sum up the lesson by retelling students how we sort objects on the basis of colours by show objects of same and different colours and then group objects of same colour.

Assessment: (5 min)

To assess the students, how we can sort objects on the basis of colours. Ask them to tell the name of some fruits that are of red colour and some that are of different colours.

Homework: (2 min)

Complete the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

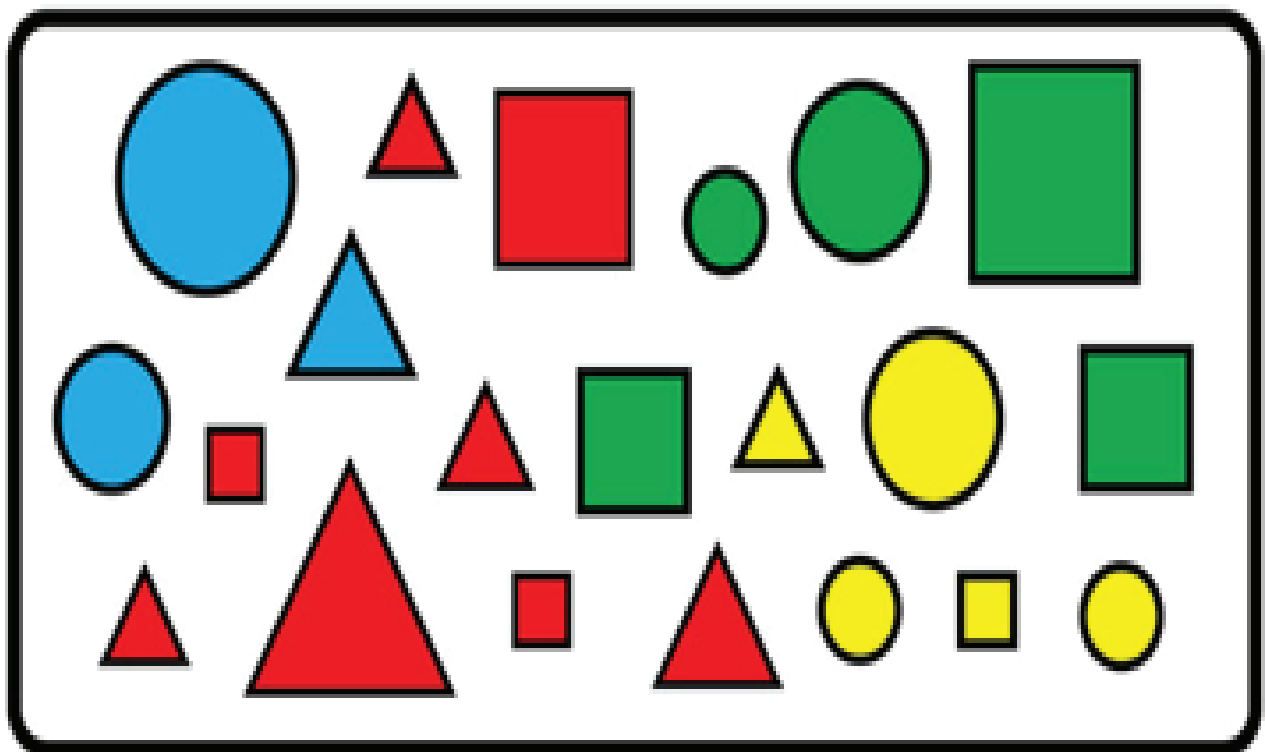
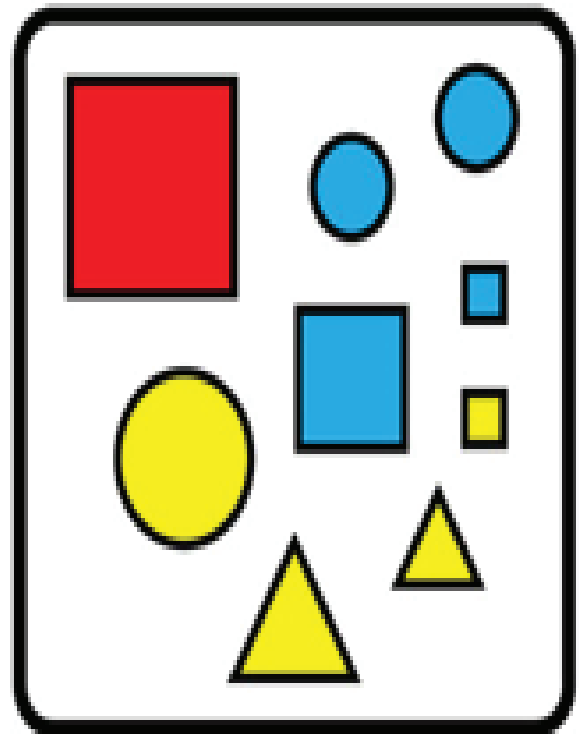
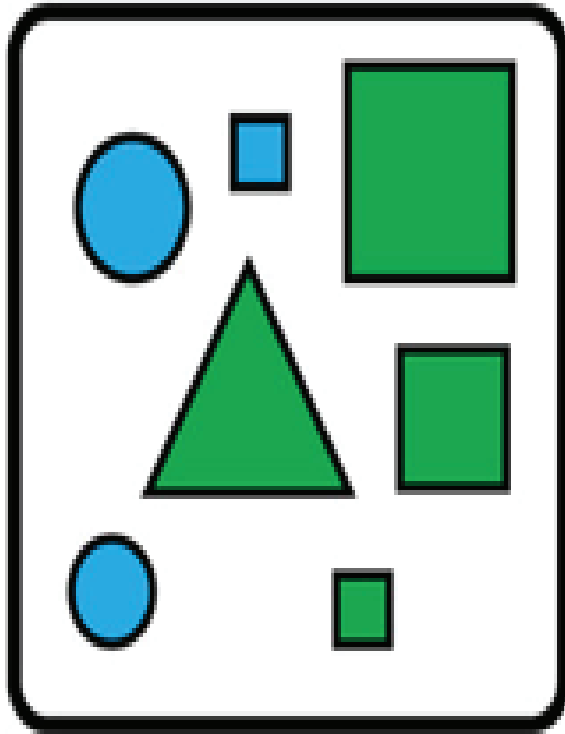
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet

Name: _____

Date: _____

Sort and circle the objects of same colours.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Sorting **Date:** _____

Objective(s):

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

Sort and group objects (classify) based on single attributes (e.g. colour, weight, size, number of sides).

Group objects together according to their shapes and colours.

Resource Material:

Whiteboard, Board marker, Worksheets, Flash card of shapes (square, triangle, circle, oval and rectangle), blocks of different shapes and colours, baskets, 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 students about their homework. Put buttons of different colours on the table. Call two students to the front of the class and ask him/her to sort and take red colour beads and second student o sort and green colour buttons. Appreciate them for their correct work.

Main Activities/Concept Building: (25 min)

Activity 1

Tell students today we will learn how we can sort objects on the basis of their sides. Make three groups of students. Give flash cards of different shapes to each group. Instrcut first group to sort out and separate out the shapes that have four sides. Instruct the second group to sort out and separate out the shapes that are 3 sides. And third group sort and group the shapes that have no sides. Roam around and check their work. Now ask them to come one by one to the front of the class and show their work. Appreciat them for their good work.

Activity 2:

Tell the students today we will learn about sorting the objects according to their shape or colour. Make two groups of the students. Give one group the blocks of different shapes and the other group the blocks of different colours. Give the first group two baskets labelled as board "Same shape", and "Different shape". Now instruct the first group to sort out and separate the blocks that are of same shape and put in the basket labelled as "Same shape" and blocks of different shape in the basket labelled as "Different shape". Give the second group two baskets labelled as "Same colour", and "Different colour". • Now instruct the second group to sort out and separate the blocks that are of same colour and put in the basket labelled as "Same colour" and blocks of different colour in the basket labelled as "Different colour". Ask them to raise their hand when finished. Appreciate them for their correct response.

Sum Up: (3 min)

Sum up the lesson re-telling students we can classify objects on the basis of colour, shape and size by giving different examples. Ask them to open their textbook page 52 and objects the objects.

Assessment: (5 min)

To assess the students learning, ask them to complete the Q1 given at textbook page 53 of their textbook.

Homework: (2 min)

Complete worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

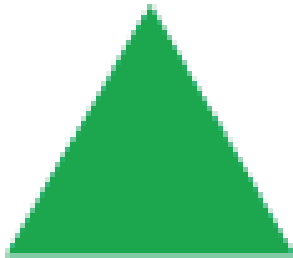
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

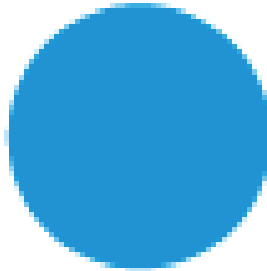
Worksheet

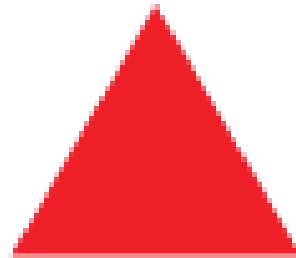
Name: _____

Date: _____

1. Tick (✓) the shapes that have same number of sides.

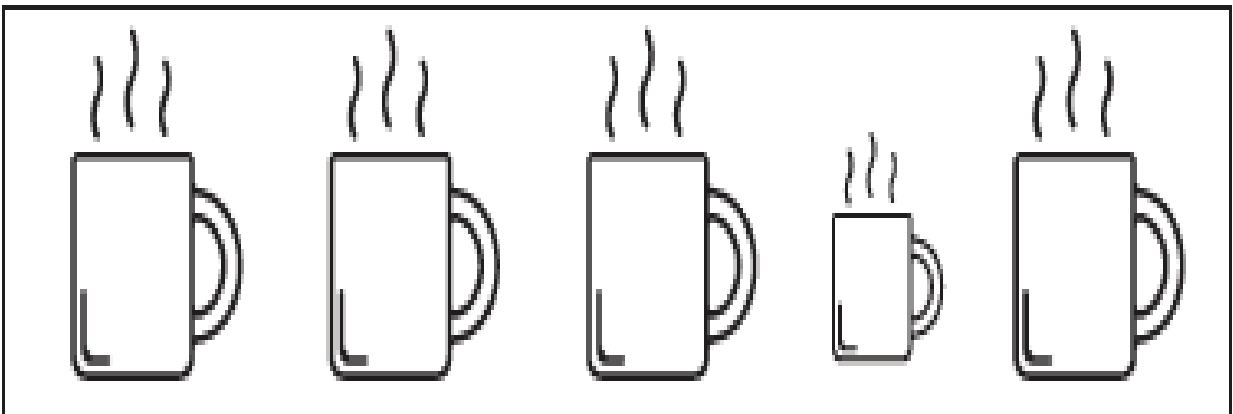
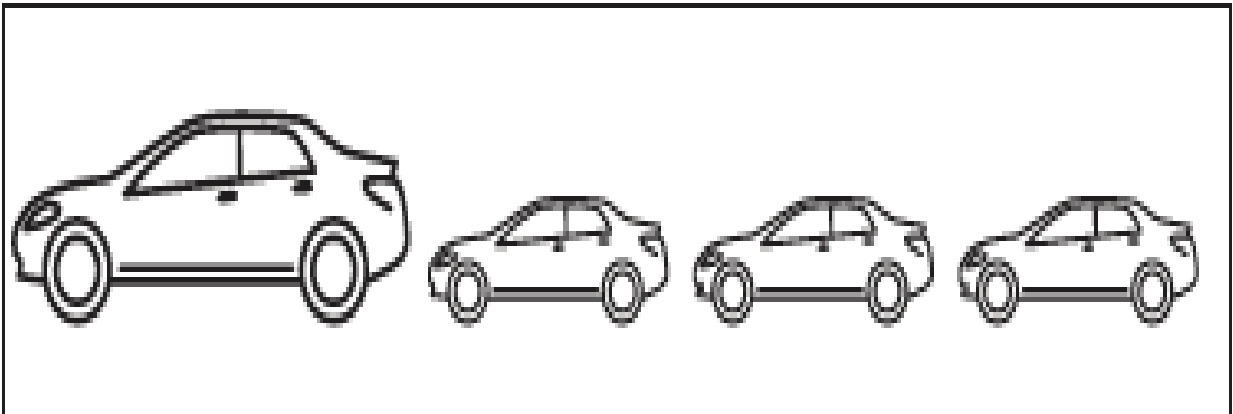








1. Colour the objects that are the same size.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Odd one out **Date:** _____

Objective(s):

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

Observe and identify the “odd one out” from the given set of concrete material or pictures and explain the answer.

Resource Material:

Whiteboard, Board marker, stationary items, flash cards of fruits and vegetables

Teaching & Learning Activities:

Opening Activities/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: How we can sort objects on the basis of their shape, size and colour? Ask them to draw some shapes of same size, same sides and same colour. Take their responses and appreciate them for their correct response.

Main Activities/Concept Building: (25 min)

Activity 1

Tell the students today we will learn about the concept of observe and identify the odd one out from the given set of objects. Explain the concept to the students by asking them: Do you know the terms same and different. Put some stationary objects in front of the students and put one candy in front of the students. Ask them: Can you sort the objects which does not belong to stationary items. Take response and tell them that candy is a food item and it does not belongs to stationary. So it is odd one out in each of these.

Activity 2:

Divide the class into two groups. Give one group flash cards of fruits or vegetables. Now instruct first group to sort out odd one out in each of them. Instruct them to show to the others and tell the reason why this object is odd one out. Give one group flash cards of shapes or toys. Second group to sort out the odd one out of these. Instruct them to show to the others and tell the reason why this object is odd one out. Now make three columns on the board. Draw some objects on the board and ask the students one by one come to the board and cross out the odd one out in each of these. Appreciate them for their active participation.

Sum Up: (3 min)

Sum up the lesson by retelling students how we can find an odd objects from the group of objects.

Assessment: (5 min)

To assess students, draw the same shapes and then draw one shape different from these shapes.

Homework: (2 min)

Complete the worksheet.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

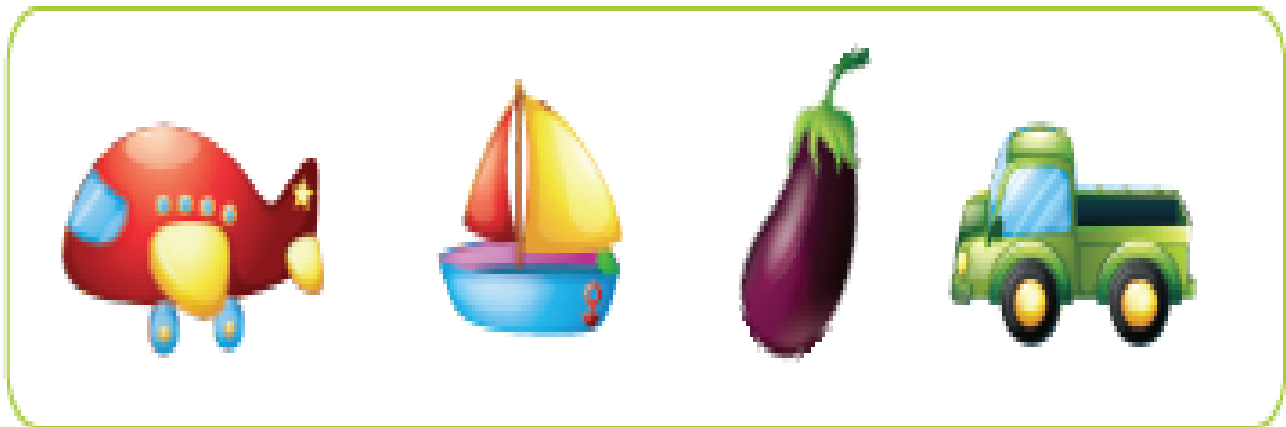
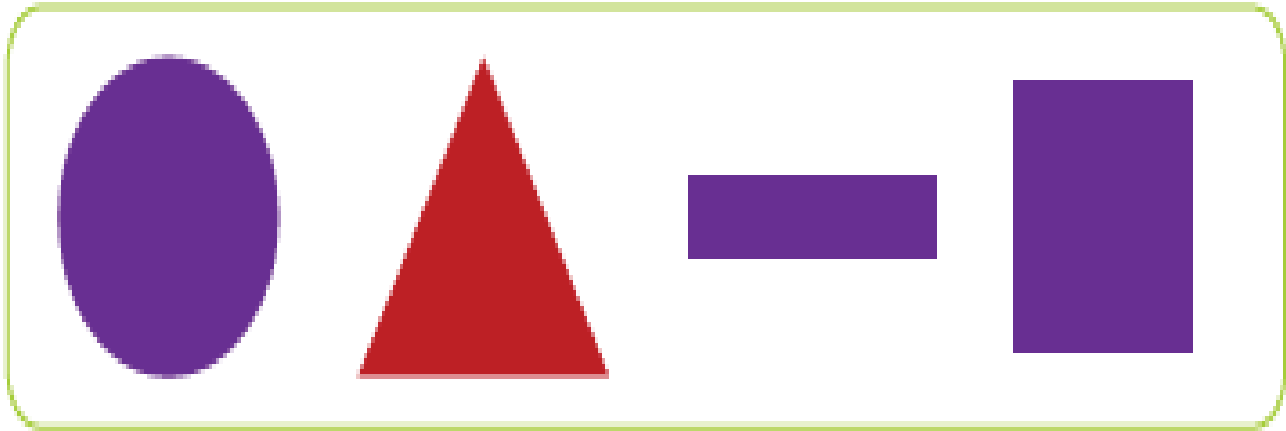
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet

Name: _____

Date: _____

Colour the shapes according to the given colour key.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Odd one out **Date:** _____

Objective(s):

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

Observe and identify the “odd one out” from the given set of concrete material or pictures and explain the answer.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, 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”.

Draw 4 squares and one oval on the board. Call a student to the front of the class and ask him/her to observe and tell which one is odd. Take his/her response and appreciate them for their correct response.

Main Activities/Concept Building: (22 min)

Activity 1

Tell the students today we will learn about the concept of observe and identify the odd one out from the given set of objects. Explain the concept of odd one out to the students by asking them: Do you know the about same and different shapes. Put some balls and one football on the table. Call a student to the front of the class and ask him/her to identify and sort out the ball that does not match with the other balls. Take response and tell them that football. So it is odd one out in each of these.

Activity 2:

Give blank paper to students. Instruct the students to draw sets of objects such that in each set there is an object that does not match with that group. Walk around and check their work and guide them if necessary. Appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by asking students to open their textbook page 54 and observe the objects and identify odd one out from these objects.

Assessment: (8 min)

To assess the students learning, ask them to open their textbooks to page 55 and complete the activity.

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 A		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:

Observe, identify, and extend patterns developed with various concrete materials.

Observe, identify and extend the given picture/symbol patterns.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, Flash cards of different shapes, different 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".

Put some balls of red colour and one ball of green colour. Call a student to the front of the class and ask him/her to observe and separate out the ball that is of odd one. Take his/her response and appreciate them for their correct response.

Main Activities/Concept Building: (22 min)

Activity 1

Tell the students today we will learn about patterns, Introduce the term pattern. Sing the pattern action song with the class.

Patterns happen all the time.

Its pattern, pattern, pattern time. (Clap three times)

It's something that happens over and over again. (Roll hands around each other)

Demonstrate how to make a pattern by positioning students in various patterns. Such as boy, girl, boy, girl, or standing, bending, standing, or hands up, hands down, hands up etc. Encourage the students to say what comes next in the pattern. Now give them two different colour beads and ask them to make its pattern according to their colours. Walk around and check to make sure the students are completing the activity accurately.

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 retelling students patterns of different shapes and colours by drawing different patterns on the board.

Assessment: (8 min)

To assess the students learning, instruct them to complete the given worksheet 1. Roam around and check their work.

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 A		40 Min

Worksheet 1

Name: _____

Date: _____

Circle the object that comes next.

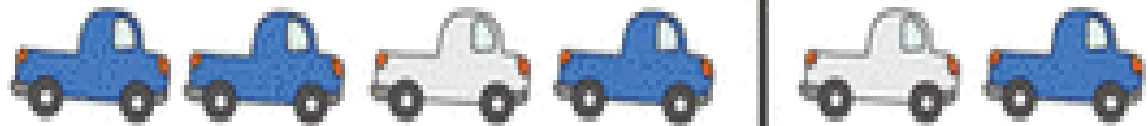
1.



2.



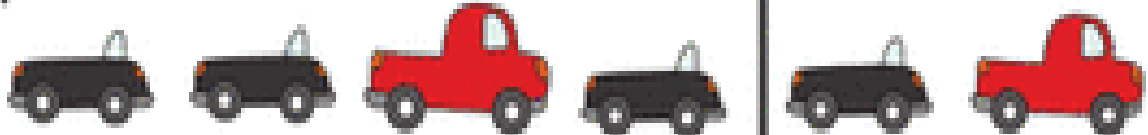
3.



4.



5.



6.



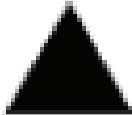
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet 2

Name: _____

Date: _____

Identify and circle the shape that comes next.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Patterns **Date:** _____

Objective(s):

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

Observe, identify, and extend patterns developed with various concrete materials.

Observe, identify and extend the given picture/symbol patterns.

Resource Material:

Whiteboard, Board marker, Cut-outs of different shapes, Worksheets, Wallchart of different shapes, colour and size patterns

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

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

Ask students about their homework. Tell the students today we are going to learn about patterns. Take 8 pencils of two different colours and ask the students that how we can arrange these pencils according to their colours. Clap for their correct answer.

Main Activities/Concept Building: (25 min)

Activity 1:

Tell the students that today they will learn how to identify and extend repeating patterns of shapes, sizes, colours, letters and pictures. Paste cut-outs of different shapes on the board in a repeating colour patterns. Tell them that this is a repeating patterns of colour. Place the flash cards of flowers on the table. Ask one student to come to the table and instruct him/her to tell the name of the object. He/she will say "flowers". Say well done and ask him/her to tell colours of flowers. He/she will reply red, yellow, orange and pink. Arrange them in a pattern and tell them that this is repeated colour pattern. Draw the shapes on the board such as two squares and one circle and then repeat this pattern. Ask the students to tell the name of the shapes? They will answer 2 squares, one circle, 2 squares and one circle. Clap for them and tell the students that it is a repeating pattern of shapes. Appreciate them for their active participation..

Activity 2:

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 pattern. Appreciate them for their correct answer.

Sum Up: (3 min)

Sum up the lesson by retelling students that squares, rectangles and triangles have straight sides and circles and ovals have no sides.

Assessment: (5 min)

To assess the students, ask them to complete the worksheet 1. Roam around the class and check their work and guide them where needed.

Homework: (2 min)

Complete the given worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

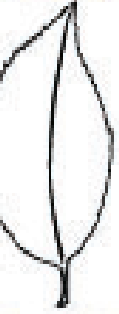
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet 1

Name: _____

Date: _____

Colour to complete the pattern.

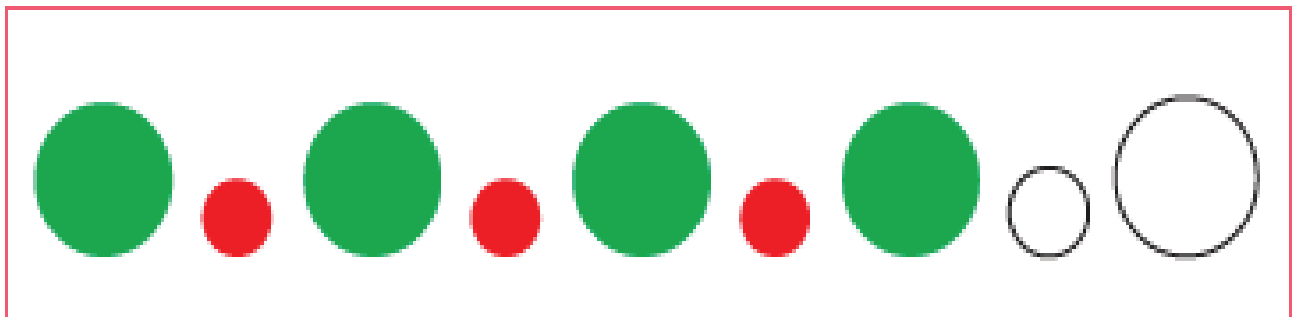
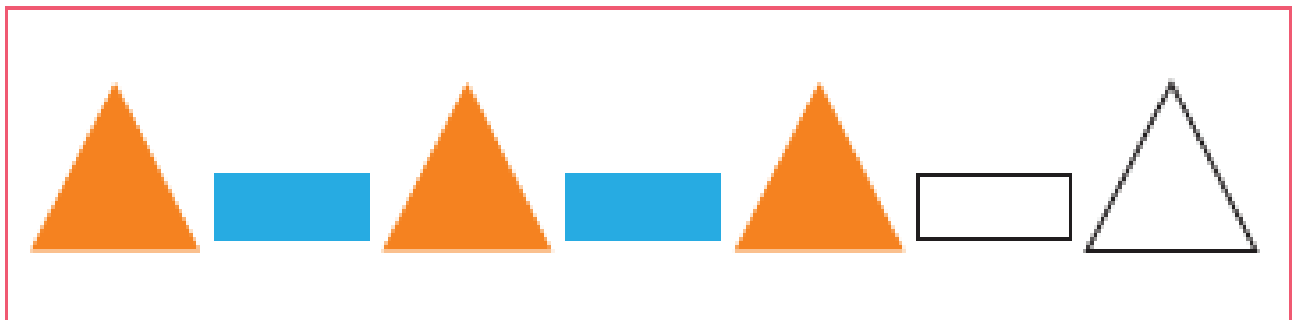
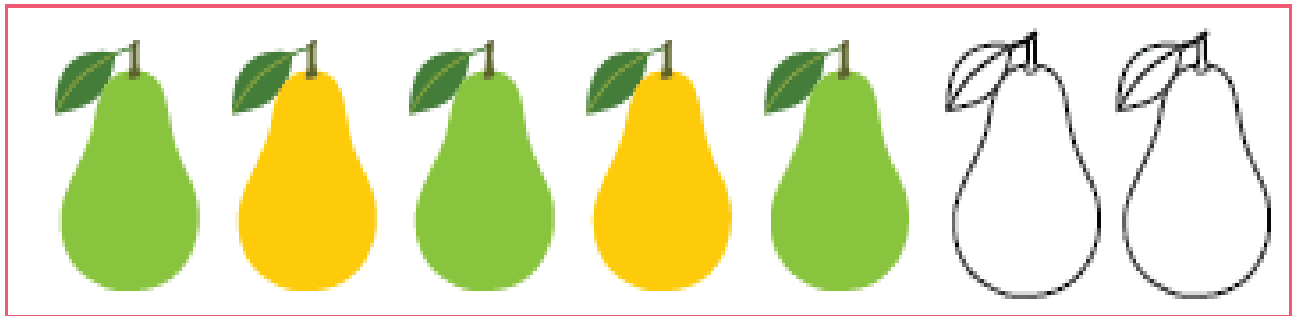
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet 2

Name: _____

Date: _____

Colour to complete the pattern.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Patterns **Date:** _____

Objective(s):

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

Observe, identify, and extend patterns developed with various concrete materials.

Observe, identify and extend the given picture/symbol patterns.

Resource Material:

Chalk/Marker, White/Blackboard, Wallchart of shapes with missing patterns, different colour buttons, 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 some shape patterns on the board with some missing shapes. Now call a student to the front of the class and ask him/her to draw a missing shape to complete the pattern.

Take his/her response and appreciate for his/her good work.

Main Activities/Concept Building: (25 min)

Activity 1

Tell the students that today they will learn how to identify and extend repeating patterns of shapes, sizes, colours, letters and pictures. Paste a wallchart of different shapes, colour and size patterns with some missing shapes. Call a student to the front of the class and ask him/her to point out the shape pattern and draw shape to complete the patterns. Call another student to the front of the class and ask him/her to point out the colour pattern and complete the patterns by colouring the shapes. Call another student to the front of the class and ask him/her to point out the size pattern.

Activity 2:

Divide the students into two groups. Give each group two different colour buttons and ask them to make the pattern according to the colour. When both groups complete their activity then ask one group to exchange their activity with the other group. Other group will check their activity either they have done it correctly or not. Walk around and check to make sure the students are giving the right answer. Keep all the students involved in this activity by taking rounds and encouraging them. Repeat this exercise with different objects by making more groups of the students.

Sum Up: (3 min)

Sum up the lesson by retelling the students to identify and extend pattern by drawing and completing different patterns on the board.

Assessment: (5 min)

To assess the students, ask them 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:

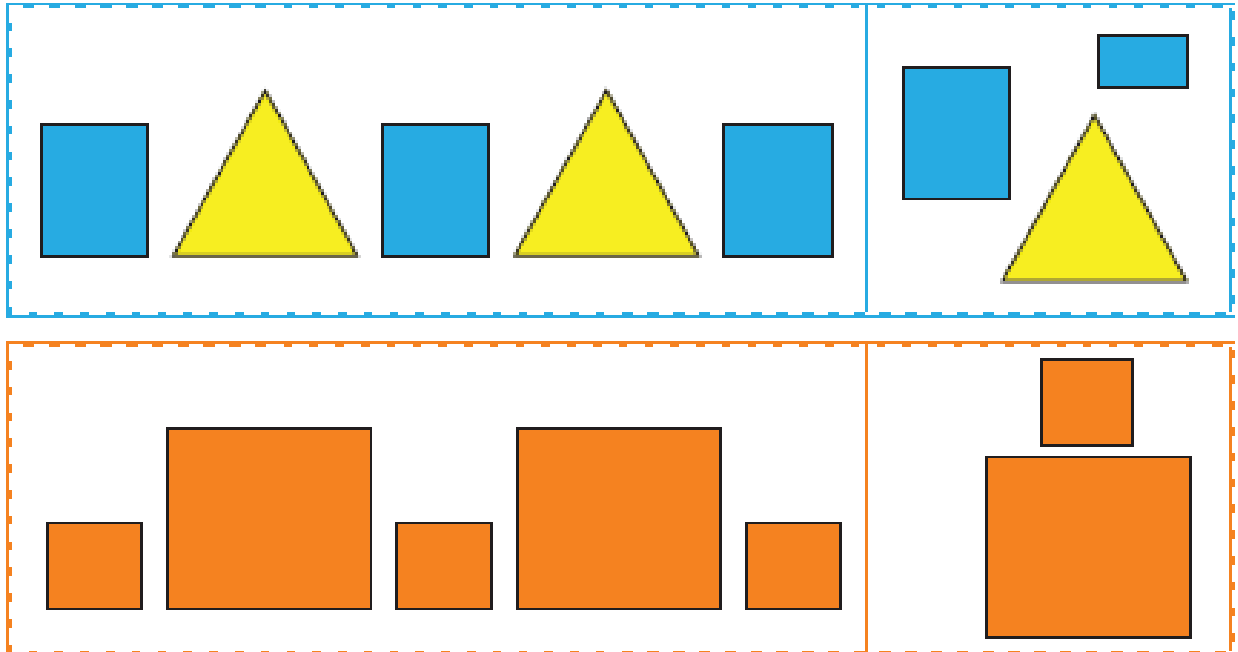
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet 1

Name: _____

Date: _____

Circle the shape that continue the pattern.



Complete the pattern.

+	-	-	+	-	-				
+	+	=	=	+					
-	+	=	-						

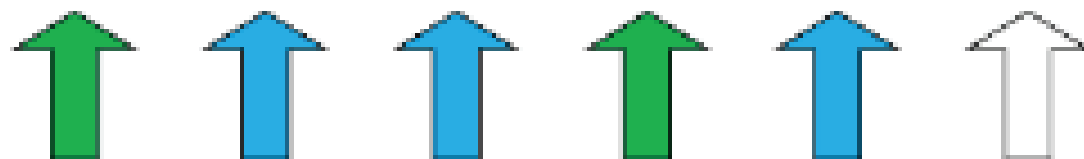
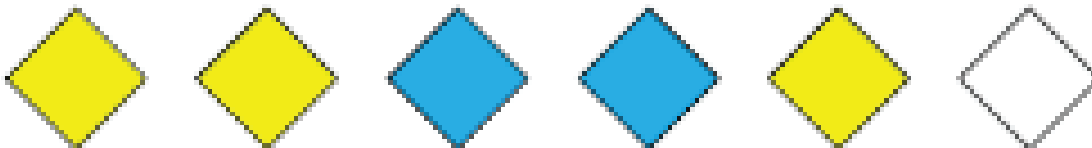
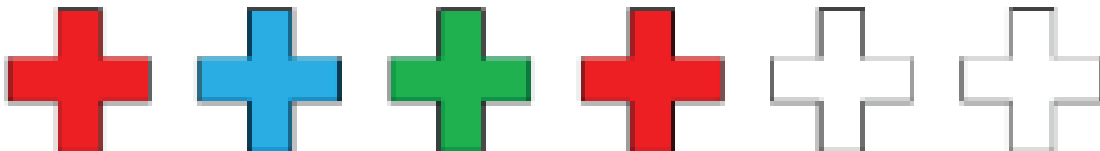
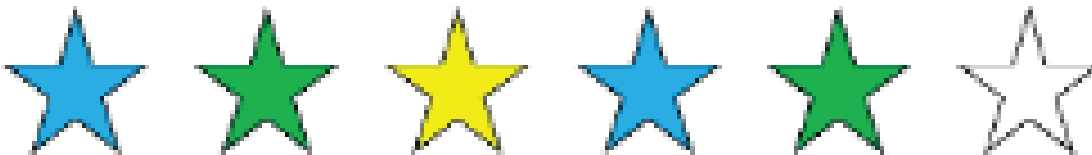
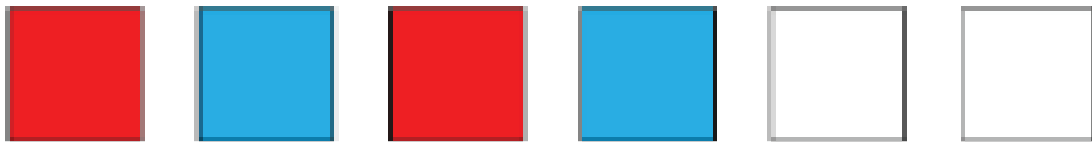
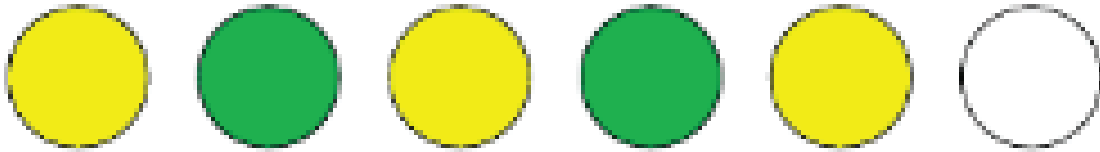
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet 2

Name: _____

Date: _____

Colour to complete the pattern.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Patterns

Date:

Objective(s):

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

Observe, identify, and extend patterns developed with various concrete materials.

Observe, identify and extend the given picture/symbol patterns.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 56 and 57, cut-outs of different objects

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Ask students about their homework. Show the flash card of the shape to students. Ask them look at the figure and colour the shapes with colour that comes next. Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building:

(25 min)

Activity 1

Tell the students that today they will learn how to identify and extend 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. Ask the students to open their textbook page 56. Ask them to observe and complete the colour pattern of the given shapes. Roam around the class and check their work. Guide them where necessary.

Sum Up:

(3 min)

Sum up the lesson by retelling the students how we can identify and tell which one is colour, which one is shape and which one is of shape pattern.

Assessment:

(5 min)

To assess the students, ask them to trace, colour and complete the pattern at page 57 (first two lines).

Homework:

(2 min)

Trace, colour and complete the pattern at page 57 (last three lines).

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Term: 3

Periodic Unit: 2

Week: 4

Lesson plan: 1

Topic: Times of the day

Date:

Objective(s):

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

Identify the parts of the day (morning, noon, evening and night).

Resource Material:

Whiteboard, Board marker, Worksheet, Positional cards of up and down, Flash card of ladder where ball is in up and down position

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Ask students about their homework. Draw some patterns of shape with some missing shapes on the board.

Ask them to tell what type of pattern is this and draw the missing terms of the patterns

Main Activities/Concept Building:

(25 min)

Activity 1

Tell students that today they are going to learn about times of the day.

Tell students something about day and night by giving examples of activities which are done in day and night. Ask them turn by turn which time these activities or scenes belong to. The students will answer "day" or "night". Give each student a proper chance to answer. Now ask the students to name some activities they do in the morning and then ask them to tell about night activities. Make it more fun for the students by appreciating them for their answers.



Activity 2:

Give flash card of activities of day of a week. Instruct them too observe the activity and tell which activity happened in the morning and which one in the noon and which one is at night. Take their responses and appreciate them for their correct answer.

Sum Up:

(3 min)

Sum up the lesson by retelling the students about the times of the day as morning, noon, afternoon, evening and night.

Assessment:

(5 min)

To assess students, ask them few questions: When we go to school? When we play cricket? When we have dinner? etc.

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 A		40 Min

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

Topic: Times of the day **Date:** _____

Objective(s):

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

Identify the parts of the day (morning, noon, evening and night).

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, wallchart of activities of the day, flash cards of activities of the day

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

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

Tell students today we will learn about parts of the day. Paste a wallchart of activities of the day on the board. Point out the activities and ask them to tell when that activity we performed. Take their responses and appreciate them for their correct answer.

Main Activities/Concept Building: (25 min)

Activity 1

Tell the students something about times of the day by giving examples of activities which are done during the whole day. Show different flash cards of different activities pictures to the students. Invite a student to front of the class. Ask him/her to pick random card and tell the time of the day in which performed this activity. Repeat this activity with all students. Encourage them for their correct answers.

Activity 2:

Explain the concept of the days activities by asking questions from students.

When do they wake up?

When do they go to school?

When do they return home from school?

Take their responses. Now explain that in the morning we wake up, offer Fajar prayer, get ready for school, have our breakfast, come to school etc. Emphasize on the term morning while telling this. Now tell them about afternoon. Tell them that we have our lunch in the afternoon. We offer Zohar prayer. We return home from school. Emphasize on the term afternoon while telling this..

Sum Up: (3 min)

Sum up the lesson by re-telling the students about the activities during the day and night. then tell how to relate these with the times of the day.

Assessment: (5 min)

To assess the students, ask them to complete the given worksheet. Roam around the class, check their work and guide them where needed.

Homework: (2 min)

Revise the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet

Name: _____

Date: _____

1. What do you do in the morning? Tick (✓) the picture.


☐
☐


2. What do you do in the afternoon? Tick (✓) the picture.


☐
☐


3. What do you do at night? Tick (✓) the picture.


☐
☐


Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Times of the day **Date:** _____

Objective(s):

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

Identify the parts of the day (morning, noon, evening and night).

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 58 and 59, Flash cards of activities of day

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

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

Call a student to the front of the class and ask him/her to tell the activities that he/she perform in yesterday. Take his/her response and appreciate him/her for active participating in class. Repeat this activity with random students of the class.

Main Activities/Concept Building: (25 min)

Activity 1

Tell the students something about times of the day by giving examples of activities which are done during the whole day.

First ask them when do they play after coming from school?

When do they offer asar and Maghreb prayer?

When do they offer isha prayer?

When do they have dinner and when do they sleep?

Take their responses. Now explain that in the evening we offer asar and Maghreb prayer, Evening is the time when we see sun set. Emphasize on the term evening while telling this.

Now tell them about night. Tell them that we have our dinner in the night. We offer Isha prayer. We sleep at night. Emphasize on the term night while telling this.

Activity 2:

Ask them about their activities during the times of the day. Divide the class into small groups. Distribute some flash cards or pictures of activities which are performed during the times of the day to each group. Ask the students to arrange the flash cards in sequence events in time and anticipate events. Take their responses and encourage them for their efforts.

Sum Up: (3 min)

Sum up the lesson by asking students to open their textbook page 58 and observe the times of the day. Explain it by giving different examples and tell students about the importance of time.

Assessment: (5 min)

To assess the students, ask them to complete the given worksheet. Roam around the class, check their work and guide them where needed.

Homework: (2 min)

Solve the activity given at page 59 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 A		40 Min

Worksheet

Name: _____

Date: _____

Circle the correct time of the day for the given activity.



Morning / Night



Night / Afternoon



Morning / Afternoon



Evening / Night

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

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

Topic: Counting 1-20 **Date:** _____

Objective(s):

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

Count from 1-10 orally.

Resource Material:

Whiteboard, Board marker, Wallchart of numbers 1 to 10, flash cards of numbers 1 to 10, Textbook page 60

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

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

Ask them about their homework. Ask students to tell when he/she take breakfast? When he/she say his/her fajr prayer? When he/she take dinner? Take their responses and appreciate them for their good work.

Main Activities/Concept Building: (25 min)

Activity 1

Tell the students that today they are going count orally 1-10. Call random students to the fornt of the class and ask him/her to count orally 1-10. 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 1-10 on the table and count orally 1-10. Ask the other students to repeat oral counting 1-10 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 60 and to say numbers 1 to 10 orally. Encourage them for their good efforts.

Sum Up: (3 min)

Sum up the lesson by reading numbers 1 to 10 in loud voice and ask them to follow you and read numbers 1 to 10.

Assessment: (5 min)

To assess the students, point out towards the chart paper and ask them to read the numbers in correct sequence from 1 to 10.

Homework: (2 min)

Learn counting to read and write 1-10.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Term: 3 **Periodic Unit: 2** **Week: 4** **Lesson plan: 5**

Topic: Counting 1-20 **Date:** _____

Objective(s):

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

Count up to 1-20.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 60, wallchart of numbers 1 to 20, number 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".

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 1-20. Call random students to the front of the class and ask him/her to count orally 1-20. 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 1-20 on the table and count orally 1-20. Ask the other students to repeat oral counting 1-20 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 60 and to say numbers 1-20 orally. Encourage them for their good efforts.

Sum Up: (3 min)

Sum up the lesson by pasting the wallchart of numbers 1-20 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 1-20.

Homework: (2 min)

Learn the counting 1-20.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		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 A		40 Min

Worksheet

Name: _____

Date: _____

1. Tick (✓) the picture where the cat is under the chair.



2. Circle the bee that is on the mushroom.



3. Draw a ball under the table.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		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 (same and different).

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:

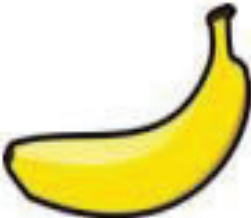
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet

Name: _____

Date: _____

Circle the object that is same as in first box.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		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:

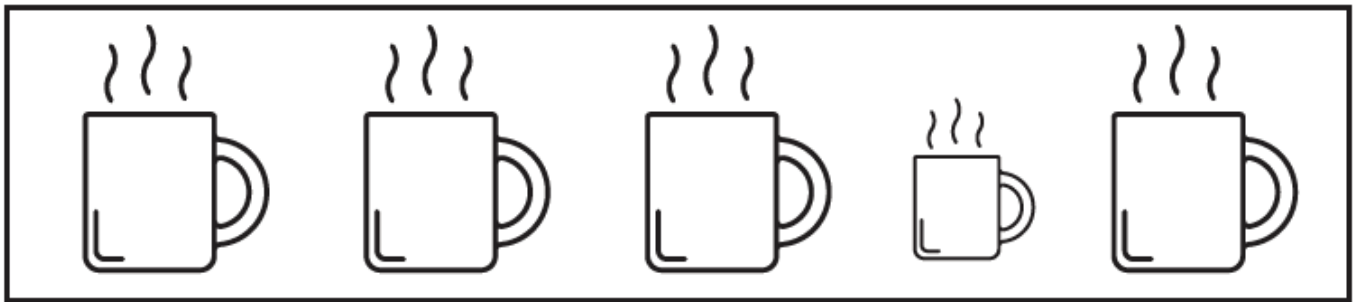
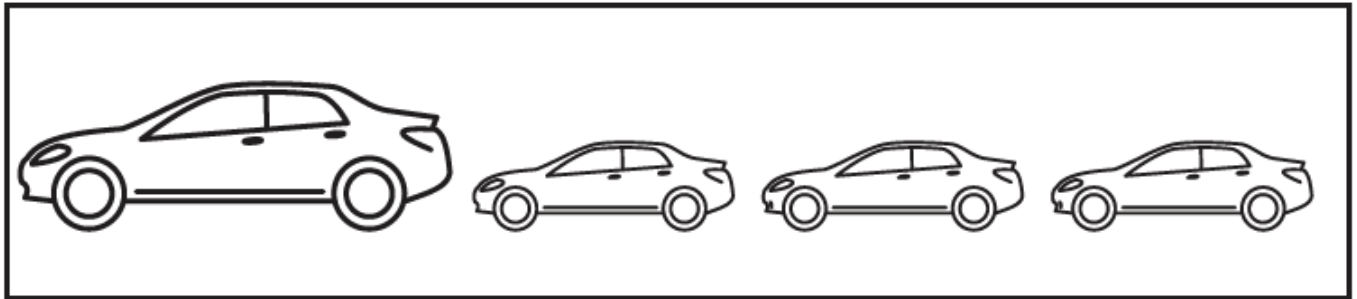
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet

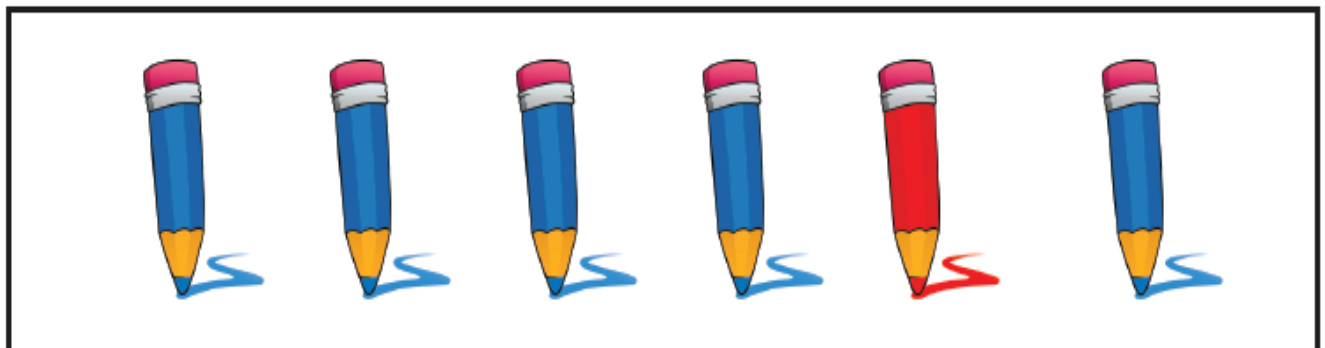
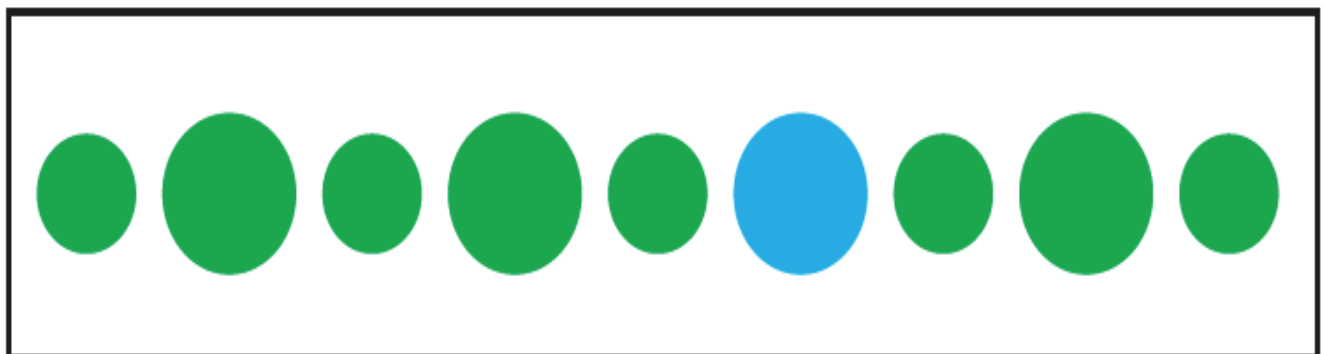
Name: _____

Date: _____

Colour the object in each row which is different in size.



Colour the object in each row which is different in colour.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		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:

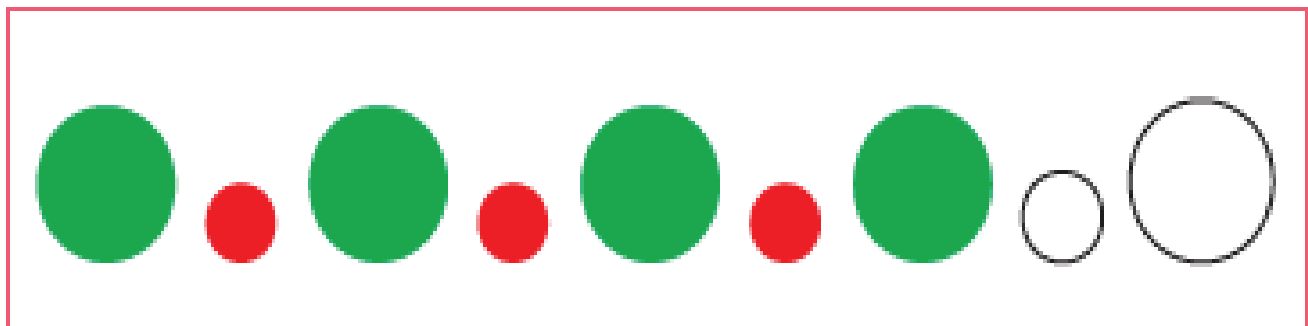
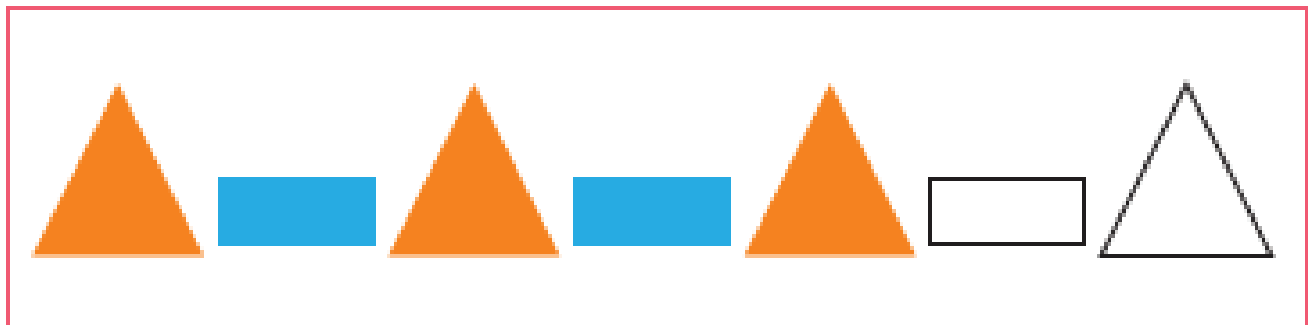
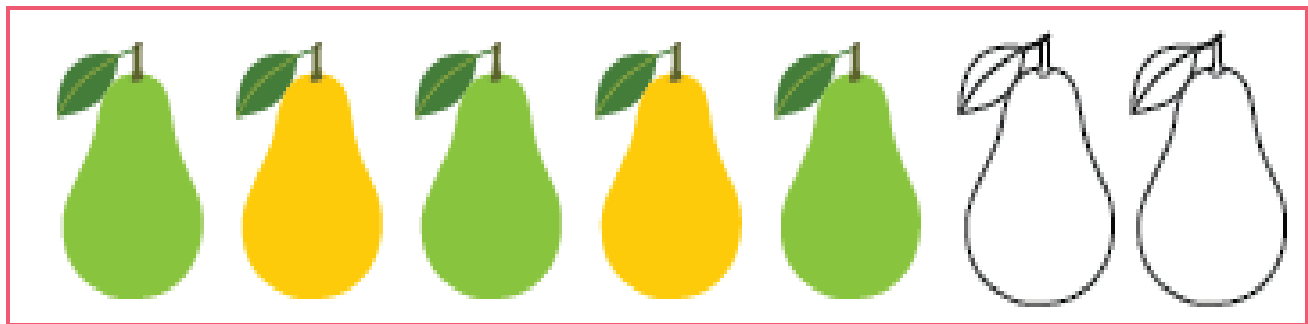
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		40 Min

Worksheet

Name: _____

Date: _____

Complete the given pattern.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC)	Mathematics	PRIMER A		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 A		40 Min

Worksheet

Name: _____

Date: _____

Look at the pictures and write numbers 1 to 6 for the sequence in which the activities are performed.

