

MATHEMATICS



AFAQ SUN SERIES

Based on Single National Curriculum

Grade

**Pre
Primer**



Lesson Plans



An ISO 9001:2008
Certified Company

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		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 and know about the names of other classmates.

Resource Material:

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

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

Main Activities/Concept Building: (28 min)

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

Activity 1:

- Arrange chairs around a table.
- Paste the name flash cards of each student on his/her chair.
- Help students to sit on his/her chair.
- Take the name flash card in your hand and tell your name to them.
- Then instruct students to stand one by one from their seats and tell their names..
- Ask students one by one the name of their favourite dish, toy, cartoon and what they want to become when they grow up.
- Have the students practice going in a line.
- Talk about some classroom rules, playground rules, school rules, etc.



Activity 2:

- Put different toys on the table.
- Call a student to come to the front of the class and choose their favourite toy.
- Then have them tell the name and colour of that toy.
- Repeat this activity with all students one by one and appreciate them by clapping.

Sum Up: (5 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: (2 min)

Complete the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

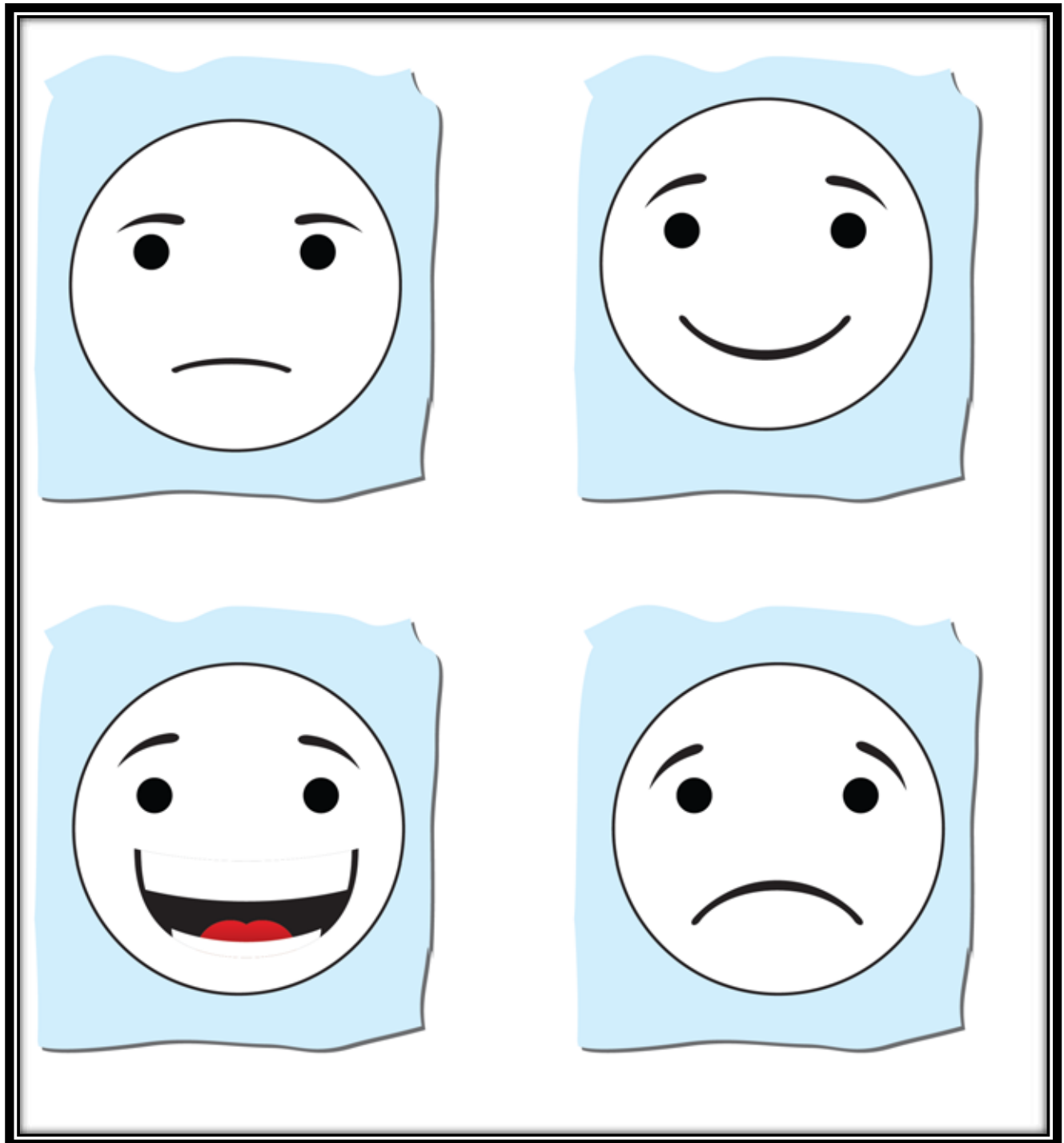
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

Worksheet

Name: _____

Date: _____

Colour the smiley to tell how you felt on the first day of school.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		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:

Get familiar with the environment of their school and know about items of daily use during 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”.

Welcome them with a smile. Call students one by one and have them wear paper name crowns.

As they wear it, ask them to tell his/her name. “My name is Ali”, “My name is Nida”, etc. Repeat for all students.

Main Activities/Concept Building: (33 min)

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

Activity 1:

Take the students on a round of the school to make them familiar with the school building, meet other teachers and staff members.

After this, take them on a tour of their classroom.

Introduce items of daily use for example pencils, erasers, sharpeners, scales, crayons, colour pencils, paintbrushes, drawing paper, glue, masking tape, chart paper, etc.

Encourage the students to name what they see in each area and share what they can do with those materials. During lunchtime, motivate the students to wash their hands. Also, tell them to say “Bismillah” before eating and say “Alhamdulillah” after they finish their lunch.

Activity 2:

You need to establish a routine on day one and stick to it. When it comes to your classroom rules, let your students know from day one what the rules are and make sure they follow these. At this age, the rules should be basic and you don’t need too many. Tell them softly to:

- Be nice to their classmates
- Listen to the teacher
- Keep the classroom clean
- Ask before using anything that belongs to others, etc.

Sum Up: (0 min)

N/A

Assessment: (0 min)

N/A

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 – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

Worksheet

Name: _____

Date: _____

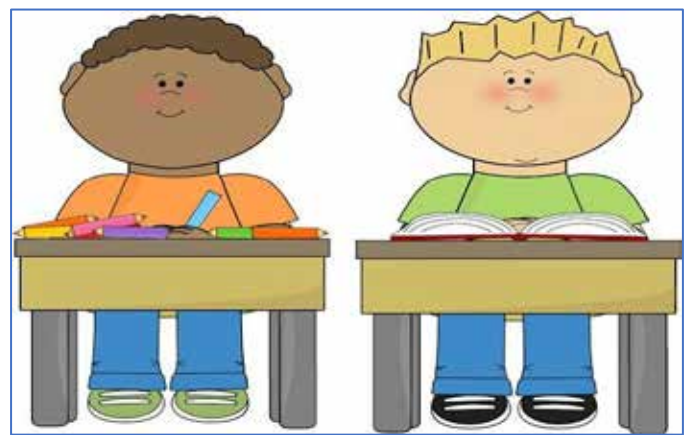
Tick (✓) the good manners and cross (×) the bad ones.


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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		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:

Develop fine motor skills through simple activities.

Resource Material:

Chalk/Marker, White/Blackboard, Wallchart of student's names, Candies, Play dough in different colours, Rolling pins, Plastic knives, Plastic scissors, Beads, Buttons, Ice cream sticks

Teaching & Learning Activities:

Opening Activities/Warm-up:

(10 min)

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

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

Ask them to tell their names one by one.

Paste a wallchart of students' names.

Ask students to come one by one and point out their name on the chart.

After this. give him/her a candy and clap.

Repeat the same for all students.

Main Activities/Concept Building:

(20 min)

Working with play dough strengthens fine motor muscles used for writing and encourages creativity as students have the opportunity to shape and mold their own unique objects. This activity will prepare them for future math activities, which include making shapes, figures, numbers formation, etc.

Put the play dough on a table along with ice cream sticks, stones, beads and buttons.

Take balls of play dough and distribute them among all students along with the sticks, buttons, beads or any other material that can be combined with the play dough (teacher discretion).

First, demonstrate the exploration of play dough by pushing, rolling, cutting and pulling it apart.

Demonstrate making different shapes and decorating with beads or buttons.

After this, allow and encourage free exploration of the play dough to boost their creativity.

Sum Up:

(3 min)

Give an opportunity to the students to show their creations to classmates.

Have them recite the poem as he/she has a turn to display.

"What I made today

Was something made by me (point to self)

Now I place it on the table

For everyone to see (display what was made)".

Assessment:

(5 min)

Give them the attached worksheet. Walk around the class and guide them if required.

Homework:

(2 min)

Talk about the objects made with parents/siblings.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

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

Topic: Orientation **Date:**

Objective(s):

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

Develop fine motor skills through simple activities.

Resource Material:

Chalk/Marker, White/Blackboard, Rubber ball, Cut-outs of red paper (or red play dough), Glue sticks, Aprons, Paints, Brushes, Worksheets (one with apple trees and the one with an umbrella outline)

Teaching & Learning Activities:

Opening Activities/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, "Have you ever used a glue stick before?" The say, "Thumbs up if you've used a glue stick and a thumbs down if you haven't".

Show them a glue stick and tell them that it is used to stick things together.

Main Activities/Concept Building: (30 min)

Activity 1:

Provide small cut-outs of red paper to all the students. Distribute the apple tree sheets and glue sticks to each student. Ask the students to glue and paste the red cut-outs as apples on the tree in the given spaces.

Alternately, use red play dough and ask the students to make small circular-shaped apples by rolling the dough between their fingers and thumb or between their palms and paste it on the sheet in the given spaces. Demonstrate first if required.

Activity 2:

Have the students wear aprons. Provide paintbrushes and non-toxic paints in different colours. Distribute the umbrella sheet to each student and ask him or her to paint the umbrella in colours of their choice. Demonstrate first if required. Monitor their work and guide them where necessary.

Sum Up: (5 min)

Ask the students to come and present their work to their peers.

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 – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

Worksheet

Name: _____

Date: _____

Glue and paste the red cut-outs as apples on the tree in the given spaces.



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

Worksheet

Name: _____

Date: _____

Paint the umbrella any colour of your choice.



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

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

Topic: Orientation **Date:**

Objective(s):

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

Develop fine motor skills through simple activities.

Resource Material:

Chalk/Marker, White/Blackboard, Ball, Beads, Thread (wool or cotton), Pom-poms, Flat plate/saucer, Plastic tweezers or clothespins

Teaching & Learning Activities:

Opening Activities/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 them with a smile. Hold a ball in your hand and ask students, “Can you bounce a ball? Show me!”

Invite them one by one and ask them to bounce the ball once on the floor. Clap to appreciate them.

Main Activities/Concept Building: (30 min)

Threading with beads and picking up pom-poms using plastic tweezers or clothespins is not only great for developing fine-motor skills but can also be used as a way to introduce young students to a variety of mathematical concepts such as colours, patterns, shapes, sorting and counting.

Activity 1:

Provide beads (medium size, not too small or too large) and thread (wool or cotton) of different lengths to the students. Demonstrate how to string the beads once for their understanding. Then ask them to thread the beads on their own. Another way is to provide them a beaded string as a sample pattern and ask them to follow it.

Activity 2:

Have the students sit in a big circle on the carpet. Place pom-poms of different colours and sizes in a flat tray. Place a flat plate/saucer in front of each child. Give plastic tweezers or clothespins (whichever is available) to each student. Ask the first child to pick one pom-pom up at a time from the tray using tweezers/clothespins and transfer it over to the plate of the child next to him/her. The next child will also pick the pom-pom from his/her plate and transfer it over to the plate of the child next to him/her. Continue until all the pom-poms have reached back to the tray after completing a full round.

Sum Up: (5 min)

Encourage students to notice and pick items or material that may have fallen to the floor during the activity.

Have them follow you and read this poem to remind them that there are items on the floor that need to be picked up.

Pick up, pick up, pick up toys,
All the girls and all the boys
Look at the floor and you will see,
All the things that shouldn't be
Pick up, pick up, pick up toys,
All the girls and all the boys

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 – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

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

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, Flooring tape, Paper strips, Paper sheets, Colour pencils/crayons, 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".

Tell the students that today we are going to trace lines. Ask them if they know anything about lines. Appreciate them if they answer.

Main Activities/Concept Building: (30 min)

Encourage scribbling first, vertical strokes second, horizontal strokes next, then finally curved and circular motions.

This is the proper developmental sequence of pre-writing skills.

Activity 1:

Make straight, curved and zigzag lines with the help of flooring tape on the floor.

Alternatively, for carpeted rooms, you can use long straight paper strips. Call

students one by one and ask them to jump, walk or hop over a curved or straight line.

This is a fun way to explore lines while incorporating some large/gross motor skills. It also increases vocabulary of the different kinds of lines.



Activity 2:

Provide a sheet of paper and crayons to each student. Encourage them to scribble on the paper. Some students might have difficulty in holding a pencil or a crayon properly and may use their fist to hold it instead of using their hands. Help them to

hold the pencil or crayon. Let them scribble on the full page.



Sum Up: (3 min)

Assessment: (0 min)

N/A

Homework: (2 min)

Scribble on 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 – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

Worksheet

Name: _____

Date: _____

Scribble on the page using crayons.

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

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

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, Pre-primer textbook page 1, Sand tray, Laminated cards of lines, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

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

Ask them what they learned on the previous day. Encourage them to answer and recall the activities they did last time.

Main Activities/Concept Building: (30 min)

Activity 1:

Pour sand in the tray or box. Create laminated cards with thick straight lines (vertical, horizontal, slanted, ticks and crosses) on white paper.

Give students a brief demonstration on how to use the sand tray responsibly. Ask them to level the sand with their hands. Have them carefully use their index finger to trace the lines on the cards into the sand. Guide them to gently shake the tray to erase what they've drawn. Direct them not to spread sand out of the trays.

Activity 2:

Open page 1 of the pre-primer book for the students. Ask them to trace the lines using colour pencils or crayons.

Individual attention is required to monitor if they are holding the pencil/crayon correctly.

After this, ask them to colour the picture.

Sum Up: (3 min)

Close the lesson by talking about lines by drawing straight lines (vertical, horizontal, slanted) on the board.

Assessment: (0 min)

N/A

Homework: (2 min)

Complete the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

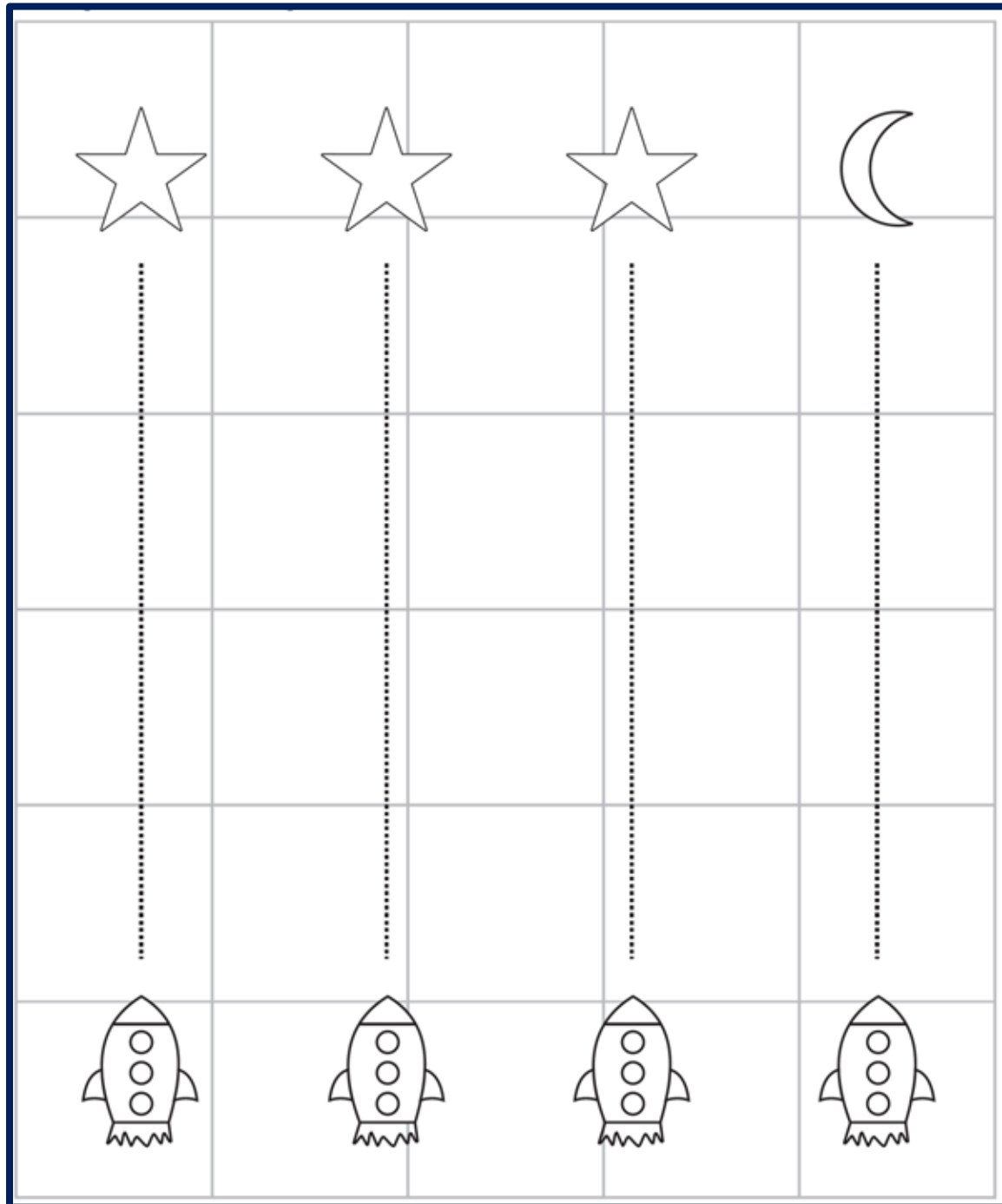
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

Worksheet

Name: _____

Date: _____

Trace the lines.



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

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

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, Pre-primer textbook page 2, Sand tray, Laminated cards of lines, 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 if they like straight lines or curved lines. Encourage them to answer and give reasons for their choice.

Clap at their replies.

Main Activities/Concept Building: (30 min)

Activity 1:

Pour sand in the tray or box. Create laminated cards with thick curved lines on white paper. Give students a brief demonstration on how to use the sand tray responsibly. Ask them to level the sand with their hands.

Have them carefully use their index finger to trace the lines on the cards into the sand. Guide them to gently shake the tray to erase what they have drawn. Direct them not to spread sand out of the trays.

Activity 2:

Open page 2 of the pre-primer book for the students. Ask them to trace the lines using colour pencils or crayons. Individual attention is required to monitor if they are holding the pencil/crayon correctly. After this, ask them to colour the picture.

Sum Up: (3 min)

Close the lesson by talking about lines by drawing curved lines on the board.

Assessment: (0 min)

N/A

Homework: (2 min)

Complete the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

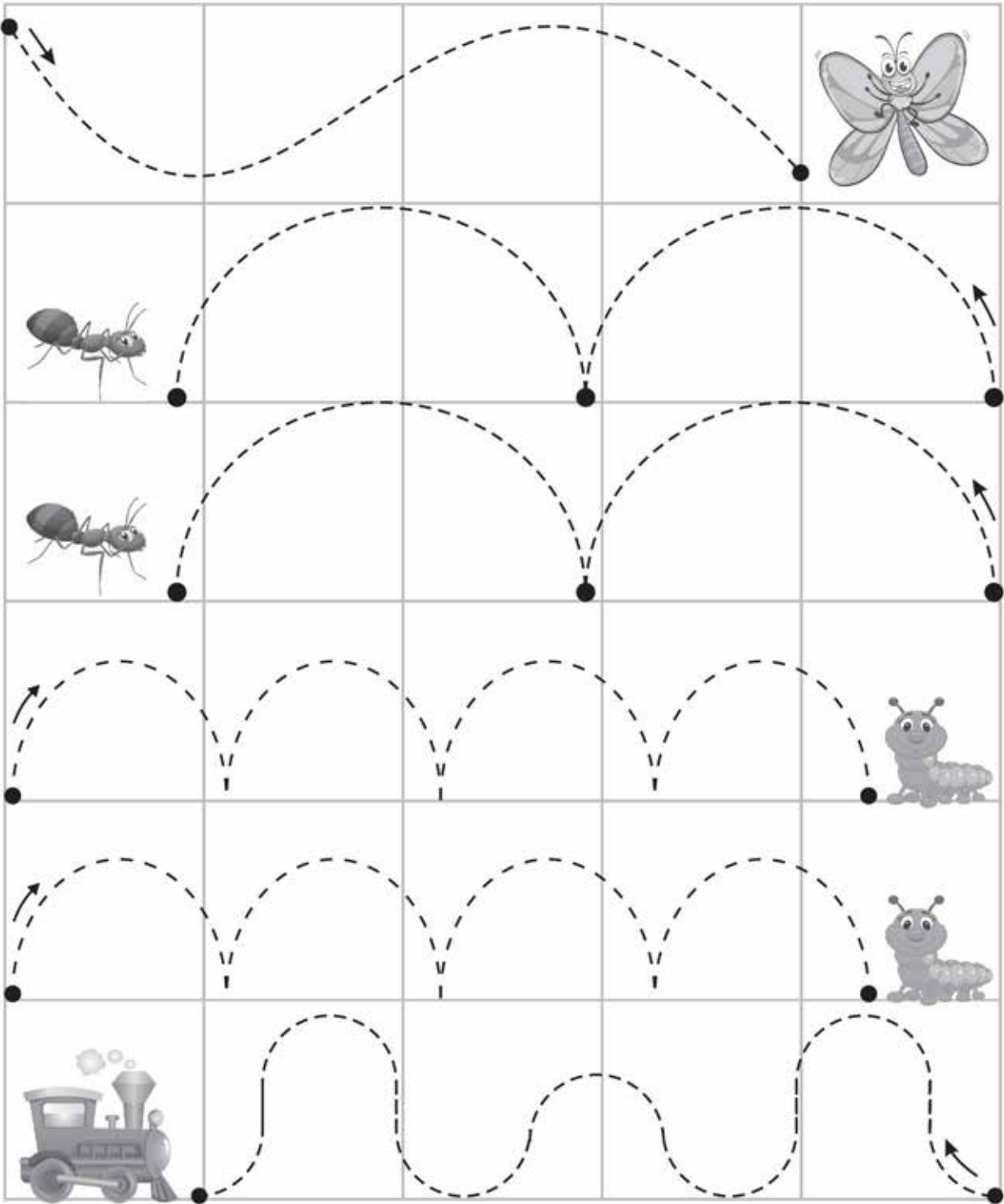
Reason/Comments:

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

Worksheet

Name: _____ Date: _____

Trace the lines.



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

Term: 1 **Periodic Unit: 1** **Week: 2** **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, Pre-primer textbook page 3, Dry erasable markers, Laminated cards of lines

Teaching & Learning Activities:

Opening Activities/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 quickly think and point out the straight lines around them. Similarly ask them about curved lines around them. Clap if they can correctly identify the straight and curved lines.

Main Activities/Concept Building:

(30 min)

Activity 1:

Provide the dry erasable markers and laminated cards with straight and curved lines on them. Ask the students to trace the lines. Once they have completed all the lines, have them erase them and again trace the lines.

Activity 2:

Open page 3 of the pre-primer book for the students. Ask them to trace the lines using colour pencils or crayons. Individual attention is required to monitor if they are holding the pencil/crayon correctly. After this, ask them to colour the picture.

Sum Up:

(3 min)

Close the lesson by asking them to trace straight and curved lines in the air using their index fingers.

Assessment:

(0 min)

N/A

Homework:

(2 min)

Complete the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

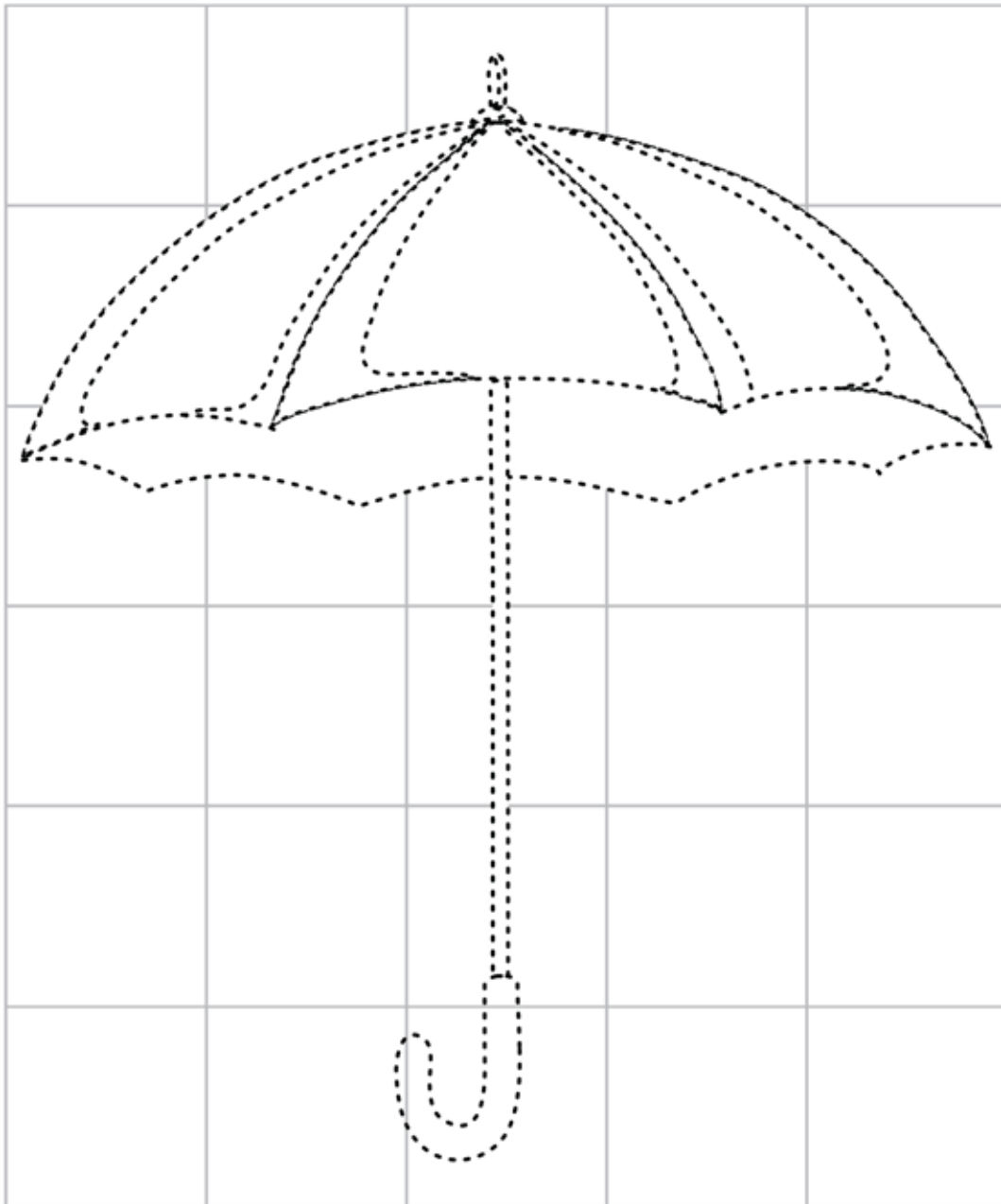
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

Worksheet

Name: _____

Date: _____

Trace the lines and colour the picture.



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

Term: 1 **Periodic Unit:** 1 **Week:** 2 **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, Pre-primer textbook page 4, Dry erasable markers, Laminated cards of paper with stickers on them, Flash cards of straight and curved lines

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

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

Ask them, "What did you have for breakfast?" Take responses (possible replies: Egg, bread, etc.).

Ask them, "Did your breakfast item have straight lines or curved lines?" Take their replies and appreciate them.

Main Activities/Concept Building: (30 min)

Activity 1:

Provide a few strips of paper to each student with some stickers pasted on them with some space between them. Ask the students to draw curved lines using crayons or colour pencils in such a way that they do not touch the stickers. Laminate the strips to easily erase the lines if they accidentally touch the stickers.



Activity 2:

Open page 4 of the pre-primer book for the students. Ask them to trace and colour the picture using colour pencils or crayons. Monitor if they are holding the pencil/crayon correctly or not. Help them if required.

Sum Up: (3 min)

Show them flash cards having straight and curved lines. Ask them, "Is this straight?", "Is this curved?"

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

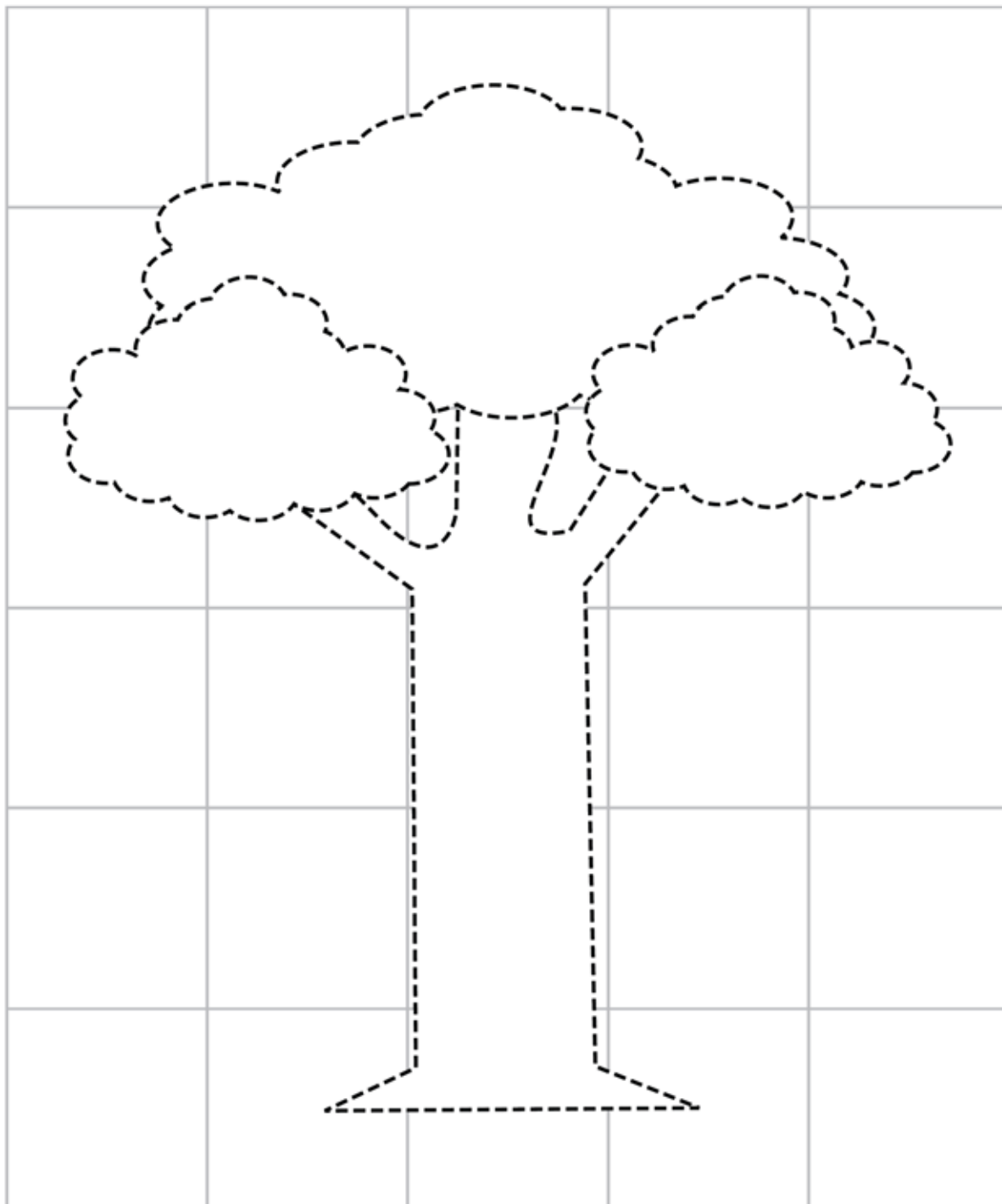
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

Worksheet

Name: _____

Date: _____

Trace the lines and colour the picture.



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

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

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, Flash cards of objects with straight or curved lines, Sheets of paper with tracing lines, Buttons, 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 what they learned on the previous day. Encourage them to answer and recall the activities they did last time.

Main Activities/Concept Building: (30 min)

Activity 1:

Activity 1:

Make small groups of students. Have them sit around the table. Give each student a paper sheet with a line drawn on it.. Put buttons on the table in front of the students. Ask the students to put a button on the line and make a line of buttons. Walk around the class, help the students where needed.



Activity 2:

Give students the worksheet and ask them to trace the lines. Monitor if they are holding the pencil/crayon correctly or not. Help them if required.

Sum Up: (3 min)

Sum up the lesson by drawing straight and curved lines with their index fingers in the air.

Assessment: (0 min)

Ask them to look for things with straight lines in the classroom.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

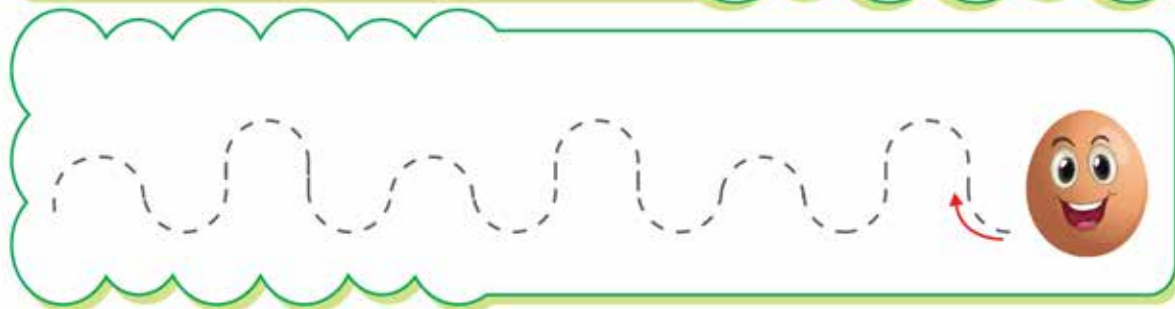
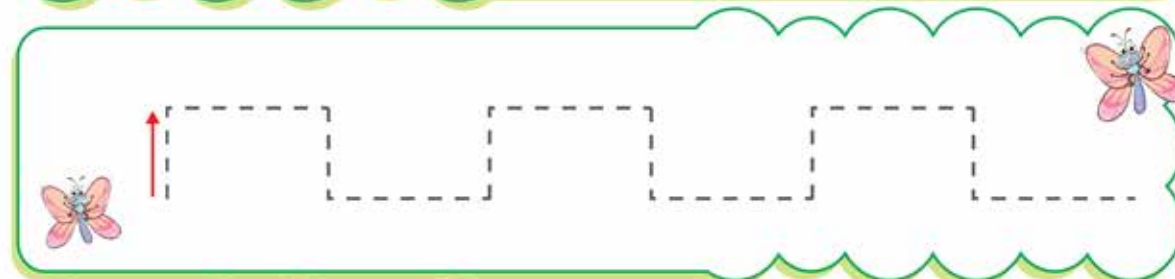
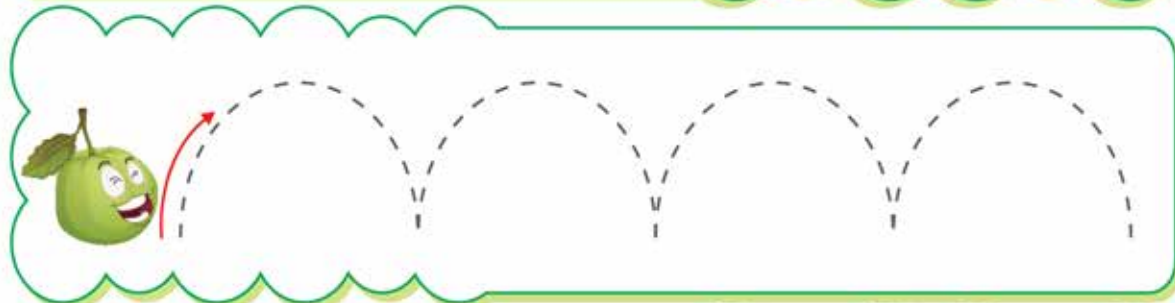
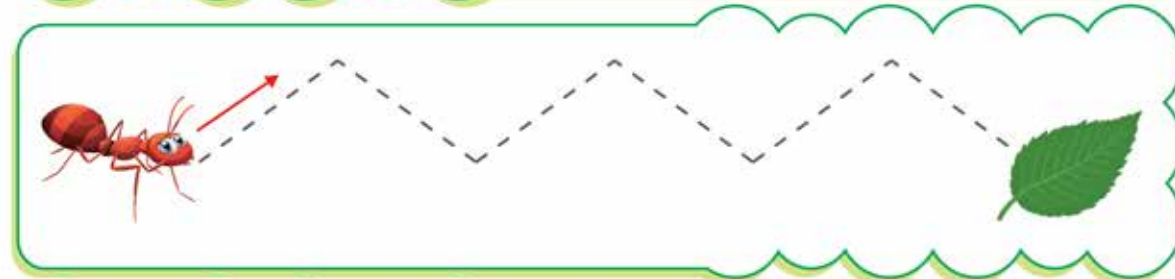
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

Worksheet

Name: _____

Date: _____

Trace the lines.



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

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

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, Sheets of 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".

Call some students randomly and ask them to draw a straight line, a curved line, a tick mark, a cross mark and a circle one by one on the board. Encourage them for their efforts.

Main Activities/Concept Building: (30 min)

Activity 1:

Make small groups of students. Have them sit around the table. Give each student a paper sheet with a line drawn on it. Ask the students to put their hand on the paper and draw their hand with a pencil. Walk around the class to check their work and help them where needed. Encourage the students for their efforts.

Activity 2:

Give students the worksheet and ask them to trace the lines. Monitor if they are holding the pencil/crayon correctly or not. Help them if required.

Sum Up: (3 min)

Sum up the lesson by drawing different lines with a board marker on the board and telling the students about them.

Assessment: (0 min)

Show them flash cards having straight and curved lines. Ask them, "Is this straight?", "Is this curved?"

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

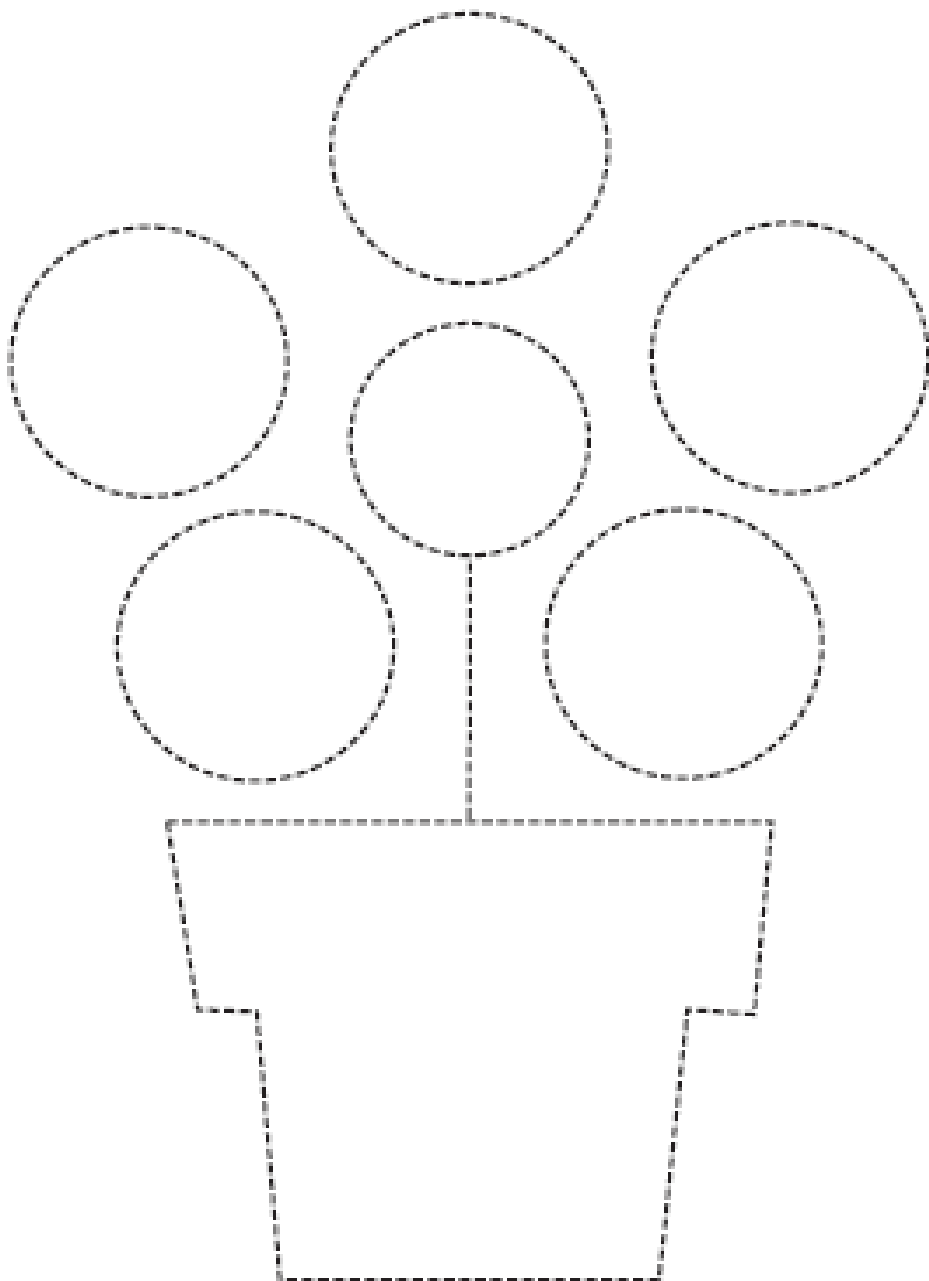
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

Worksheet

Name: _____

Date: _____

Trace the lines and colour the picture.



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

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

Topic: Yellow Colour **Date:**

Objective(s):

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

Recognise and name yellow colour.

Resource Material:

Chalk/Marker, White/Blackboard, Flash cards of yellow objects (star, sun, sunflower, moon, etc.)

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

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

Ask the students:

What do you know about colours?

Name any colour that you know.

What is your favourite colour?

Take their response and encourage them.

Main Activities/Concept Building: (27 min)

Activity 1:

Start the lesson by showing flash cards of yellow objects (star, sun, sunflower, moon, etc.)

Tell them that all these are yellow objects. Pass these cards to the students and have them observe the yellow objects. After everyone has observed the objects, ask the students to make a queue and take a round of the classroom and search for any other yellow objects around them. Some objects in yellow can be purposefully placed in the classroom at different places. Clap and appreciate them if they find yellow objects in the classroom.

Activity 2:

Read the yellow colour poem and have them follow you.

As you name the objects in the poem, show the flash cards to the students as well.

Yellow is a star.

Yellow is the sun.

Yellow is the moon,

When the day is done.

Repeat this several times.

Sum Up: (3 min)

Sum up the lesson by asking everyone who is wearing yellow today to stand up. Have other students clap for them.

Assessment: (3 min)

Show them flash cards having different coloured objects and ask them to identify the yellow ones.

Homework: (2 min)

Wear yellow clothes in the next class. Look for yellow objects at home.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

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

Topic: Yellow Colour **Date:**

Objective(s):

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

Recognise and name yellow colour.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 5, Few yellow objects, Yellow non-toxic paint

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

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

Probably all the students would be wearing yellow clothes. Encourage them by saying, "Wow! You are all wearing the same colour." Ask them, "Can you tell what colour you all are wearing today?"

Take their replies and clap to appreciate them.

Main Activities/Concept Building: (27 min)

Activity 1:

Ask the students about the yellow objects they found at their homes. Encourage them to say, "a yellow banana", "a yellow cup", "a yellow toy", etc. Clap to appreciate them. Display three yellow items.

Ask them, "What do these three things have in common?" After they correctly identify the colour, guide students to name other items of the same colour. Repeat with an object of a different colour and check if they can correctly identify the yellow objects.

Activity 2:

Place a plastic sheet and a bucket of yellow paint at the centre and place a sheet of paper on it. Have the students come up one at a time and put their hands in the paint. After that, ask your students to put their hands on the sheet of paper for five seconds. Keep the sheet aside and ask the next student to come and repeat the same. Ask each student to wash their hands with soap and water after putting their handprints on the paper. Ask your students to wipe their hands using a paper towel.

Sum Up: (3 min)

Sum up the lesson by showing yellow objects from page 5 of their textbooks.

Assessment: (3 min)

Show them flash cards having different coloured objects and ask them to identify the yellow ones.

Homework: (2 min)

Bring one yellow object/toy from home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

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

Topic: Yellow Colour **Date:**

Objective(s):

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

Recognise and name yellow colour.

Resource Material:

Chalk/Marker, White/Blackboard, Flash cards of yellow objects (flower, bulb, bee, etc.)

Teaching & Learning Activities:

Opening Activities/Warm-up: (8 min)

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

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

Ask them if they have brought any yellow object/toy.

Let them show their things one by one and introduce it one by one as “this cap is yellow”, “this balloon is yellow”, etc. Repeat till all students have shown their toy/object.

Appreciate and praise each student by clapping.

Main Activities/Concept Building: (27 min)

Activity 1:

Distribute the flash cards of 4 yellow objects (flower, bee, bulb, etc.) among the students randomly.

Each student will have only one card of any of these objects.

Read the poem loudly and ask the students to raise and show the picture of the object that you are calling out in the poem.

Yellow is a flower
Yellow is a bee
Yellow is the bulb
That helps us to see

Repeat this activity several times and monitor their responses.

Activity 2:

Ask the students, “What will happen if there are no colours around us?” Take their responses.

Tell them that Allah (SWT) has created things in different colours for us and we should thank Him for this blessing.

The world around us would have been so dull and boring if there were no colours around us. Ask them, “What will you miss the most if there is no yellow objects around you?”

Sum Up: (3 min)

Sum up the lesson by showing a few yellow objects to the students. Ask them to name other objects they are familiar with that are yellow.

Assessment: (0 min)

N/A.

Homework: (2 min)

Complete the worksheet.

Teacher’s Self-Evaluation:

Target: Achieved ☐

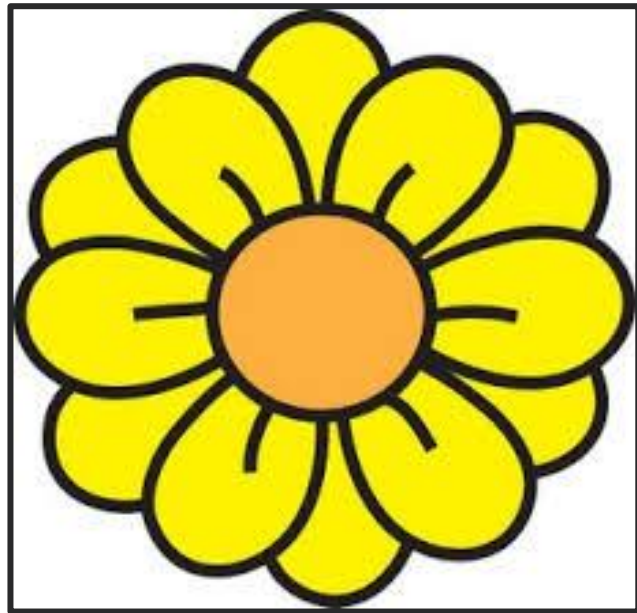
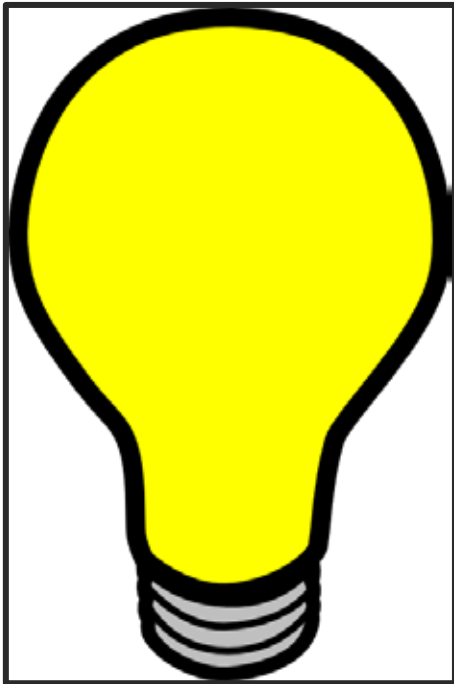
Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Flash Cards (Yellow Objects)



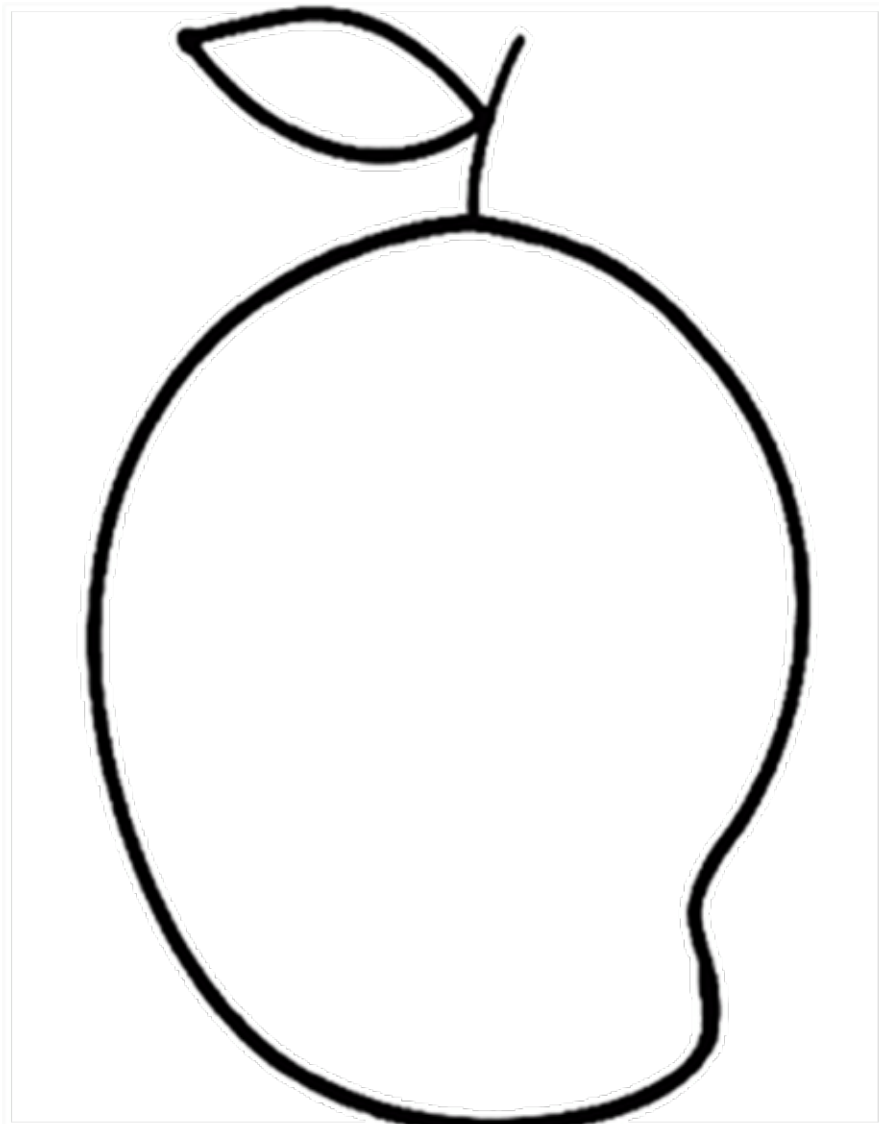
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

Worksheet

Name: _____

Date: _____

Colour the object yellow.



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

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

Topic: Yellow Colour

Date:

Objective(s):

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

Recognise and name yellow colour.

Resource Material:

Chalk/Marker, White/Blackboard, Flash cards of yellow objects, Pom-poms (mostly in yellow colour and a few in other colours), Baskets, Plastic tweezers/clothespins

Teaching & Learning Activities:

Opening Activities/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 and also ask if they had any difficulty doing it.

Read the poem and ask the students to follow you.

Yellow like a lemon.

Yellow like the flowers.

Yellow like a pineapple.

I could look at yellow for hours.

Main Activities/Concept Building:

(22 min)

Activity 1:

Have the students sit comfortably on the carpet in a circle. Provide each student with multiple pom-poms (mostly in yellow colour and few in other colours), an empty basket, and a plastic tweezers/clothespin. Ask the students to pick only the yellow pom-poms with the tweezers/clothespin and put them into the basket. This activity will not only enhance their sorting skills but also help them polish their fine motor skills. Monitor their working and help them if they are facing any difficulty doing it. At the end, appreciate them by clapping.



Sum Up:

(3 min)

Sum up the lesson by asking students to tell the names of fruit that are yellow..

Assessment:

(10 min)

Provide the attached worksheet to the students. Ask them to colour the object given in the worksheet yellow.

Take a round in the class and monitor their working.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

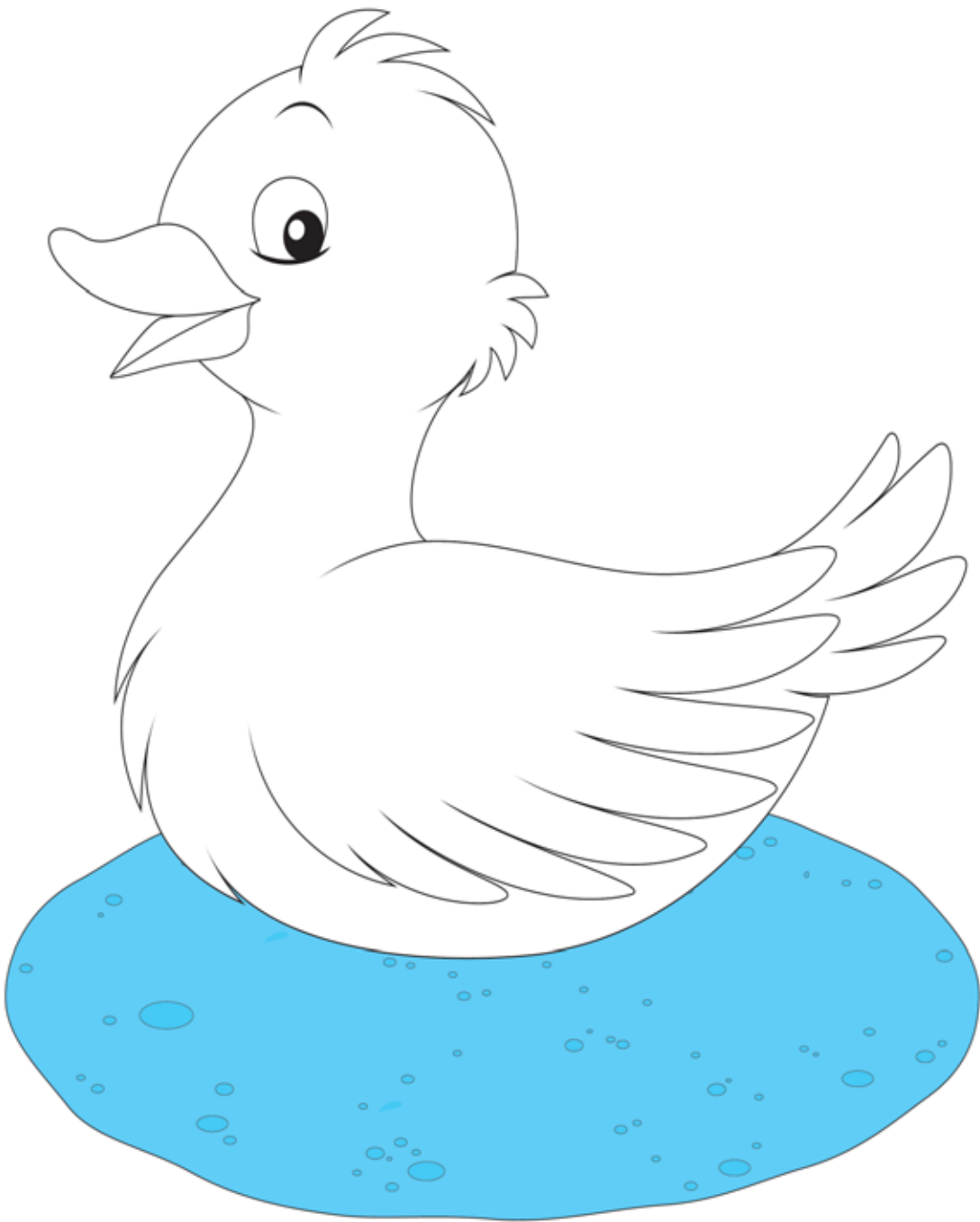
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

Worksheet

Name: _____

Date: _____

Colour the object yellow.



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

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

Topic: Yellow Colour **Date:**

Objective(s):

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

Recognise and name yellow colour.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 6, Different coloured buttons and pencils (mostly in yellow), Yellow colour flash cards

Teaching & Learning Activities:

Opening Activities/Warm-up: (4 min)

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

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

Ask the students, “Can you tell the names of any five yellow objects?” Take their responses and encourage them for their correct answers.

Main Activities/Concept Building: (22 min)

Activity 1:

Make small groups of students and ask them to sit around the table. Put different coloured buttons in front of each group. Now show the yellow colour flash card to the students.

Ask the students “Have you ever seen this colour?” Take their responses. Now tell students that it is the colour yellow. Then ask the students to identify the buttons that are yellow and separate them. The groups that are done first get candies. Appreciate and encourage the students for their efforts.

Activity 2:

Have the students sit comfortably on the carpet in a circle. Provide each student colour pencils of different colours. Ask them to pick a yellow colour pencil out of other colour pencils. This will help you to spot any student who is experiencing difficulty learning the concept. At the end, appreciate them by clapping.

Sum Up: (2 min)

Sum up the lesson by asking students to tell the names of vegetables that are yellow.

Assessment: (10 min)

Provide the attached worksheet to the students. Ask them to colour the object given in the worksheet yellow. Take a round in the class and monitor their working

Homework: (2 min)

Do the activity given on page 6 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

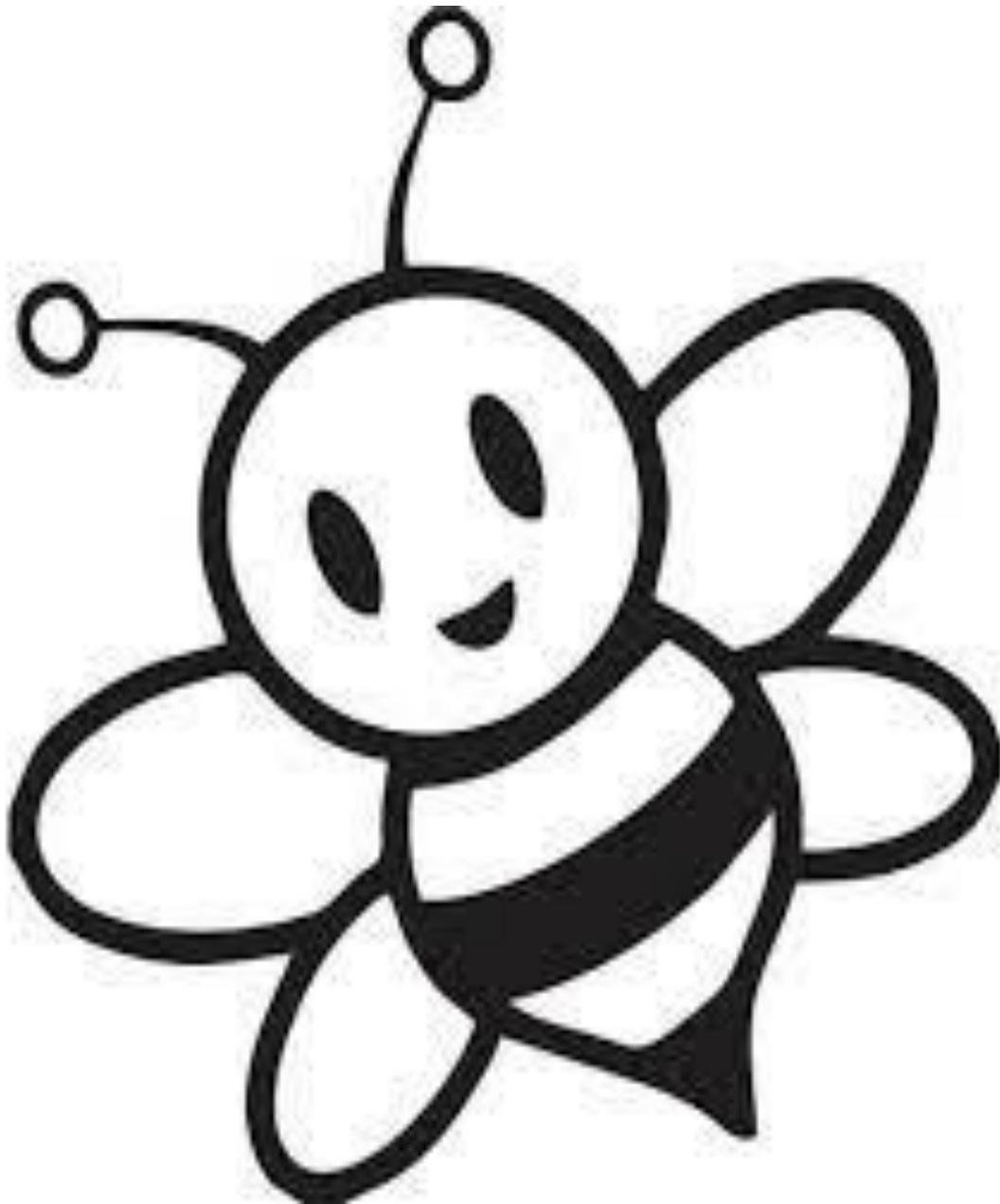
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

Worksheet

Name: _____

Date: _____

Colour the object yellow.



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

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

Topic: Red Colour

Date:

Objective(s):

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

Recognise and name red colour.

Resource Material:

Chalk/Marker, White/Blackboard, Flash cards of red objects (apple, strawberry, rose, etc.)

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Ask the students:

What do you know about colours?

Name any colour you know.

What is your favorite colour?

Take their responses and encourage them.

Main Activities/Concept Building:

(27 min)

Activity 1:

Start the lesson by showing flash cards of red objects (apple, strawberry, rose, etc.). Tell them that all these are red objects. Pass these cards to the students and have them observe the red objects. After everyone has observed the objects, ask the students to make a queue and take a round of the classroom and search for any other red object around them. Some objects in red can be purposefully placed in the classroom at different places. Clap and appreciate them if they find red objects in the classroom.

Activity 2:

Read the red colour poem and have them follow you.

As you name the objects in the poem, show the flash cards to the students as well.

Red is an apple.

Red is a cherry.

Red is a rose.

And a ripe strawberry.

Repeat this several times.

Sum Up:

(3 min)

Sum up the lesson by asking everyone who is wearing red today to stand up. Have other students clap for them.

Assessment:

(3 min)

Show them flash cards having different coloured objects and ask them to identify the red ones.

Homework:

(2 min)

Wear red clothes in the next class. Look for red objects at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

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

Topic: Red Colour

Date:

Objective(s):

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

Recognise and name red colour.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 7, Few red objects, Red non-toxic paint

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Probably all of the students would be wearing red clothes. Encourage them by saying, “Wow! You all are wearing the same colour.” Ask them, “Can you tell what colour you are all wearing today?”

Take their replies and clap to appreciate them.

Main Activities/Concept Building:

(27 min)

Activity 1:

Ask the students about the red objects they found at their homes. Encourage them to say “a red apple”, “a red toy car”, “a red block”, etc. Clap to appreciate them. Display three red items.

Ask them, “What do these three things have in common?” After they correctly identify the colour, guide students to name other items of the same colour. Repeat with an object of a different colour and check if they can correctly identify the red objects.

Activity 2:

Place a plastic sheet and a bucket of red paint at the centre and place a sheet of paper on it. Have the students come up one at a time and put their hands in the paint. After that, ask your students to put their hands on the sheet of paper for five seconds. Keep the sheet aside and ask the next student to come and repeat the same. Ask each student to wash their hands with soap and water after putting their handprints on the paper. Ask your students to wipe their hands using a paper towel.

Sum Up:

(3 min)

Sum up the lesson by showing red objects from page 7 of their textbooks.

Assessment:

(3 min)

Show them flash cards having different coloured objects and ask them to identify the red ones.

Homework:

(2 min)

Bring one red object/toy from home.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

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

Topic: Red Colour **Date:**

Objective(s):

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

Recognise and name red colour.

Resource Material:

Chalk/Marker, White/Blackboard, Flash cards of red objects (stop sign, clown, apple, rose, etc.)

Teaching & Learning Activities:

Opening Activities/Warm-up: (8 min)

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

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

Ask them if they have brought any red object/toy.

Let them show their things one by one and introduce it one by one as “this fruit is red”, “this toy car is red”, etc.

Repeat till all students have shown their toy/object.

Appreciate and praise each student by clapping.

Main Activities/Concept Building: (27 min)

Activity 1:

Distribute the flash cards of 4 red objects (stop sign, clown, apple, rose, etc.) among the students randomly.

Each student will have only one card of any of these objects.

Read the poem loudly and ask the students to raise and show the picture of object that you are calling out in the poem.

Red is a stop sign

Red is a rose

Red is an apple

And a funny clown’s nose

Repeat this activity several times and monitor their responses.

Activity 2:

Ask the students, “What will happen if there are no colours around us?” Take their responses.

Tell them that Allah (SWT) has created things in different colours for us and we should thank Him for this blessing.

The world around us would have been so dull and boring if there were no colours around us. Ask them, “What will you miss the most if there is no red objects around you?”

Sum Up: (3 min)

Sum up the lesson by showing few red objects to the students. Ask them to name other objects they are familiar with that are Red.

Assessment: (0 min)

N/A.

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 – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

Flash Cards (Red Objects)



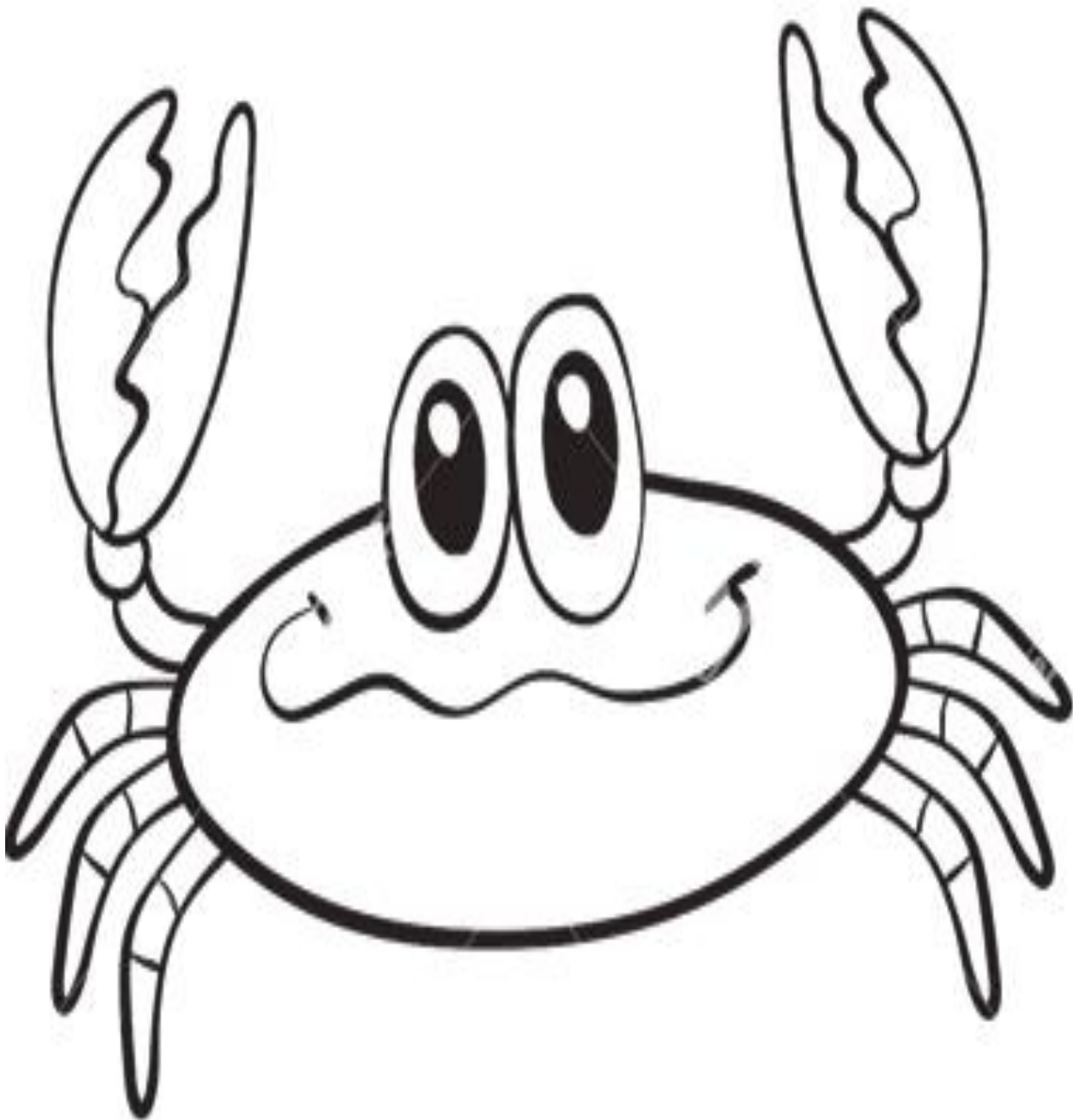
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

Worksheet

Name: _____

Date: _____

Colour the object red.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		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:

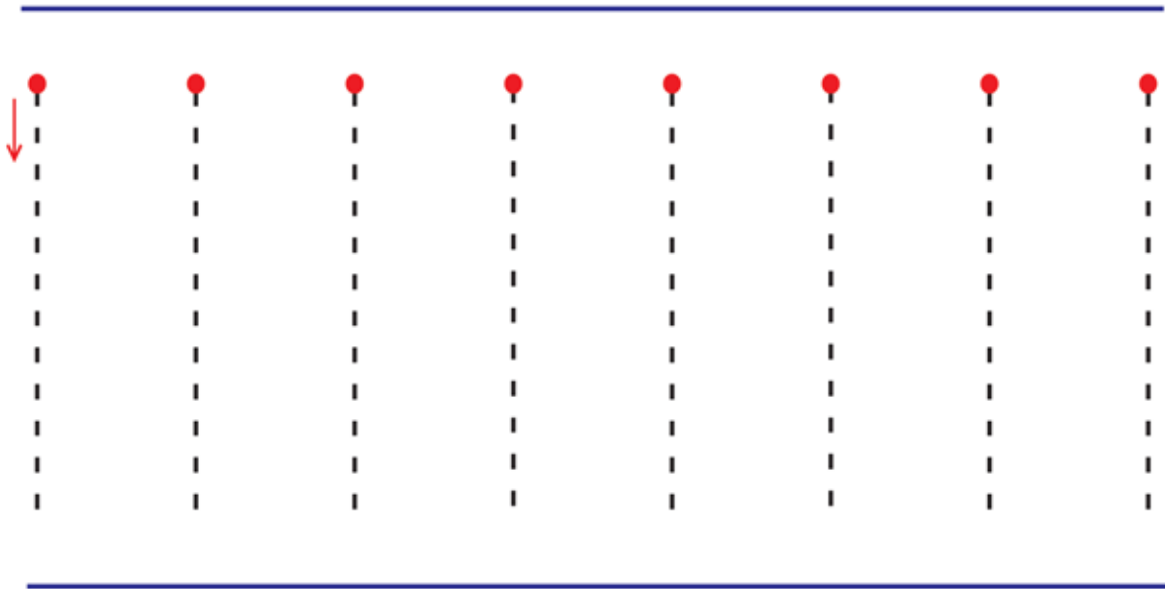
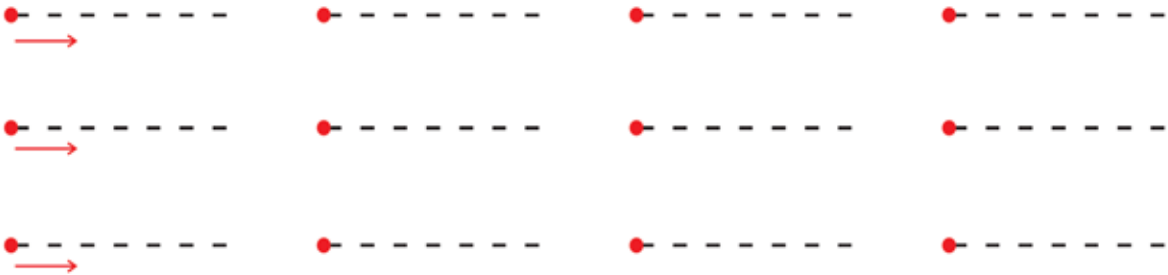
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

Worksheet

Name: _____

Date: _____

Trace the lines.



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

Worksheet

Name: _____

Date: _____

Trace the lines.



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

Worksheet

Name: _____

Date: _____

Trace the object and colour it yellow.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		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:

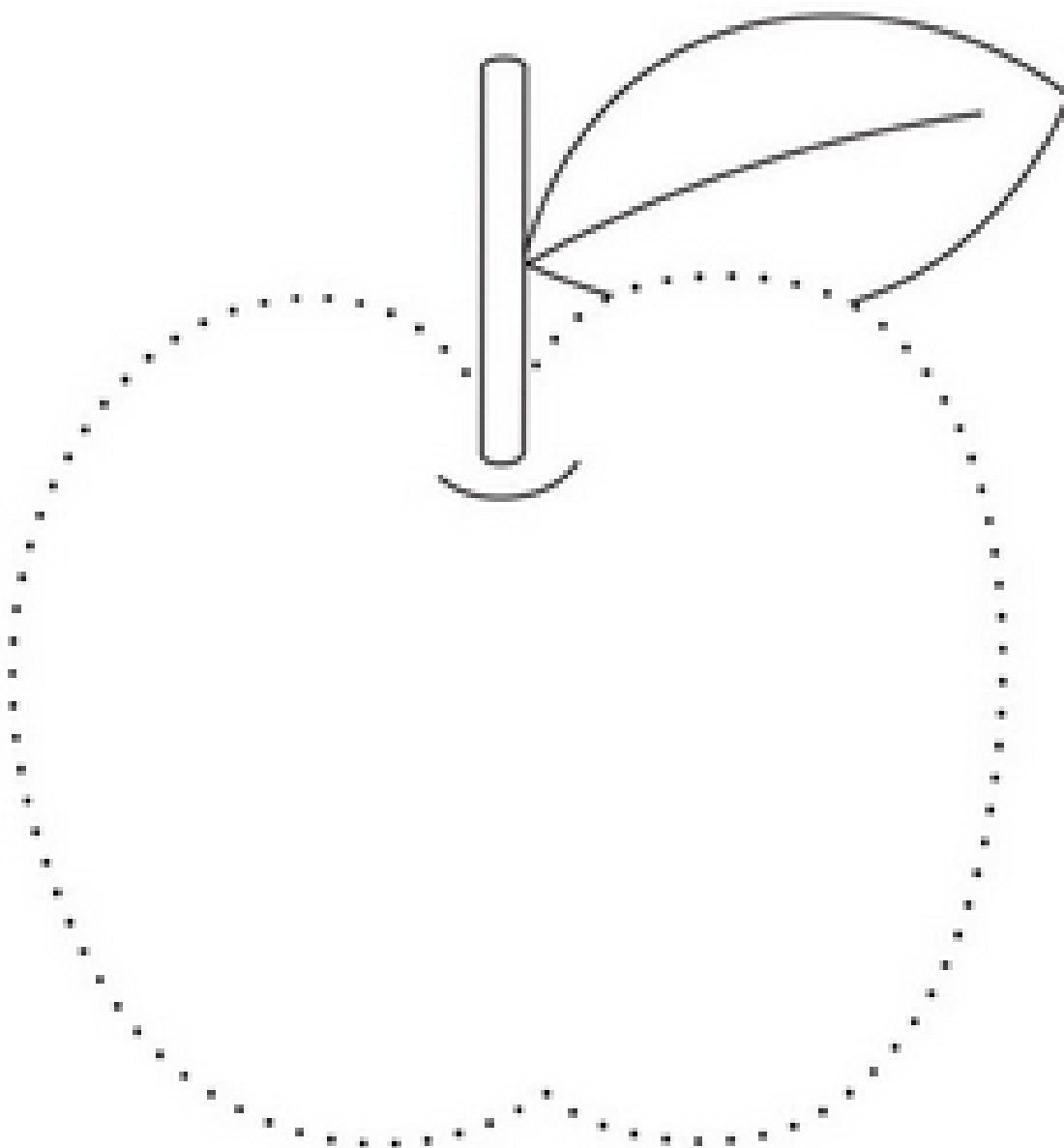
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

Worksheet

Name: _____

Date: _____

Trace the object and colour it red.



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

Worksheet

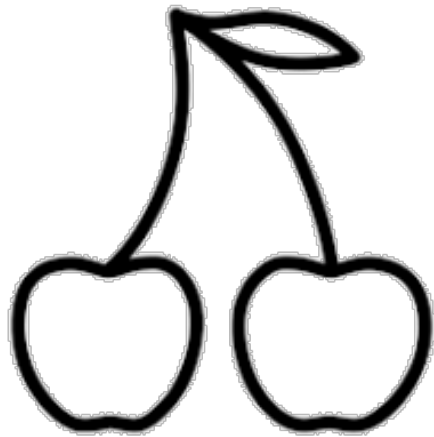
Name: _____

Date: _____

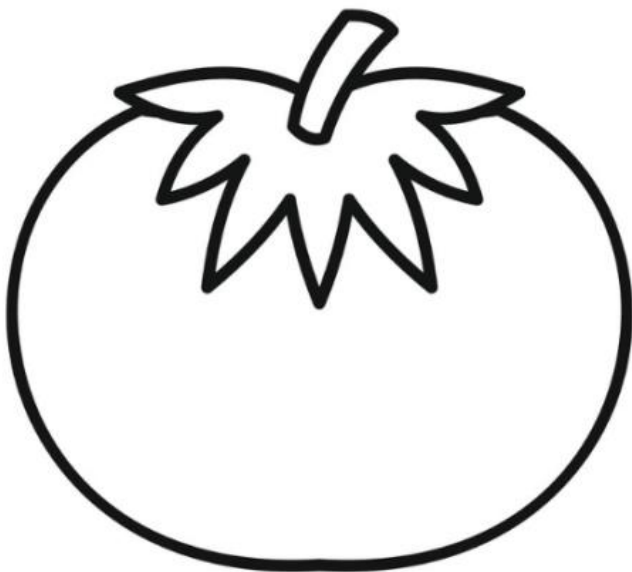
Colour the following objects.



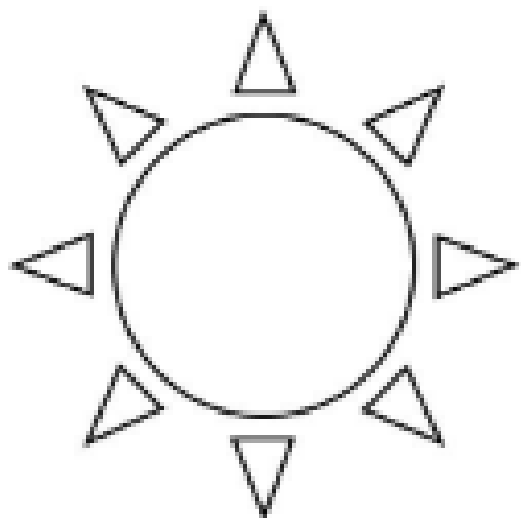
Yellow



Red



Red



Yellow

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

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

Topic: Red Colour

Date:

Objective(s):

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

Recognise and name the colour red.

Resource Material:

Chalk/Marker, White/Blackboard, Flash cards of red objects, Pom-poms (mostly in red and a few in other colours), Baskets, Plastic tweezers/clothespins

Teaching & Learning Activities:

Opening Activities/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 and if they had any difficulty doing it.

Read the following poem and ask the students to follow you.

Red is an apple

Red is a cheery

Red are tomatoes and

Red strawberries.

Main Activities/Concept Building:

(22 min)

Activity 1:

Have the students sit comfortably on the carpet in a circle. Provide each student with multiple pom-poms (mostly in red and few in other colours), an empty basket, and a plastic tweezers/clothespin. Ask the students to pick only the red pom-poms with the tweezers/clothespin and put them into the basket. This activity will not only enhance their sorting skills but also help them polish their fine motor skills. Monitor their working and help them if they are facing any difficulty doing it. At the end, appreciate them by clapping.



Sum Up:

(3 min)

Sum up the lesson by asking students to tell the names of fruits that are red.

Assessment:

(10 min)

Provide the attached worksheet to the students. Ask them to colour the object given in the worksheet red.

Take a round in the class and monitor their working.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

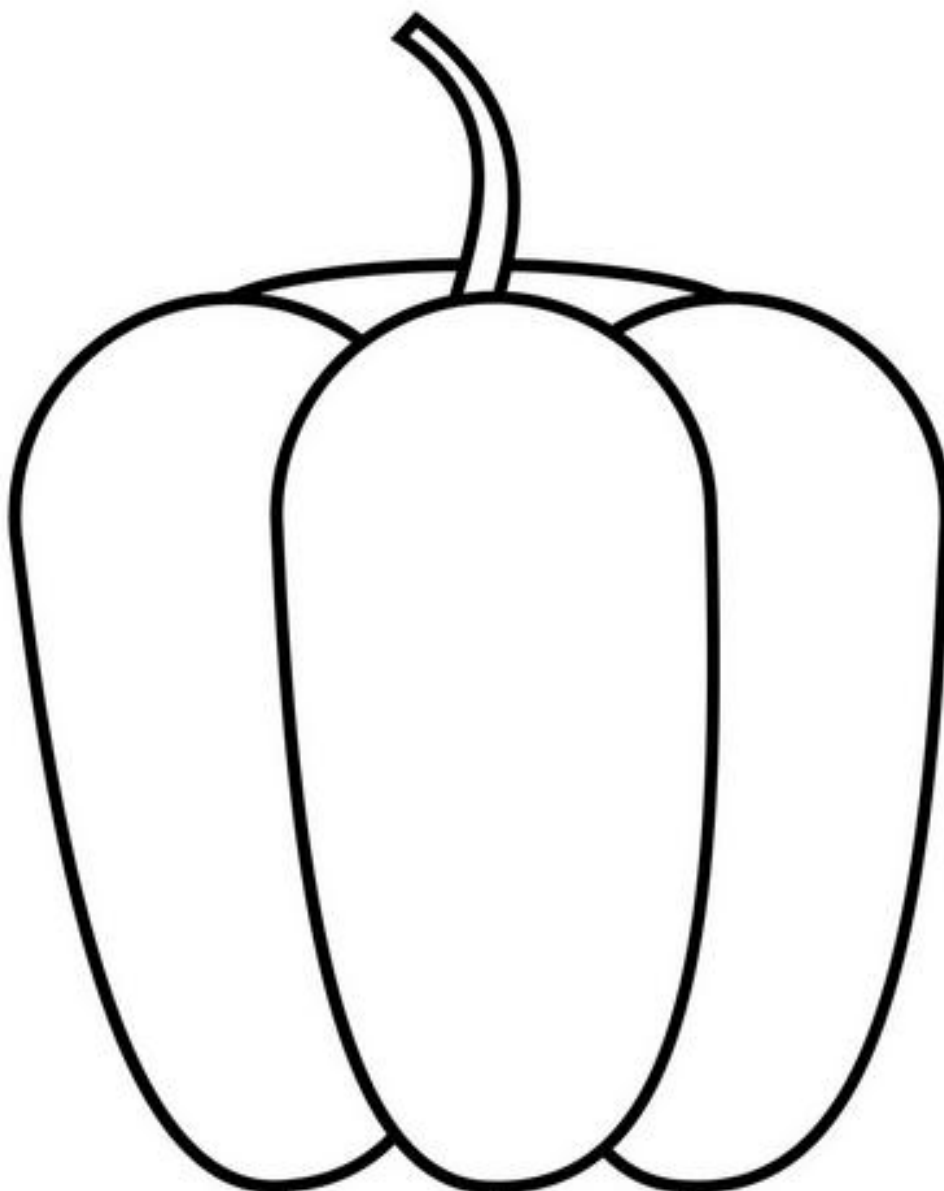
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

Worksheet

Name: _____

Date: _____

Colour the object red.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

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

Topic: Red Colour **Date:**

Objective(s):

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

Recognise and name the colour red.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 8, Different coloured buttons and pencils (mostly in red), Red flash cards

Teaching & Learning Activities:

Opening Activities/Warm-up: (4 min)

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

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

Ask the students, "Can you tell the names of any five red objects?" Take their responses and encourage them for their correct answers.

Main Activities/Concept Building: (22 min)

Activity 1:

Make small groups of students and ask them to sit around the table. Put different coloured buttons in front of each group. Now show the red flash card to the students.

Ask the students, "Have you ever seen this colour?" Take their responses. Now tell students that it is the colour red. Then ask the students to identify the buttons that are red and separate them. The groups that are done first get candies. Appreciate and encourage the students for their efforts.

Activity 2:

Have the students sit comfortably on the carpet in a circle. Provide each student colour pencils of different colours. Ask them to pick a red colour pencil out of the other colour pencils. This will help you to spot any student who is experiencing difficulty learning the concept. At the end, appreciate them by clapping.

Sum Up: (2 min)

Sum up the lesson by asking students to tell the names of vegetables that are red.

Assessment: (10 min)

Provide the attached worksheet to the students. Ask them to colour the object given in the worksheet red.

Take a round in the class and monitor their working

Homework: (2 min)

Do the activity given on page 8 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

Worksheet

Name: _____

Date: _____

Colour the object red.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

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

Topic: Colours (Red, Yellow, Blue)

Date:

Objective(s):

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

Differentiate between the colours yellow and red.

Resource Material:

Chalk/Marker, White/Blackboard, Chart papers, Objects in red and yellow colours, Colour badges made of coloured paper, Worksheets

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Ask the students:

What do you know about colours?

Name any colour you know.

What is your favourite colour?

Take their responses and encourage them.

Main Activities/Concept Building:

(27 min)

Activity 1:

Place multiple objects like toys, blocks, buttons, crayons, beads, etc. on the carpet. Have the students sit comfortably on the carpet. Place 3 chart papers labelled with "red and yellow" respectively on the carpet in a line. Ask students to stand up one by one, choose a random object and put it on the relevant chart. Clap for the correct identification. Encourage him/her to say: "this is red" or "this is yellow", etc. when he/she picks up any object. Repeat this activity for all students. Some objects in red/yellow can be purposefully placed in the classroom at different places. Clap and appreciate them if they find them.

Activity 2:

Divide the students into 2 teams; Red and Yellow. Have them wear colour badges of their team. Randomly assign a task to the teams. For example; "Red team will stand and shake hands with red team", "red team will stand and say "thanks" to the yellow team"; etc. Repeat this activity several times with various actions.

Sum Up:

(3 min)

Sum up the lesson by showing different red and yellow objects and name the colours.

Assessment:

(3 min)

Show them flash cards having different coloured objects and ask them to identify their colours.

Homework:

(2 min)

Solve the worksheet 1 (take colour prints). If colour prints are not accessible, use worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

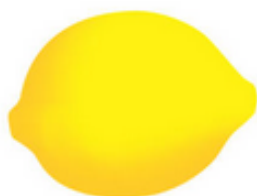
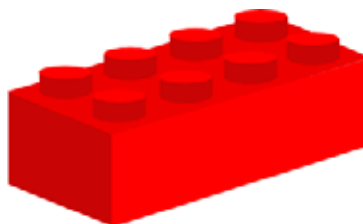
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

Worksheet 1

Name: _____

Date: _____

Tick (✓) the red objects, circle the blue objects and cross (x) the yellow ones.



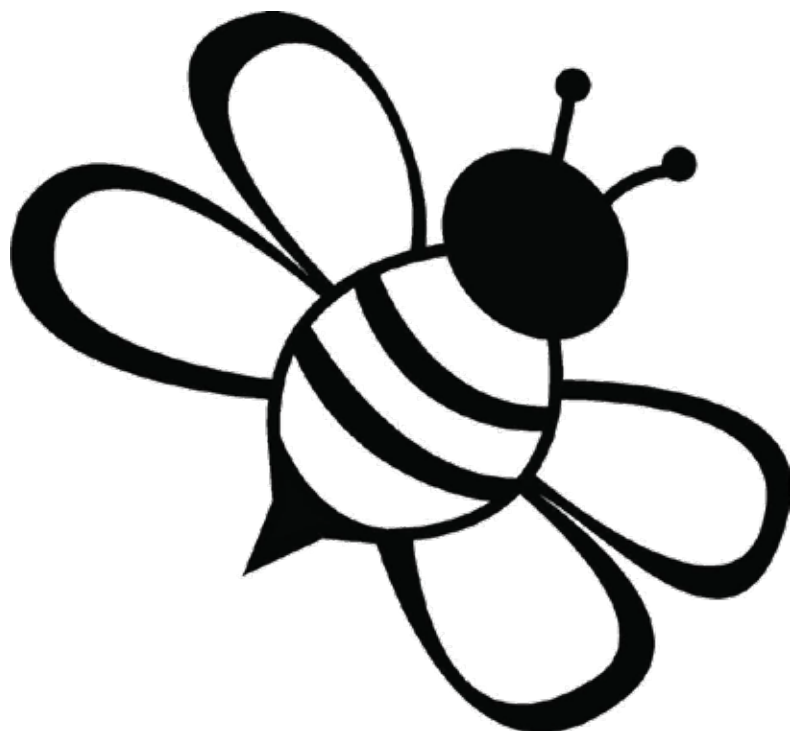
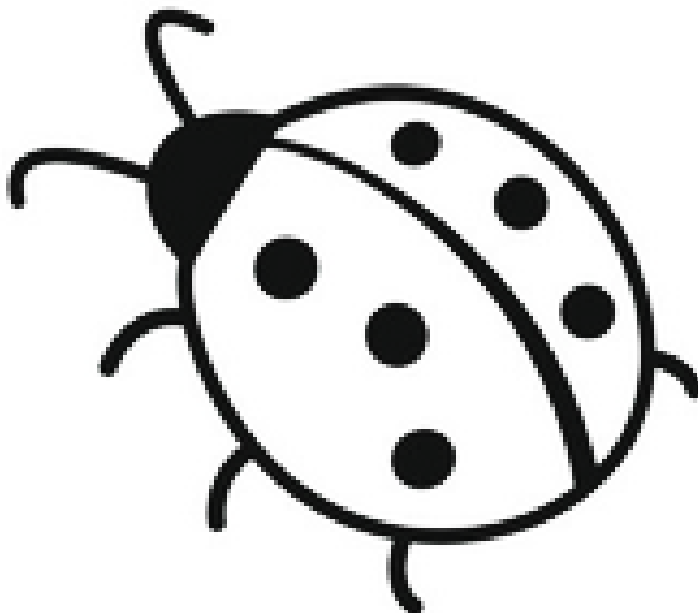
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

Worksheet 2

Name: _____

Date: _____

Colour the ladybug red and the honeybee yellow.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

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

Topic: Blue Colour

Date:

Objective(s):

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

Recognise and name the colour blue.

Resource Material:

Chalk/Marker, White/Blackboard, Flash cards of blue 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 the students:

What do you know about colours?

Name any colour that you know.

What is your favourite colour?

Take their response and encourage them.

Main Activities/Concept Building:

(27 min)

Activity 1:

Start the lesson by showing flash cards of blue objects.

Tell them that all these are blue objects. Pass these cards to the students and have them observe the blue objects.

After everyone has observed the objects, ask the students to make a queue and take a round of the classroom. Ask them to search for any other blue objects around them. Some objects in blue can be purposefully placed in the classroom at different places. Clap and appreciate them if they find blue objects in the classroom.

Activity 2:

Read the following blue colour poem and have them follow you.

As you name the objects in the poem, show the flash cards to the students as well.

Blue like the sky.

Blue like the ocean.

Blue like a bird,

I will watch him fly!

Repeat this several times.

Sum Up:

(3 min)

Sum up the lesson by asking everyone who is wearing blue today to stand up. Have other students clap for them.

Assessment:

(3 min)

Show them flash cards having different coloured objects and ask them to identify the blue ones.

Homework:

(2 min)

Wear blue clothes in the next class. Look for blue objects at home.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

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

Topic: Blue Colour

Date:

Objective(s):

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

Recognise and name the colour blue.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 9, Few blue objects, Blue non-toxic paint

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Probably all the students would be wearing blue clothes. Encourage them by saying, “Wow! You are all wearing the same colour.” Ask them, “Can you tell what colour you all are wearing today?”

Take their replies and clap to appreciate them.

Main Activities/Concept Building:

(27 min)

Activity 1:

Ask the students about the blue objects they found at their homes. Encourage them to say, “a blue ball”, “a blue cup”, “a blue toy”, etc. Clap to appreciate them. Display three blue items.

Ask them, “What do these three things have in common?” After they correctly identify the colour, guide students to name other items of the same colour. Repeat with an object of a different colour and check if they can correctly identify the blue objects.

Activity 2:

Place a plastic sheet and a bucket of blue paint at the centre and place a sheet of paper on it. Have the students come up one at a time and put their hands in the paint. After that, ask your students to put their hands on the sheet of paper for five seconds. Keep the sheet aside and ask the next student to come and repeat the same. Ask each student to wash their hands with soap and water after putting their handprints on the paper. Ask your students to wipe their hands using a paper towel.

Sum Up:

(3 min)

Sum up the lesson by showing blue objects from page 9 of their textbooks.

Assessment:

(3 min)

Show them flash cards having different coloured objects and ask them to identify the blue ones.

Homework:

(2 min)

Bring one blue object/toy from home.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

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

Topic: Blue Colour

Date:

Objective(s):

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

Recognise and name the colour blue.

Resource Material:

Chalk/Marker, White/Blackboard, Flash cards of blue objects, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(8 min)

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

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

Ask them if they have brought any blue object/toy.

Let them show their things and introduce it one by one as "this cap is blue", "this balloon is blue", etc. Repeat till all students have shown their toy/object.

Appreciate and praise each student by clapping.

Main Activities/Concept Building:

(27 min)

Activity 1:

Distribute the flash cards of 4 blue objects among the students randomly.

Each student will have only one card of any of these objects.

Read the following poem loudly and ask the students to raise and show the picture of the object that you are calling out in the poem.

Blue is the ocean,

Blue is the sky,

Blue are the blueberries,

I put into the pie.

Repeat this activity several times and monitor their responses.

Activity 2:

Ask the students, "What will happen if there are no colours around us?" Take their responses.

Tell them that Allah (SWT) has created things in different colours for us and we should thank Him for this blessing.

The world around us would have been so dull and boring if there were no colours around us. Ask them, "What will you miss the most if there is no blue objects around you?"

Sum Up:

(3 min)

Sum up the lesson by showing a few blue objects to the students. Ask them to name other objects they are familiar with that are blue.

Assessment:

(0 min)

N/A.

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	SUN (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

Flash Cards (Blue Objects)



Sky



Blueberries



Ocean

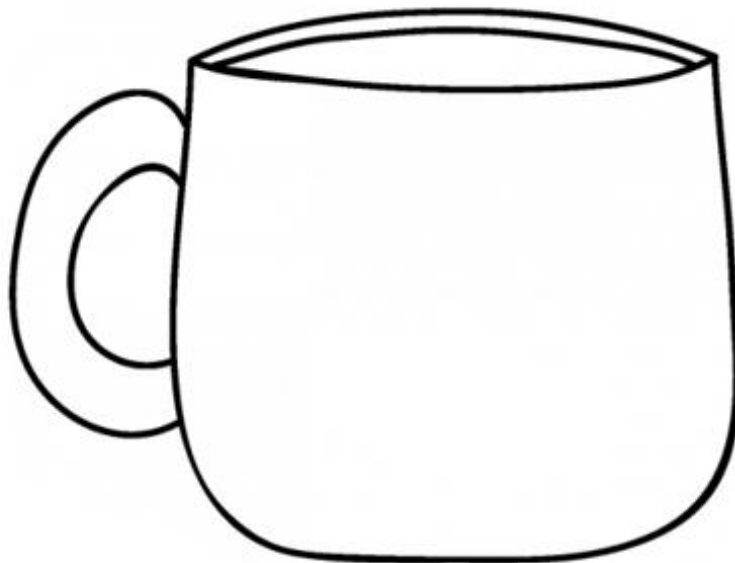
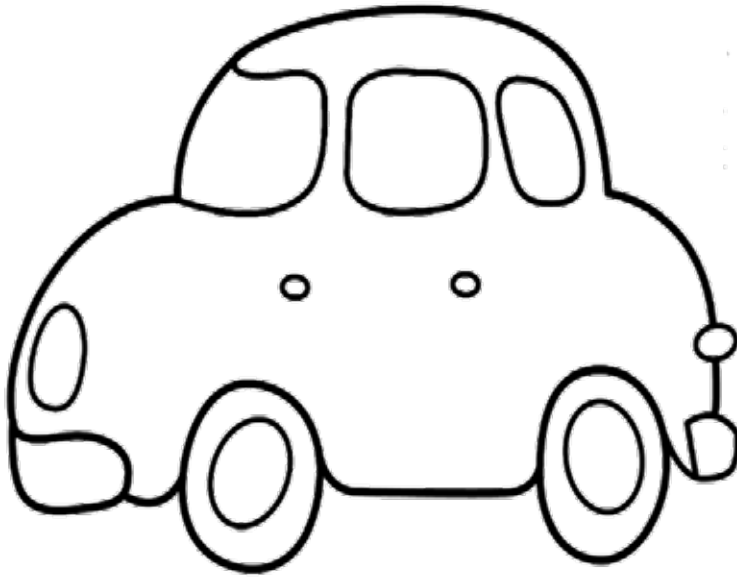
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

Worksheet

Name: _____

Date: _____

Colour the objects blue.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

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

Topic: Blue Colour

Date:

Objective(s):

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

Recognise and name the colour blue.

Resource Material:

Chalk/Marker, White/Blackboard, Flash cards of blue objects, Pom-poms (mostly in blue and a few in other colours), Baskets, Plastic tweezers/clothespins, 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 and if they had any difficulty doing it.

Read the following poem and ask the students to follow you.

Blue is the sky

filled with birds and clouds

blue is rain

splashing on the world

Main Activities/Concept Building:

(22 min)

Activity 1:

Have the students sit comfortably on the carpet in a circle. Provide each student with multiple pom-poms (mostly in blue and few in other colours), an empty basket, and a plastic tweezers/clothespin. Ask the students to pick only the blue pom-poms with the tweezers/clothespin and put them into the basket. This activity will not only enhance their sorting skills but also help them polish their fine motor skills. Monitor their working and help them if they are facing any difficulty doing it. At the end, appreciate them by clapping.



Sum Up:

(3 min)

Sum up the lesson by asking students to tell the names of objects that are blue.

Assessment:

(10 min)

Provide the attached worksheet to the students. Ask them to colour the objects given in the worksheet blue.

Take a round in the class and monitor their working.

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	SUN (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

Worksheet

Name: _____

Date: _____

Colour the objects blue.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

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

Topic: Blue Colour **Date:**

Objective(s):

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

Recognise and name the colour blue.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 10, Different coloured buttons and pencils (mostly in blue), Blue flash cards, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (4 min)

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

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

Ask the students, "Can you tell the names of any five blue objects?" Take their responses and encourage them for their correct answers.

Main Activities/Concept Building: (22 min)

Activity 1:

Make small groups of students and ask them to sit around the table. Put different coloured buttons in front of each group. Now show the blue flash card to the students.

Ask the students, "Have you ever seen this colour?" Take their responses. Now tell students that it is the colour blue. Then ask the students to identify the buttons that are blue and separate them. The groups that are done first get candies. Appreciate and encourage the students for their efforts.

Activity 2:

Have the students sit comfortably on the carpet in a circle. Provide each student colour pencils of different colours. Ask them to pick a blue colour pencil out of other colour pencils. This will help you to spot any student who is experiencing difficulty learning the concept. At the end, appreciate them by clapping.

Sum Up: (2 min)

Sum up the lesson by asking students to tell the names of objects that are blue.

Assessment: (10 min)

Provide the attached worksheet to the students. Ask them to colour the object given in the worksheet blue.

Take a round in the class and monitor their working

Homework: (2 min)

Do the activity given on page 10 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

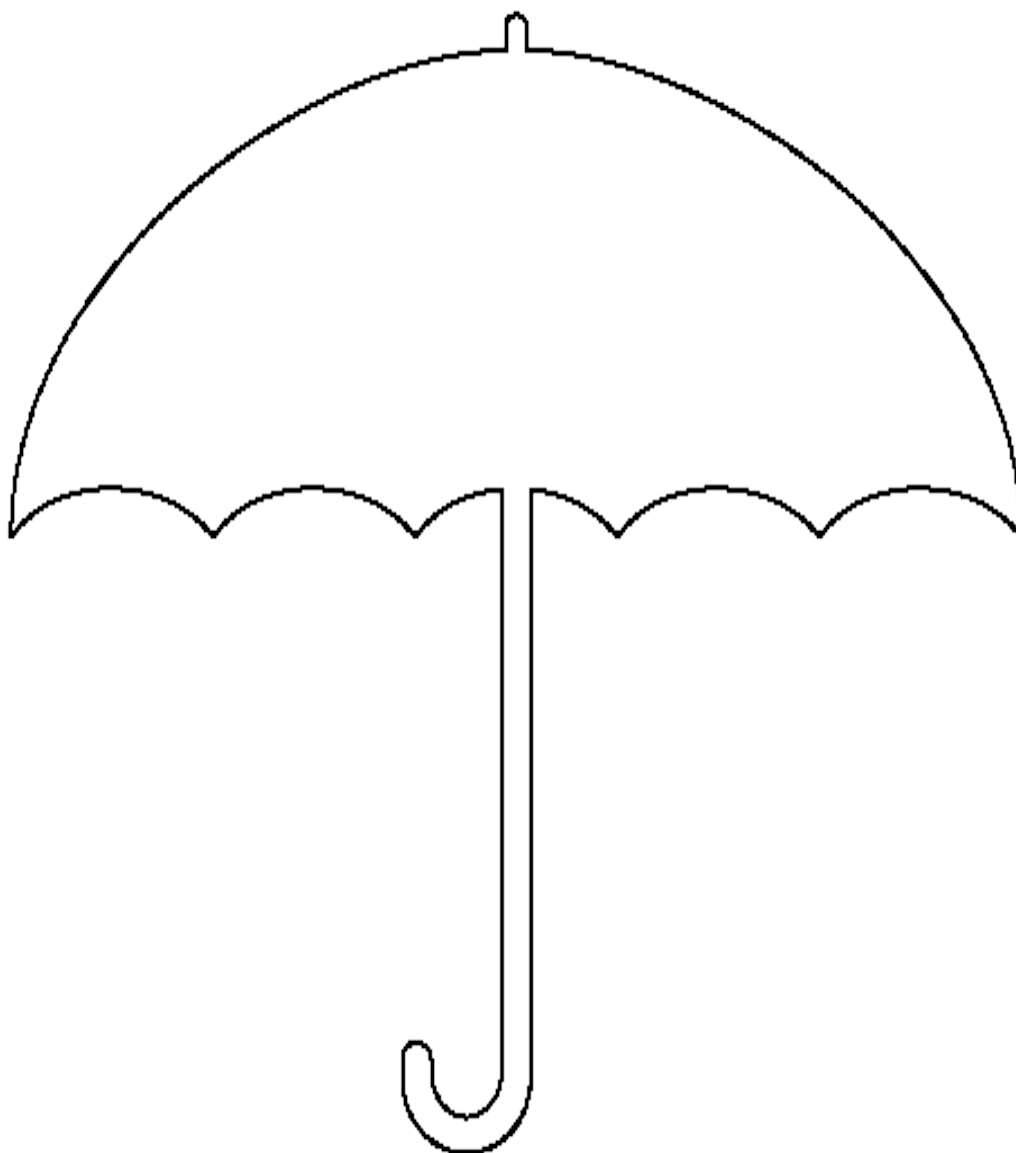
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

Worksheet

Name: _____

Date: _____

Colour the object blue.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

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

Topic: Colours (Red, Yellow, Blue)

Date:

Objective(s):

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

Recall basic colours (red, yellow blue).

Resource Material:

Chalk/Marker, White/Blackboard, Chart papers, Objects in red, yellow and blue, Colour badges made of coloured paper, Worksheets

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Ask the students:

What do you know about colours?

Name any colour you know.

What is your favourite colour?

Take their responses and encourage them.

Main Activities/Concept Building:

(27 min)

Activity 1:

Place multiple objects like toys, blocks, buttons, crayons, beads, etc. on the carpet. Have the students sit comfortably on the carpet. Place 3 chart papers labelled with “Red”, “Yellow” and “Blue” respectively on the carpet in a line. Ask students to stand up one by one, choose a random object and put it on the relevant chart. Clap for the correct identification. Encourage him/her to say, “this is red” or “this is blue”, etc. when he/she picks up any object. Repeat this activity for all students. Some objects in red/blue/yellow colours can be purposefully placed in the classroom at different places. Clap and appreciate them if they find them.

Activity 2:

Divide the students into 3 teams; Red, Yellow and Blue. Have them wear colour badges of their team. Randomly assign a task to the teams. For example; “Red team will stand and shake hands with Blue team”, “Blue team will stand and say “thanks” to the yellow team”; etc. Repeat this activity several times with various actions.

Sum Up:

(3 min)

Sum up the lesson by showing different blue, red and yellow objects and name the colours.

Assessment:

(3 min)

Show them flash cards having different coloured objects and ask them to identify their colours.

Homework:

(2 min)

Solve the worksheet 1 (take colour prints). If colour prints are not accessible, use worksheet 2.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

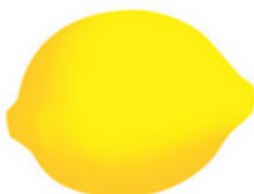
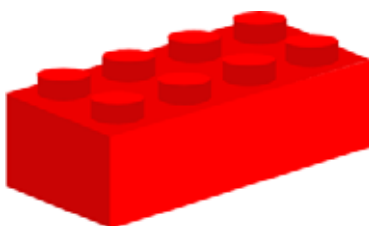
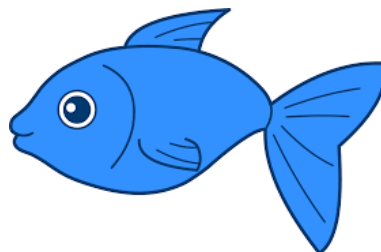
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

Worksheet 1

Name: _____

Date: _____

Tick (✓) the red objects, circle the blue objects, and cross (x) the yellow ones.



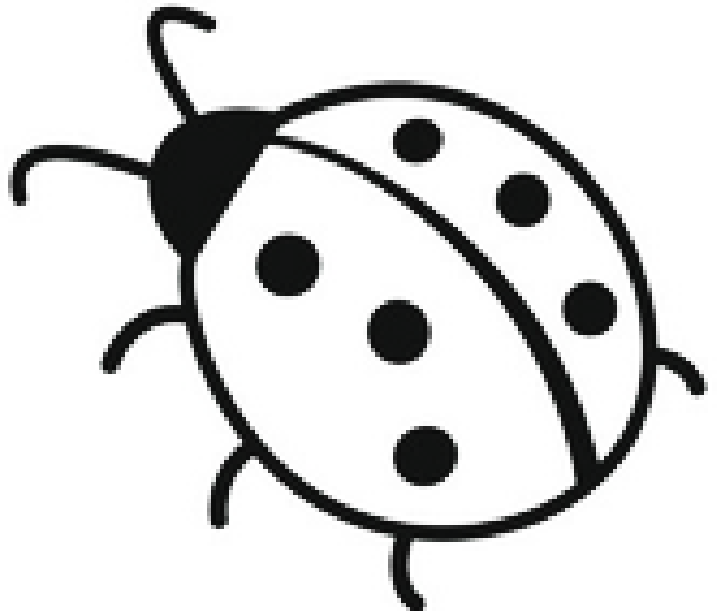
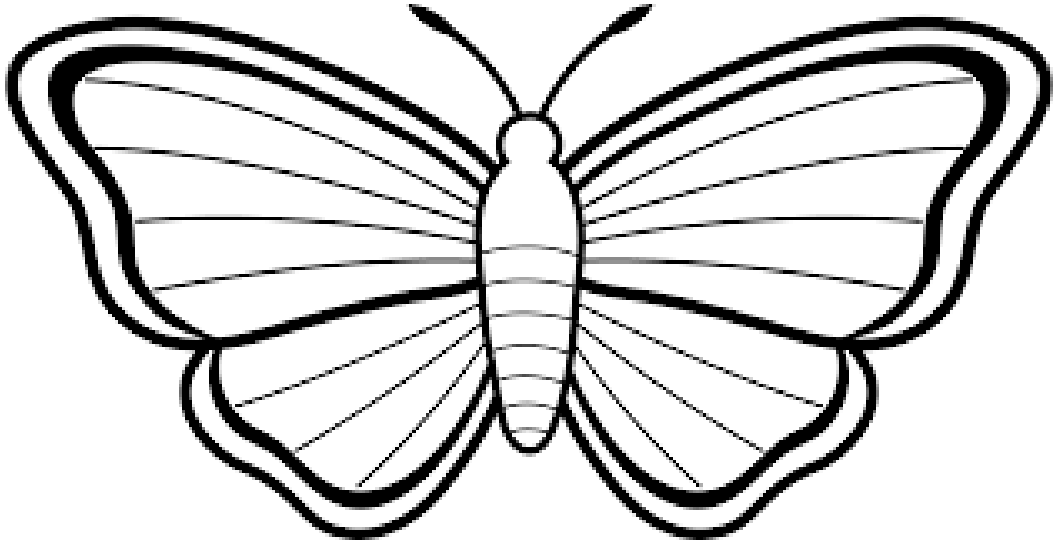
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

Worksheet 2

Name: _____

Date: _____

Colour the butterfly blue, the ladybug red and the honeybee yellow.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

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

Topic: Green Colour

Date:

Objective(s):

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

Recognise and name the colour green.

Resource Material:

Chalk/Marker, White/Blackboard, Flash cards of green 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 the students:

What do you know about colours?

Name any colour you know.

What is your favourite colour?

Take their responses and encourage them.

Main Activities/Concept Building:

(27 min)

Activity 1:

Start the lesson by showing flash cards of green objects (crocodile, leaf, broccoli, pear, green ball, green cap, etc.).

Tell them that all these are green objects. Pass these cards to the students and have them observe the green objects.

After everyone has observed the objects, ask the students to make a queue and take a round of the classroom. Ask

them to search for any other green object around them. Some objects in green can be purposefully placed in the

classroom at different places. Clap and appreciate them if they find green objects in the classroom.

Activity 2:

Read the following green colour poem and have them follow you.

As you name the objects in the poem, show the flash cards to the students as well.

- o green is a frog
- o green are the peas
- o green is a watermelon
- o And all the jungle trees.

Repeat this several times.

Sum Up:

(3 min)

Sum up the lesson by asking everyone who is wearing green today to stand up. Have other students clap for them.

Assessment:

(3 min)

Show them flash cards having different coloured objects and ask them to identify the green ones.

Homework:

(2 min)

Wear green clothes in the next class. Look for green objects at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

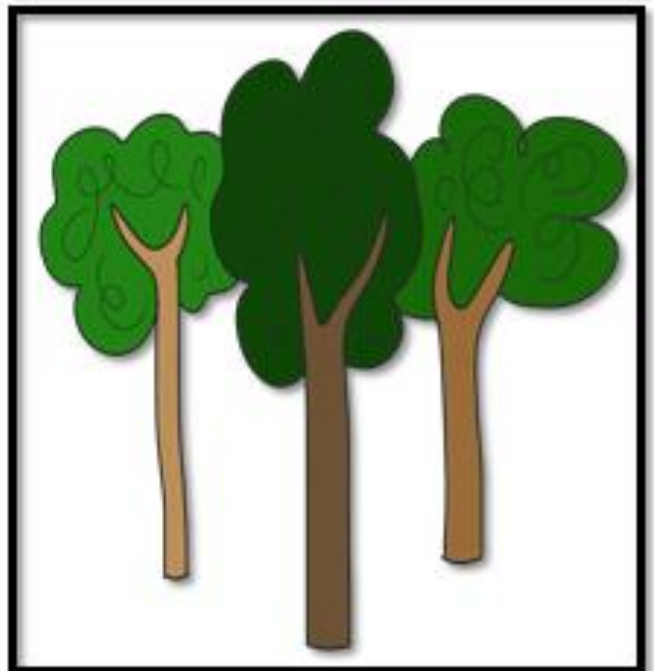
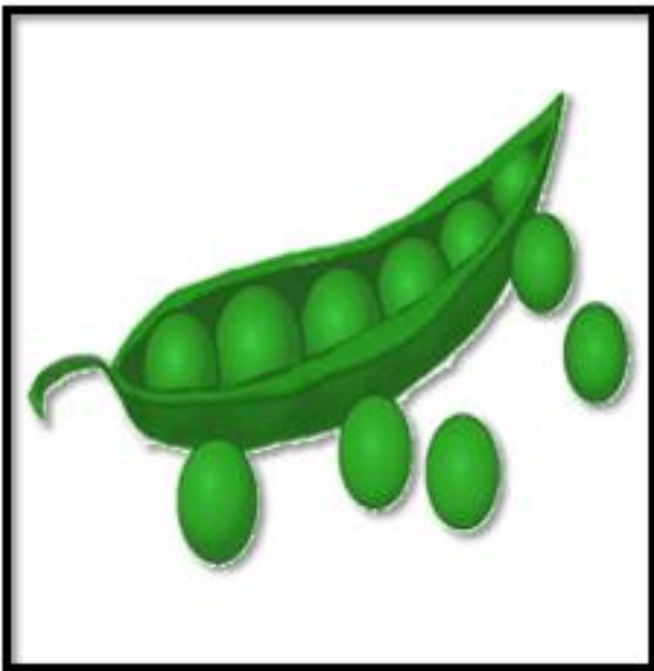
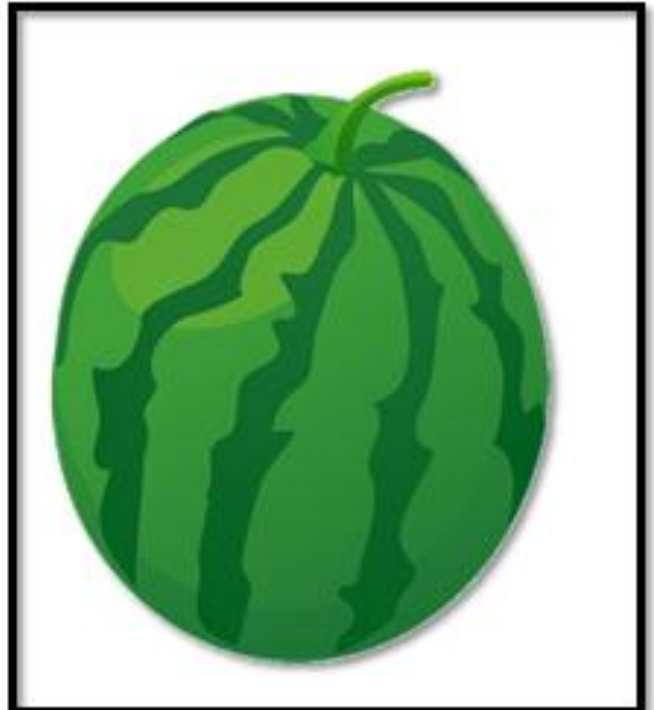
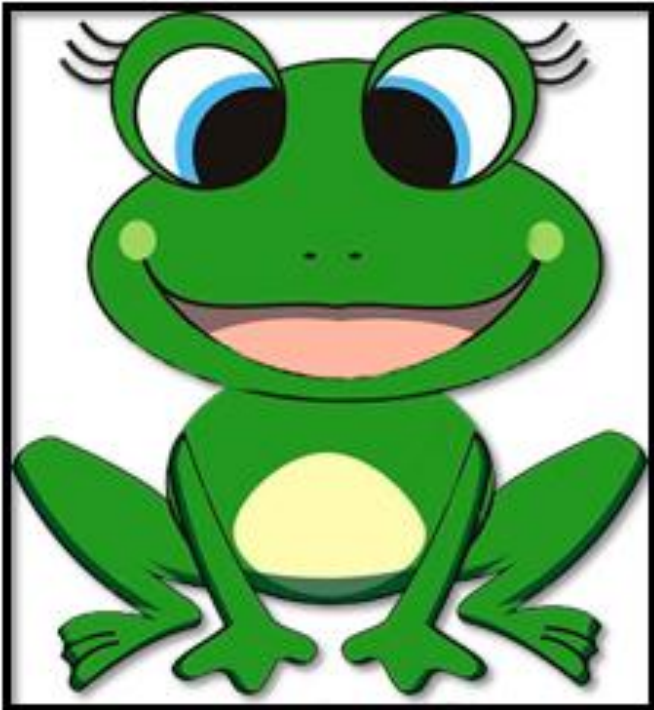
Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

Flash Cards (Green Objects)



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

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

Topic: Green Colour

Date:

Objective(s):

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

Recognise and name the colour green.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 11, Few green objects, Green non-toxic paint, 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”.

Probably all of the students would be wearing green clothes. Encourage them by saying, “Wow! You all are wearing the same colour.” Ask them, “Can you tell what colour you are all wearing today?”

Take their replies and clap to appreciate them.

Main Activities/Concept Building:

(27 min)

Activity 1:

Ask the students about the green objects they found at their homes. Encourage them to say, “a green apple”, “a green toy car”, “a green block”, etc. Clap to appreciate them. Display three green items.

Ask them, “What do these three things have in common?” After they correctly identify the colour, guide students to name other items of the same colour. Repeat with an object of a different colour and check if they can correctly identify the green objects.

Activity 2:

Place a plastic sheet and a bucket of green paint at the centre and place a sheet of paper on it. Have the students come up one at a time and put their hands in the paint. After that, ask your students to put their hands on the sheet of paper for five seconds. Keep the sheet aside and ask the next student to come and repeat the same. Ask each student to wash their hands with soap and water after putting their handprints on the paper. Ask your students to wipe their hands using a paper towel.

Sum Up:

(3 min)

Sum up the lesson by showing green objects from page 11 of their textbooks.

Assessment:

(3 min)

Show them flash cards having different coloured objects and ask them to identify the green ones.

Homework:

(2 min)

Bring one green object/toy from home.

Solve the worksheet.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

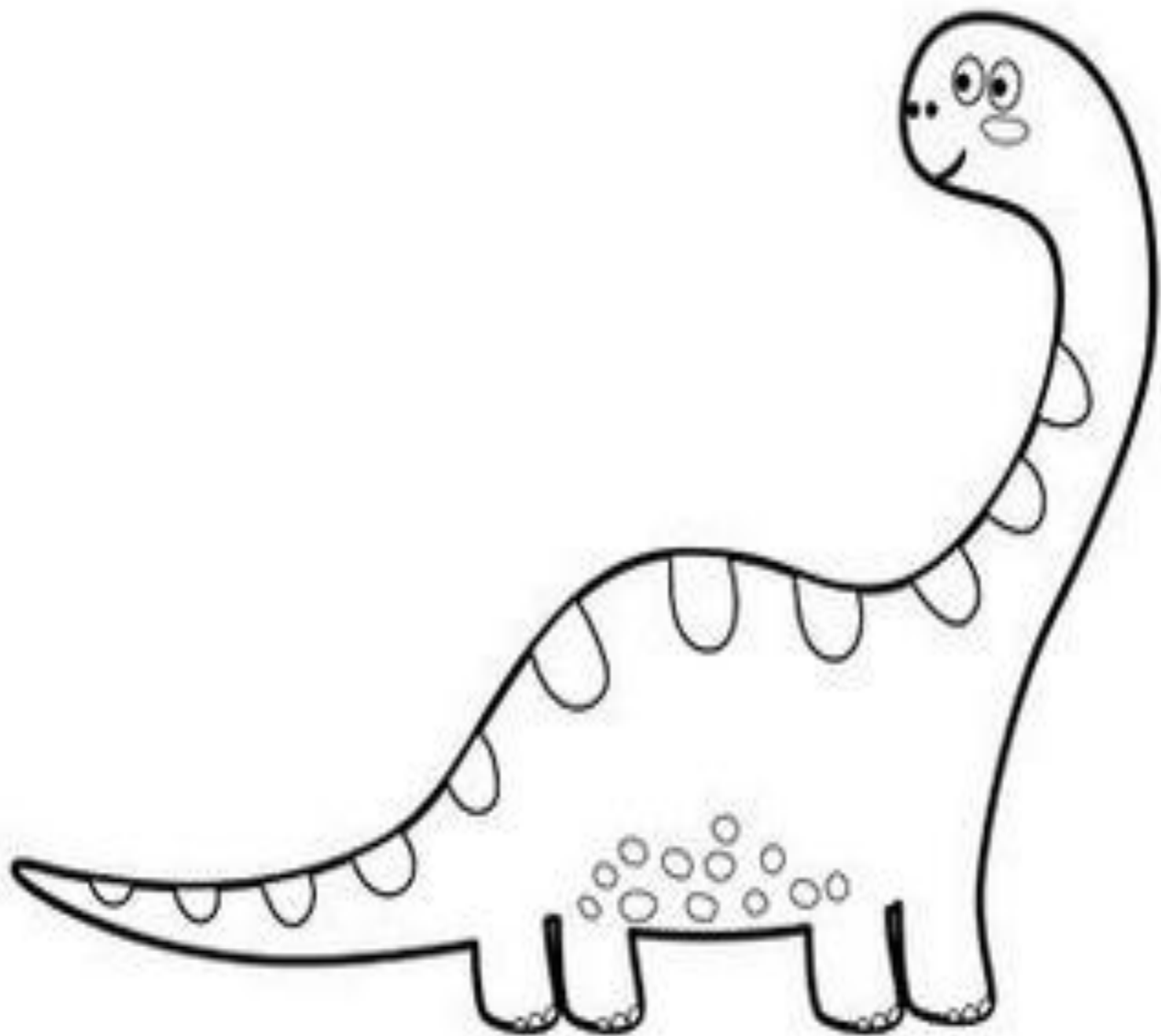
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

Worksheet

Name: _____

Date: _____

Colour the object green.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

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

Topic: Green Colour

Date:

Objective(s):

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

Recognise and name the colour green.

Resource Material:

Chalk/Marker, White/Blackboard, Flash cards of green objects, Pom-poms (mostly in green and a few in other colours), Baskets, Plastic tweezers/clothespins, 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 if they have brought any green object/toy.

Let them show their things and introduce it one by one as "this fruit is green", "this toy car is green", etc. Repeat till all students have shown their toy/object.

Appreciate and praise each student by clapping.

Main Activities/Concept Building:

(22 min)

Activity 1:

Have the students sit comfortably on the carpet in a circle. Provide each student with multiple pom-poms (mostly in green and few in other colours), an empty basket, and a plastic tweezers/clothespin. Ask the students to pick only the green pom-poms with the tweezers/clothespin and put them into the basket. This activity will not only enhance their sorting skills but also help them polish their fine motor skills. Monitor their working and help them if they are facing any difficulty doing it. At the end, appreciate them by clapping.



Sum Up:

(3 min)

Sum up the lesson by asking students to tell the names of vegetables that are green.

Assessment:

(10 min)

Provide the attached worksheet to the students. Ask them to colour the object given in the worksheet green.

Take a round in the class and monitor their working.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

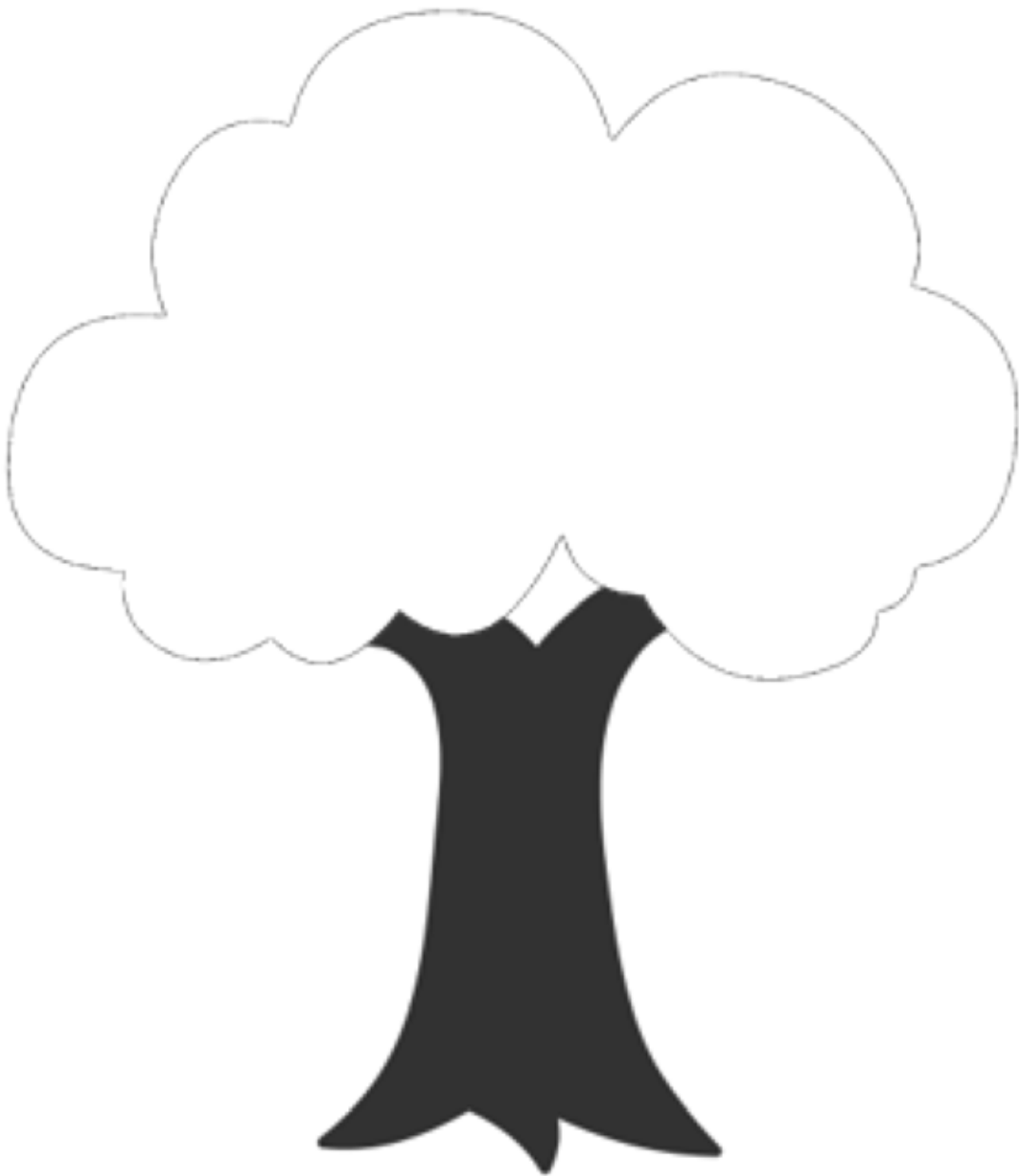
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

Worksheet

Name: _____

Date: _____

Colour the object green.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

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

Topic: Green Colour

Date:

Objective(s):

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

Recognise and name the colour green.

Resource Material:

Chalk/Marker, White/Blackboard, Flash cards of green objects, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(8 min)

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

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

Ask them if they have brought any green object/toy.

Let them show their things and introduce it one by one as "this cap is green", "this balloon is green", etc. Repeat till all students have shown their toy/object.

Appreciate and praise each student by clapping.

Main Activities/Concept Building:

(27 min)

Activity 1:

Distribute the flash cards of 4 green objects among the students randomly.

Each student will have only one card of any of these objects.

Read the following poem loudly and ask the students to raise and show the picture of the object that you are calling out in the poem.

Green is the ocean,

Green is the sky,

Green are the green berries,

I put into the pie.

Repeat this activity several times and monitor their responses.

Activity 2:

Ask the students, "What will happen if there are no colours around us?" Take their responses.

Tell them that Allah (SWT) has created things in different colours for us and we should thank Him for this blessing.

The world around us would have been so dull and boring if there were no colours around us. Ask them, "What will you miss the most if there is no green objects around you?"

Sum Up:

(3 min)

Sum up the lesson by showing a few green objects to the students. Ask them to name other objects they are familiar with that are green.

Assessment:

(0 min)

N/A.

Homework:

(2 min)

Complete the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

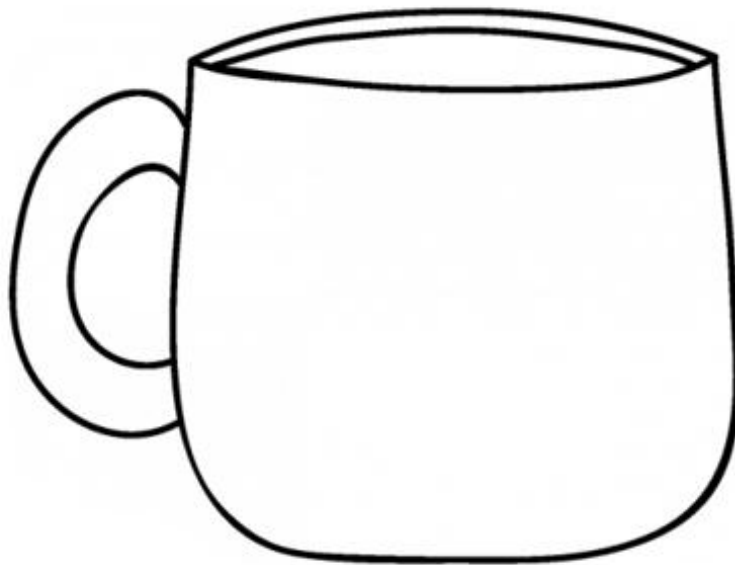
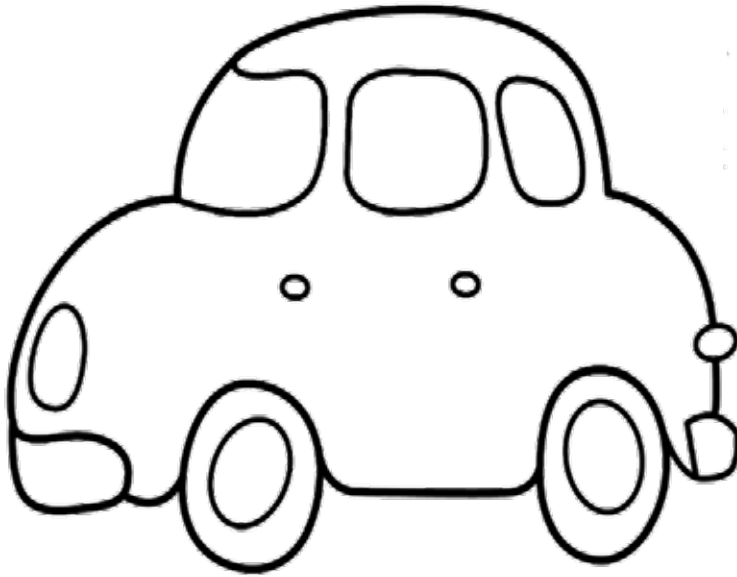
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

Worksheet

Name: _____

Date: _____

Colour the objects green.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

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

Topic: Green Colour **Date:**

Objective(s):

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

Recognise and name the colour green.

Resource Material:

Chalk/Marker, White/Blackboard, Different coloured buttons and pencils (mostly in green), Green flash cards, Worksheet, Textbook page 12

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 the students, “Can you tell the names of any five green objects?” Take their responses and encourage them for their correct answers.

Main Activities/Concept Building: (25 min)

Activity 1:

Make small groups of students and ask them to sit around the table. Put different coloured buttons in front of each group. Now show the green flash card to the students.

Ask the students, “Have you ever seen this colour?” Take their responses. Now tell students that it is the colour green. Then ask the students to identify the buttons that are green and separate them. The groups that are done first get candies. Appreciate and encourage the students for their efforts.

Activity 2:

Have the students sit comfortably on the carpet in a circle. Provide each student colour pencils of different colours. Ask them to pick a green colour pencil out of other colour pencils. This will help you to spot any student who is experiencing difficulty learning the concept. At the end, appreciate them by clapping.

Sum Up: (2 min)

Sum up the lesson by asking students to tell the names of vegetables that are green.

Assessment: (10 min)

Provide the attached worksheet to the students. Ask them to colour the object given in the worksheet green. Take a round in the class and monitor their working

Homework: (2 min)

Do the activity on page 12 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

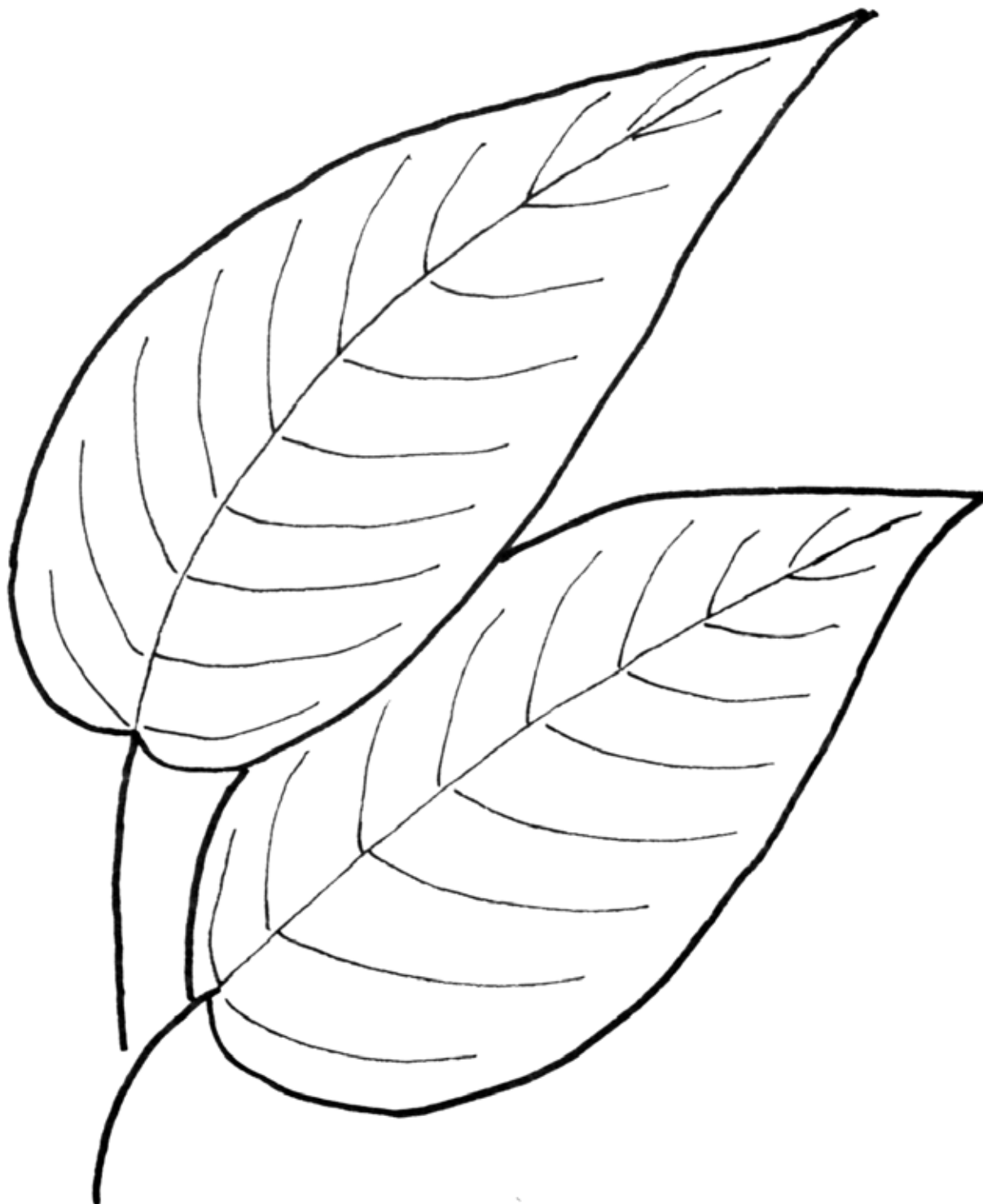
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

Worksheet

Name: _____

Date: _____

Colour the objects green.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

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

Topic: Colours **Date:** _____

Objective(s):

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

Differentiate between the colours yellow, red, blue and green.

Resource Material:

Chalk/Marker, White/Blackboard, Coloured objects or pictures (in blue, red, yellow and green), 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 the students,

Can you tell the names of any five blue objects?

Can you tell the names of any five yellow objects?

Take their responses and encourage them for their correct answers.

Main Activities/Concept Building: (25 min)

Activity 1:

Distribute the coloured papers or objects among students randomly such that each student has one colour only. Tell the students to sit down comfortably. Say a colour (e.g., "red") and the students holding that colour (objects or cards) have to quickly stand up, jump and then sit down. Start slowly and then with time get faster in saying the colour and asking students to respond. Repeat this activity several times.

After half time, encourage them to repeat the name of the colour as well as they stand up and show the colour.

Sum Up: (5 min)

Sum up the lesson by asking students to tell the names of various objects in different colours.

Assessment: (10 min)

Provide the attached worksheet to the students. Take a round in the class and monitor their working

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

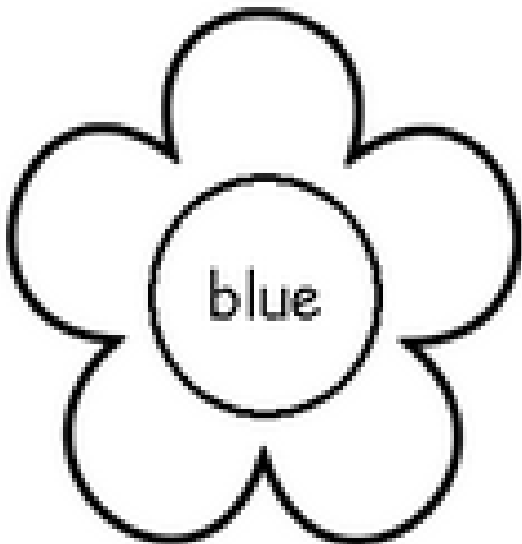
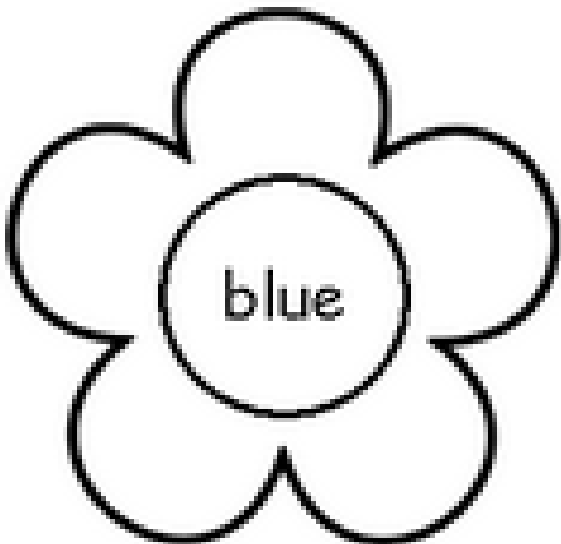
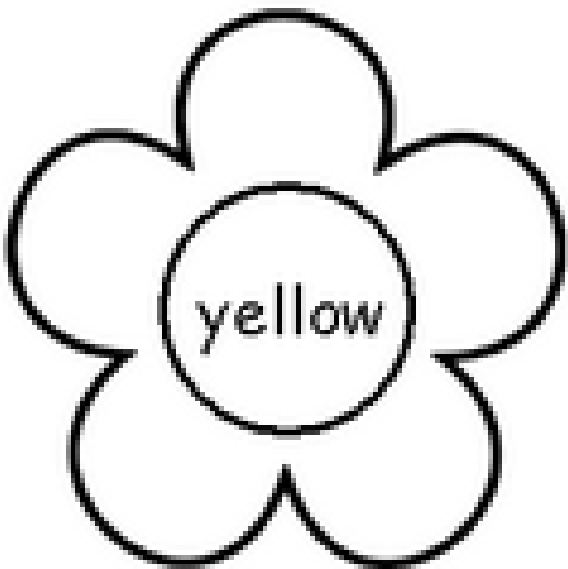
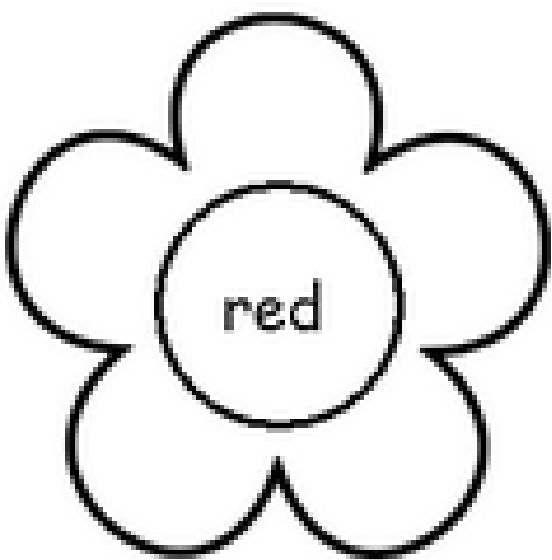
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

Worksheet

Name: _____

Date: _____

Colour the objects.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

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

Topic: Colours **Date:** _____

Objective(s):

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

Differentiate between the colours yellow, red, blue and green.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 13-14, 4 plates or trays, 4 non-toxic paint colours, Foam chunks, Mini booklets (1 for each student) with 5-6 pages, 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 the students,

Can you tell the names of any five green objects?

Can you tell the names of any five red objects?

Take their responses and encourage them for their correct answers.

Main Activities/Concept Building: (25 min)

Activity 1:

Distribute one mini paper booklet to each student. Place these objects in the centre:

- Four shallow plates or trays with all the 4 colour paints in them.
- A box or basket on the table having cards of 4 colour names written on them.
- Foam chunks

Now call one student at a time and ask him/her to randomly pick a colour name card from the basket (without looking).

The student has to identify the colour and then dip the foam chunk in the correct paint and stamp one page of his/her mini booklet with it.

Ask the remaining students to tell if the student has chosen the correct colour.

Clap for the correct identification.

Repeat this activity several times with all students until all pages of their booklet are stamped.

Sum Up: (5 min)

Sum up the lesson by asking students to tell the names of various objects in different colours.

Assessment: (8 min)

Provide the attached worksheet to the students. Take a round in the class and monitor their working

Homework: (2 min)

Do activity on page 13 and 14 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

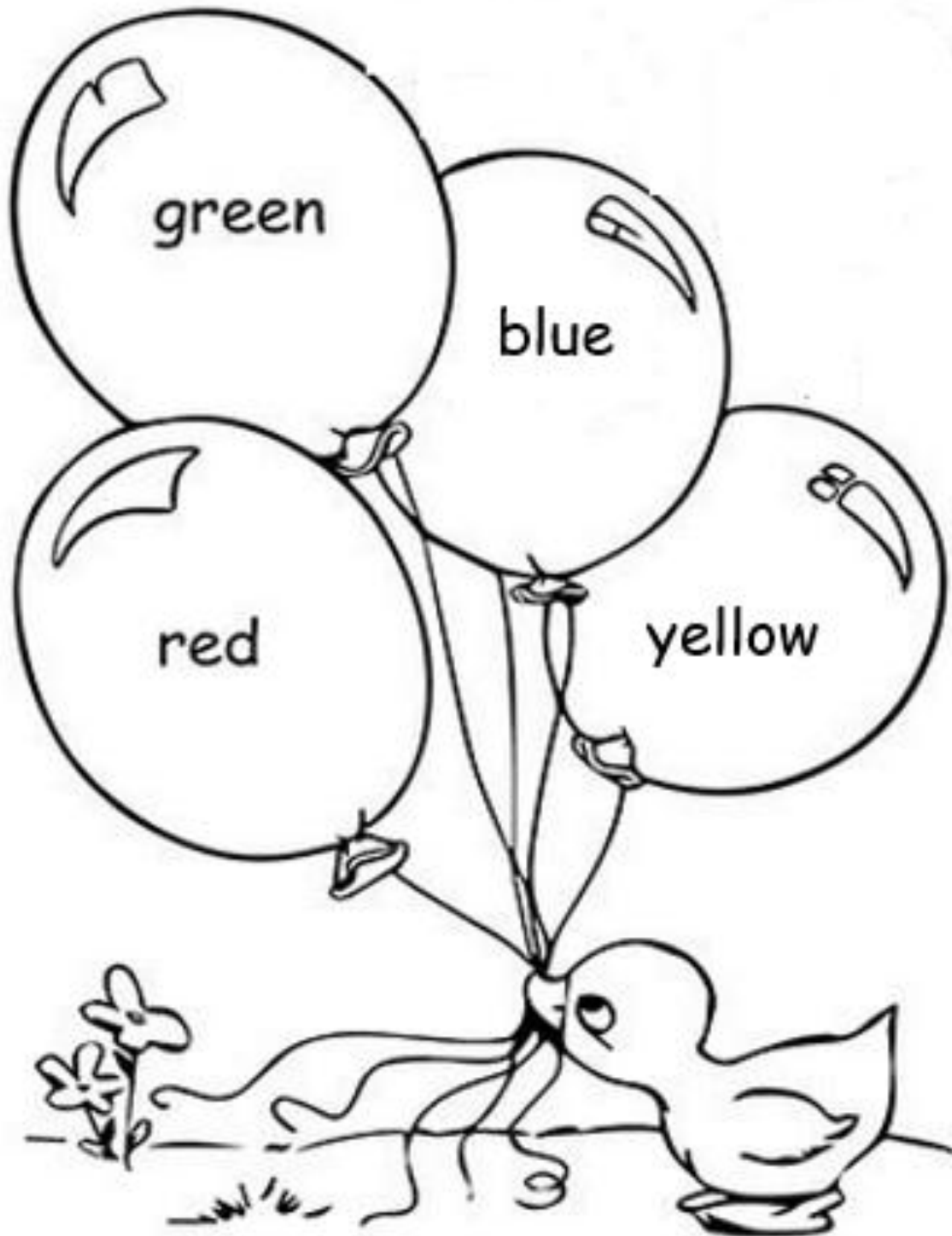
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

Worksheet

Name: _____

Date: _____

Colour the objects.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

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

Topic: Colours

Date: _____

Objective(s):

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

Differentiate between the colours yellow, red, blue and green.

Resource Material:

Chalk/Marker, White/Blackboard, Tags of colour names, Chart paper, Cut-out of different objects in different colours, Glue stick

Teaching & Learning Activities:

Opening Activities/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 look around and point out any blue object.

Take their responses and encourage them for their correct answers.

Main Activities/Concept Building:

(30 min)

Activity 1:

Past chart paper with colour tags of blue, green, yellow and red. Put various coloured cut-outs of objects, fruits, vegetables, etc. in a basket. Call students randomly to the front one by one. Ask them to pick two cut-outs randomly and paste them with the correct tag on the chart paper. Ask the remaining students to tell if he/she has pasted the cut-out with the correct tag. Clap for the correct ones. Repeat this activity several times with all the students.



Sum Up:

(5 min)

Sum up the lesson by asking students to tell the names of various objects in different colours.

Assessment:

(0 min)

N/A

Homework:

(0 min)

N/A

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

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

Topic: Colours **Date:** _____

Objective(s):

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

Differentiate between the colours yellow, red, blue and green.

Resource Material:

Chalk/Marker, White/Blackboard, buttons in 4 colours, cups with colour tags, pom-poms, tongs

Teaching & Learning Activities:

Opening Activities/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 look around and point out red and green objects.

Take their responses and encourage them for their correct answers.

Main Activities/Concept Building: (30 min)

Activity 1:

Put several buttons in different colours (blue, red, green, yellow) in a box in mixed form. Provide the students sorting cups with labels of colours. Ask them to sort the buttons according to the colours. Monitor them and help them if required. Alternately, pom-poms can be used instead of buttons and tongs can be used to hold and sort the pom-poms for strengthening fine motor skills. Encourage them for their efforts.

Sum Up: (5 min)

Sum up the lesson by asking students to tell the names of various objects in different colours.

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

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

Topic: Colours

Date: _____

Objective(s):

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

Differentiate between the colours yellow, red, blue and green.

Resource Material:

Chalk/Marker, White/Blackboard, Baskets or bags, Tags of colour and objects, Cut-out of different objects in different colours, 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 the students to look around and point out yellow and blue objects.

Take their responses and encourage them for their correct answers.

Main Activities/Concept Building:

(30 min)

Activity 1:

Place several baskets or boxes on different sides of the classroom. Tag them with the four colours along with some object names like blue cars, red flowers, green apple, yellow apple, blue fish, red apple, yellow banana, etc.

Distribute the cut-outs of the items mentioned in the basket tags to all the students in ample quantity. Have them walk around the room and ask them to put the correct object in the correct colour into the baskets as they pass by them. Repeat this activity by mixing up the objects and again distributing them among the students.

Sum Up:

(5 min)

Sum up the lesson by asking students to tell the names of various objects in different colours.

Assessment:

(0 min)

N/A

Homework:

(2 min)

Worksheet

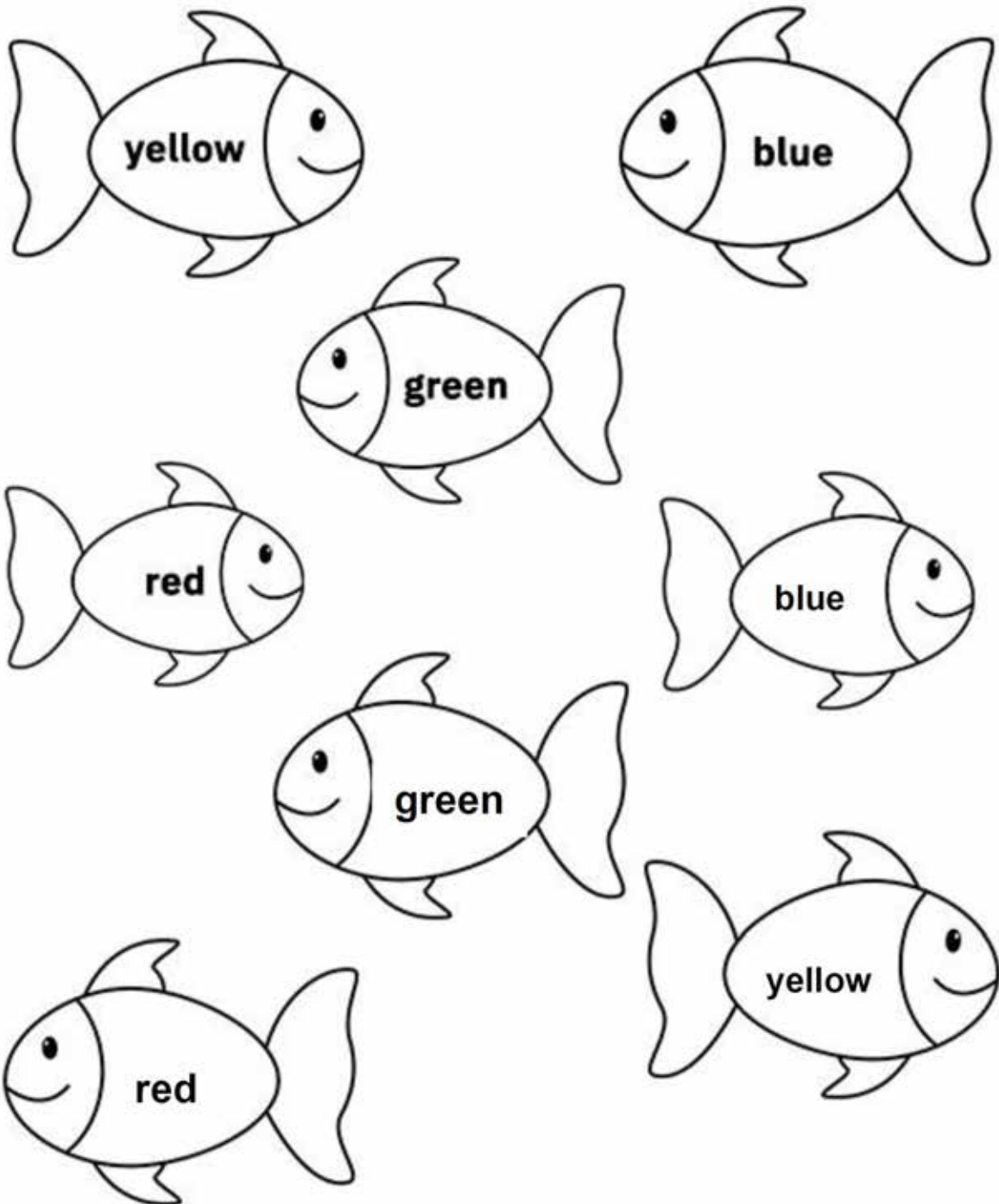
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

Worksheet

Name: _____

Date: _____

Colour the fish.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

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

Topic: Big and Small

Date: _____

Objective(s):

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

Differentiate between the objects on the basis of size (big and small).

Resource Material:

Chalk/Marker, White/Blackboard, Various big and small objects

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”.

Read the following Big and Small Action poem to the tune of Twinkle Twinkle Little Star with your class: This is big, and this is small (open arms wide, then close together). This is big, and this is small (open arms wide, then close together). I can be big like a bear (open arms and feet wide). I can be small, curled into a ball (crouch into ball). This is big, and this is small (open arms wide, then close together). This is big, and this is small (open arms wide, then close together).

Main Activities/Concept Building:

(30 min)

Activity 1:

Have the students sit comfortably on the carpet in a circle. Place some big and small objects on the carpet in front of the students. Show them a large item, such as a big book, and tell them that it is big. Show the students a small item, such as a crayon, and tell them that it is small. After the demonstration, ask them to point out the big and the small objects in the classroom. i.e. sharpeners, erasers, crayons, books, etc. Have the students place big objects on one side and small objects on the other side. Repeat this activity with several concrete objects. Appreciate them for their efforts.

Sum Up:

(0 min)

N/A

Assessment:

(5 min)

Sum up the lesson by showing the students some big and small objects. Ask them: Which object is big, your bag or your book?

Homework:

(2 min)

Ask the students to observe different big and small items at home.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		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

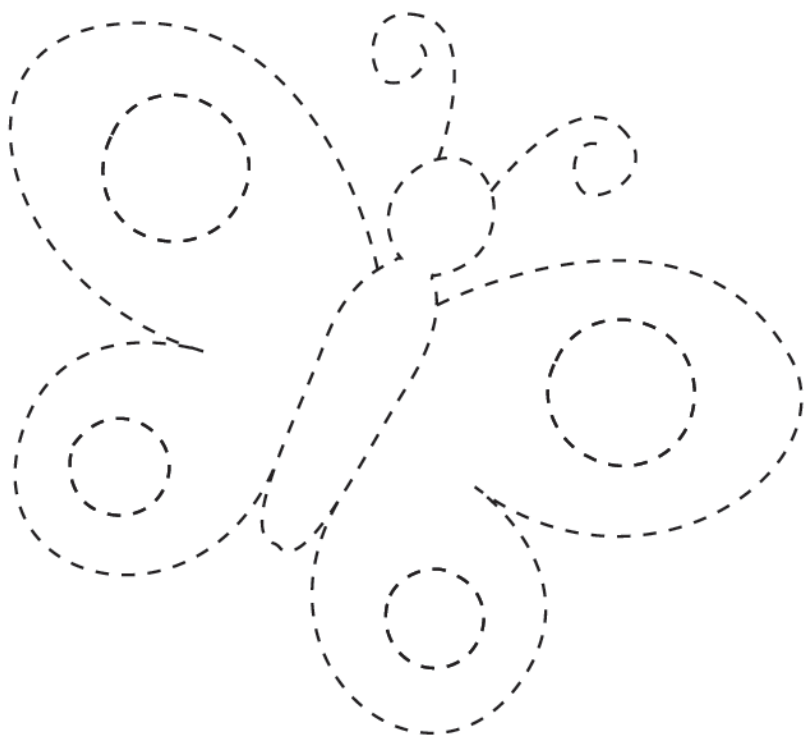
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

Worksheet

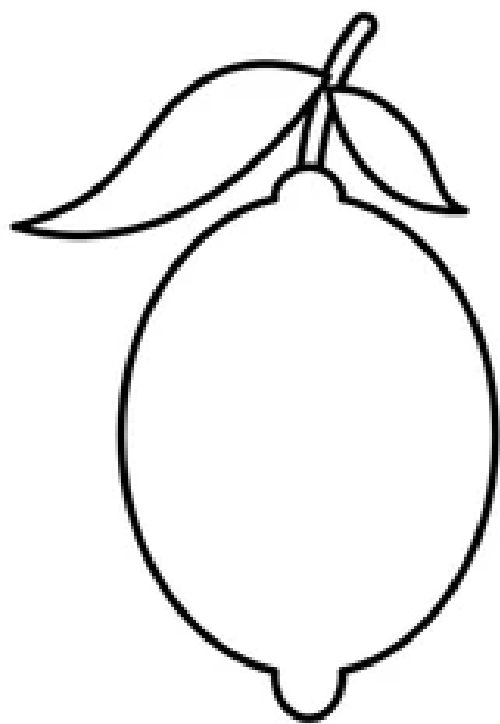
Name: _____

Date: _____

1. Trace and colour the butterfly red.



2. Colour the object yellow.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		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

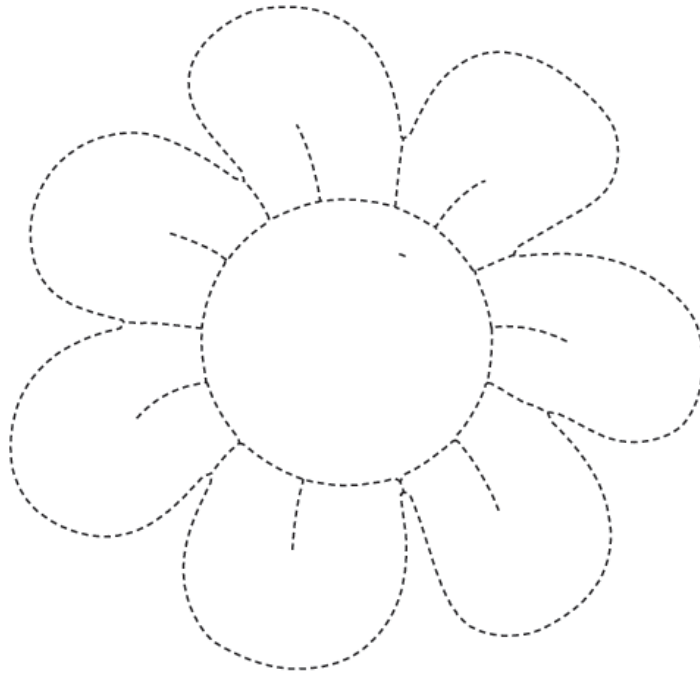
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

Worksheet

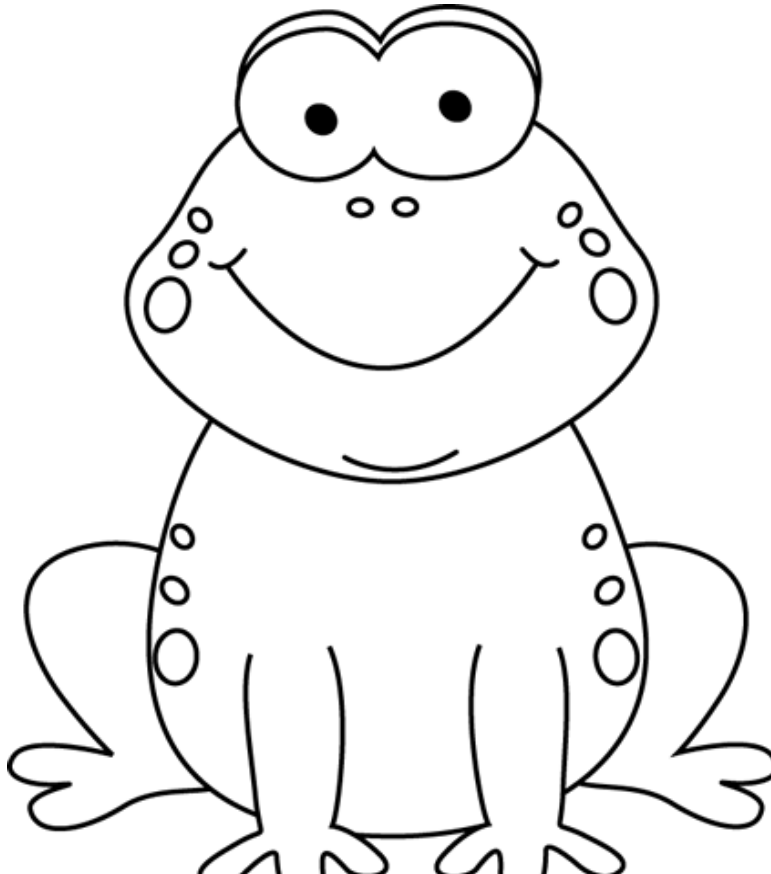
Name: _____

Date: _____

1. Trace and colour the flower red.



2. Colour the object green



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		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

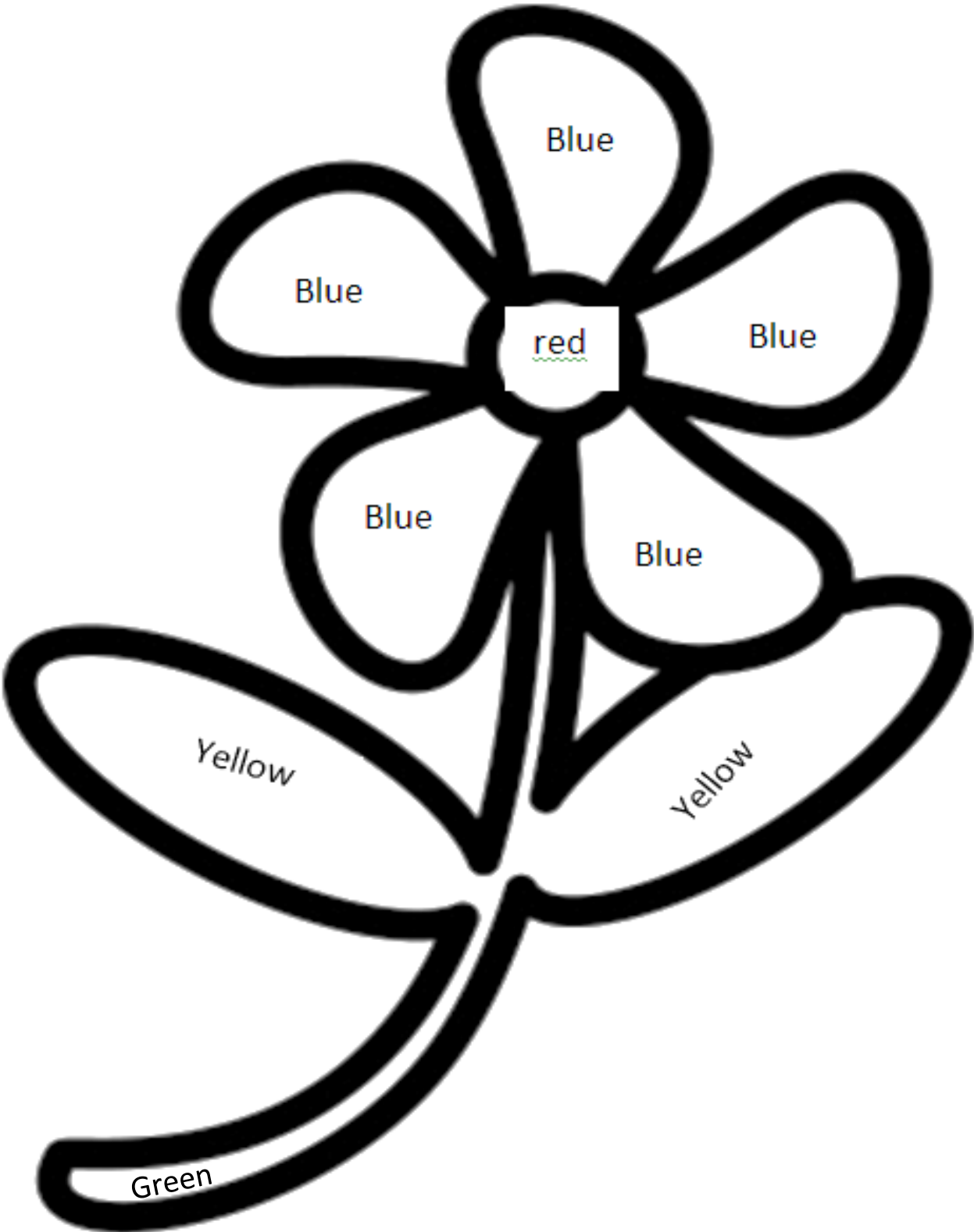
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

Worksheet

Name: _____

Date: _____

Colour the flower.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		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

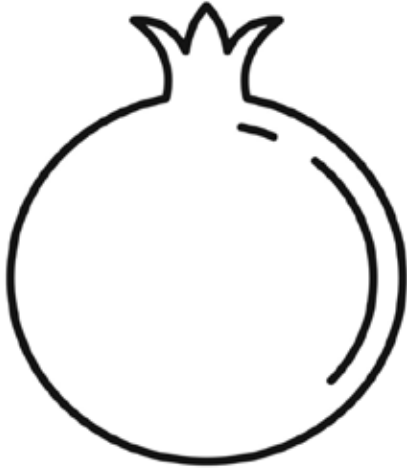
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

Worksheet

Name: _____

Date: _____

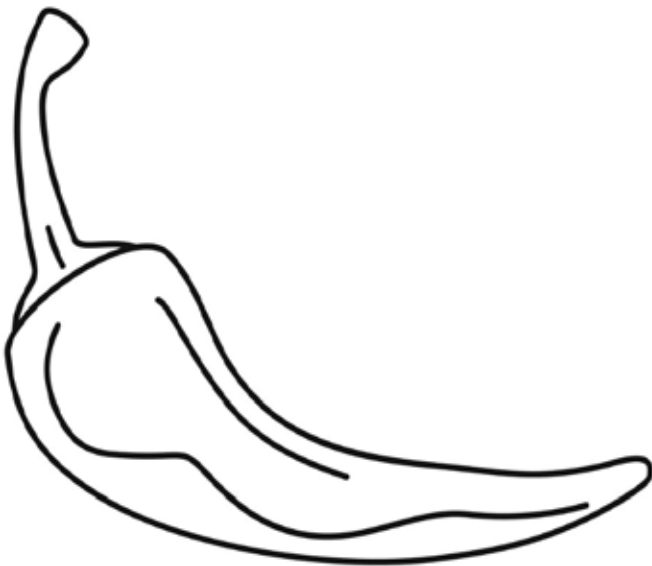
Identify and colour the objects red, blue, yellow and green.



Red



Yellow



Green



Blue

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		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

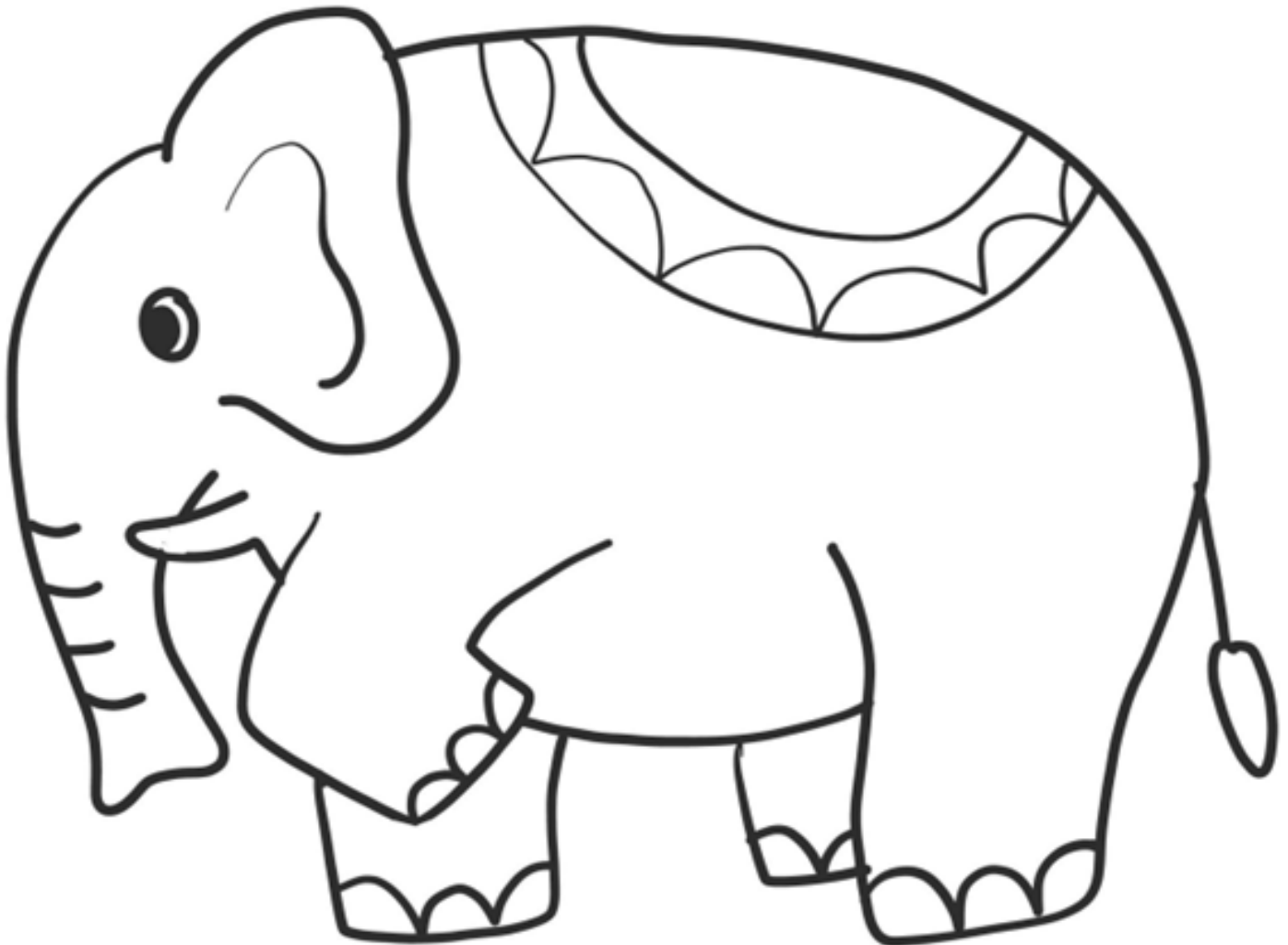
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	Mathematics	Pre-Primer		40 Min

Worksheet

Name: _____

Date: _____

Colour the big object.



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

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

Topic: Big and Small

Date:

Objective(s):

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

Differentiate between the objects on the basis of size (big and small).

Resource Material:

Chalk/Marker, White/Blackboard, Various big and small objects, Flash cards of pairs of big and small objects, textbook page 15

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 the students about the small and big items they observed at home and tell any two objects.

Encourage them by clapping.

Main Activities/Concept Building:

(30 min)

Activity 1:

Place two objects such as a bag and markers on the table. Ask a random student to come to the table. Ask him/her to pick and choose the big object. If he/she will choose the "bag", then say, "The bag is big". Ask another random student to come to the table. Ask him/her to pick and choose the small object. If he/she will choose the "marker", then say, "The marker is small." Repeat this activity with several concrete objects. Appreciate them for their efforts.

Activity 2:

Ask students to sit around the table. Put big and small objects flashcards in pairs on the table and Ask random students one by one: Compare the objects in pairs and tell: Which one is big? Which one is small? Take responses and encourage them for their answers. Then ask them to circle the small objects in each of these. Roam around the class and help them if needed.

Sum Up:

(3 min)

Sum up the lesson by asking students to open their textbook page 15 and look at big and small objects.

Assessment:

(5 min)

Assess the lesson by showing the students some big and small objects. Ask them: Which object is big, your bag or your book?

Homework:

(2 min)

Complete the given worksheet.

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

Worksheet

Name: _____

Date: _____

Tick (✓) the small object and cross out (✗) the big object.

☐

☐


☐


☐

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☐

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

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

Topic: Big and Small

Date:

Objective(s):

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

Differentiate between the objects on the basis of size (big and small).

Resource Material:

Chalk/Marker, White/Blackboard, Various big and small objects, cutout of umbrella, wallchart of big and small objects worksheet, Textbook page 16

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. Ask the students to look in their desk or bags. Have them show a big object and a small object in front of the class. Take responses and clap for them.

Main Activities/Concept Building:

(30 min)

Activity 1:

Have the students work in pairs. Provide a sheet with 2 columns titled as Big and Small. Provide several small and big cutouts of umbrellas (or any other object you like). Ask them to paste the small umbrellas in the “small” column and big umbrellas in the “big” column. Demonstrate once for them before they do it independently. Take responses and encourage them for their efforts.

Activity 2:

Paste a wallchart of big and small objects in pair on the board. Call a student to the front of the class and ask him/her to point out the object that is big and then circle it with red colour. Call another student to the front of the class and ask him/her to observe and circle the small object with blue colour. Repeat this activity to all students of the class.

Sum Up:

(3 min)

Sum up the lesson by showing big and small objects (two balls) to students and tell them that which ball is big and which one is small. Ask them to solve the activity given activity given at textbook page 16. Roam around the class, check their work and appreciate them where needed

Assessment:

(5 min)

Assess the lesson by showing the students two objects such as a book and an eraser. Then ask them; Which one is big”?

Homework:

(2 min)

Complete the given worksheet.

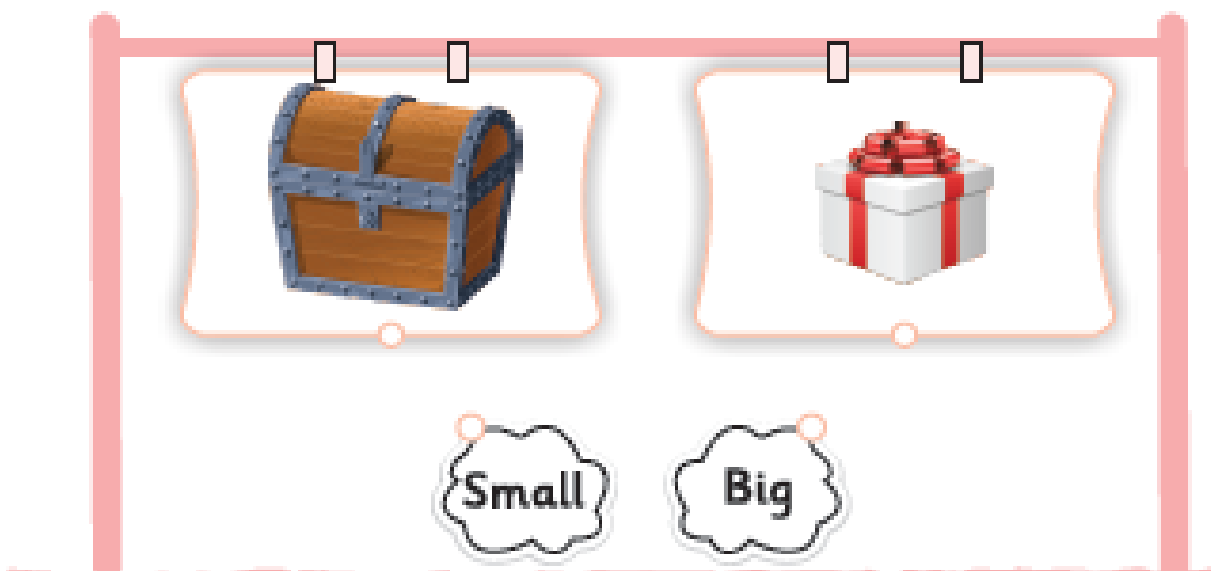
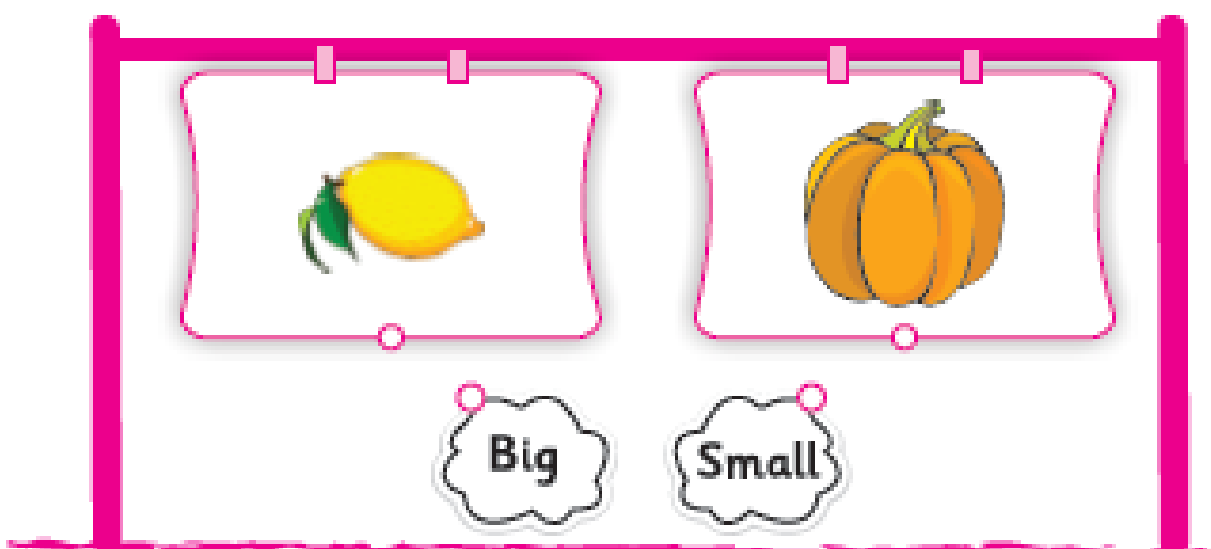
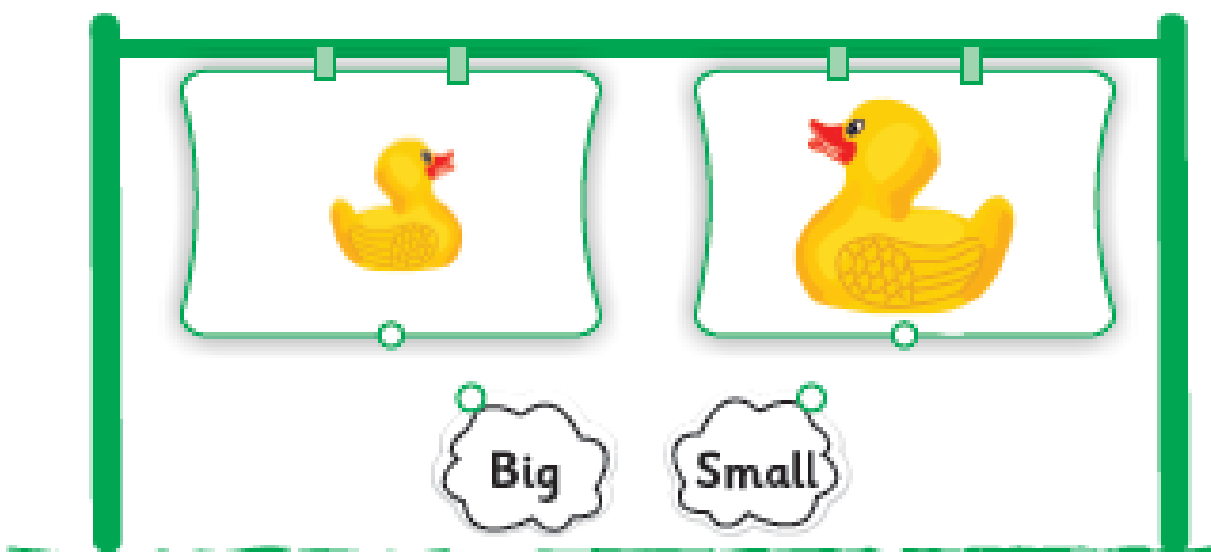
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

Name: _____

Date: _____

Match the objects with correct label.



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

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

Topic: Big and Small

Date: _____

Objective(s):

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

Differentiate between the objects on the basis of size (big and small).

Resource Material:

Chalk/Marker, White/Blackboard, Various big and small objects, Flash cards of pairs of big and small objects, textbook page 17 and 18, worksheets

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. Show a notebook and geometry box to the students. Ask them to tell which is small, notebook or geometry box. Take responses and clap for them.

Main Activities/Concept Building:

(20 min)

Activity 1:

Have the students work in pairs. Provide balls to each pair and two boxes. Now ask students to identify the big balls and put them in one box and the small ball in the other box. Walk around the class, help the students where needed. Take responses and encourage them for their efforts.

Activity 2:

Now give a Worksheet 1 to the students. Explain the question given in the Worksheet and give instructions to solve it by themselves. Walk around, check their work and help them if needed. Encourage the students.

Sum Up:

(3 min)

Sum up the lesson by pointing some big and small objects of the classroom and tell them that which one is big and which one is small.

Assessment:

(10 min)

Ask students to complete the activity at page 17 and 18 of their textbook. Roam around the class, check their work and guide them where needed.

Homework:

(2 min)

Complete the given worksheet 2.

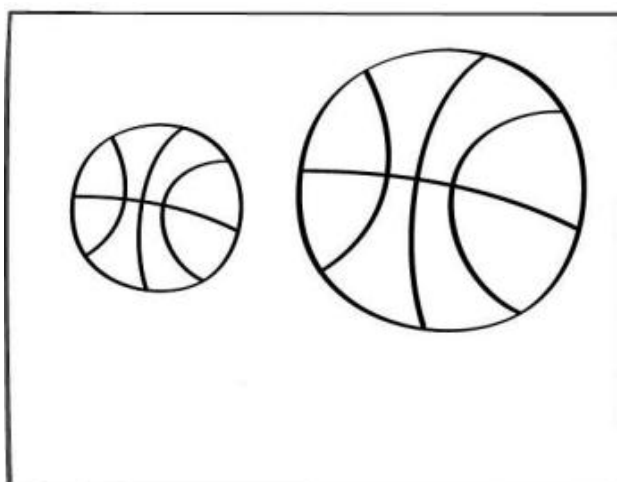
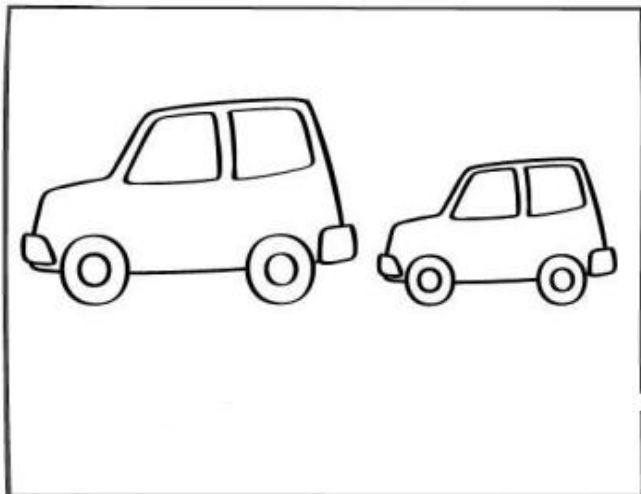
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet 1

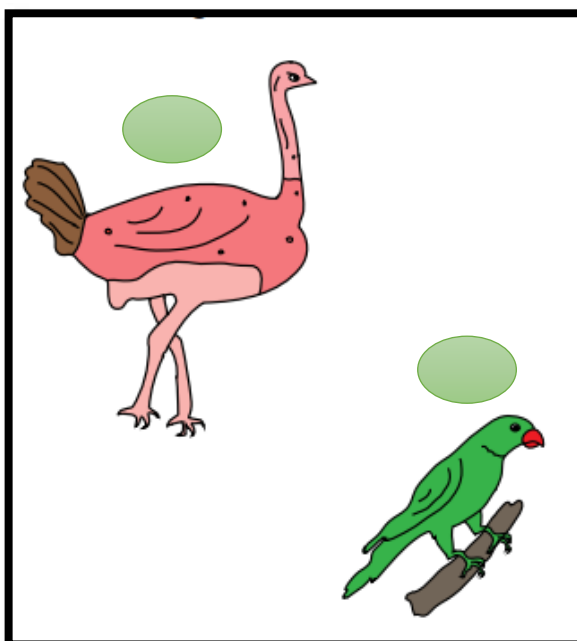
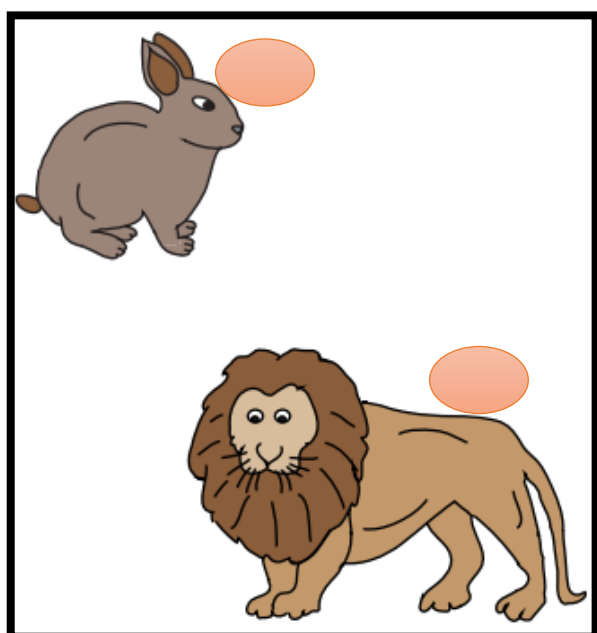
Name: _____

Date: _____

Colour the small objects in each pair.



Tick (✓) the big objects in each pair.



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

Worksheet 2

Name: _____

Date: _____

Colour the small object red and big object yellow.



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

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

Topic: Long 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 their length (long and short).

Resource Material:

Chalk/Marker, White/Blackboard, Various long and short objects, Erasers, Pencils, Scales, Geometry box, 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".

Tell them that today they are going to learn about the concept of "Long and Short".

To gain the students attention, play the video about the concepts of "Long and Short":

<https://www.youtube.com/watch?v=KrpSjTLTD3k>

Main Activities/Concept Building:

(30 min)

Activity 1:

Have the students sit comfortably on the carpet in a circle. Show them long objects, such as a pencils, scale or geometry box, etc. Tell them that the pencil is long, scale is long and geometry box is long. Now show them short objects, such as an eraser or crayon and tell them that these are short objects. Place some pair of objects of different in lengths (long and short), like pencils, crayons, scales, etc. Ask them to observe and compare according to their lengths. Instruct them to sort out the long objects and tell their names. Take responses and encourage them for their efforts. Help them if needed.

Sum Up:

(0 min)

Sum up the lesson by re-telling students about long and short objects b pointing pencil and eraser. Tell them that pencil is long and eraser is short.

Assessment:

(5 min)

Assess the students learning by showing two objects and ask which one is long and which one is short.

Homework:

(2 min)

Ask the students to observe different long and short items at home.

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

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

Topic: Long 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 their length (long and short).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 20, Dough or Clay, Model of snake and caterpillar, 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 “Long and Short”.

Ask the students to observe and find the long and short object in the classroom. Have them tell their names one by one. Take responses and clap for them.

Main Activities/Concept Building:

(27 min)

Activity 1:

Tell them that we are going to do an activity for better understanding of the concept of “Long and Short”. Have the students work in pairs. Provide dough or clay in two colours: yellow and blue to each group. Have them to make snakes and caterpillars using dough or clay. Provide enough time for them to do this activity. Display a model of a snake and caterpillar in front of the students. Guide them how to make a snake and caterpillar using dough or clay. Ask them to make their own snakes and caterpillars. Encourage them to talk about and compare the lengths of their caterpillar and snakes with others. Roam around the class and help them if needed. Appreciate them for their efforts. Tell them that we can make different long and short objects using dough or clay.

Activity 2:

Place a plastic sheet and a bucket of yellow paint at the centre and place a sheet of paper on it. Have the students come up one at a time and put their hands in the paint. After that, ask your students to put their hands on the sheet of paper for five seconds. Keep the sheet aside and ask the next student to come and repeat the same. Ask each student to wash their hands with soap and water after putting their handprints on the paper. Ask your students to wipe their hands using a paper towel.

Sum Up:

(3 min)

Sum up the lesson by re-telling students about long and short objects by showing them a stick and short eraser.

Assessment:

(3 min)

To assess the students learning, ask them to complete the given worksheet. Roam around the class, check their work and appreciate them for their good work.

Homework:

(2 min)

Complete the activity on page 20 of their textbook.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

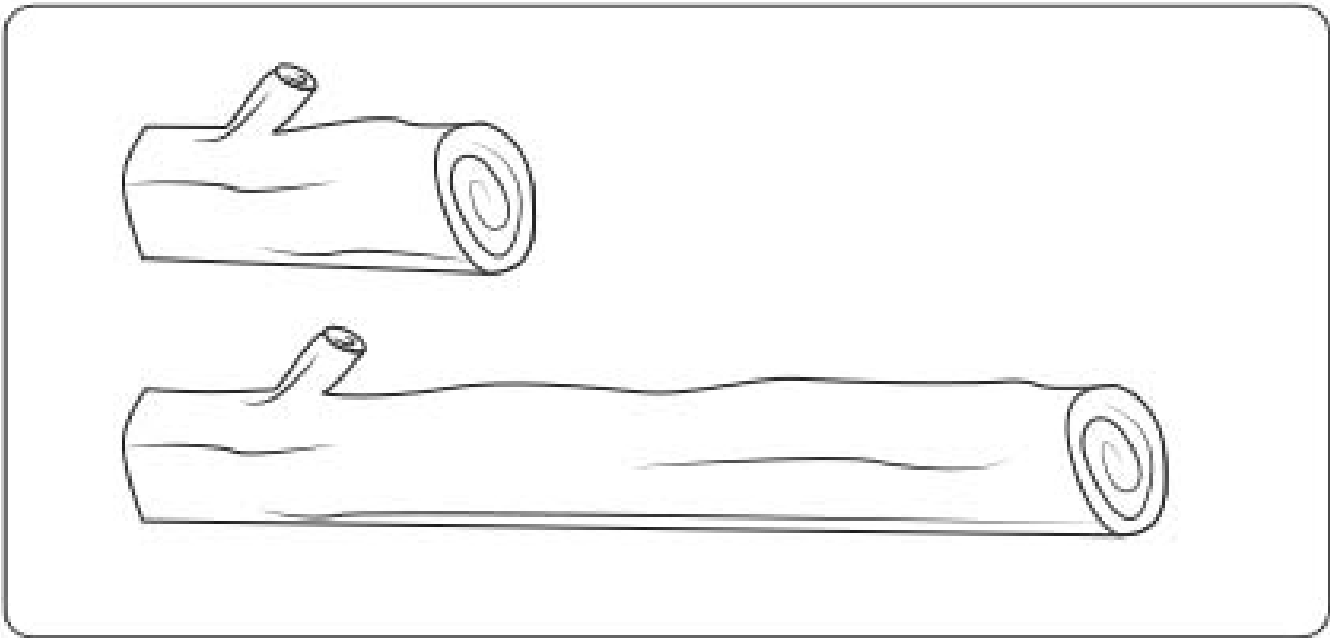
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

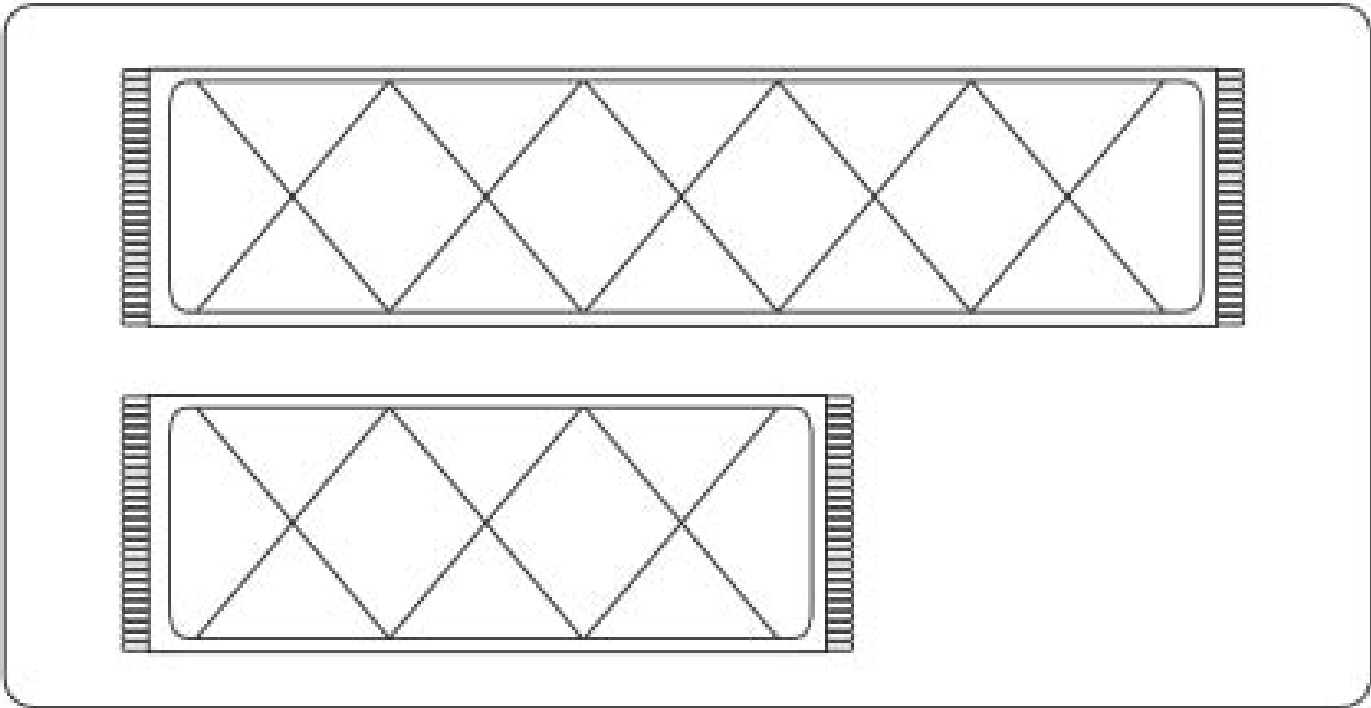
Name: _____

Date: _____

Colour the long object.



Colour the short objects.



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

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

Topic: Long 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 their length (long and short).

Resource Material:

Chalk/Marker, White/Blackboard, stickers of long and short objects, Worksheets, Textbook page 19

Teaching & Learning Activities:

Opening Activities/Warm-up:

(8 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 two candy bars to the students. Ask them: “How can you compare which candy bar is long or short?” Take responses and clap for them.

Main Activities/Concept Building:

(27 min)

Activity 1:

Divide the class into small groups. Give few stickers of long and short objects to each group. Provide a sheet with 2 columns titled as long and short. Ask them to paste the long objects in the “Long” column and short objects in the “Short” column. Demonstrate once for them before they could do it independently. Take responses and encourage them for their efforts. Repeat this process by using concrete objects.

Activity 2:

Give them worksheet 1 and instruct them to follow the instruction and complete the worksheet. Roam around the class, check their work and guide them if required.

Sum Up:

(3 min)

Sum up the lesson by ask students to open their textbook page 19 and observe the long and short objects.

Assessment:

(0 min)

To assess the students learning, ask them to observe the classroom objects and tell which one is long and which one is short.

Homework:

(2 min)

Complete the worksheet 2.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

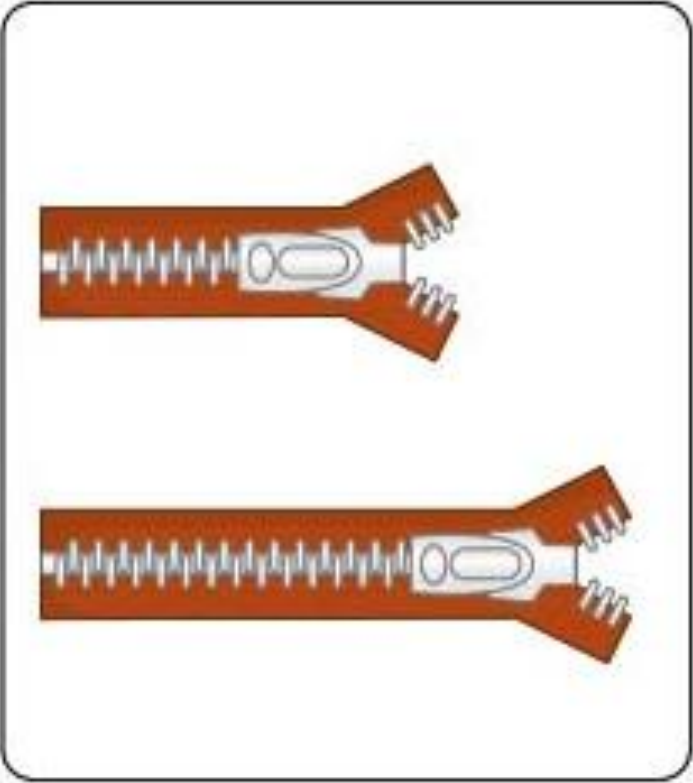
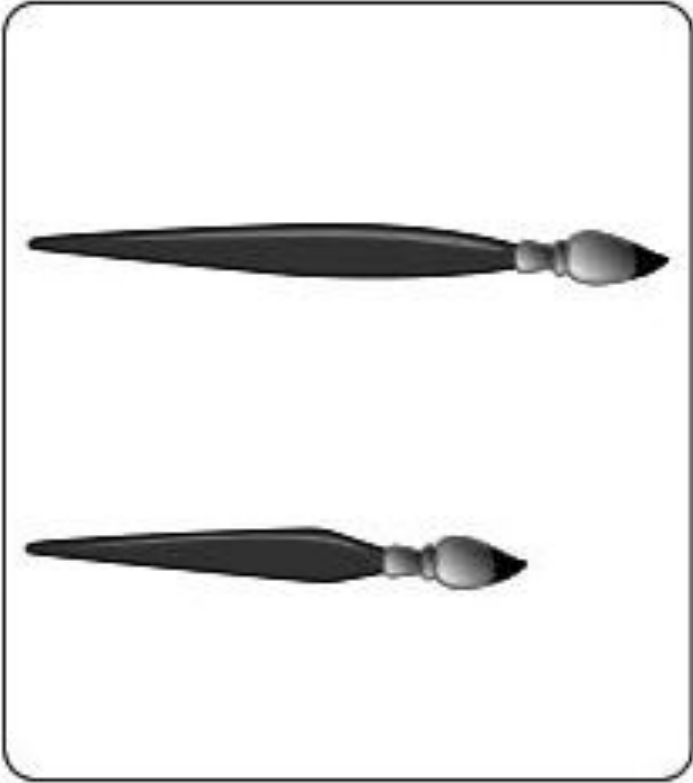
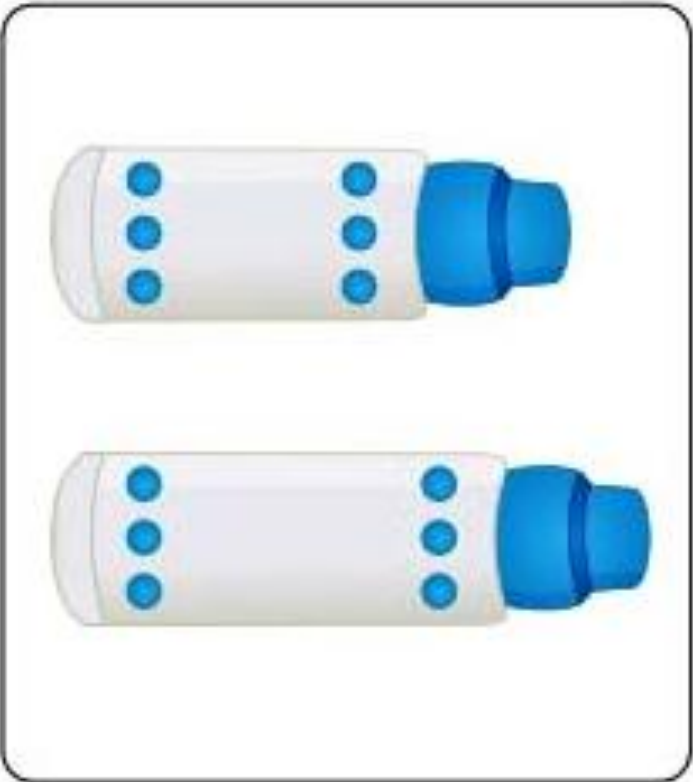
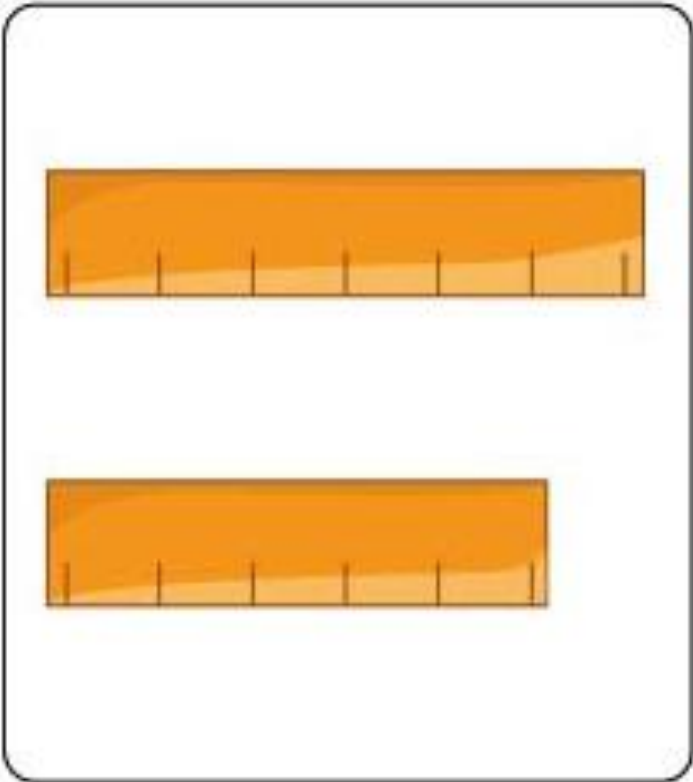
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet 1

Name: _____

Date: _____

Circle the long objects.



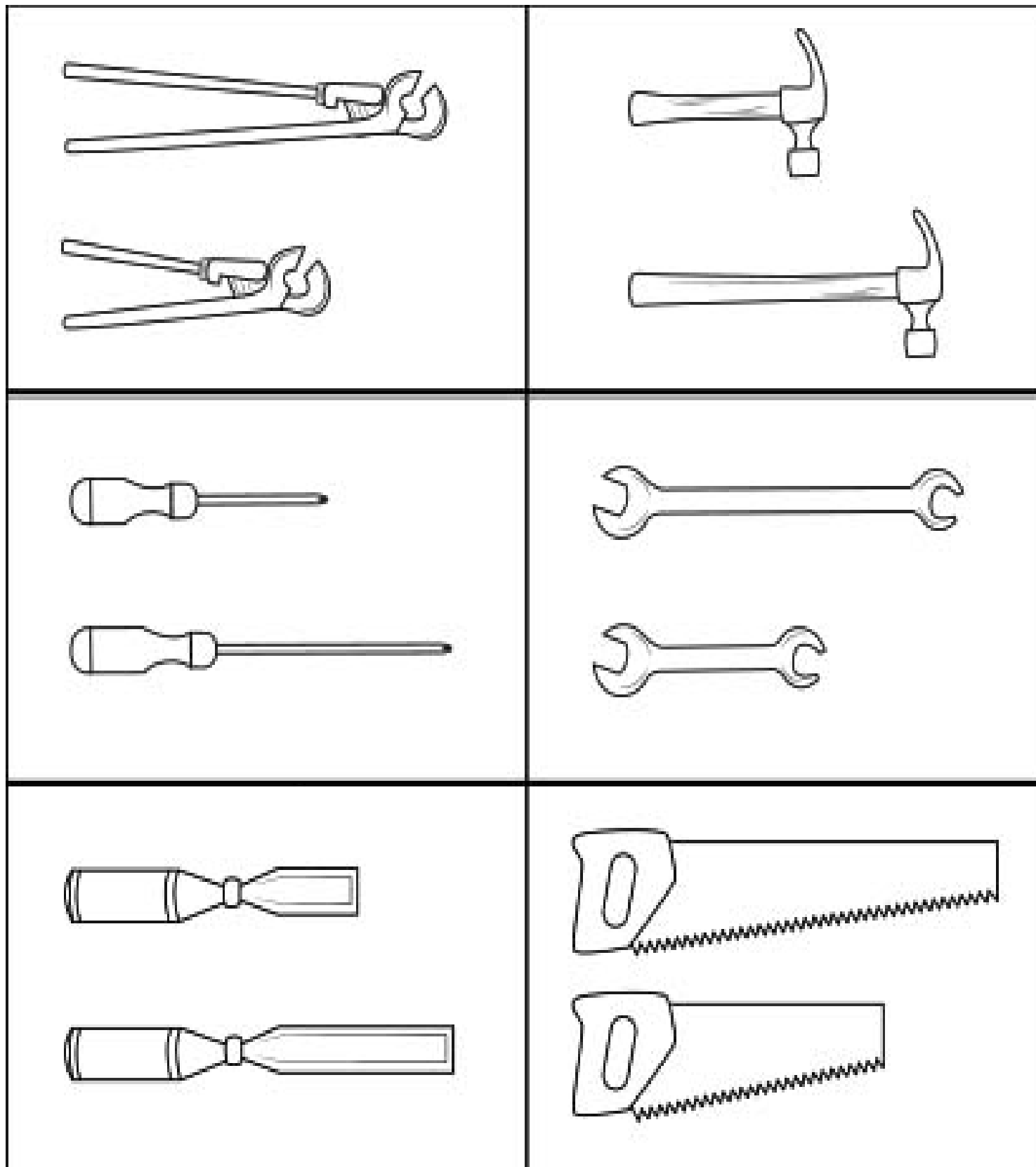
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet 2

Name: _____

Date: _____

Colour the short objects.



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

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

Topic: Long 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 their length (long and short).

Resource Material:

Chalk/Marker, White/Blackboard, pencils, worksheets,

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Ask them about their homework. Show a notebook and geometry box to the students. Ask them to tell which is long, scale or eraser. Take responses and clap for them.

Main Activities/Concept Building:

(22 min)

Activity 1:

Have the students work in pairs. Provide pencils to each pair and two boxes. Now ask students to identify the long pencils and put them in one box and the short pencils in the other box. Walk around the class, help the students where needed. Take responses and encourage them for their efforts.

Activity 2:

Now give a Worksheet 1 to the students. Explain the question given in the Worksheet and give instructions to solve it by themselves. Walk around, check their work and help them if needed. Encourage the students.

Sum Up:

(3 min)

Sum up the lesson by pointing some long and short objects in class and tell them that which one is long and which one is short.

Assessment:

(10 min)

To assess the students, draw two ropes of different length on the board and ask them which one is long and which is short?

Homework:

(0 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 – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet 1

Name: _____ Date: _____

Tick (✓) the long object and cross out (✗) the short objects.

1

☐

☐




2

☐

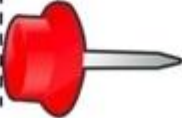
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3

☐

☐

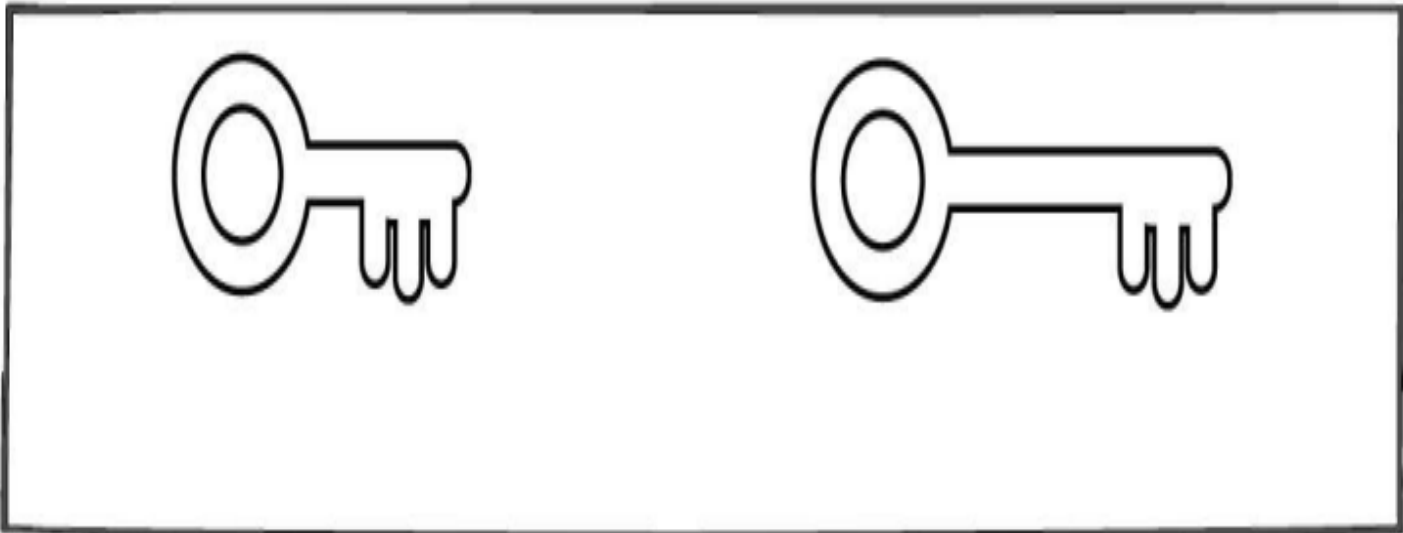
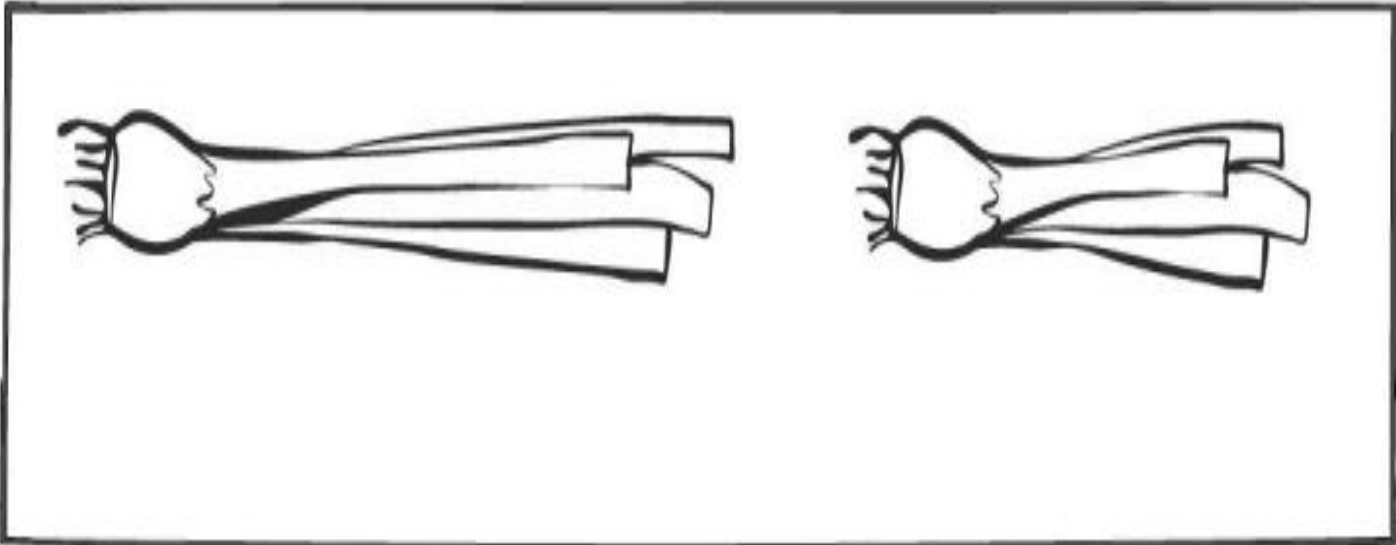
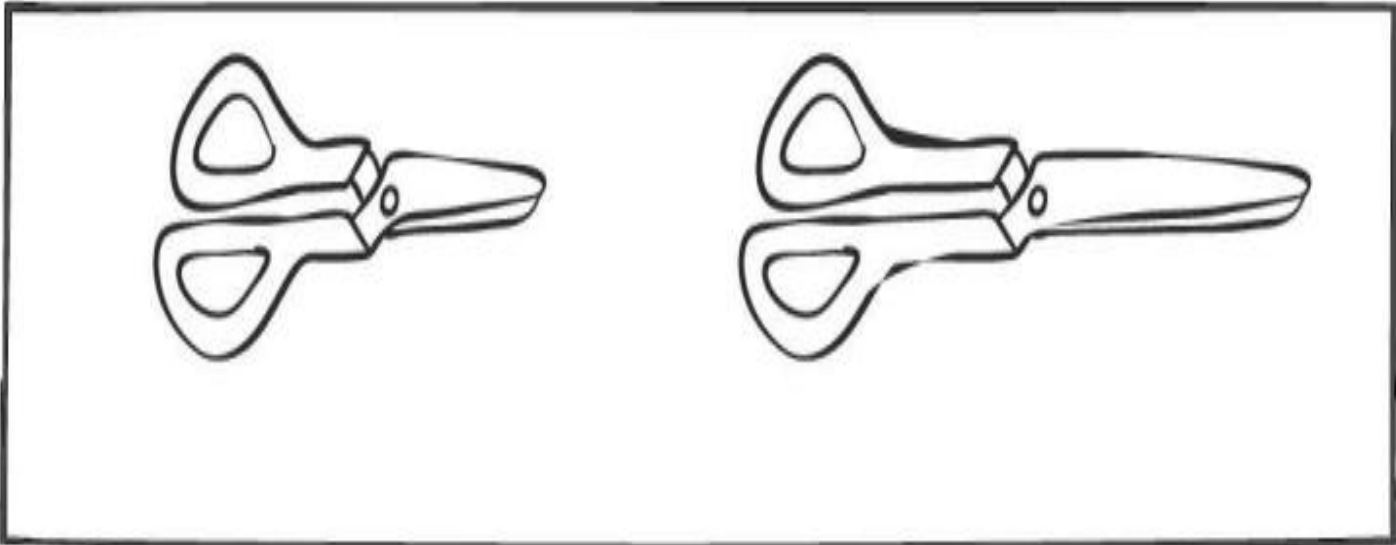



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet 2

Name: _____ Date: _____

Circle the short object in each air and colour the long object.



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

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

Topic: Numbers 1-9

Date:

Objective(s):

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

Identify correct numeral to represent number 1.

Resource Material:

Chalk/Marker, White/Blackboard, Number 1 Flash card, Flash cards of random numbers, Number Masks, Alphabet Masks, Finger, Pencil, Ruler and Crayon, worksheet, textbook page 21

Teaching & Learning Activities:

Opening Activities/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. Tell the students that today we are going to read about the "Number 1".

Draw 4 straight lines and 1 curved line on the board. Point out to each line one by one and ask the "Is this a straight line?" or "Is this a curved line?" Take their responses and encourage them. Show a large size flash card with the number 1 written on it. Tell the students that this is the "Number 1". Encourage them to say loudly "Number 1" by repeating after you. Tell them that the Number 1 has a straight line.

Main Activities/Concept Building:

(22 min)

Activity 1:

Show the students the number 1 card and ask them to read it aloud. Now show them flash cards with random numbers written on them. Ask them to read aloud the number 1 when you show them a card the number 1 written on it. Take their responses and encourage them. Tell them that we can find the objects around us which have the shape of the Number 1. Ask them: "Can they tell the names of the objects which have the shape of the number 1?" Take their replies and encourage them for their answers. Now show some objects to them, which have the shape of the number 1 such as finger, pencil, ruler, crayon etc.

Activity 1:

Randomly call 5 students and have them wear random number masks and alphabet masks of random numbers (with at least 3 masks of the number 1). Bring them to the front one by one and ask the rest of the students to say "Number 1" loudly when a student with a mask of the number 1 comes forward. Repeat the activity with all students. Encourage them for their efforts.

Ask students to open their textbook page 21 and count the giraffe that is one then count the finger of hand and loudly say 1.

Sum Up:

(2 min)

Sum up the lesson by re-telling them about the number 1 by showing the number 1 card to them. Assess them by writing three random numbers on the board and ask them to point out the number 1.

Assessment:

(10 min)

To assess the students learning, ask them to write number 1 with their index finger in the air.

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 – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

Name: _____

Date: _____

Colour the ducks having the number 1.



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

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

Topic: Numbers 1-9

Date:

Objective(s):

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

Use number 1 to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Video Player, Number 1 flash card, 1 Pencil, 1 Ball, 1 Cup, 1 Crayon, worksheet, 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".

Ask the students about their homework. To grab the students' attention, play the number 1 song.

<https://www.youtube.com/watch?v=Huggdy7ohb4>

Main Activities/Concept Building:

(27 min)

Activity 1:

Tell the students that today they are going to count 1 object and relate it to the number 1. Start the lesson by reciting the poem "Number 1." As you recite it, write the number 1 on the board as well. Instruct them to recite after you.

Number 1

is like a stick

A straight line down

That's very quick!

Write the number 1 on the board. Ask them: "What is written on the board?" Encourage the students after getting their responses. Ask them: "Can you tell how many suns and moons are there in the sky?" Encourage the students after getting their responses.

Activity 2:

Paste a large size number 1 flash card on the board. Ask the students to put their colour pencils/crayons on their tables. Call them randomly or one by one. Ask them to count and bring only one crayon or pencil with them and put it on their table (or in their hand). As they do so, say loudly that this is 1 crayon or pencil and point out to the Number 1 pasted on the board. Encourage them for their efforts. Ask the students to point to anything in the classroom, which is 1 in number. Encourage if they answered correctly. Ask the students to open their Textbook to Page 22. Instruct them to count the flower on this page and say "1 flower" loudly. Then colour the flower.

Sum Up:

(3 min)

Sum up the lesson by putting some single objects on the table such as 1 pencil, 1 ball, 1 cup etc. Assess them by asking them to count and say 1 pencil, 1 ball, 1 cup etc.

Assessment:

(3 min)

Show them flash cards of number and ask them to loudly read the number 1.

Homework:

(2 min)

Complete the worksheet

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

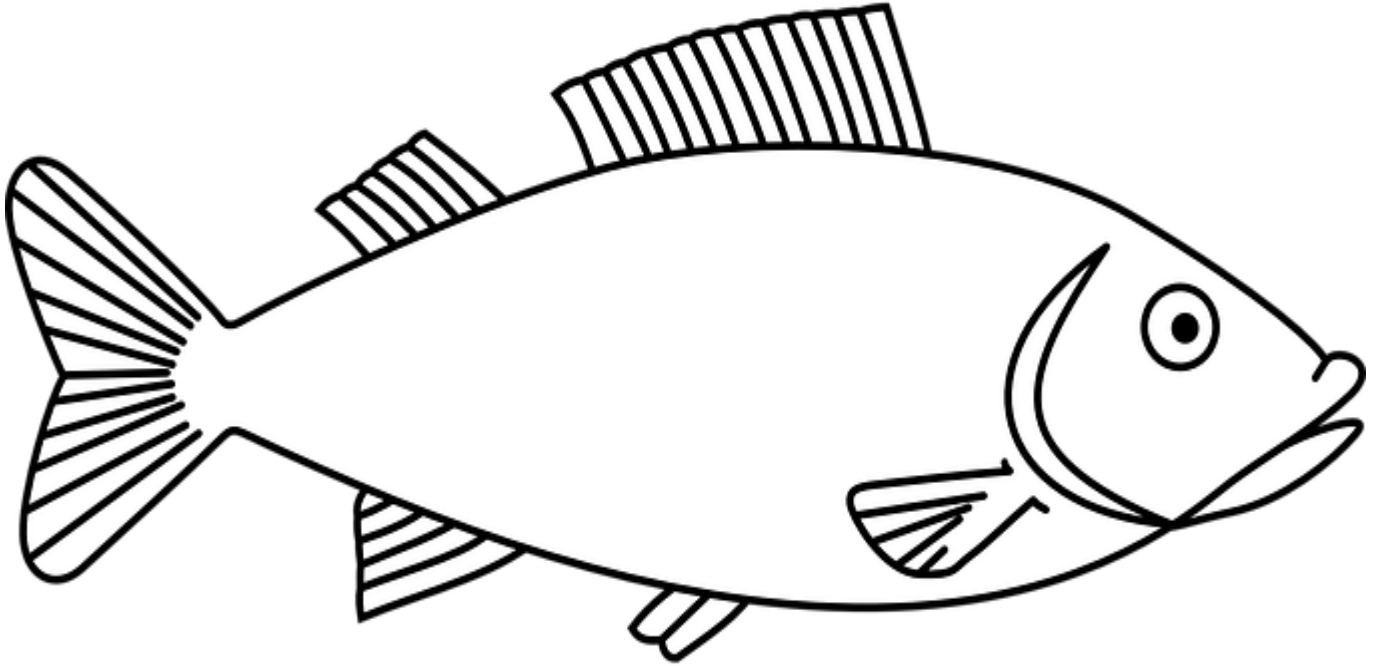
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

Name: _____

Date: _____

Count and colour 1 one object.



Count and circle 1 one object.



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

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

Topic: Numbers 1-9

Date:

Objective(s):

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

Use number 1 to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Zipper Bags, Coloured Beads, Flash cards of objects (1 Orange, 1 Elephant, 1 Tree, 1 Sun), Number cards(1, 2 and 3), Worksheet, 1 Book, 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".

Ask the students about their homework. Have the students sit in a large circle on the carpet. Ask them to come to the centre one by one. Ask them to tell about their body parts and things, which are 1 in number.

For example, they could say: "I have 1 nose".

"I have 1 head".

"I have 1 bag".

"I have 1 water bottle".

"I have 1 lunch box".

Help them if they are not confident about saying this.

Main Activities/Concept Building:

(27 min)

Activity 1:

Place several coloured beads on the table. Distribute zipper bags among the students. Call the students one by one to come to the table and ask them to count and put 1 bead in their zipper bag. Encourage the students after getting their responses. Repeat this activity with several objects.

Activity 2:

Show some flash cards of some objects that are 1 in number such as 1 orange, 1 elephant, 1 tree, 1 sun etc.

Distribute random number cards (1, 2 and 3) among the students. Ask them to show the number 1 card when they see the flash card of 1 orange. Then say "There is 1 orange". Encourage them to read loudly after you. Similarly, repeat the same for the picture of the elephant, tree and sun. Ask the students to open their Textbooks to Page 14. Ask them: "What can you see on that Page?" Encourage them for their replies.

Sum Up:

(3 min)

Sum up the lesson by telling them that ALLAH is only one. Assess them by showing 1 book to the students and ask them to count and say "1 book".

Assessment:

(3 min)

To assess student's learning ask them to tell the classroom objects that are 1 in quantity. Ask students to open their textbook page 22 and solve the Q2. Roam around the class, check their work and guide them if required.

Homework:

(2 min)

Do the given Worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

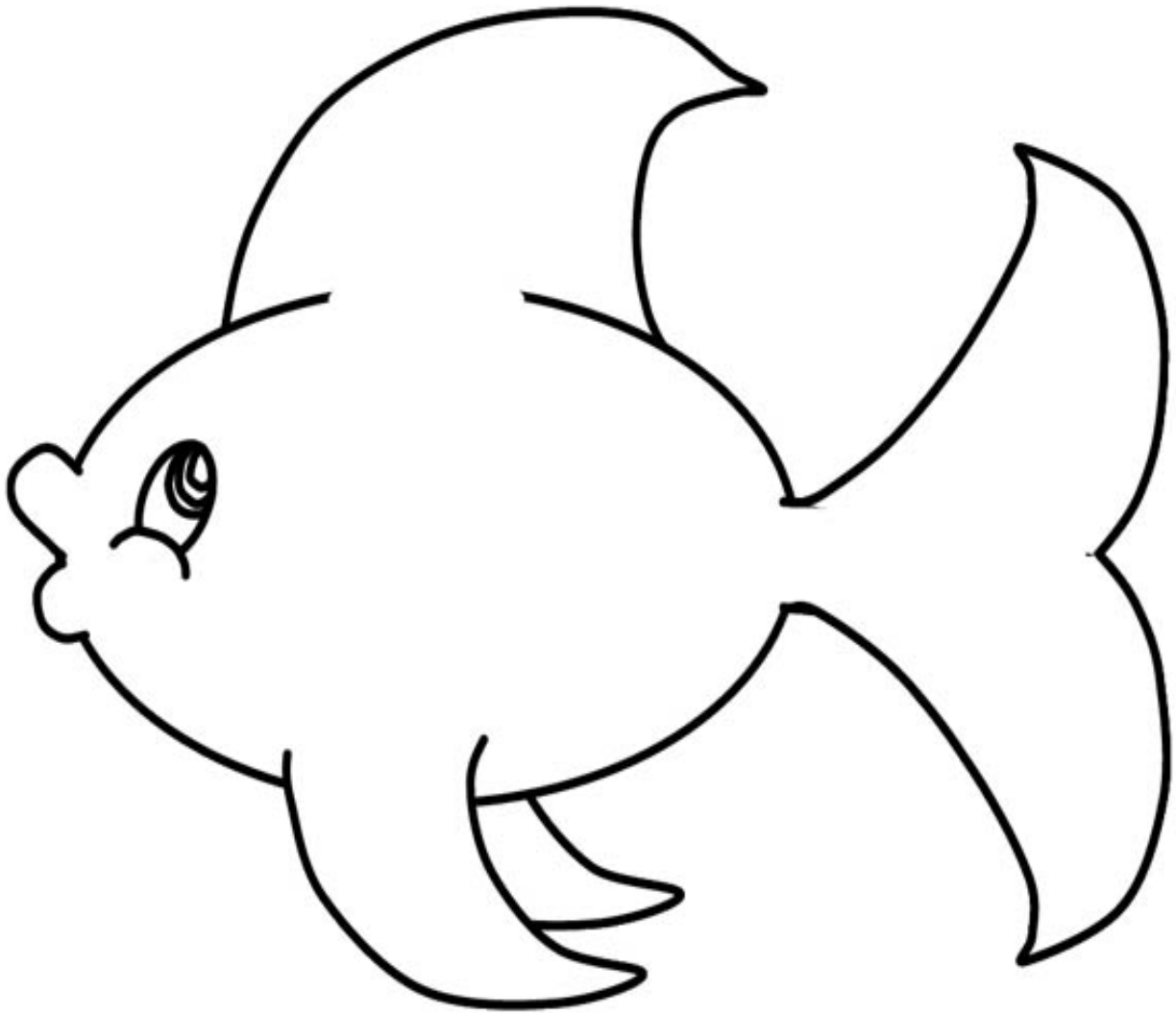
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

Name: _____

Date: _____

Count the object and colour the correct number.



1

2

1

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

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

Topic: Number 1-9

Date:

Objective(s):

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

Use number 1 to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Number 1 card, Worksheet, play dough or clay, 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".

Ask the students about their homework.

Ask them to tell about their stationary things, which are 1 in number.

For example, they could say:

"I have 1 pencil".

"I have 1 bag".

"I have 1 lunch box".

"I have 1 water bottle".

Help them if they are not confident about saying this.

Main Activities/Concept Building:

(27 min)

Activity 1:

Write a large sized number 1 on the board. Call students one by one on the board and ask them to trace it on the board using their index finger. Divide the class into 4 groups (a group of 3-4 students). Provide each group play dough or clay with a directional card with the number 1 written on it. Ask them to observe the number 1 and make it using clay or play dough. Repeat this activity several times with each student. Take their responses and appreciate them.

Activity 2:

Have the students to work in pairs. Invite each pair in to front of the class. Ask them to find the objects the in classroom which are 1 in number. Encourage the students after getting their responses. Repeat this activity with several objects. Ask students to open their textbook page 23 and solve question 3 and 4. Roam around the class, check their work and guide them if required.

Sum Up:

(3 min)

Sum up the lesson by telling them that sun is only one. Assess them by showing 1 bag to the students and ask them to count and say "1 bag".

Assessment:

(5 min)

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

Homework:

(2 min)

Bring one blue object/toy from home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

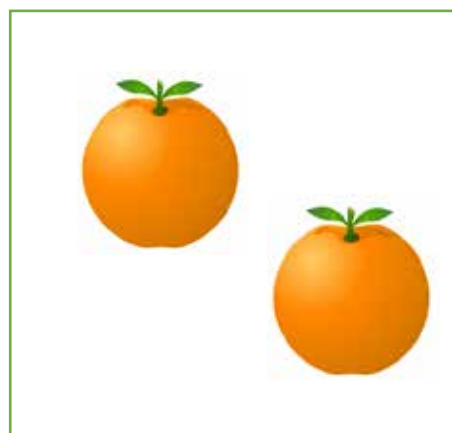
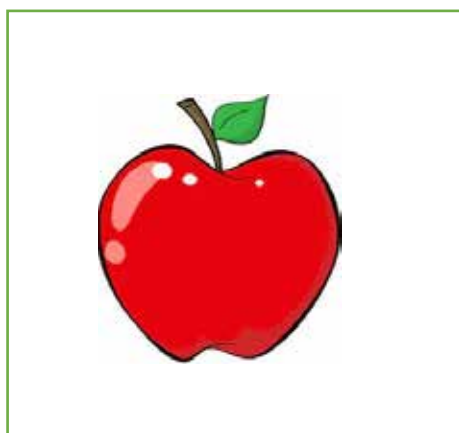
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

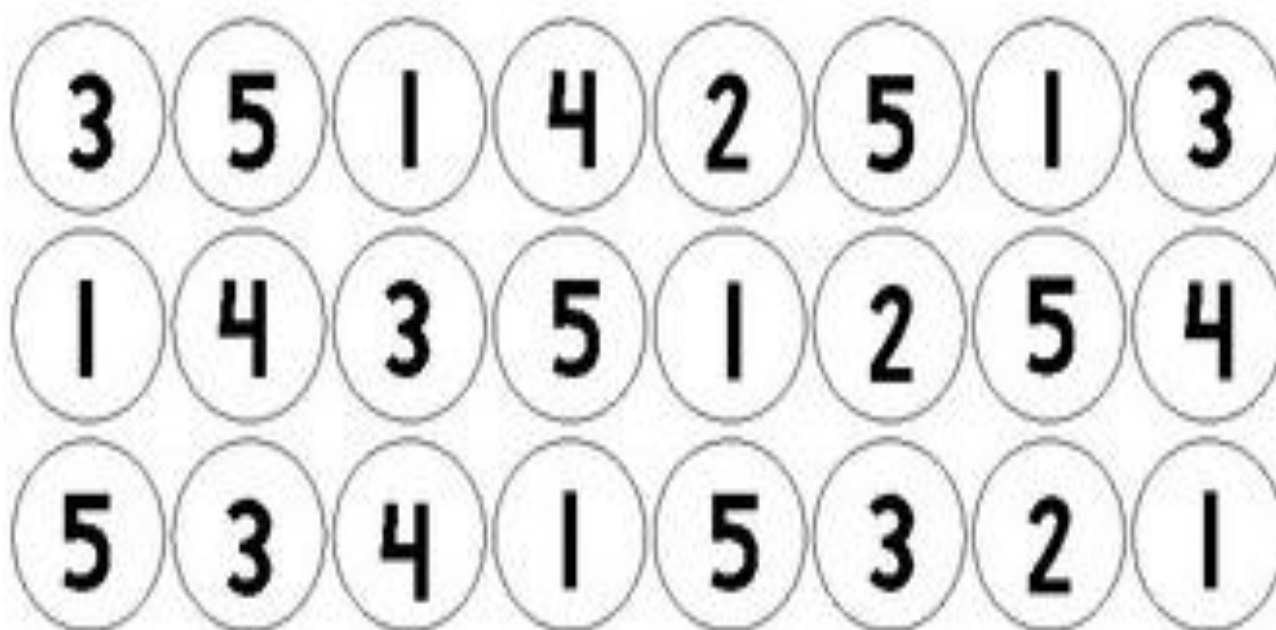
Name: _____

Date: _____

1. Count and Tick (✓) the box with 1 object.



2. Identify and colour the number 1.



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

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

Topic: Numbers 1-9

Date:

Objective(s):

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

Trace and write correct numeral to represent number 1.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 24, Worksheet, 1 apple, 1 pencil, sand tray

Teaching & Learning Activities:

Opening Activities/Warm-up:

(8 min)

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

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

Put different number of objects on the table, such as 1 apple, 1 pencil etc. Call the students one by one and ask them to choose 1 object and show it to the class. Encourage them to say loudly "I have 1 apple", "I have 1 pencil", etc.

Main Activities/Concept Building:

(27 min)

Activity 1:

Tell the students that we are going to learn how to trace the number 1 with a pencil. Show a large sized number 1 card along with the directional arrows written on it. Divide the class into 4 groups (a group of 3-4 students). Provide each group a sand tray and a laminated sheet with a directional card with the number 1 written on it. Ask them to observe the number 1 and trace it on the sand tray using their index finger. Repeat this activity several time with each student. Ask them: "Do you know why we are doing this activity?" Take their responses and appreciate them. Then tell them that we are doing this activity because it will help us to trace number 1 on the paper with a pencil. Clap for the students who trace number 1 with accuracy. Motivate the others to do the same so that they can also be appreciated by clapping.

Activity 2:

Tell the students that now we are going to trace number the 1. Ask them to open their Activity Book to Page 24. Guide them to hold their pencils properly and start tracing the enlarged number 1. After this activity, ask them to look at the picture and count the strawberry. Tell them there is only 1 tortoise, repeat this information so they could understand that the number one will always be denoted with the numeral "1" and will we present only "one object". Ask them to colour one turtle and trace and write the number 1 in the first three lines. Take a round in the class and monitor their working.

Sum Up:

(3 min)

Sum up the lesson by asking them to trace the number 1 on their left palm with their right index finger.

Assessment:

(0 min)

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

Homework:

(2 min)

Write the number 1 last four lines on textbook page 24.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Trace and colour the number 1. Then colour the object.



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

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

Topic: Numbers 1-9

Date:

Objective(s):

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

Identify correct numeral to represent number 2.

Resource Material:

Chalk/Marker, White/Blackboard, Number 2 Flash card, Flash cards of random numbers, Number Masks, Alphabet Masks, Video player, Worksheet, Textbook page 25

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Ask the students about their homework.

Tell the students that today we are going to read about the “Number 2”.

To grab the students’ attention, play the number 2 song.

<https://www.youtube.com/watch?v=PQ2gwZeNWEg>

Main Activities/Concept Building:

(22 min)

Activity 1:

Randomly call 5 students and have them wear random number masks and alphabet masks of random numbers (with at least 3 masks of the number 2 numeral). Bring them to the front one by one and ask the rest of the students to say the “number 2” loudly when a student with a mask of number 2 comes forward. Repeat the activity with different groups of students. Encourage them for their efforts.

Activity 1:

Randomly call 5 students and have them wear random number masks and alphabet masks of random numbers (with at least 3 masks of the number 2 numeral). Bring them to the front one by one and ask the rest of the students to say the “number 2” loudly when a student with a mask of number 2 comes forward. Repeat the activity with different groups of students. Encourage them for their efforts.

Ask students to open their textbook page 25 and count the goats that are 2 then count the fingers of hand and loudly say 2.

Sum Up:

(3 min)

Sum up the lesson by re-telling them about the number 2 by showing the number 2 card to them. Assess them by writing three random numbers on the board and ask them to point out the number 2.

Assessment:

(10 min)

To assess the students learning ask them to look at your eyes count them and tell how many eyes do they have?

Take their responses and tell them that we have 2 eyes.

Homework:

(0 min)

Do 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 – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

Name: _____

Date: _____

Circle the number 2.

2

9

6

8

2

1

3

2

9

2

8

2

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

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

Topic: Number 1-9

Date:

Objective(s):

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

Use number 2 to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 26, Numbered balls, Number 2 card, 2 Pencils, 2 Balls, 2 Cups, 2 Crayons, **worksheet**

Teaching & Learning Activities:

Opening Activities/Warm-up:

(4 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. Place some numbered balls on the table. Call a random student to come to the table. Ask him/her to pick a ball with the number 2 written on it and show it to others. Praise him/her for their correct choice.



Main Activities/Concept Building:

(22 min)

Activity 1:

Tell the students that today they are going to count 2 objects and relate them to the number 2.

Start the lesson by reciting the poem the “Number 2.” As you recite it, write the number 2 on the board as well.

Instruct them to recite after you.

For number 2

go right around

Then make a line

across the ground

Write the number 2 on the board. Ask them: “What is written on the board?” Encourage the students after getting their responses. Ask them: “Can you tell how many eyes and ears do you have? Encourage the students after getting their responses.

Activity 2:

Paste a large size the number 2 card on the board. Ask the students to put their colour pencils/crayons on their tables. Call them randomly or one by one. Ask them to count and bring only 2 crayons or pencils with them and put it on their table (or in their hand). As they do so, say loudly that I have 2 crayons or pencils and point to the Number 2 pasted on the board. Encourage them for their efforts. Ask the students to point to anything in the classroom. Which is 2 in number. Encourage if they answered correctly.

Sum Up:

(2 min)

Sum up the lesson by putting some objects on the table such as 2 pencils, 2 balls, 2 cups, etc. Assess them by asking them to count and say 2 pencil, 2 ball, 2 cup etc.

Assessment:

(10 min)

Provide the attached worksheet to the students. Ask them to count and colour two objects.

Homework:

(2 min)

Do the Q1 given on page 26 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 – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

Name: _____

Date: _____

Count and colour 2 caps.



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

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

Topic: Numbers 1-9

Date:

Objective(s):

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

Use number 2 to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 26, Plastic bucket, Box of colourful balls, Flash cards of different numbers of objects (fish, balls, apples, lions), 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 the students about their homework. Have the students sit in a large circle on the carpet. Ask them to come to the centre one by one. Ask them to tell about their body parts, which are 2 in number.

For example, they could say:

"I have 2 eyes".

"I have 2 ears".

"I have 2 arms".

"I have 2 legs".

"I have 2 feet". etc.

Help them if they are not confident about saying this. Take their responses and encourage them.

Main Activities/Concept Building:

(27 min)

Activity 1:

Write the number 2 on the board and ask them: "What is written on the board?" Encourage them for their correct responses. Have the students sit in a circle on the carpet comfortably. Provide a plastic bucket to each student. Place a box of colourful balls on the carpet. Call the students one by one and ask them to pick up "2" balls from the box and put them in the bucket. Demonstrate the activity for them one time. As you put 2 ball in the bucket say loudly 1 and then 2. Encourage them to follow you and loudly count the balls as you put them in the bucket. Repeat this activity several times with all the students.

Activity 2:

Paste flash cards of a different number of objects on the walls of the classroom (fish, balls, apples, loins). Make 4 groups of students. Ask them to walk around the classroom and see those flash cards. Ask them to count the objects on each card and if they see the card with 2 objects, clap 2 times. Repeat this activity with all groups.

Ask students to open their textbook page 26 and solve the Q2. Roam around the class, check their work and guide them.

Sum Up:

(3 min)

Sum up the lesson by telling them that Muslims celebrate 2 Eids. Assess them by asking to open their Textbook to Page 16 and count and say "2 fish".

Assessment:

(3 min)

To assess the students learning ask them to observe the classroom objects and tell which things are 2 in quantity.

Homework:

(2 min)

Complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

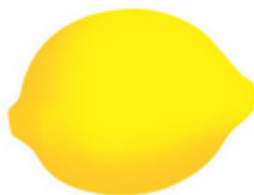
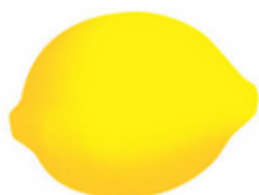
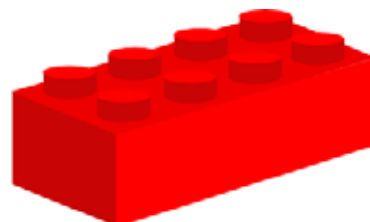
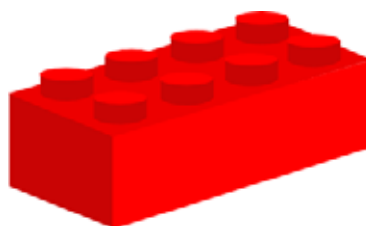
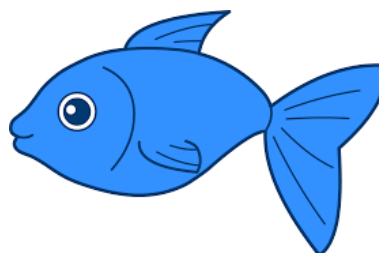
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

Name: _____

Date: _____

Count and circle objects that 2 in quantity.



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

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

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

Objective(s):

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

Use number 2 to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Flash card of number 2, worksheets, Textbook page 27

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 the students about their homework. Have the students sit in a large circle on the carpet. Put some objects on the carpet. Ask them to come to the centre one by one. Ask them to choose and pick the things, which are 2 in number.

Appreciate them for their good efforts.

Main Activities/Concept Building: (25 min)

Activity 1:

Have the students to work in pairs. Provide some flash cards of objects different in numbers to each pair. Provide a box to each pair. Ask each pair to count the objects on each card and put the cards with two objects in the box.

Demonstrate the activity for them one time. As you put a card with two objects in the box. Encourage them to follow you and do this activity.

Activity 2:

Write a large sized number 2 on the board. Call students one by one on the board and ask them to trace it on the board using their index finger. Divide the class into 4 groups (a group of 3-4 students). Provide each group play dough or clay with a directional card with the number 2 written on it. Ask them to observe the number 2 and make it using clay or play dough. Repeat this activity several times with each student. Take their responses and appreciate them. Ask students to open their textbook page 27 and solve the Q3 and 4. Roam around the class, check their work and guide them.

Sum Up: (5 min)

Sum up the lesson by showing the flash card of number 2 and ask them to say loudly the number 2

Assessment: (10 min)

Provide the attached worksheet 1 to the students. Take a round in the class and monitor their working

Homework: (0 min)

Ask them to complete the given worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

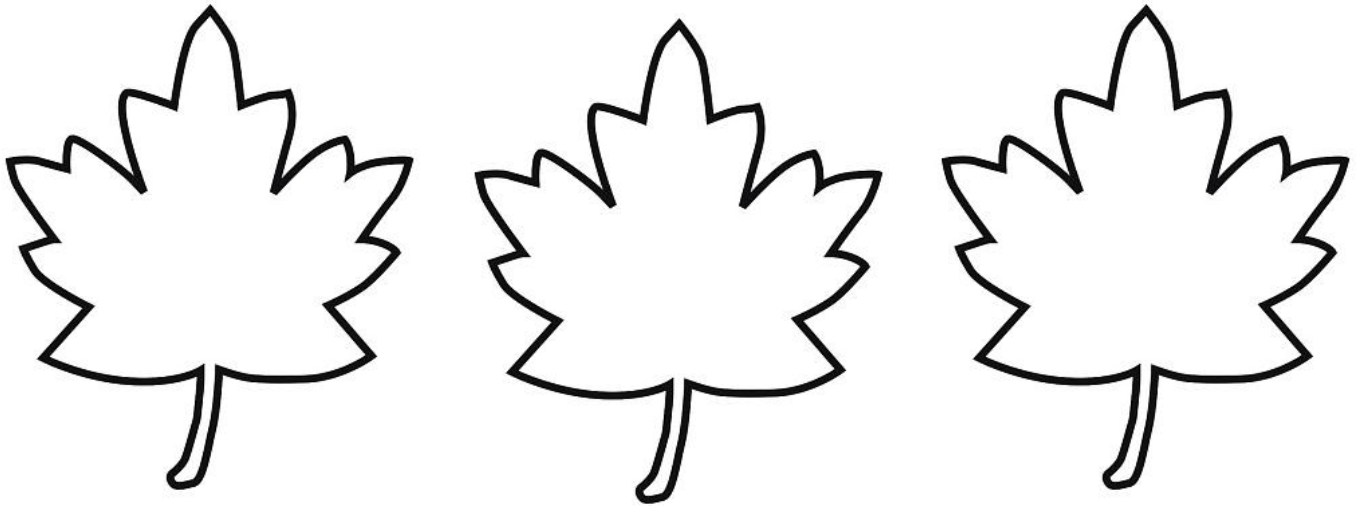
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet 1

Name: _____

Date: _____

1. Count and colour 2 objects.



2. Identify and circle the number 2.

6 2 1 4 2

2 1 2 3 2

5 9 2 4 2

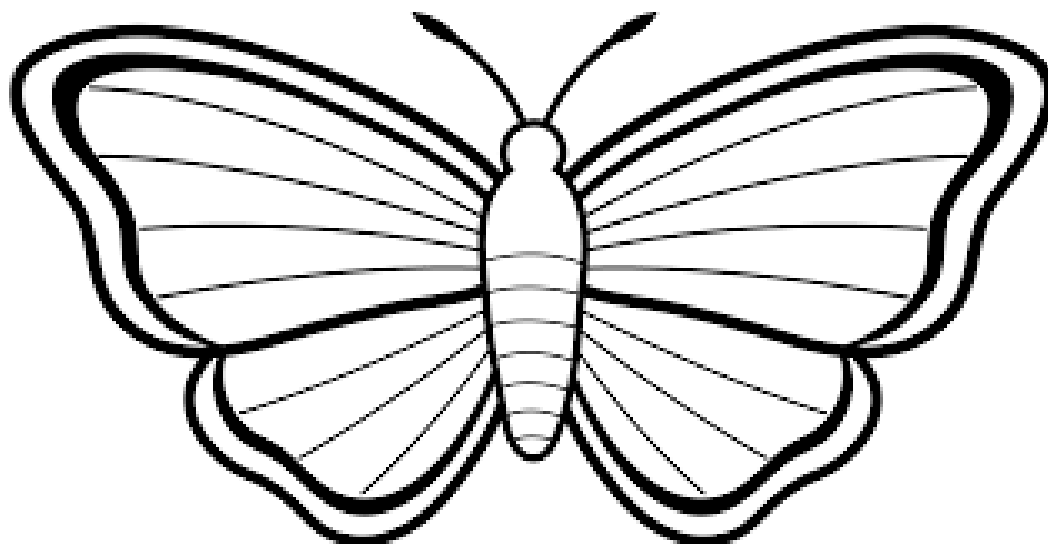
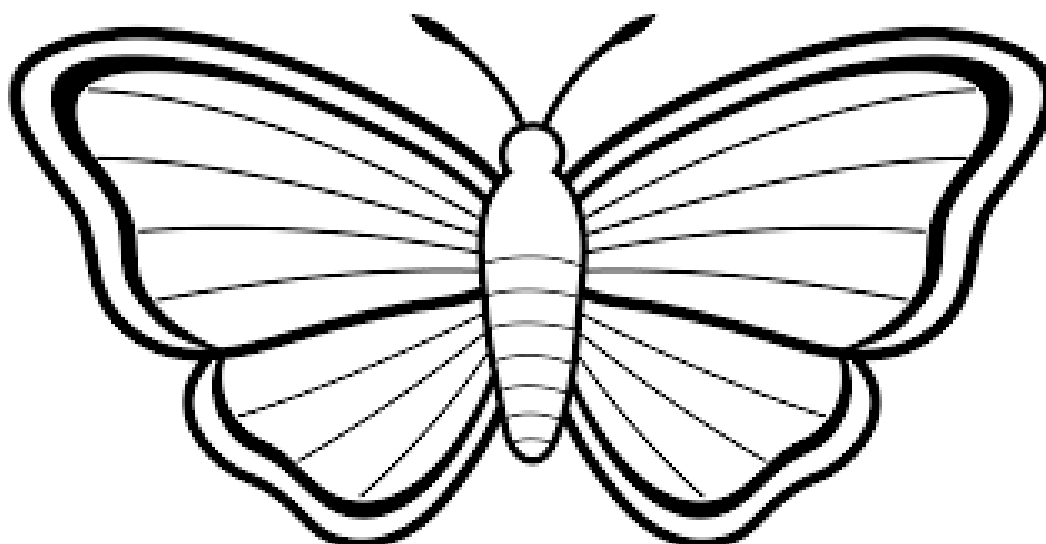
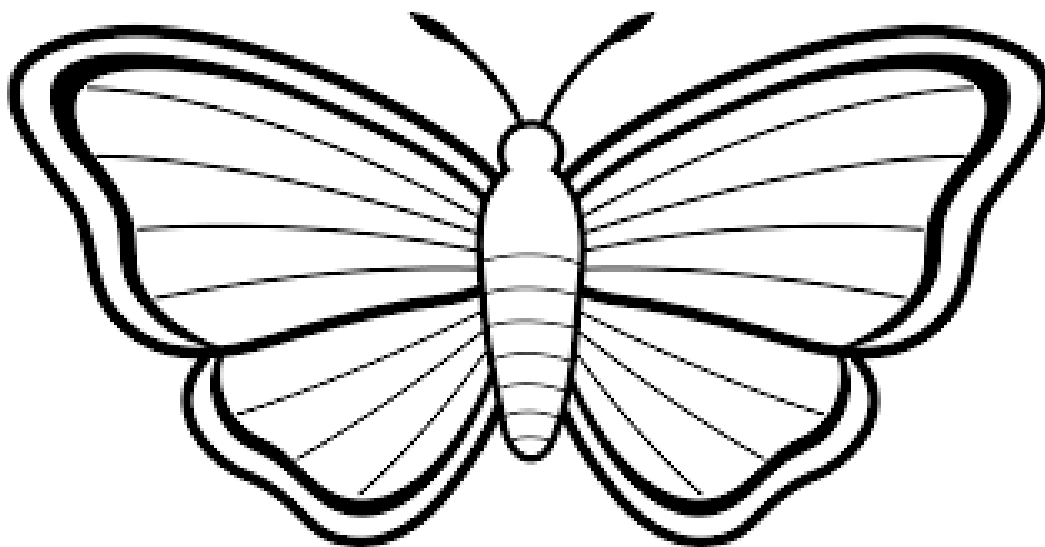
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet 2

Name: _____

Date: _____

Count and colour 2 objects.



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

Term: 2 **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:

Trace and write correct numeral to represent number 2.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 28, 2 books, 2 pencils, Sand tray, Number 2 card, 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 the students about their homework. Put a different number of objects on the table, such as 2 pencils, 2 books, 2 erasers etc. Call the students one by one and ask them to choose 2 objects and show them to the class. Encourage them to say loudly, "I have 2 books", "I have 2 pencils", etc.

Main Activities/Concept Building:

(25 min)

Activity 1:

Tell the students that we are going to learn how to trace the number 2 with a pencil. Show a large size number 2 card along with the directional arrows written on it. Tell the students that this is the number 2. Number 2 has a curved line and then a straight line. In this way we can easily trace the number 2. Divide the class into 4 groups (a group of 3 - 4 students). Provide each group a sand tray with a directional card with the number 2 written on it. Ask them to observe the number 2 and trace it on the sand tray using their index finger. Repeat this activity several times with each student. Ask



them: "Do you know why we are doing this activity?" Take their responses and appreciate them. Then tell them that we are doing this activity because it will help us to trace number 2 on paper with a pencil. Clap for the children who trace the number 2 with accuracy. Motivate the others to do the same so that they can also be appreciated by clapping.

Activity 2:

Tell the students that now we are going to trace the number 2. Ask them to open their textbook page 28. Guide them to hold their pencils properly and start tracing the number 2. Tell them that when they are going to trace the number 2, to start from the dot. Instruct them to trace and first three lines. Take a round in the class and monitor their working.

Sum Up:

(5 min)

Sum up the lesson by asking them to trace number 2 on their left palm with their right index finger.

Assessment:

(8 min)

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

Homework:

(2 min)

Write the number 2 last four lines given at textbook page 28.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

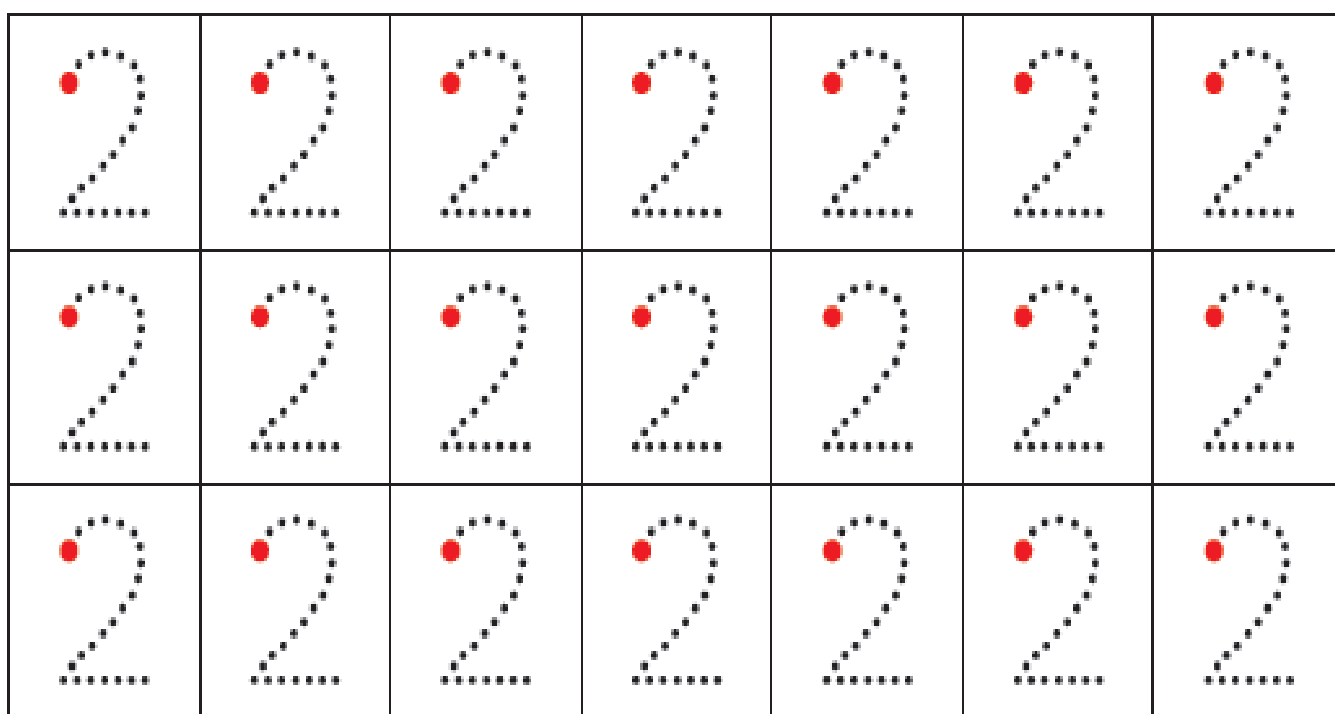
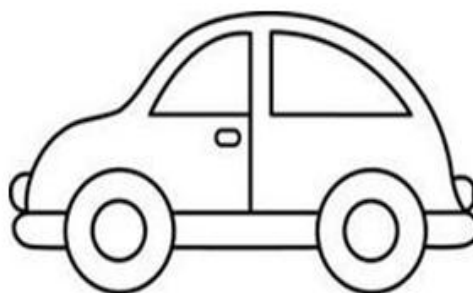
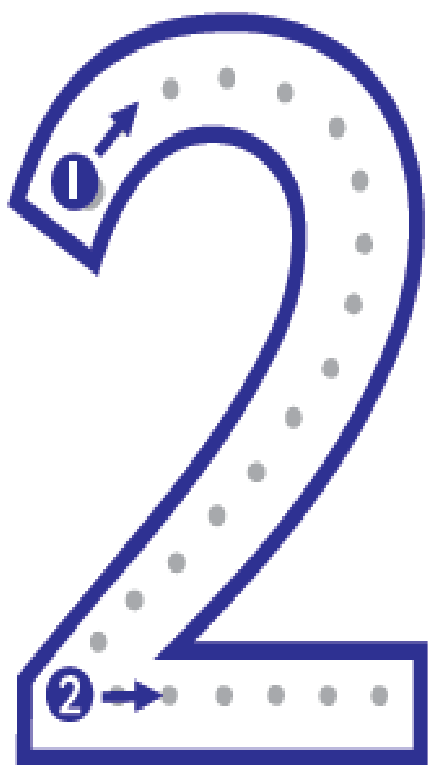
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

Name: _____

Date: _____

Trace and colour the number 2. Then colour the 2 objects.



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

Term: 2 **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:

Identify correct numeral to represent number 3.

Resource Material:

Chalk/Marker, White/Blackboard, Number 3 Flash card, Flash cards of random numbers, Number Masks, Alphabet Masks, Video player, Worksheet, Textbook page 29

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

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

Ask the students about their homework. Tell the students that today we are going to Recognise and read the “Number 3”. To grab the students’ attention, play the number 3 song.

<https://www.youtube.com/watch?v=GyZaNifuDz4>

Main Activities/Concept Building: (30 min)

Activity 1:

First, show flash cards of the number 1 and 2 to the students. Ask them: “What numbers are these? Take their responses and encourage them to answer. Show a large size flash card with the number 3 written on it. Tell the students that this is the “Number 3”. Encourage them to read loudly “Number 3” by reading after you. Now show them flash cards with random the numbers 1, 2 and 3 written on them. Ask them to read aloud the number 3 when you show them a card the number 3 written on it. Take their responses and encourage them.

Activity 2:

Randomly call 5 students and have them wear random number masks and alphabet masks of random numbers (with at least 3 masks of the number 3). Bring them to the front one by one and ask the rest of the students to say “Number 3” loudly when a child with a mask of the number 3 comes forward. Repeat the activity with different groups of students. Encourage them for their efforts.

Ask students to open their textbook page 29 and count the turtles that are 3 then count the fingers of hand and loudly say 3.

Sum Up: (5 min)

Sum up the lesson by re-telling them about the number 3 by showing the number 3 card to them. Assess them by writing three random numbers on the board and ask them to point out the number 3.

Assessment: (0 min)

To assess the students, draw 3 circles on the board and ask them to count and tell how many? Take their responses and help to count and say number 3

Homework: (0 min)

Do the given worksheet.

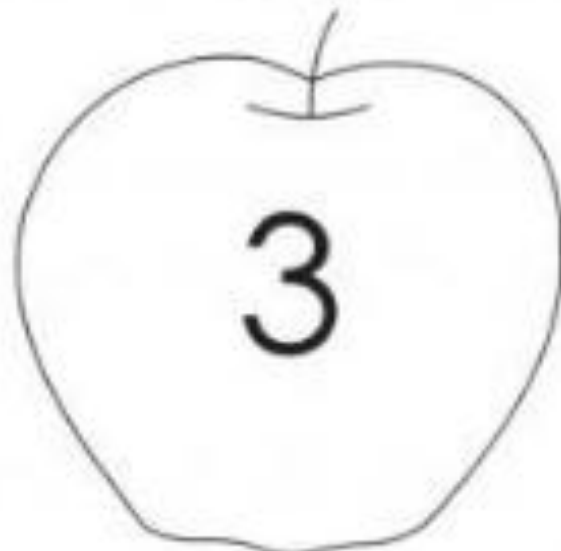
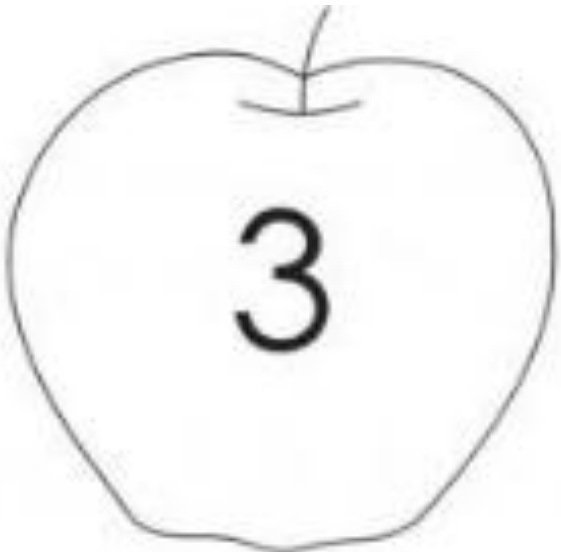
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

Name: _____

Date: _____

Identify and colour the apple having number 3.



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

Term: 2 **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:

Use number 3 to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 30, Numbered balloons, Strip of caterpillar heads, Poster colours, Needle, Crayons, 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. Paste some numbered balloons on the board. Call a random student to come to the board. Ask him/her to prick a balloon with the number 3 with a needle. Praise him/her for the correct choice.



Main Activities/Concept Building:

(22 min)

Activity 1:

Tell the students that today they are going to count 3 object and relate it to the number 3. Start the lesson by reciting the poem the “Number 3.” As you recite it, write the number 3 on the board as well. Instruct them to recite after you.

Go right around

What will it be?

Go round again

To make a 3!

Write the number 3 on the board. Ask them: “What is written on the board?” Encourage the students after getting their responses.

Activity 2:

Provide the students with strip of caterpillar heads with the number 3 written on it. Provide them with poster colours and ask them to dip their fingers in the colours and stamp 3 dots to make a caterpillar. Encourage them for their efforts. Put several crayons on the centre of the table. Ask a random student to come to the table and count 3 crayons and put them aside. Encourage him/her for the correct choice.



Sum Up:

(3 min)

Sum up the lesson by showing 3 pencils to the students. Assess them by asking them to count and show the number 3 using 3 of their fingers.

Assessment:

(8 min)

Ask them to complete the given worksheet.

Homework:

(2 min)

Ask students to open their textbook page 30 and do Q1.

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

Worksheet

Name: _____

Date: _____

Identify and colour number 3.

3

3

3

1

4

3

2

3

3

1

3

2

3

5

3

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

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

Topic: Numbers 1-9

Date:

Objective(s):

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

Use number 3 to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Plastic bucket, Box of colourful balls, Flash cards of different numbers of objects (hens, candies, birds), Worksheets, Textbook page 30.

Teaching & Learning Activities:

Opening Activities/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. Have the students sit in a large circle on the carpet. Place some objects different numbers in the centre of the carpet. Ask a random student to come to the centre. Ask him/her to count and pick 3 of the same objects and show to the others. Encourage him/her for the correct choice.

Main Activities/Concept Building:

(25 min)

Activity 1:

Write the number 3 on the board and ask them: “What is written on the board?”

Encourage them for their correct responses. Put some flash cards of a different number of objects on the table (hens, candies, birds). Call the students one by one to come to the table. Ask them to choose a flash card with 3 objects and put it aside. Repeat this activity with the other students. Encourage them for their efforts.



Activity 2:

Have the students sit in a circle on the carpet comfortably. Provide a plastic bucket to each student. Place a box of colourful balls on the carpet. Call the students one by one and ask them to pick up “3” balls from the box and put them in the bucket. Demonstrate the activity for them once. As you put 3 ball in the bucket say loudly 1, 2 and then 3. Encourage them to follow you and loudly count the balls as you put them in the bucket. Repeat this activity several times with all the students.

Ask students to open their textbook page 30 and solve the Q2. Roam around the class, check their work and guide them if required.

Sum Up:

(3 min)

Sum up the lesson by telling them that there are 3 colours in a traffic light. Assess them by asking them to open their Textbook to Page 18, count and say “3 hens”.

Assessment:

(5 min)

Ask the students learning ask them to complete the given worksheet 1. Roam around the class and check their work and appreciate them by clapping.

Homework:

(2 min)

Complete the given worksheet 2.

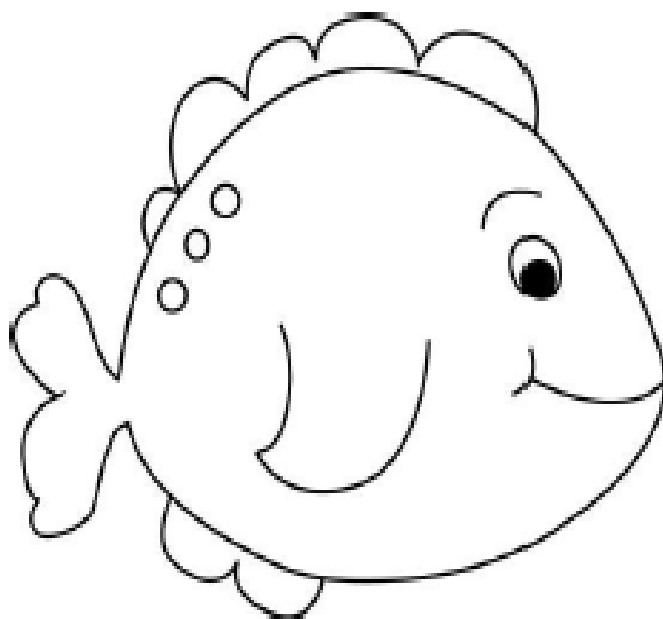
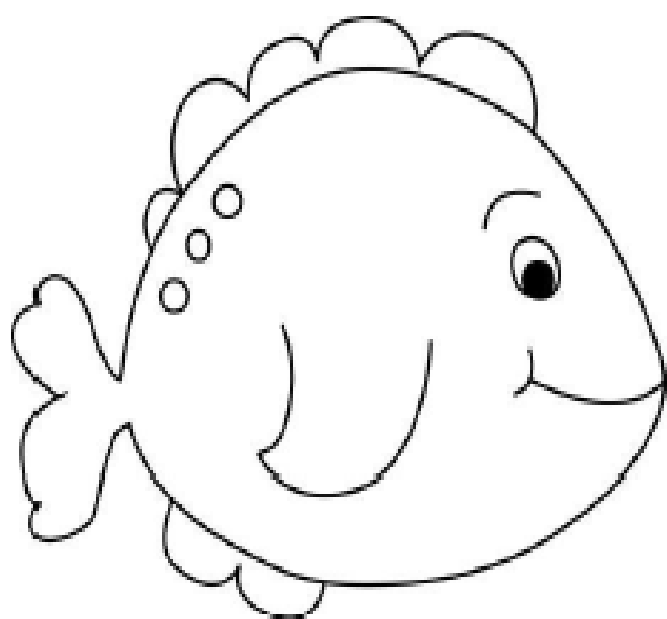
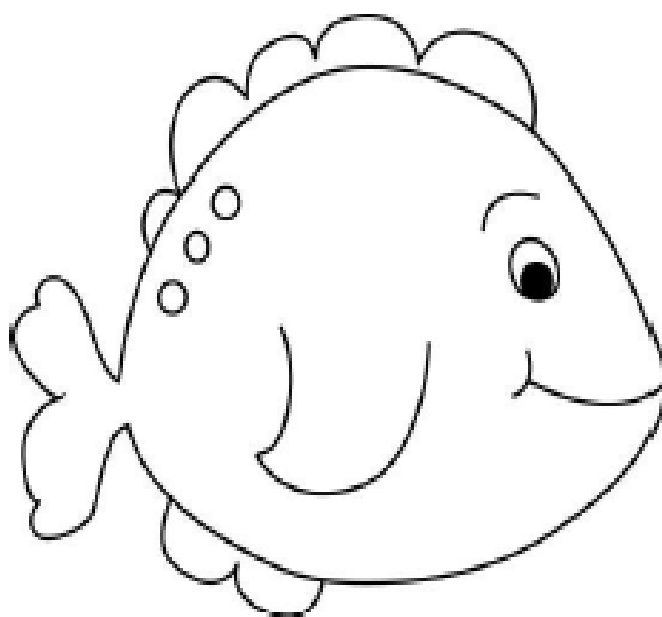
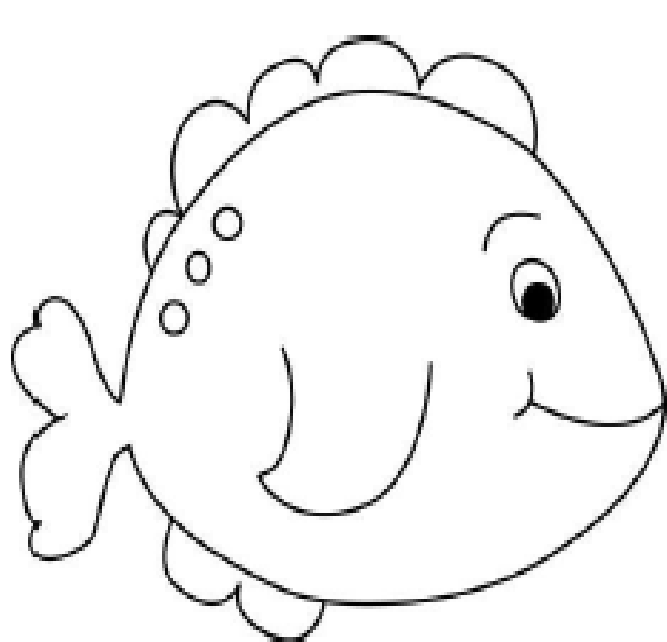
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet 1

Name: _____

Date: _____

Count and colour 3 fish.



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

Worksheet 2

Name: _____

Date: _____

Count the groups of objects and match the group having 3 objects to number 3.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		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

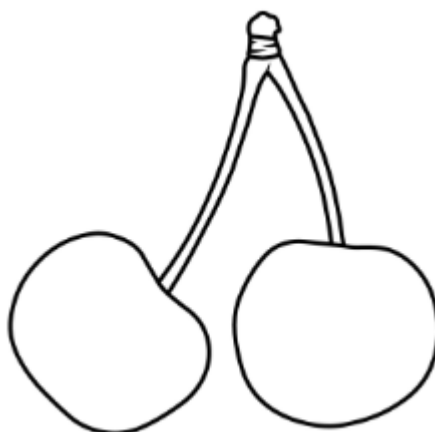
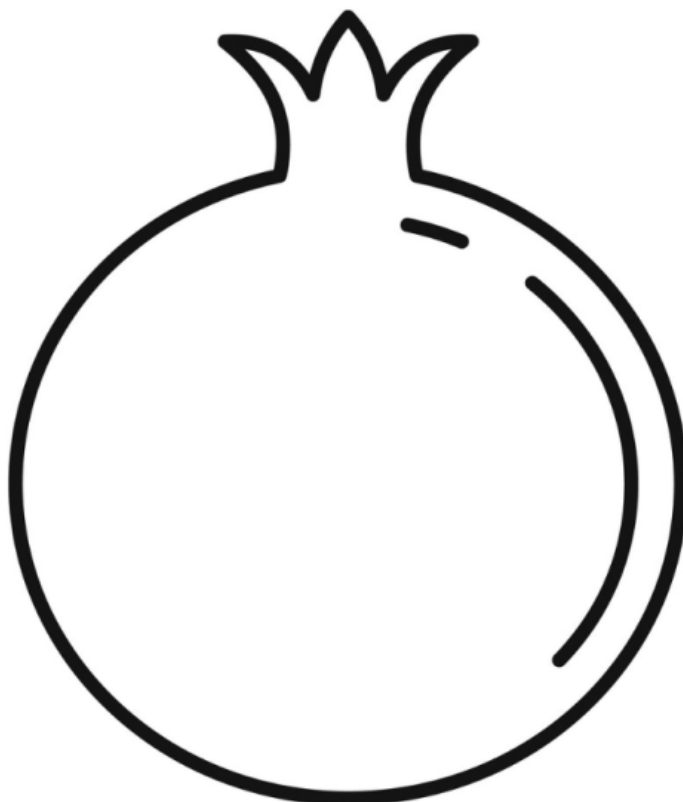
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

Name: _____

Date: _____

Colour the big objects



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		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

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

Worksheet

Name: _____

Date: _____

1. Colour the long object red and short blue.



2. Circle the short object.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		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

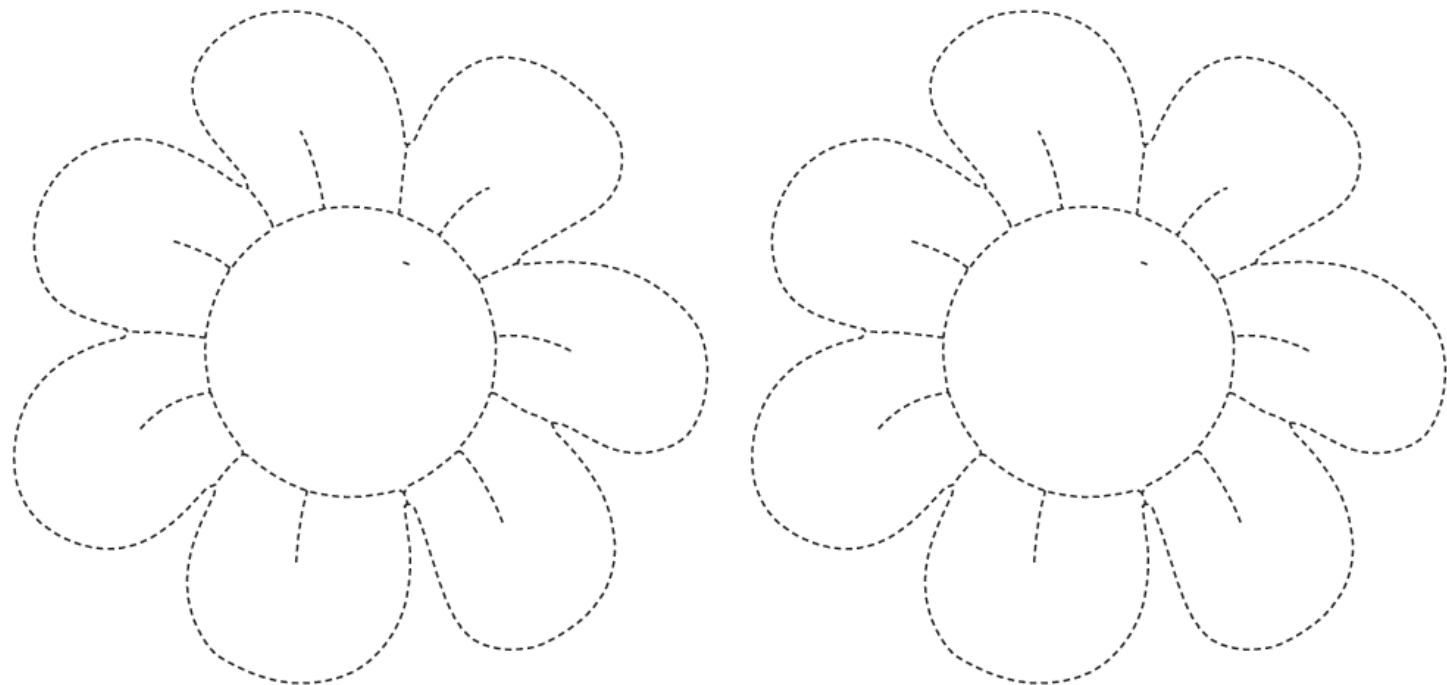
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

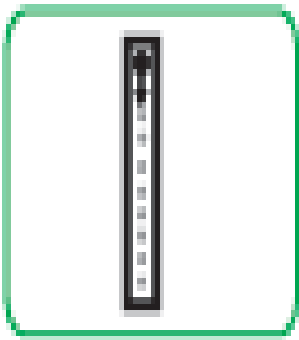
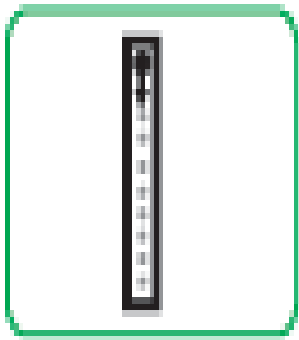
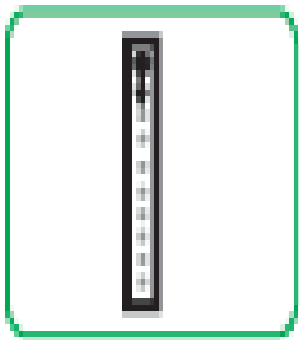
Name: _____

Date: _____

1. Count and colour 1 flower.



2. Identify and trace number 1.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		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

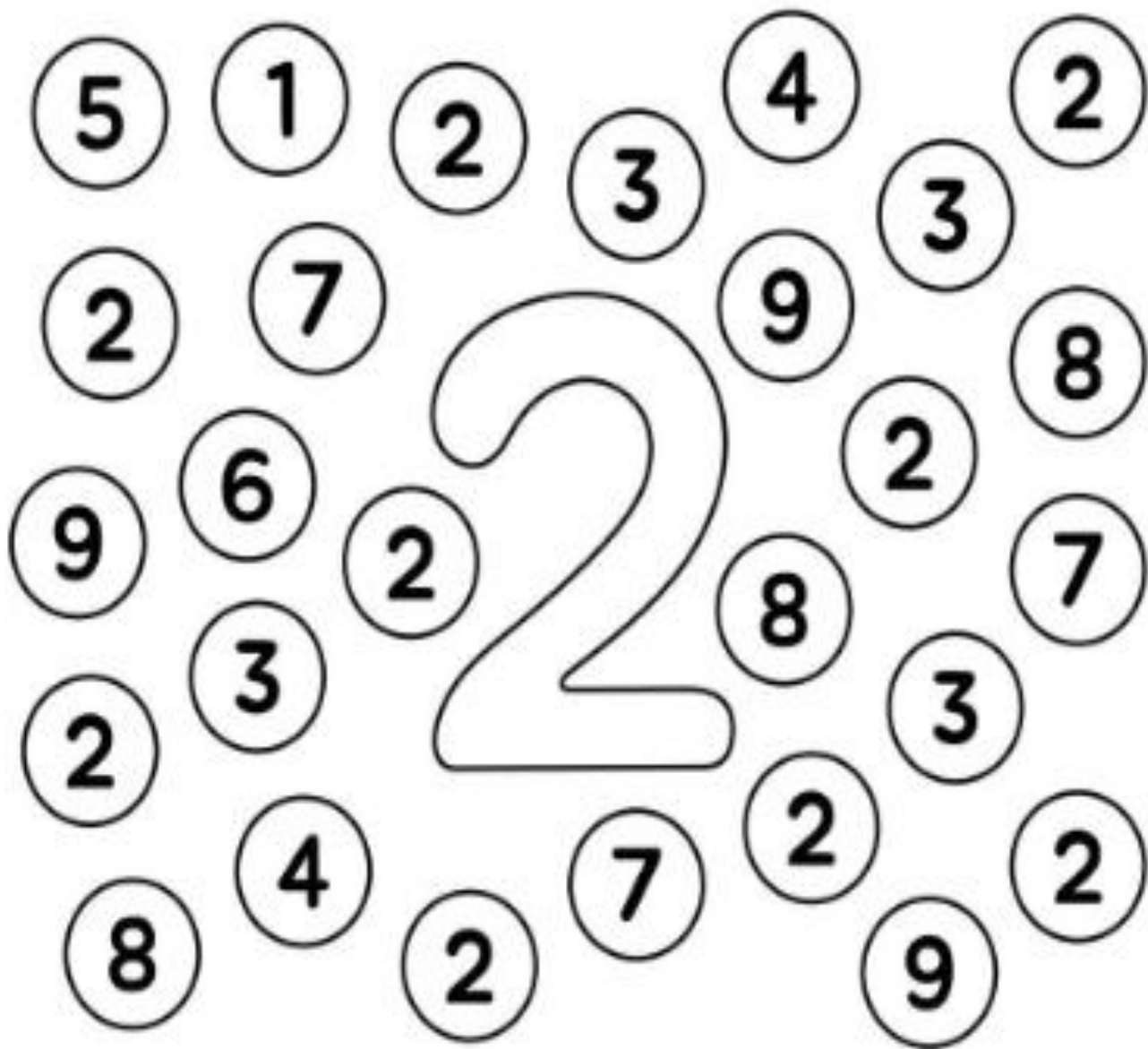
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

Name: _____

Date: _____

Identify and colour number 2.



Count and colour 2 objects.



2

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		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

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

Worksheet

Name: _____

Date: _____

Count and colour 3 objects.



Identify and colour number 3.



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

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

Topic: Number 3 **Date:**

Objective(s):

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

Use the number 3 to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Flash card of number 3, Worksheets, Textbook page 31, Objects or 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 the students about their homework. Have the students sit in a large circle on the carpet. Put some objects or toys on the carpet. Ask them to come to the centre one by one and pick the things which are 3 in number.

Appreciate them for their good efforts.

Main Activities/Concept Building: (20 min)

Activity 1:

Have the students work in pairs. Provide some flash cards of objects in different numbers to each pair. Provide a box to each pair. Ask each pair to count the objects on each card and put the cards with three objects in the box.

Demonstrate the activity for them one time as you put the card with three objects in the box. Encourage them to follow you and do this activity.

Activity 2:

Write a large number 3 on the board. Call students one by one to the board and ask them to trace it using their index finger. Divide the class into 4 groups (3-4 students in each group). Provide each group play dough or clay with a directional card with the number 3 written on it. Ask them to observe the number 3 and make it using clay or play dough. Repeat this activity several times with each student. Take their responses and appreciate them. Ask students to open their textbooks to page 31 and solve Q3 and 4. Roam around the class, check their work and guide them.

Sum Up: (5 min)

Sum up the lesson by showing the flash card of the number 3 and ask them to say the number 3 loudly.

Assessment: (8 min)

Provide the attached worksheet 1 to the students. Take a round in the class and monitor their working.

Homework: (2 min)

Ask them to complete the given worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

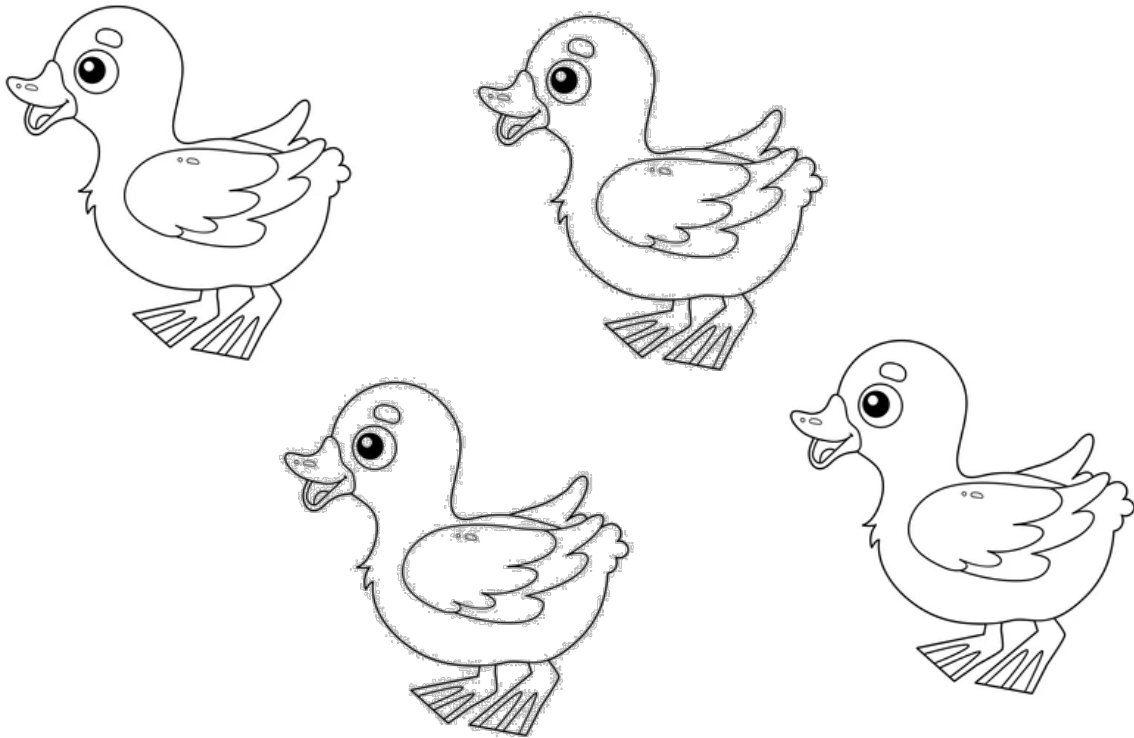
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet 1

Name: _____

Date: _____

1. Count and colour 3 objects.



2. Identify and circle the number 3.

3 8 3 4 0

3 1 5 3 6

2 9 3 7 4

1 3 6 3 2

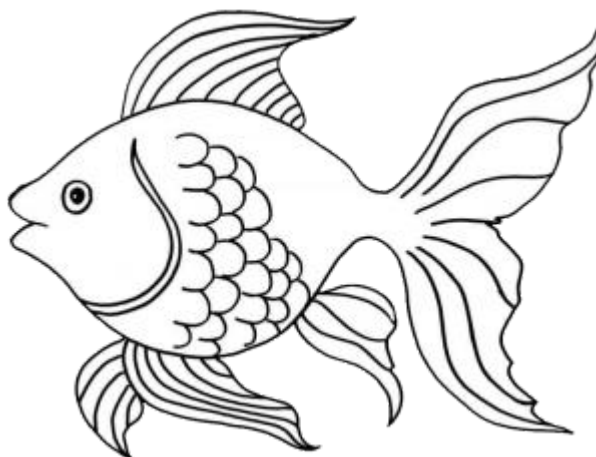
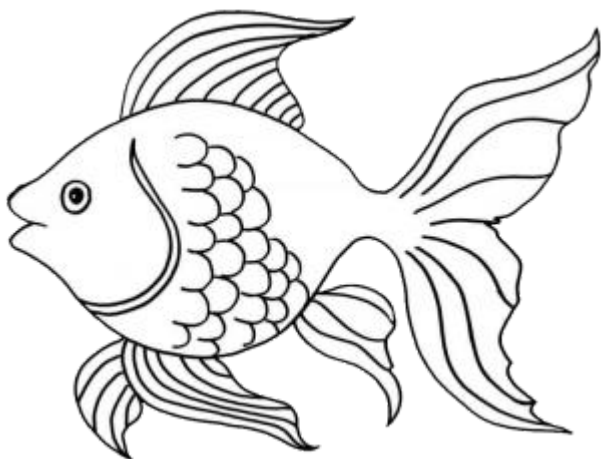
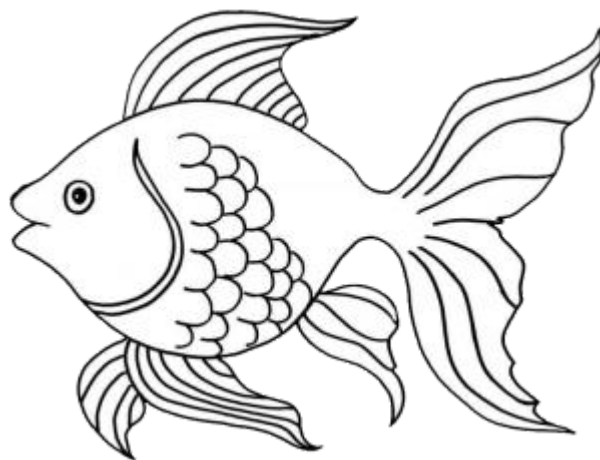
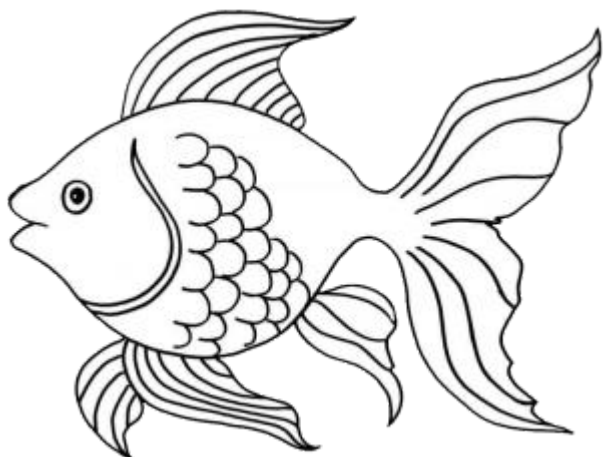
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet 2

Name: _____

Date: _____

Count and colour 3 objects.



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

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

Topic: Number 3

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 3.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 32, 2 books, 3 pencils, Sand tray, Number 3 card, 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. Put a different number of objects on the table, such as 3 pencils, 3 books, 3 erasers, etc. Call the students one by one and ask them to choose 3 objects and show them to the class. Encourage them to say loudly, "I have 3 books", "I have 3 pencils", etc.

Main Activities/Concept Building:

(20 min)

Activity 1:

Tell the students that we are going to learn how to trace the number 3 with a pencil.

Show a large number 3 card along with the directional arrows written on it. Tell the students that this is the number 3. The number 3 has a curved line and then again a curved line. In this way, we can easily trace the number 3. Divide the class into 4 groups (3-4 students per group). Provide each group a sand tray and a directional card with the number 3 written on it. Ask them to observe the number 3 and trace it on the sand tray using their index finger. Repeat this activity several times with each student. Ask them: "Do you know why we are doing this activity?" Take their responses and appreciate them. Then tell them that we are doing this activity because it will help us to trace the number 3 on paper with a pencil. Clap for the children who trace the number 3 accurately. Motivate the others to do the same so that they can also be appreciated by clapping.



Activity 2:

Tell the students that now we are going to trace the number 3. Ask them to open their textbooks to page 32. Guide them to hold their pencils properly and start tracing the number 3. Tell them that when they are going to trace the number 3, to start from the dot. Instruct them to trace the first three lines. Take a round in the class and monitor their working.

Sum Up:

(5 min)

Sum up the lesson by asking them to trace the number 3 on their left palm with their right index finger.

Assessment:

(8 min)

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

Homework:

(2 min)

Write the number 3 on the last four lines given in their textbooks on page 32.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

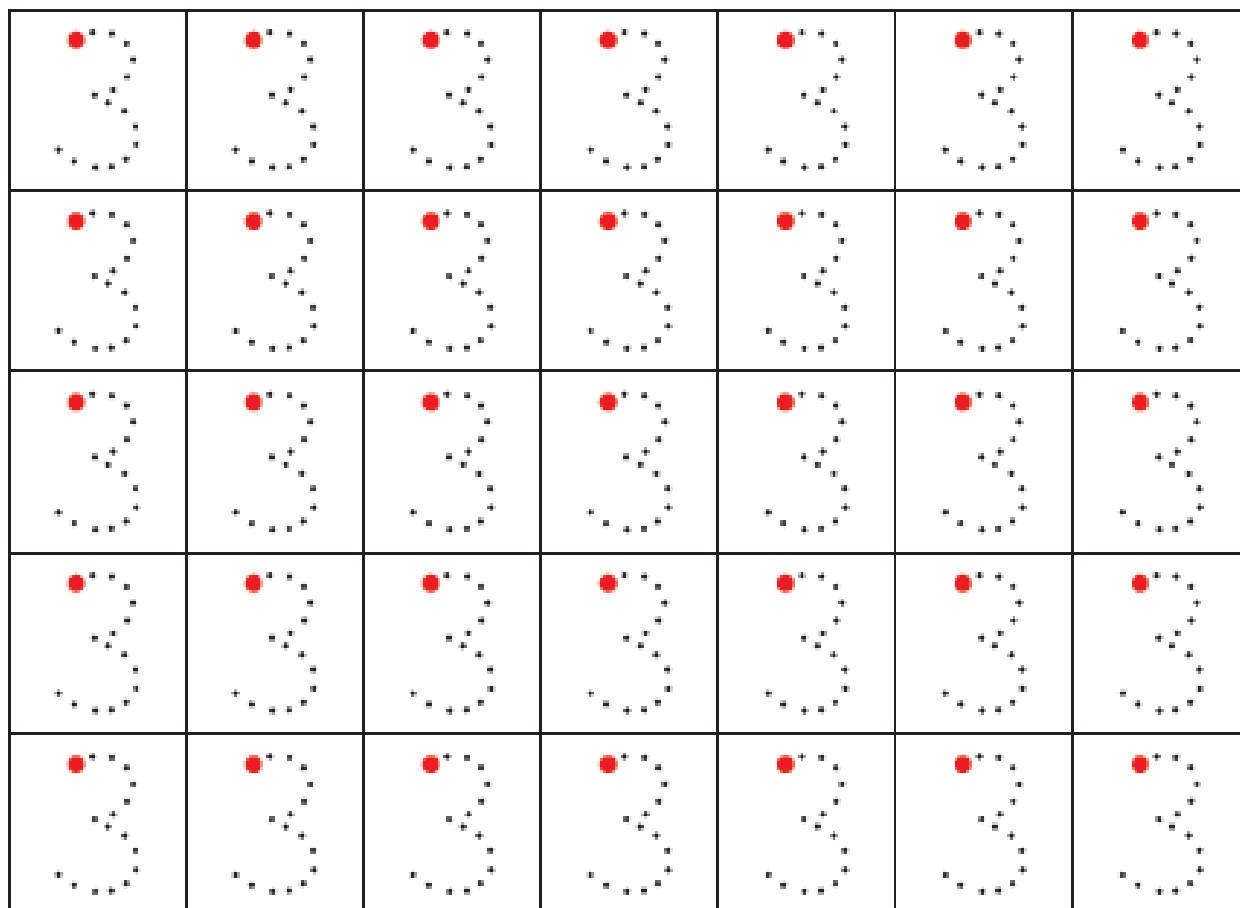
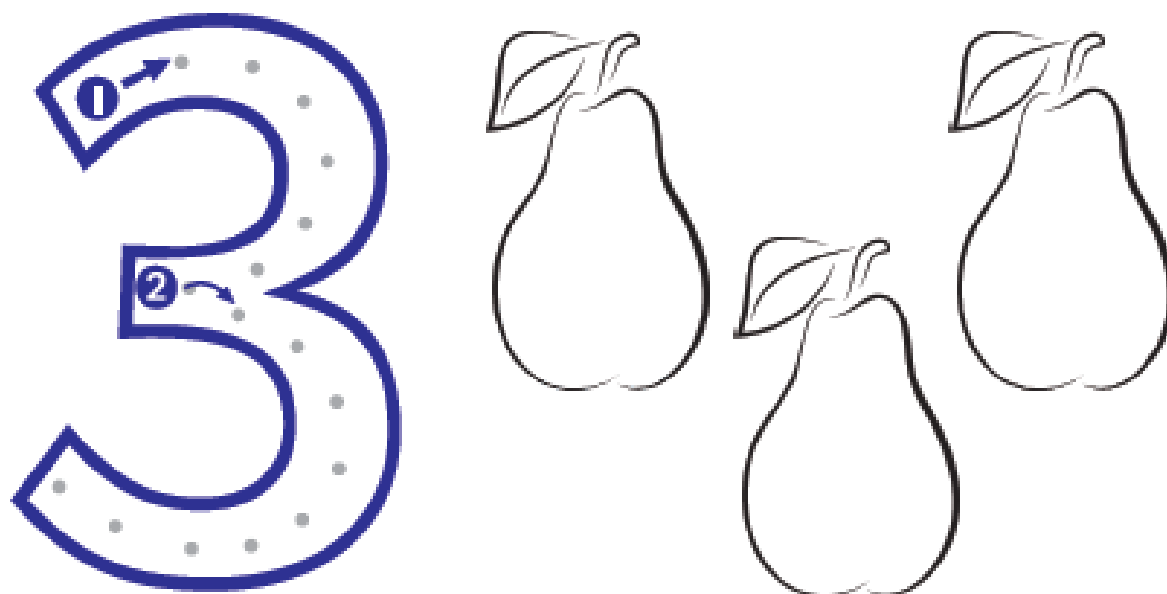
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

Name: _____

Date: _____

Trace and colour the number 3. Then colour the 3 objects.



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

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

Topic: Number 4

Date:

Objective(s):

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

Identify the correct numeral to represent the number 4.

Resource Material:

Chalk/Marker, White/Blackboard, Flash cards of the numbers 1, 2, 3 and 4, Masks of the numbers 1-4 and a few alphabets, Video player, 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”.

Ask the students about their homework.

Tell the students that today we are going to read about the “Number 4”.

To grab the students’ attention, play the number 4 song using the following link.

<https://www.youtube.com/watch?v=C0s9Y81rdBQ>

Main Activities/Concept Building:

(20 min)

Activity 1:

First, show flash cards of the numbers 1, 2 and 3 one by one to the students. Ask them: “What number is this?” Take their responses for each number and encourage them. Next, show a large flash card with the number 4 written on it. Tell the students that this is the “number 4”. Encourage them to say “number 4” loudly after you. Now show them flash cards with the random numbers 1, 2, 3 and 4 written on them. Ask them to read aloud the number 4 when you show them a card with the number 4 written on it. Take their responses and encourage them.

Activity 2:

Randomly call 5 students and have them wear random number masks and alphabet masks (with at least 3 masks of the number 4). Bring them to the front one by one and ask the rest of the students to say the “number 4” loudly when a student with a mask of number 4 comes forward. Repeat the activity with different groups of students. Encourage them for their efforts.

Ask students to open their textbooks to page 33 and count the lions that are 4. Then have them count their fingers and say “4” loudly.

Sum Up:

(3 min)

Sum up the lesson by retelling them about the number 4 by showing the number 4 card to them. Assess them by writing four random numbers on the board and ask them to point out the number 4.

Assessment:

(10 min)

To assess the students learning, show 4 fingers and ask them to count how many fingers you are holding up.

Homework:

(2 min)

Do 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 – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

Name: _____

Date: _____

Identify and circle the number 4.

3 7 4 4 2

1 4 1 3 4

4 5 4 8 4

1 3 6 4 2

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

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

Topic: Number 4

Date:

Objective(s):

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

Use the number 4 to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 34, Numbered balls, Number 4 card, Number blocks, 4 Pencils, 4 Balls, 4 Cups, 4 Crayons, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(4 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. Place some numbered blocks on the table. Call a random student to come to the table. Ask him/her to pick the number 4 block and show it to others. Praise him/her for their correct choice.



Main Activities/Concept Building:

(22 min)

Activity 1:

Tell the students that today they are going to count 4 objects and relate them to the number 4.

Start the lesson by reciting the poem the “Number 4.” As you recite it, write the number 4 on the board as well.

Instruct them to recite after you.

4 little ants climbing a tree
4 little rabbits looking at me
4 little frogs jumping up high
4 little birds learning to fly

Write the number 4 on the board. Ask them: “What is written on the board?” Encourage the students after getting their responses.

Activity 2:

Paste a large number 4 card on the board. Ask the students to put their colour pencils/crayons on their tables. Call them randomly or one by one. Ask them to count and bring only 4 crayons or pencils with them and put them on their tables (or in their hands). As they do, say loudly, “I have 4 crayons or pencils” and point to the number 4 pasted on the board. Encourage them for their efforts. Ask the students to point to anything in the classroom which is 4 in number. Encourage them if they answered correctly.

Sum Up:

(2 min)

Sum up the lesson by putting some objects on the table such as 4 pencils, 4 balls, 4 cups, etc. Assess them by asking them to count and say 4 pencils, 4 balls, 4 cups, etc.

Assessment:

(10 min)

Provide the attached worksheet to the students. Ask them to count and colour four objects.

Homework:

(2 min)

Do Q1 given on page 34 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 – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

Name: _____

Date: _____

Count and colour 4 cupcakes.



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

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

Topic: Number 4

Date:

Objective(s):

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

Use the number 4 to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 34, Plastic bucket, Box of colourful balls, Flash cards of different numbers of objects (fish, balls, apples, lions), Worksheets

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Ask students about their homework. Draw 5 stars on the board. Call a random student to the front of the class. Ask him/her to count and circle 4 stars on the board. Encourage them for the correct answer.

Main Activities/Concept Building:

(25 min)

Activity 1:

Write the number 4 on the board and ask them: "What is written on the board?" Encourage them for their correct responses. Have the students sit comfortably in a circle on the carpet. Provide a plastic bucket to each student. Place a box of colourful balls on the carpet. Call the students one by one and ask them to pick up "4" balls from the box and put them in the bucket. Demonstrate the activity for them one time. As you put 1 ball in the bucket say "1" loudly and then 2 balls in the bucket say "2" loudly, then 3 balls and say "3" loudly and then put 4 balls in the bucket say "4" loudly. Encourage them to follow you and loudly count the balls as you put them in the bucket. Repeat this activity several times with all of the students.

Activity 2:

Paste flash cards of a different number of objects on the walls of the classroom (apples, oranges, mangoes and strawberries). Make 4 groups of students. Ask them to walk around the classroom and see the flash cards. Ask them to count the objects on each card and if they see the card with 4 objects, clap 4 times. Repeat this activity with all of the groups.

Ask students to open their textbooks to page 34 and solve Q2. Roam around the class, check their work and guide them.

Sum Up:

(3 min)

Sum up the lesson by telling them about the 4 holy books and also tell them about the 4 seasons.

Assessment:

(5 min)

To assess the students learning, ask them to observe the classroom objects and tell which things are 4 in quantity.

Homework:

(2 min)

Complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

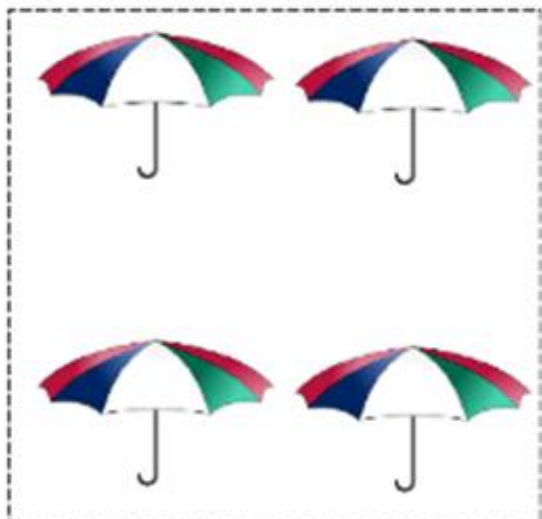
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

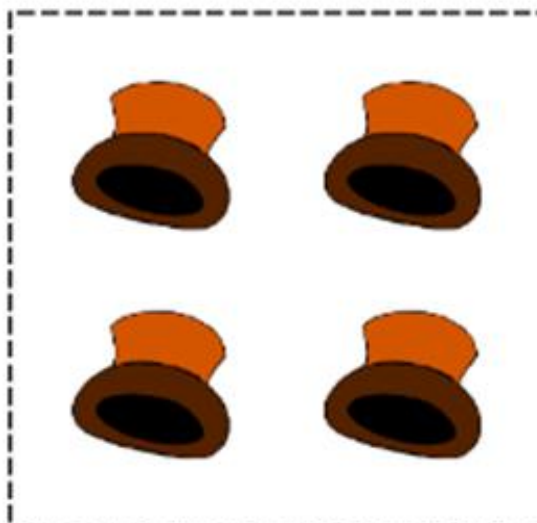
Name: _____

Date: _____

Count and match the boxes having 4 objects with the number 4.



4



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

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

Topic: Number 4

Date:

Objective(s):

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

Use the number 4 to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, Boxes, Coloured beads, Play dough, Flash card of the number 4, Worksheets, Textbook page 35

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 the students about their homework. Have the students sit in a large circle on the carpet. Put some objects on the carpet. Ask them to come to the centre one by one. Ask them to choose and pick the things which are 4 in number. Appreciate them for their good efforts.

Main Activities/Concept Building:

(20 min)

Activity 1:

Have students sit comfortably in a circle on the carpet. Put three boxes labelled with the numbers 1, 2, 3 and 4. Put coloured beads in front of the students. Call a random student to the front of the class. Ask him/her to pick and put 1 bead in the box labelled number 1. Call another student to the front of the class. Ask him/her to pick and put 2 beads in the box labelled number 2. Call a third student to the front of the class. Ask him/her to pick and put 3 beads in the box labelled number 3. Call a fourth student to the front of the class. Ask him/her to pick and put 4 beads in the box labelled number 4. Appreciate the students for their efforts. Repeat this activity with all of the students.

Activity 2:

Write a large number 3 on the board. Call students one by one to the board and ask them to trace it using their index finger. Divide the class into 4 groups (3-4 students per group). Provide each group play dough or clay and a directional card with the number 4 written on it. Ask them to observe the number 4 and make it using clay or play dough. Repeat this activity several times with each student. Take their responses and appreciate them. Ask students to open their textbooks to page 35 and solve Q3 and 4. Roam around the class, check their work and guide them.

Sum Up:

(5 min)

Sum up the lesson by showing the flash card of the number 4 and ask them to say “number 4” loudly.

Assessment:

(10 min)

Provide the attached worksheet 1 to the students. Take a round in the class and monitor their working.

Homework:

(2 min)

Ask them to complete the given worksheet 2.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

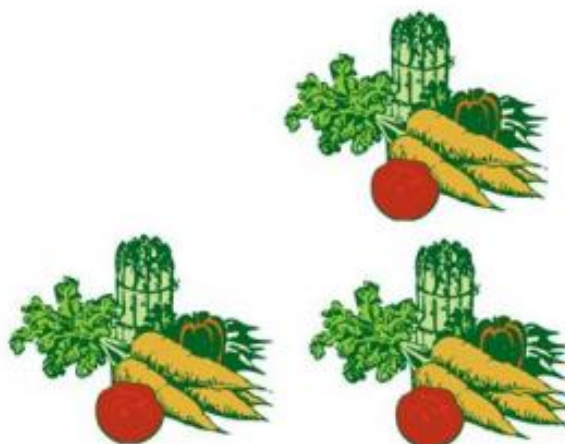
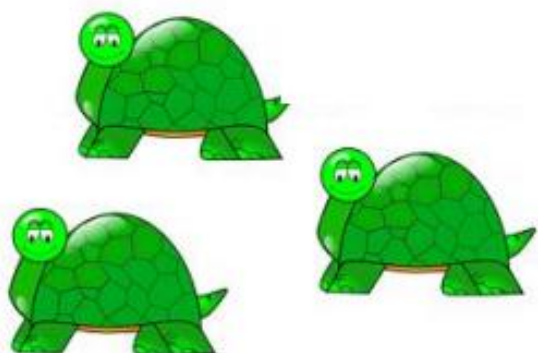
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet 1

Name: _____

Date: _____

Count and tick (✓) the box with 4 objects.


☐

☐

☐

☐

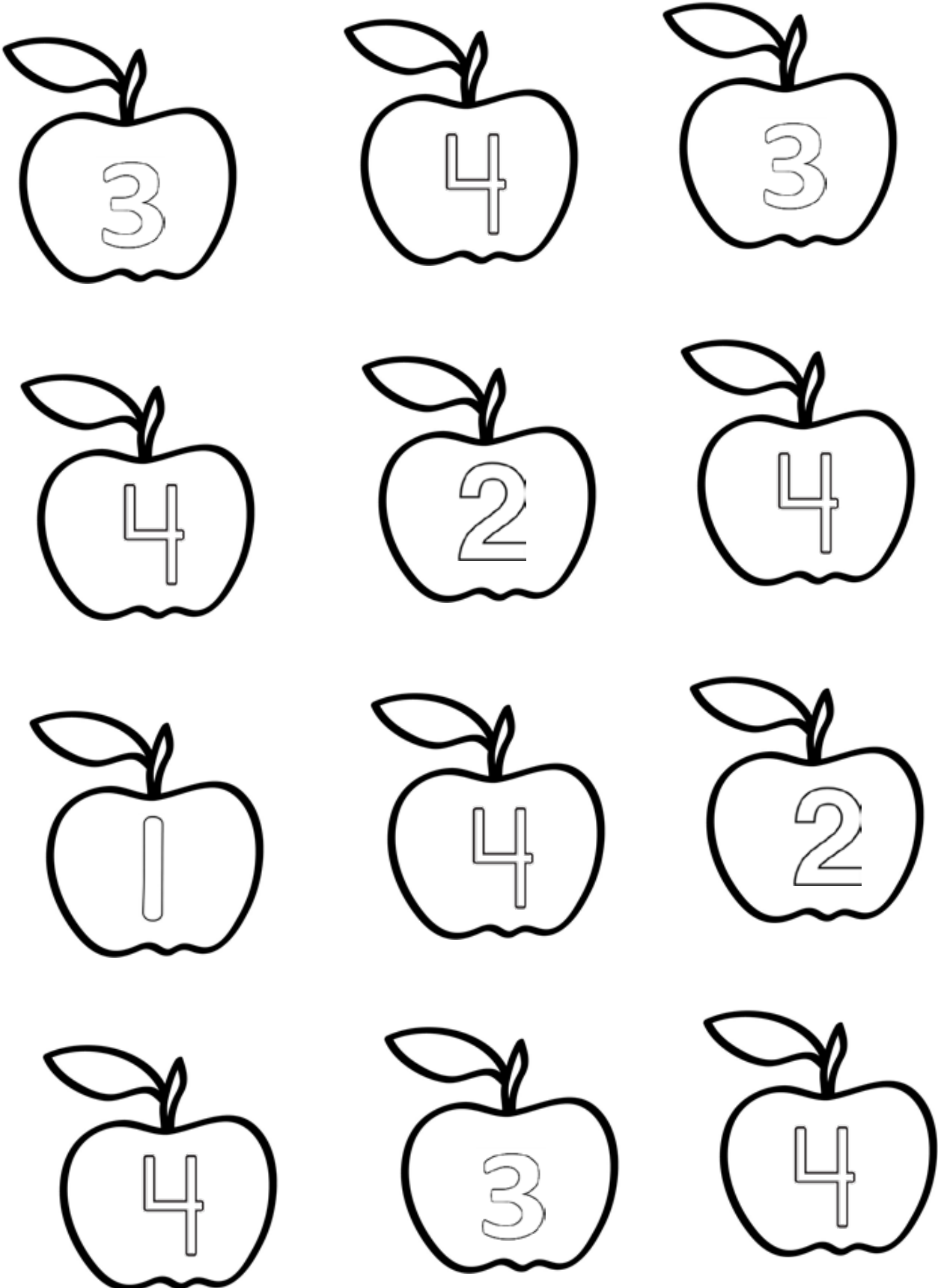
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet 2

Name: _____

Date: _____

Colour the apples having the number 4.



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

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

Topic: Number 4

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 4.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 36, Sand tray, Number 4 card, Worksheet, 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 the students about their homework. Place several coloured counters on the table.

Distribute resealable plastic bags among the students. Call the students one by one to

come to the table and ask them to count and put 4 counters in their resealable plastic

bag. Encourage the students for the correct counting.



Main Activities/Concept Building:

(20 min)

Activity 1:

Show a large flash card with the number 4 written on it (along with the directional arrows on them).

Tell the student that this is the number 4. The number 4 has 3 straight lines. Recite the poem "number 4".

As you recite it, draw the number 4 on the board as well. Instruct them to use their index finger and trace the number 4 in the air.

Down and over

and down some more

That's the way

to make a 4!

Next, provide sand trays and have them repeat after you by tracing the number 4 on them.

Activity 2:

Tell the students that now we are going to trace the number 4. Ask them to open their textbooks to page

36. Guide them to hold their pencils properly and start tracing the number 4. Tell them that when they are

going to trace the number 4, to start from the dot. Instruct them to trace the first three lines. Take a round

in the class and monitor their working.

Sum Up:

(5 min)

Sum up the lesson by asking them to trace the number 4 on their left palm with their right index finger.

Assessment:

(8 min)

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

Homework:

(2 min)

Write the number 4 on the last four lines given in their textbooks on page 36.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

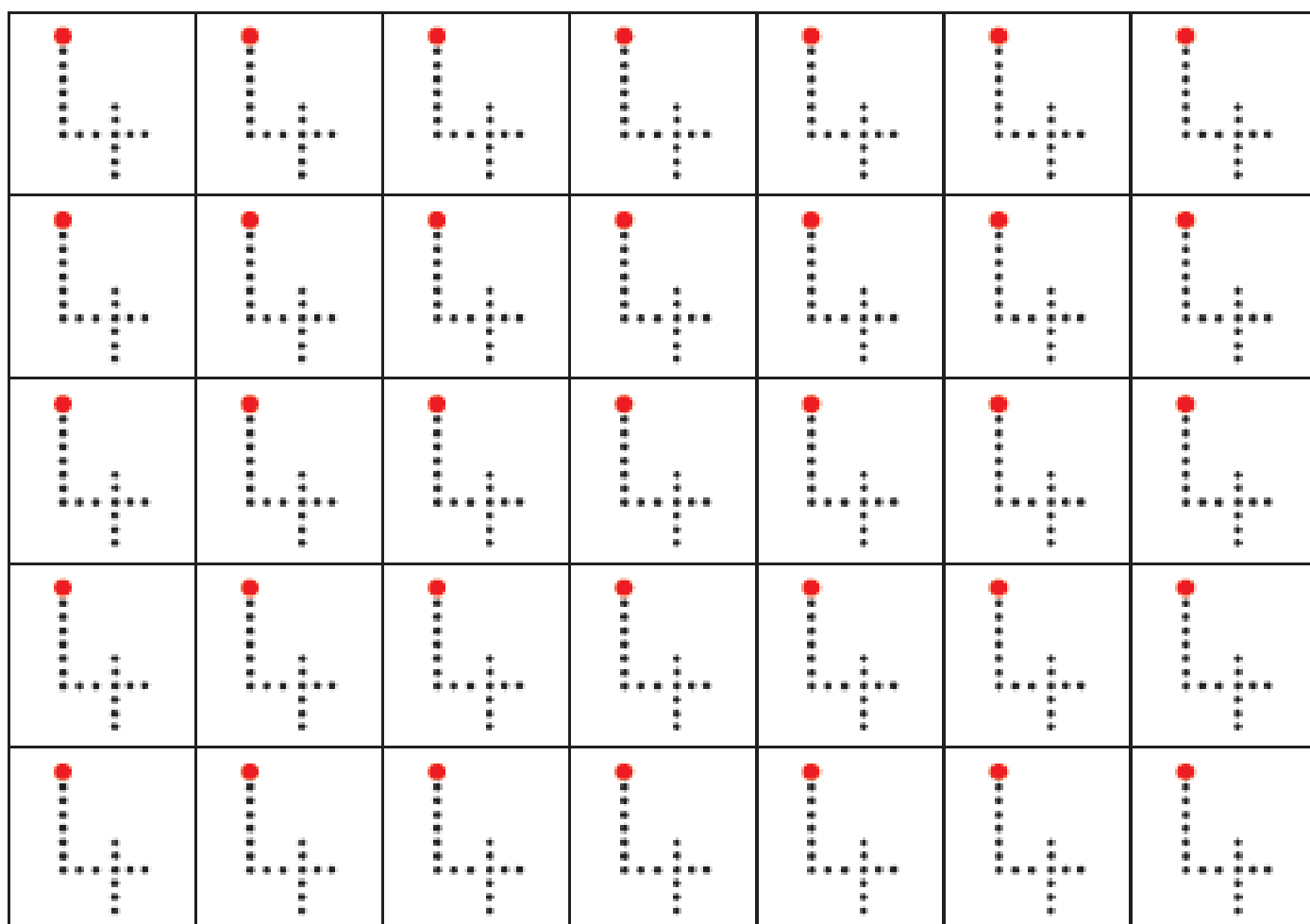
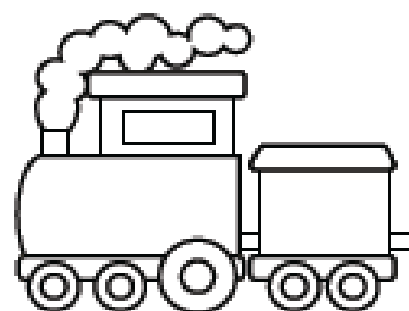
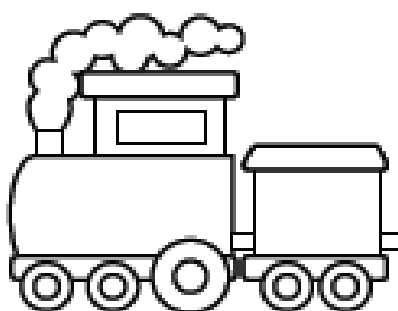
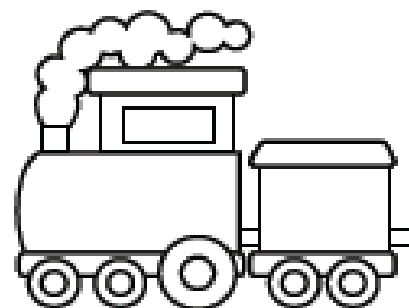
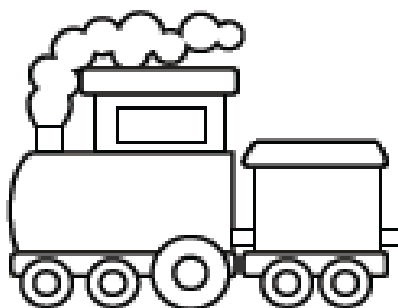
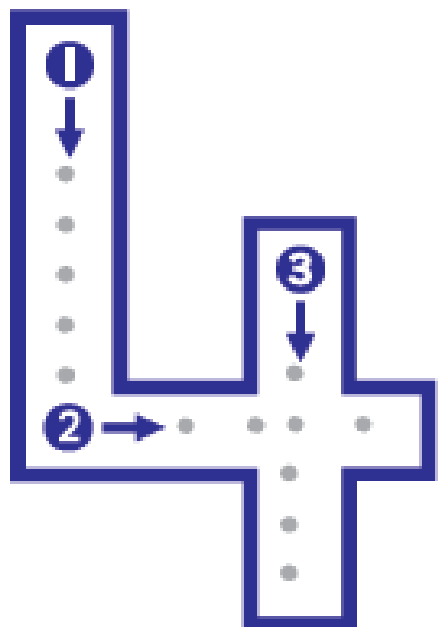
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

Name: _____

Date: _____

Trace and colour the number 4. Then colour the 4 objects.



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

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

Topic: Number 5 **Date:**

Objective(s):

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

Identify the correct numeral to represent the number 5.

Resource Material:

Chalk/Marker, White/Blackboard, Flash cards of the numbers 1, 2, 3, 4 and 5, Masks of the numbers 1-5 and a few alphabets, Video player, Worksheet, Textbook page 37

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

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

Ask the students about their homework.

Tell the students that today we are going to read about the "Number 5".

To grab the students' attention, play the number 4 song using the following link.

<https://www.youtube.com/watch?v=C0s9Y81rdBQ>

Main Activities/Concept Building: (20 min)

Activity 1:

First, show flash cards of the numbers 1, 2, 3 and 4 one by one to the students. Ask them: "What number is this?" Take their responses for each number and encourage them. Next, show a large flash card with the number 5 written on it. Tell the students that this is the "number 5". Encourage them to say "number 5" loudly after you. Now show them flash cards with the random numbers 1, 2, 3, 4 and 5 written on them. Ask them to read aloud the number 5 when you show them a card with the number 5 written on it. Take their responses and encourage them.

Activity 2:

Randomly call 10 students and have them wear random number masks and alphabet masks (with at least 5 masks of the number 5). Bring them to the front one by one and ask the rest of the students to say the "number 5" loudly when a student with a mask of the number 5 comes forward. Repeat the activity with different groups of students. Encourage them for their efforts.

Ask students to open their textbooks to page 37 and count the rabbits that are 5. Then have them count their fingers and say "5" loudly.

Sum Up: (3 min)

Sum up the lesson by retelling them about the number 5 by showing the number 5 card to them. Assess them by writing four random numbers on the board and ask them to point out the number 5.

Assessment: (10 min)

To assess the students learning, show 5 fingers and ask them to count and tell how many fingers you are holding up.

Homework: (2 min)

Do the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

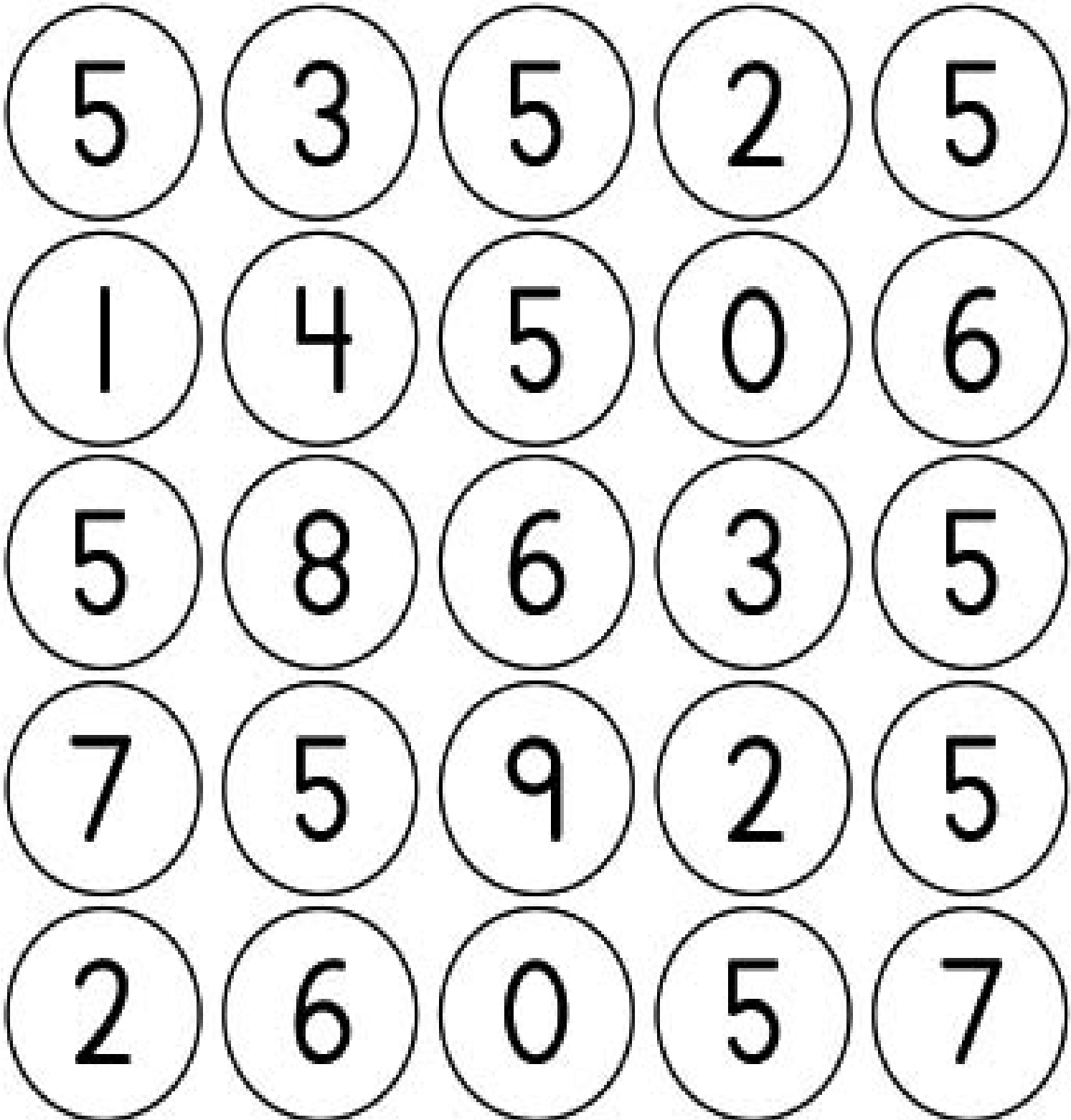
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

Name: _____

Date: _____

Identify and colour the circles having the number 5.



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

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

Topic: Number 5 **Date:**

Objective(s):

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

Use the number 5 to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 38, Numbered blocks, Colour pencils/crayons, Number 4 card, 5 Pencils, 5 Beads, 5 buttons, 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. Place some numbered blocks on the table. Call a random student to come to the table. Ask him/her to pick a number 5 block and show it to others. Praise him/her for their correct choice.



Main Activities/Concept Building:

(20 min)

Activity 1:

Tell the students that today they are going to count 5 objects and relate them to the number 5.

Start the lesson by reciting the poem the "Number 5." As you recite it, write the number 5 on the board as well.

Instruct them to recite after you.

5 red apples on the tree
1 for you and 4 for me!
5 yellow bananas on the tree,
2 for you and 3 for me
5 purple plums on the tree,
3 for you and 2 for me
5 green pears on the tree,
4 for you and 1 for me

Write the number 5 on the board. Ask them: "What is written on the board?" Encourage the students after getting their responses.

Activity 2:

Paste a large number 5 card on the board. Ask the students to put their colour pencils/crayons on their tables. Call them randomly or one by one. Ask them to count and bring only 5 crayons or pencils with them and put it on their tables (or in their hands). As they do so, say "I have 5 crayons or pencils" loudly and point to the number 5 pasted on the board. Encourage them for their efforts. Ask students to point to anything in the classroom which is 5 in number. Encourage if they answered correctly.

Sum Up:

(3 min)

Sum up the lesson by putting some objects on the table such as 5 pencils, 5 beads, 5 buttons, etc. Assess them by asking them to count and say 5 pencils, 5 beads, 5 buttons, etc.

Assessment:

(10 min)

Provide the attached worksheet to the students. Ask them to count and colour five objects.

Homework:

(2 min)

Do Q1 given on page 38 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 – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

Name: _____

Date: _____

Count and circle 5 aeroplanes.



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

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

Topic: Number 5

Date:

Objective(s):

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

Use the number 5 to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 38, Plastic bucket, Box of colourful balls, Flash cards of different numbers of objects (apples, mangoes, oranges and pears), Worksheets

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Ask students about their homework. Draw some balloons (six balloons) on the board. Call a random student to the front to the class. Ask him/her to count and circle 5 balloons on the board. Encourage them for the correct answer.

Main Activities/Concept Building:

(27 min)

Activity 1:

Write the number 5 on the board and ask them: "What is written on the board?" Encourage them for their correct responses. Have the students sit comfortably in a circle on the carpet. Provide a plastic bucket to each student. Place a box of colourful balls on the carpet. Call the students one by one and ask them to pick up "5" balls from the box and put them in the bucket. Demonstrate the activity for them one time. As you put 1 ball in the bucket say "1" loudly and then 2 balls in the bucket say "2" loudly, then 3 balls and say "3" loudly and then put 4 balls in the bucket say "4" loudly. At the end, 5 balls and say "5" loudly. Encourage them to follow you and loudly count the balls as you put them in the bucket. Repeat this activity several times with all of the students.

Activity 2:

Paste flash cards of a different number of objects on the walls of the classroom (apples, oranges, mangoes and pears). Make 4 groups of students. Ask them to walk around the classroom and see the flash cards. Ask them to count the objects on each card and if they see the card with 5 objects, clap 5 times. Repeat this activity with all of the groups.

Ask students to open their textbooks to page 38 and solve Q2. Roam around the class, check their work and guide them.

Sum Up:

(3 min)

Sum up the lesson by telling them about the 5 prayers and five fingers of a hand.

Assessment:

(3 min)

To assess the students learning, ask them to observe the classroom objects and tell which things are 5 in quantity.

Homework:

(2 min)

Complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

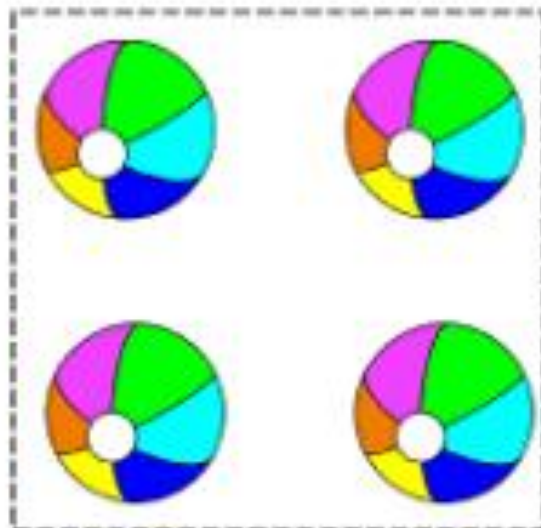
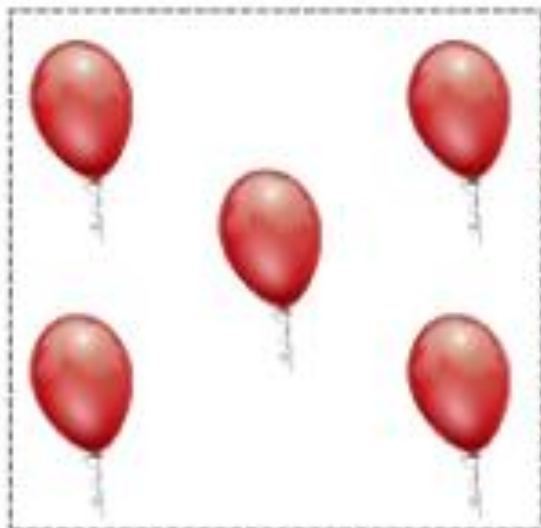
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

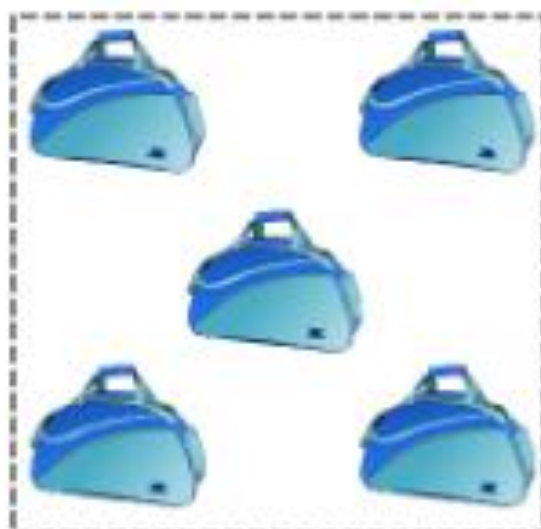
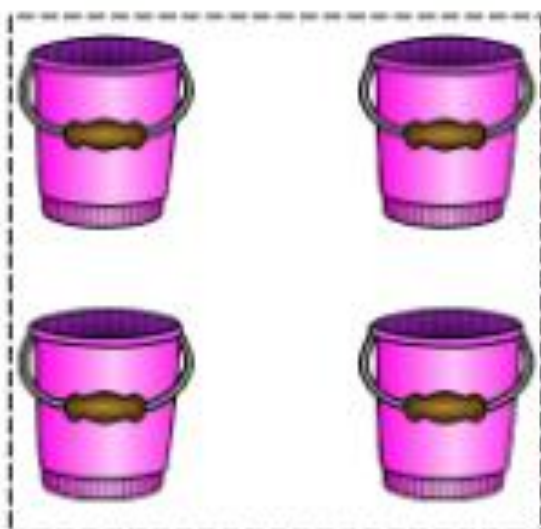
Name: _____

Date: _____

Count and match the boxes having 5 objects with the number 5.



5



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

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

Topic: Number 5 **Date:**

Objective(s):

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

Use the number 5 to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Flash card of number 5, Worksheets, Textbook page 39, Objects or 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 the students about their homework. Have the students sit in a large circle on the carpet. Put some objects or toys on the carpet. Ask them to come to the centre one by one. Ask them to choose and pick the toys which are 5 in number. Appreciate them for their good efforts.

Main Activities/Concept Building: (20 min)

Activity 1:

Have the students work in pairs. Provide some flash cards of objects of different numbers to each pair. Provide a box to each pair. Ask each pair to count the objects on each card and put the cards with five objects in the box.

Demonstrate the activity for them one time as you put the card with five objects in the box. Encourage them to follow you and do this activity.

Activity 2:

Write a large number 5 on the board. Call students one by one to the board and ask them to trace it using their index finger. Divide the class into 4 groups (3-4 students per group). Provide each group play dough or clay and a directional card with the number 5 written on it. Ask them to observe the number 5 and make it using clay or play dough. Repeat this activity several times with each student. Take their responses and appreciate them. Ask students to open their textbooks to page 39 and solve Q3 and 4. Roam around the class, check their work and guide them.

Sum Up: (3 min)

Sum up the lesson by showing the flash card of the number 5 and ask them to say "number 5" loudly.

Assessment: (10 min)

Provide the attached worksheet 1 to the students. Take a round in the class and monitor their working.

Homework: (2 min)

Ask them to complete the given worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

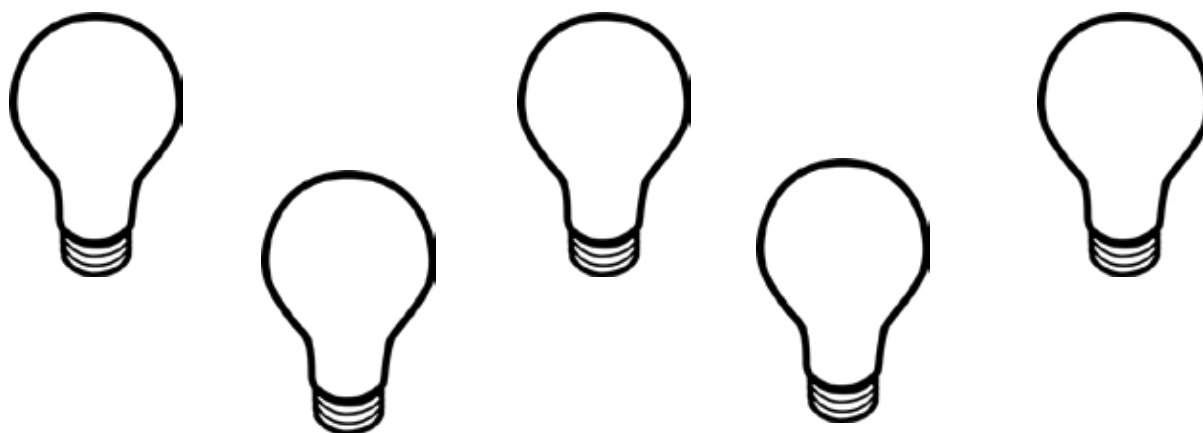
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet 1

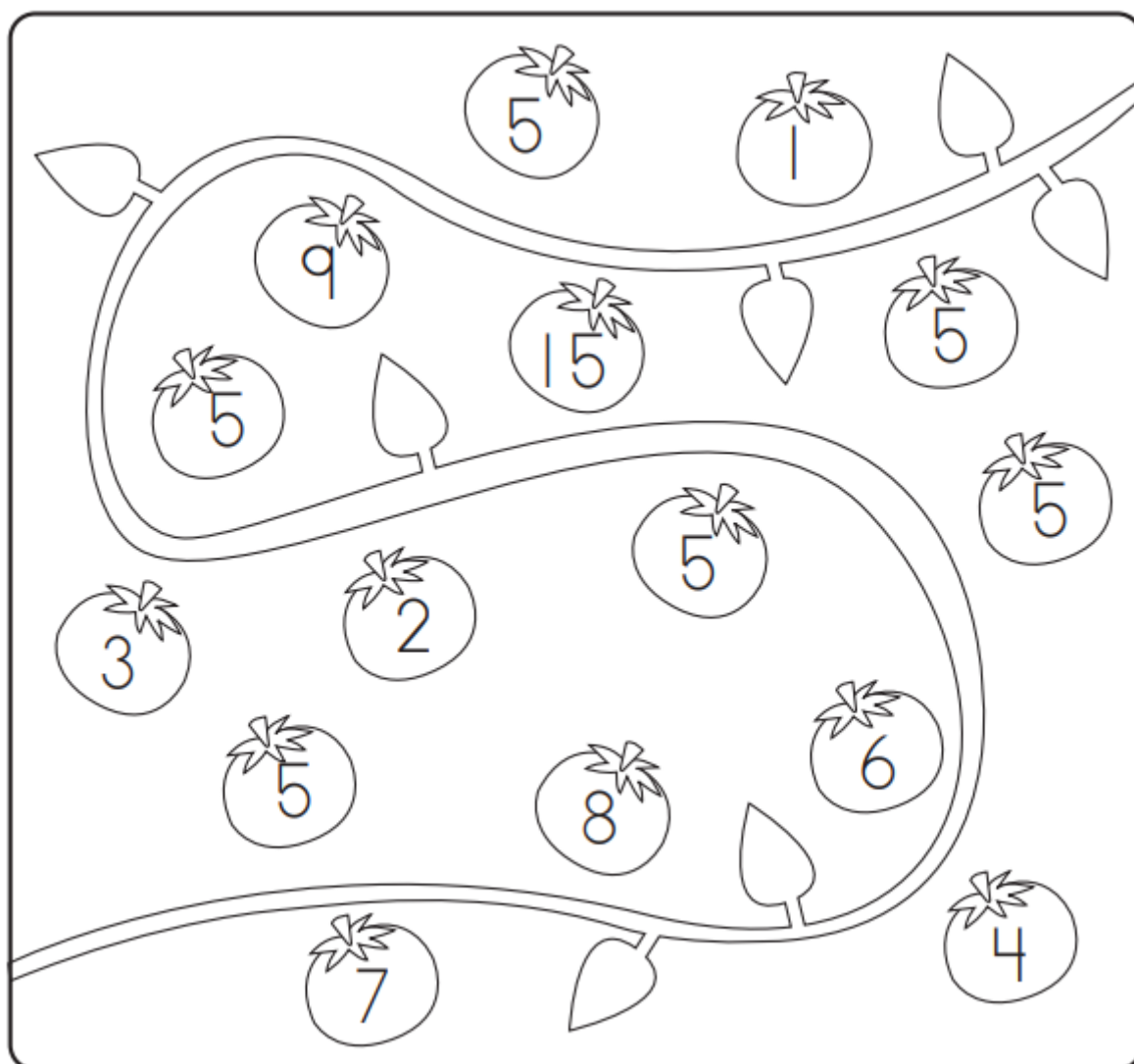
Name: _____

Date: _____

1. Count and colour the 5 objects.



2. Identify and colour the tomatoes having the number 5.



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

Worksheet 2

Name: _____

Date: _____

Count and circle the number 5.



5

7

9

5

2

5

4

5

5

5

3

5

5

1

5

4

2

5

5

5

3

5

7

5

5

9

5

5

5

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

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

Topic: Number 5

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 5.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 40, Worksheet, 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".

Draw 8 stars on the board. Call a random student to the front of the class and ask them to count and circle 5 stars.

Encourage them for the correct effort.

Main Activities/Concept Building:

(22 min)

Activity 1:

Tell the students that we are going to learn how to trace the number 5 with a pencil. Show a large number 5 card along with the directional arrows written on it. Divide the class into 4 groups (3-4 students per group). Provide each group a sand tray and a laminated sheet with a directional card with the number 5 written on it. Ask them to observe the number 5 and trace it on the sand tray using their index finger. Repeat this activity several times with each student. Ask them: "Do you know why we are doing this activity?" Take their responses and appreciate them. Then tell them that we are doing this activity because it will help us to trace the number 5 on the paper with a pencil. Clap for the students who trace the number 5 accurately. Motivate the others to do the same so that they can also be appreciated by clapping.

Activity 2:

Tell the students that now we are going to trace the number 5. Ask them to open their textbooks to page 40. Guide them to hold their pencils properly and start tracing the number 5. Tell them that when they are going to trace the number 5, to start from the dot. Instruct them to trace the first three lines. Take a round in the class and monitor their working.

Sum Up:

(3 min)

Sum up the lesson by asking them to trace the number 5 on their left palm with their right index finger.

Assessment:

(8 min)

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

Homework:

(2 min)

Write the number 4 on the last four lines given in their textbooks on page 40.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

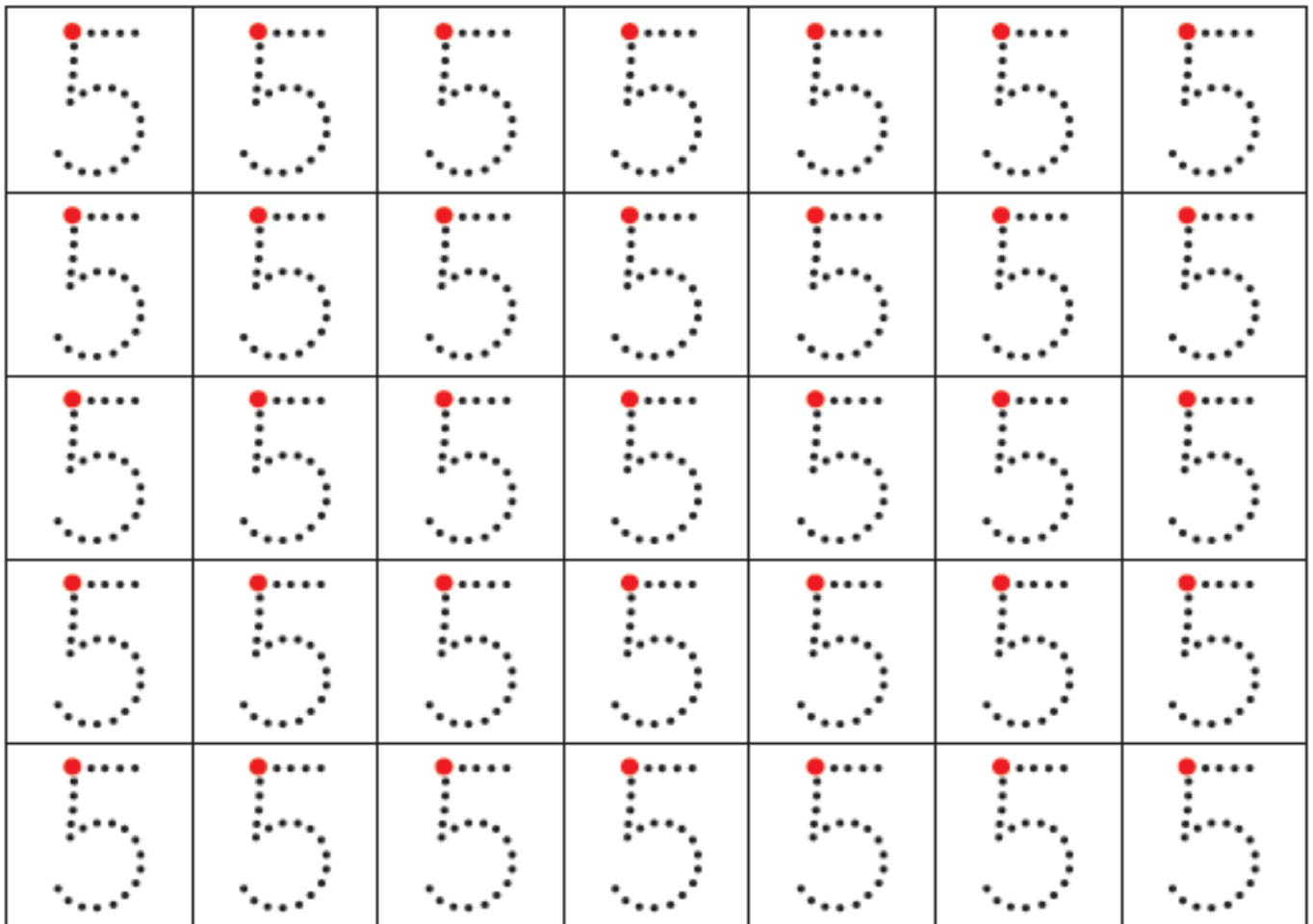
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

Name: _____

Date: _____

Trace and colour the number 5. Then colour the 5 objects.



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

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

Topic: Numbers 1-5

Date:

Objective(s):

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

Identify, trace and write the correct numerals to represent the numbers 1-5.

Resource Material:

Chalk/Marker, White/Blackboard, Flash cards of the numbers 1-5, Flash cards of objects up to 5, Video player, Worksheet, Textbook page 41

Teaching & Learning Activities:

Opening Activities/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 your index finger to the students and ask them: “How many fingers are there?” Repeat this activity for five fingers. To grab the students’ attention, play the video using the following link.

<https://www.youtube.com/watch?v=3ku3FuelIV8>

Main Activities/Concept Building:

(25 min)

Activity 1:

Tell them that we are going to do an interesting activity to count objects and relate them to the numbers (1-5). Make four groups of the class according to the strength. Provide number cards of 1, 2, 3, 4 and 5 to each group. Give flash cards of objects (1, 2, 3, 4 and 5 objects in each card respectively) to each group. Give blank paper to each group. Ask each group to paste the number 1 card on the paper and then below that card paste the flash card that has one object. Ask them to raise their hands when finished with the activity. Check their work and clap for the winning group. Repeat this activity for the numbers up to 5.

Activity 2:

Write the numbers 1, 2, 3, 4 and 5 in the air with your index finger and ask them to follow you. Now ask the students to open their Activity Books to page 41. Instruct them to do Q6 on this page. Ask them to count the objects and colour the correct number box. Take a round in the class and monitor their working.

Sum Up:

(3 min)

Sum up the lesson by retelling them about fingers, eyes and ears.

Assessment:

(5 min)

To assess the students learning, ask them to write the numbers 1 to 5 in their notebooks.

Homework:

(2 min)

Do the given worksheet.

Teacher’s Self-Evaluation:

Target: Achieved ☐

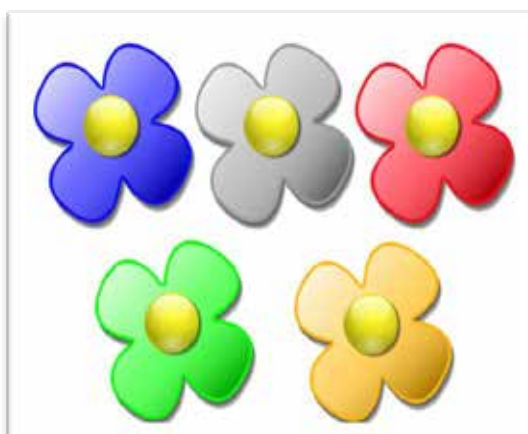
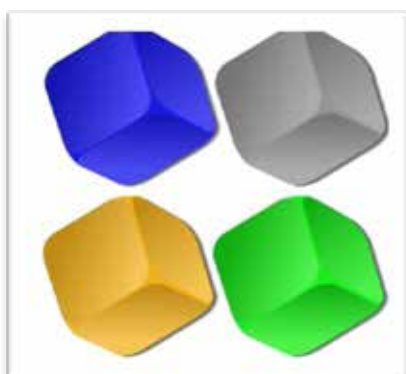
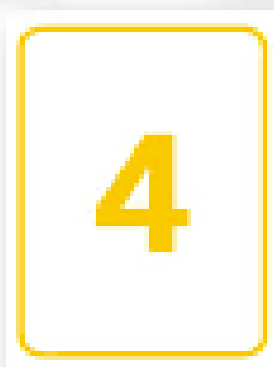
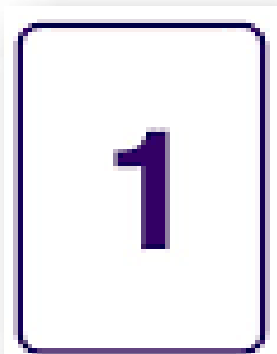
Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Flash Cards



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

Worksheet

Name: _____

Date: _____

Count the fingers and match them with the correct numbers.

1



2



3



4



5



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

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

Topic: Number 1-5

Date:

Objective(s):

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

Use the numbers 1-5 to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 42, Worksheets, 5 boxes, Beads, Flash card of different number of objects, 5 jars

Teaching & Learning Activities:

Opening Activities/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. Put five jars labelled with the numbers 1, 2, 3, 4 and 5 on the table. Put some coloured beads on the table. Ask a random student to the front of the class and ask him/her to pick and put the correct number of beads in each jar according to their labels. Encourage him/her for his/her effort.

Main Activities/Concept Building:

(22 min)

Activity 1:

Tell them that we are going to do an interesting activity to count objects and relate them to numbers (1, 2, 3, 4, and 5).

Have students sit comfortably in a circle on the carpet. Put five boxes labelled with the numbers 1, 2, 3, 4 and 5. Put pictures cards in front of the students. Call a random student to the front of the class. Ask him/her to pick and put the picture card with 1 object in the box labelled number 1. Call another student to the front of the class. Ask him/her to pick and put the picture card with 2 objects in the box labelled number 2. Call a third student to the front of the class. Ask him/her to pick and put the picture card with 3 objects in the box labelled number 3. Do the same activity for the picture cards of number 4 and 5 objects. Appreciate the students for their efforts. Repeat this activity with all of the students.

Activity 2:

Ask students to open their textbooks to page 42. Instruct them to colour the fish according to the number key. 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 putting some objects on the table and ask them to count and tell how many objects are on the table.

Assessment:

(8 min)

Provide the attached worksheet 1 to the students. Ask them to count and colour two objects.

Homework:

(2 min)

Do the given worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

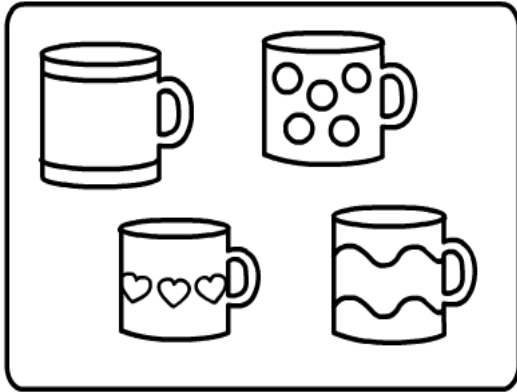
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet 1

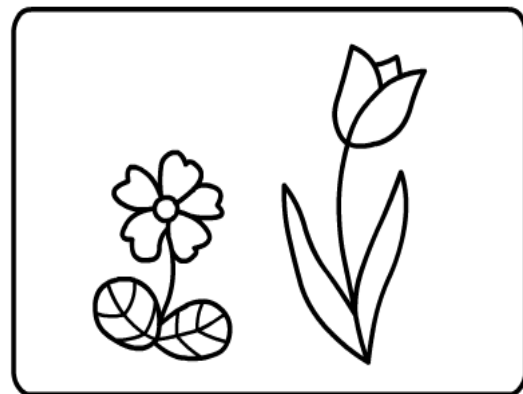
Name: _____

Date: _____

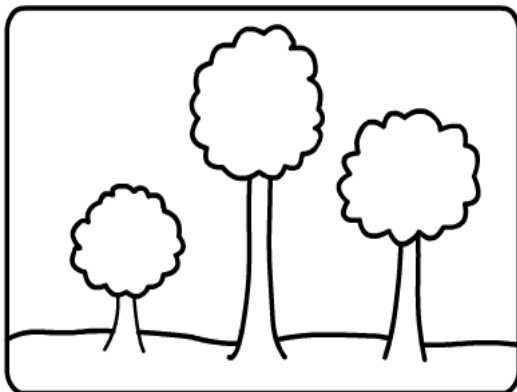
Count and circle the correct number.



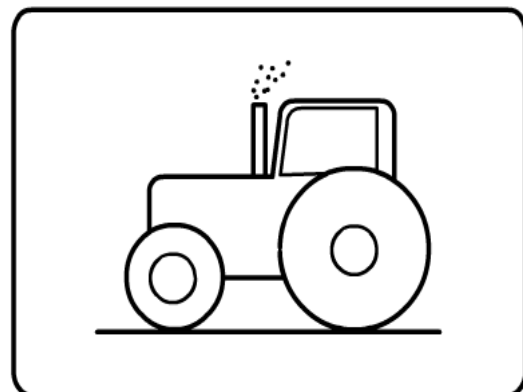
1 2 3 4 5



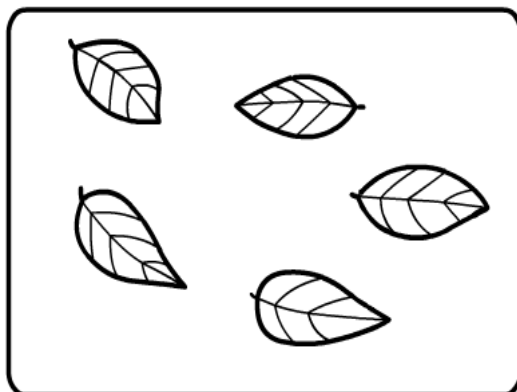
1 2 3 4 5



1 2 3 4 5



1 2 3 4 5



1 2 3 4 5

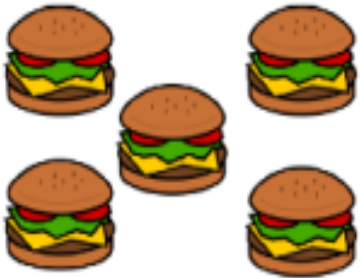
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet 2

Name: _____

Date: _____

Count and trace the numbers.

	1	1	1	1	1
	2	2	2	2	2
	3	3	3	3	3
	4	4	4	4	4
	5	5	5	5	5

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

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

Topic: Number 6 **Date:**

Objective(s):

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

Identify the correct numeral to represent the number 6.

Resource Material:

Chalk/Marker, White/Blackboard, Flash cards of the numbers 1, 2, 3, 4, 5 and 6, Masks of the numbers 1-6 and a few alphabets, Video player, Worksheet, Textbook page 43

Teaching & Learning Activities:

Opening Activities/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.

Tell the students that today we are going to read about the “Number 6”.

To grab the students’ attention, play the number 6 song using the following link.

<https://www.youtube.com/watch?v=R8QlrKCJVAk>

Main Activities/Concept Building: (25 min)

Activity 1:

First, show flash cards of the numbers 1, 2, 3, 4 and 5 one by one to the students. Ask them: “What number is this?” Take their responses for each number and encourage them. Next, show a large flash card with the number 6 written on it. Tell the students that this is the “number 6”. Encourage them to say “number 6” loudly after you. Now show them flash cards with the random numbers 1, 2, 3, 4, 5 and 6 written on them. Ask them to read aloud the number 6 when you show them a card with the number 6 written on it. Take their responses and encourage them.

Activity 2:

Randomly call 10 students and have them wear random number masks and alphabet masks (with at least 5 masks of the number 6). Bring them to the front one by one and ask the rest of the students to say the “number 6” loudly when a student with a mask of the number 6 comes forward. Repeat the activity with different groups of students. Encourage them for their efforts.

Ask students to open their textbooks to page 43 and count the cats that are 6. Then have them count their fingers and say “6” loudly.

Sum Up: (3 min)

Sum up the lesson by retelling them about the number 6 by showing the number 6 card to them. Assess them by writing four random numbers on the board and ask them to point out the number 6.

Assessment: (5 min)

To assess the students learning, show 6 fingers and ask them to count them and tell how many fingers you are holding up.

Homework: (2 min)

Do 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 – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

Name: _____

Date: _____

Identify and colour the circles having the number 6.



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

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

Topic: Number 6 **Date:**

Objective(s):

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

Use the number 6 to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 44, Number blocks, Number 6 card, 6 Pencils, 6 Balls, 6 Cups, 6 Crayons, 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. Place some numbered blocks on the table. Call a random student to come to the table. Ask him/her to pick a number 6 blocks and show it to others. Praise him/her for their correct choice.



Main Activities/Concept Building:

(25 min)

Activity 1:

Tell the students that today they are going to count 6 objects and relate them to the number 6.

Start the lesson by reciting the poem "Number 6." As you recite it, write the number 6 on the board as well. Instruct them to recite after you.

6 little bubbles, floating to the floor,
One bubble popped and then there were 5
6 little bubbles, floating to the floor,
One bubble popped and then there were 4
4 little bubbles, floating to the floor,
One bubble popped and then there were 3
3 little bubbles, floating to the floor,
One bubble popped and then there were 2
2 little bubbles, floating to the floor,
One bubble popped and then there was 1

Write the number 6 on the board. Ask them: "What is written on the board?" Encourage the students after getting their responses.

Activity 2:

Paste a large number 6 card on the board. Ask the students to put their colour pencils/crayons on their tables. Call them randomly or one by one. Ask them to count and bring only 6 crayons or pencils with them and put them on their tables (or in their hands). As they do so, say "I have 6 crayons or pencils" loudly and point to the number 6 pasted on the board. Encourage them for their efforts. Ask students to point to anything in the classroom which is 6 in number. Encourage them if they answered correctly.

Sum Up:

(3 min)

Sum up the lesson by putting some objects on the table such as 6 pencils, 6 balls, 6 cups, etc. Assess them by asking them to count and say 6 pencils, 6 balls, 6 cups, etc.

Assessment:

(5 min)

Provide the attached worksheet to the students. Ask them to count and colour five objects.

Homework:

(2 min)

Do Q1 given on page 44 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 – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

Name: _____

Date: _____

Count and circle 6 toys.



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

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

Topic: Number 6

Date:

Objective(s):

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

Use the number 6 to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 44, Plastic bucket, Box of colourful balls, Flash cards of different numbers of objects (toys), Worksheets

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Ask students about their homework. Draw some squares (8 squares) on the board. Call a random student to the front of the class. Ask him/her to count and circle 6 squares on the board. Encourage them for the correct answer.

Main Activities/Concept Building:

(25 min)

Activity 1:

Write the number 6 on the board and ask them: "What is written on the board?" Encourage them for their correct responses. Have the students sit comfortably in a circle on the carpet. Provide a plastic bucket to each student. Place a box of colourful balls on the carpet. Call the students one by one and ask them to pick up "6" balls from the box and put them in the bucket. Demonstrate the activity for them one time. As you put 1 ball in the bucket say "1" loudly and then 2 balls in the bucket say "2" loudly, then 3 balls and say "3" loudly and then put 4 balls in the bucket and say "4" loudly. Then put 5 balls and say "5" loudly. At the end, 6 balls and say "6" loudly. Encourage them to follow you and loudly count the balls as you put them in the bucket. Repeat this activity several times with all of the students.

Activity 2:

Paste flash cards of different number of objects on the walls of the classroom (toys). Make 4 groups of students. Ask them to walk around the classroom and see the flash cards. Ask them to count the objects on each card and if they see the card with 6 objects, clap 6 times. Repeat this activity with all of the groups.

Ask students to open their textbooks to page 44 and solve Q2. Roam around the class, check their work and guide them.

Sum Up:

(3 min)

Sum up the lesson by drawing 6 different objects on the board and ask them to count and say "number 6" loudly.

Assessment:

(5 min)

To assess the students learning, ask them to observe the classroom objects and tell which things are 6 in quantity.

Homework:

(2 min)

Complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

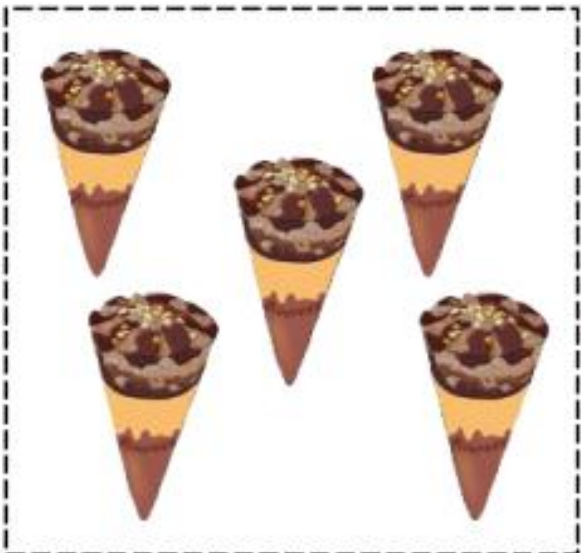
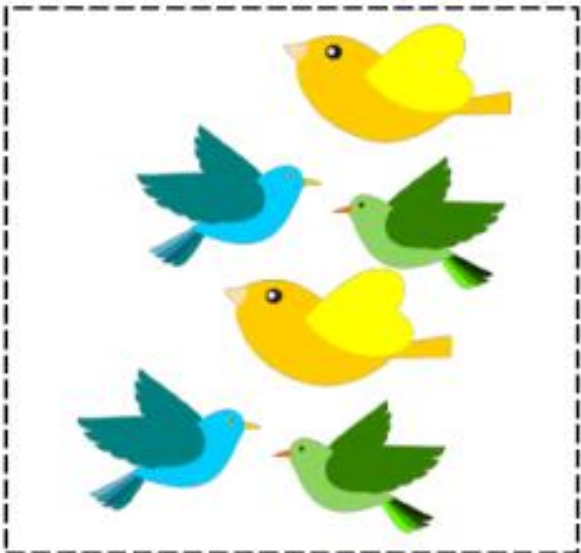
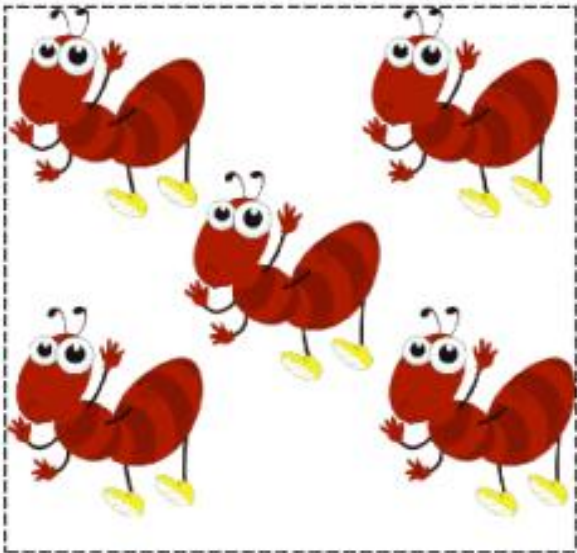
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

Name: _____

Date: _____

Count and match the boxes having 6 objects with the number 6.



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

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

Topic: Number 6

Date:

Objective(s):

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

Use the number 6 to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, Flash cards of the numbers up to 6, Worksheets, Textbook page 45, Objects or toys, Play dough

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 the students about their homework. Have the students sit in a large circle on the carpet. Put some objects or toys on the carpet. Ask them to come to the centre one by one. Ask them to choose and pick the toys which are 6 in number. Appreciate them for their good efforts.

Main Activities/Concept Building:

(20 min)

Activity 1:

Have the students to work in pairs. Provide some flash cards of objects of different numbers to each pair. Provide a box to each pair. Ask each pair to count the objects on each card and put the cards with six objects in the box.

Demonstrate the activity for them one time as you put the card with 6 objects in the box. Encourage them to follow you and do this activity.

Activity 2:

Write a large number 6 on the board. Call students one by one to the board and ask them to trace it using their index finger. Divide the class into 4 groups (3-4 students per group). Provide each group play dough or clay and a directional card with the number 6 written on it. Ask them to observe the number 6 and make it using clay or play dough. Repeat this activity several times with each student. Take their responses and appreciate them. Ask students to open their textbooks to page 45 and solve Q3 and 4. Roam around the class, check their work and guide them.

Sum Up:

(5 min)

Sum up the lesson by showing the flash card of the number 6 and ask them to say “number 6” loudly.

Assessment:

(10 min)

Provide the attached worksheet 1 to the students. Take a round in the class and monitor their working.

Homework:

(2 min)

Ask them to complete the given worksheet 2.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

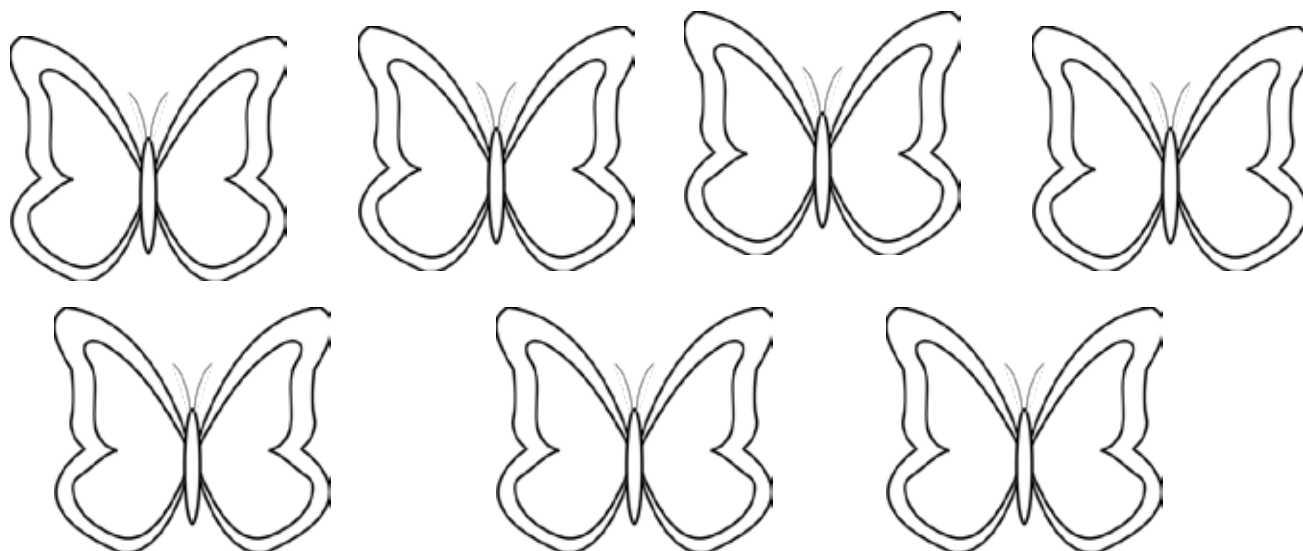
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet 1

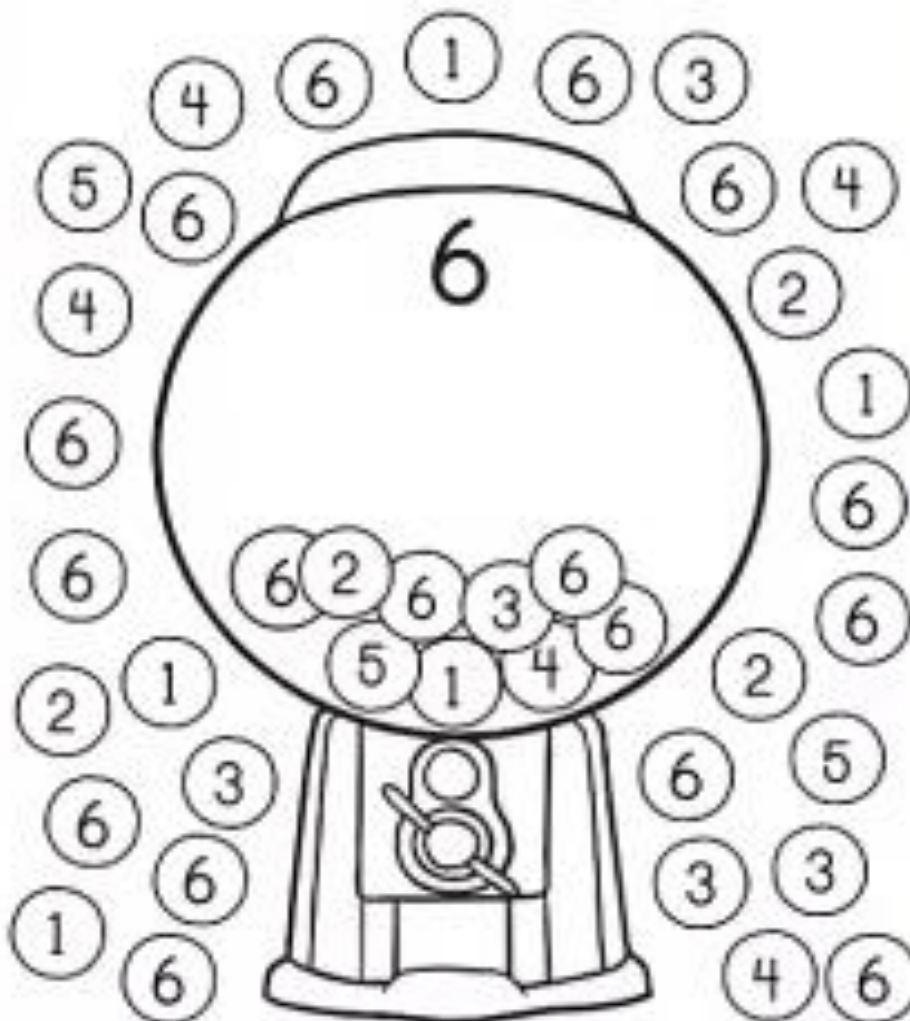
Name: _____

Date: _____

1. Count and colour 6 objects.



2. Identify and colour the circles having the number 6.



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

Worksheet 2

Name: _____

Date: _____

Help the cat reach his food by following the number 6.

6	6	6	6	6	6
6	6	6	7	8	6
2	5	6	6		6
3	6	6	6	4	8
8	6	6	6	6	2
6	6	9	6	6	1
	6	6	6	0	5

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

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

Topic: Number 6

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 6.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 46, Worksheet, 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".

Draw 8 circles on the board. Call a random student to the front of the class and ask them to count and circle 6 circles. Encourage them for the correct effort.

Main Activities/Concept Building:

(22 min)

Activity 1:

Tell the students that we are going to learn how to trace the number 6 with a pencil. Show a large number 6 card along with the directional arrows written on it. Divide the class into 4 groups (3-4 students per group). Provide each group a sand tray and a laminated sheet with a directional card with the number 6 written on it. Ask them to observe the number 6 and trace it on the sand tray using their index finger. Repeat this activity several times with each student. Ask them: "Do you know why we are doing this activity?" Take their responses and appreciate them. Then tell them that we are doing this activity because it will help us to trace the number 6 on the paper with a pencil. Clap for the students who trace the number 6 accurately. Motivate the others to do the same so that they can also be appreciated by clapping.

Activity 2:

Tell the students that now we are going to trace the number 6. Ask them to open their textbooks to page 46. Guide them to hold their pencils properly and start tracing the number 6. Tell them that when they are going to trace the number 6, to start from the dot. Instruct them to trace the first three lines. Take a round in the class and monitor their working.

Sum Up:

(3 min)

Sum up the lesson by asking them to trace the number 6 on their left palm with their right index finger.

Assessment:

(8 min)

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

Homework:

(2 min)

Write the number 6 on the last four lines given in their textbooks on page 46.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

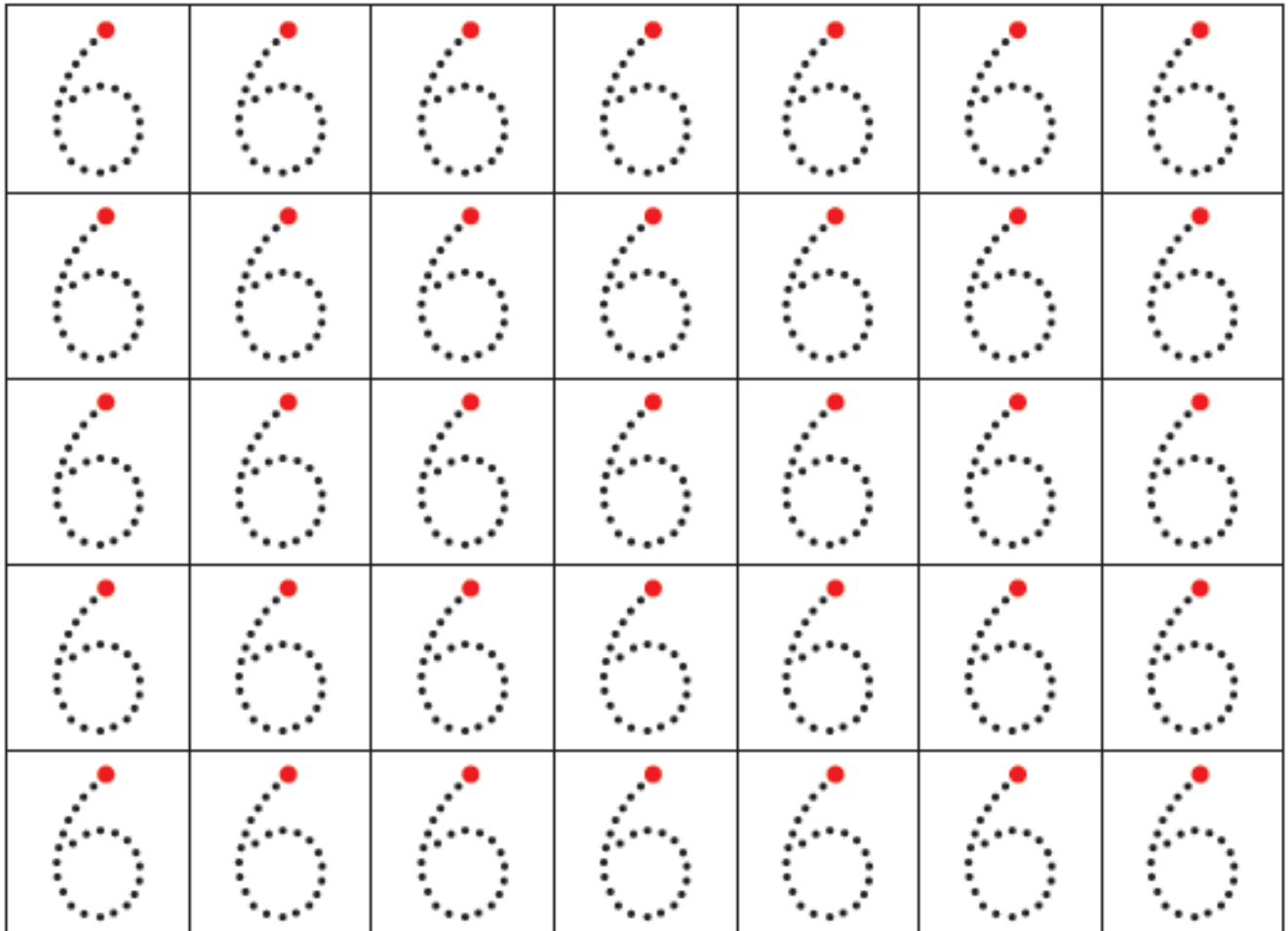
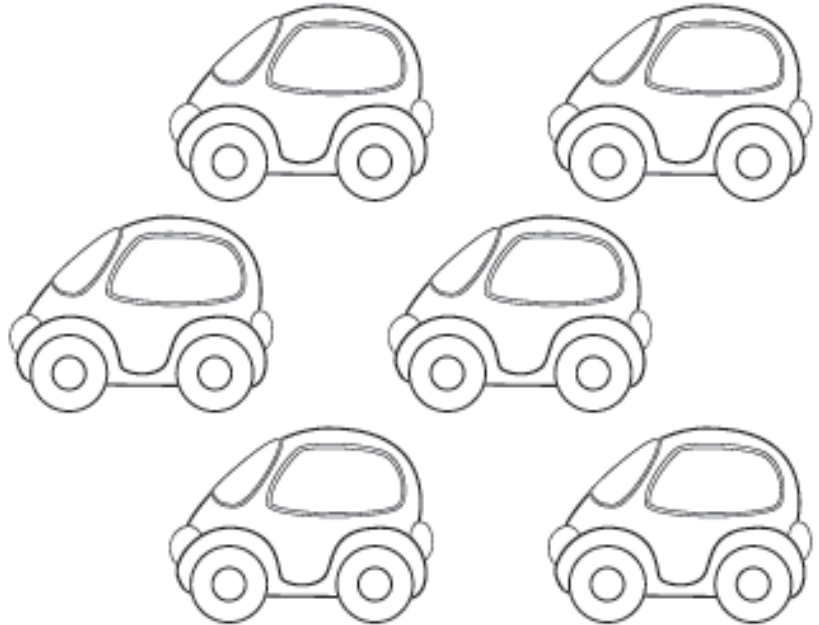
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

Name: _____

Date: _____

Trace and colour the number 6. Then colour the 6 objects.



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

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

Topic: Number 7

Date:

Objective(s):

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

Identify the correct numeral to represent the number 7.

Resource Material:

Chalk/Marker, White/Blackboard, Flash cards of the numbers 1, 2, 3, 4, 5, 6 and 7, Masks of the numbers 1-7 and few alphabets, Video player, Worksheet, Textbook page 47

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Ask the students about their homework.

Tell the students that today we are going to read about the "Number 7".

To grab the students' attention, play the number 7 song using the following link.

https://www.youtube.com/watch?v=kz_EQSfFx0g

Main Activities/Concept Building:

(25 min)

Activity 1:

First, show flash cards of the numbers 1, 2, 3, 4, 5 and 6 one by one to the students. Ask them: "What number is this?" Take their responses for each number and encourage them. Next, show a large flash card with the number 7 written on it. Tell the students that this is the "number 7". Encourage them to say "number 7" loudly after you. Now show them flash cards with the random numbers 1, 2, 3, 4, 5, 6 and 7 written on them. Ask them to read aloud the number 7 when you show them a card with the number 7 written on it. Take their responses and encourage them.

Activity 2:

Randomly call 10 students and have them wear random number masks and alphabet masks (with at least 5 masks of the number 7). Bring them to the front one by one and ask the rest of the students to say the "number 7" loudly when a student with a mask of the number 7 comes forward. Repeat the activity with different groups of students. Encourage them for their efforts.

Ask students to open their textbooks to page 47 and count the ducks that are 7. Then have them count their fingers and say "7" loudly.

Sum Up:

(3 min)

Sum up the lesson by retelling them about the number 7 by showing the number 7 card to them. Assess them by writing four random numbers on the board and ask them to point out the number 7.

Assessment:

(5min)

To assess the students learning, show 7 fingers and ask them to count and tell how many fingers you are holding up.

Homework:

(2 min)

Do the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

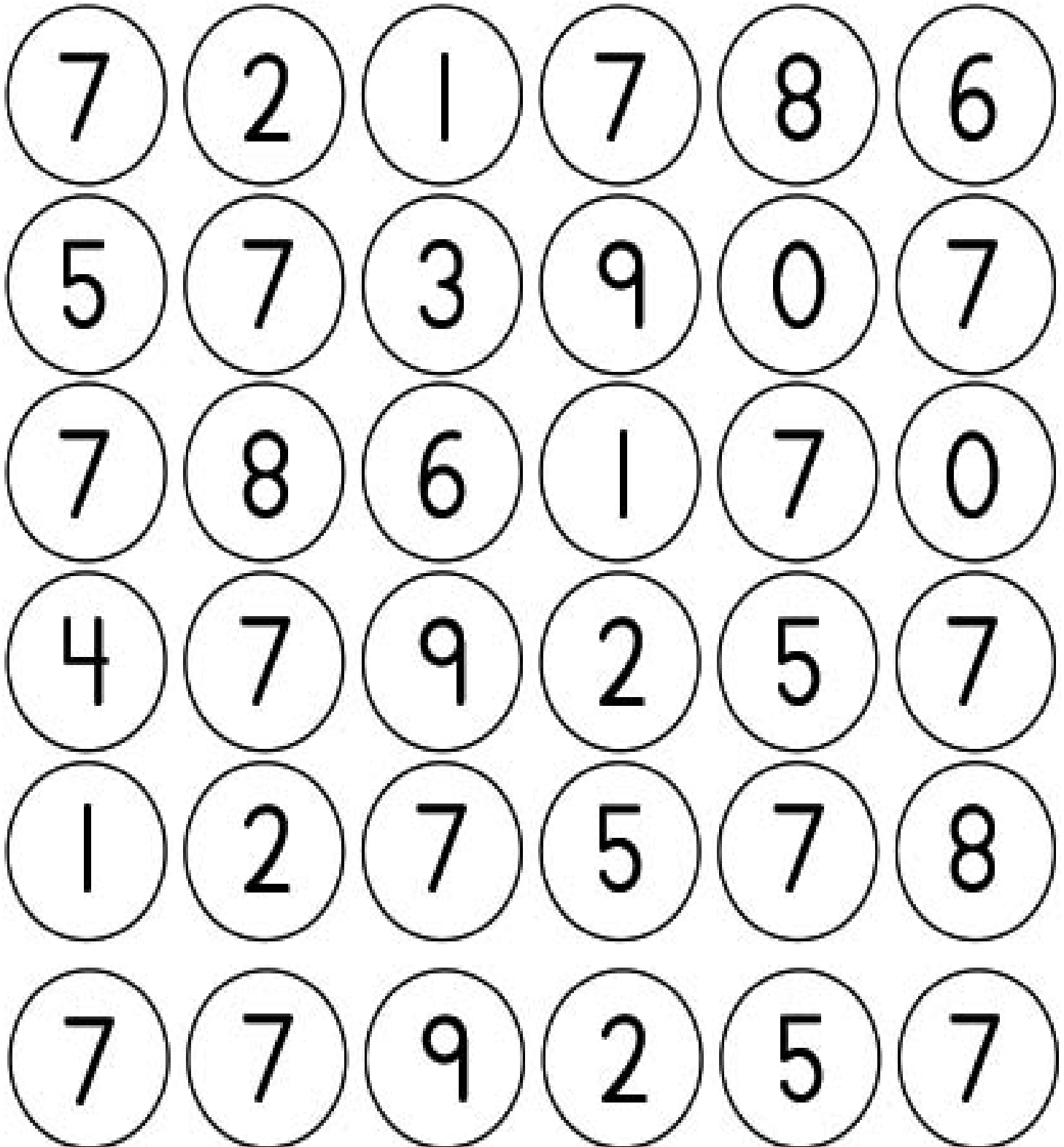
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

Name: _____

Date: _____

Identify and colour the circles having the number 7.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		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

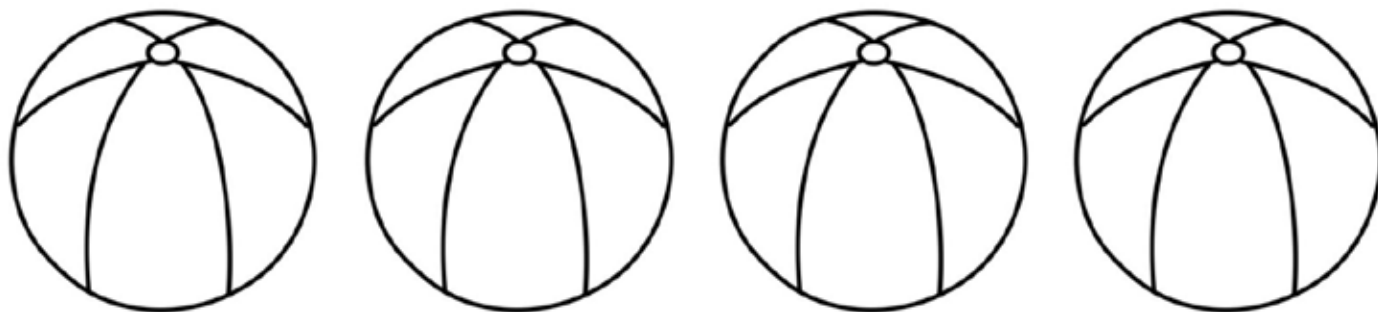
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

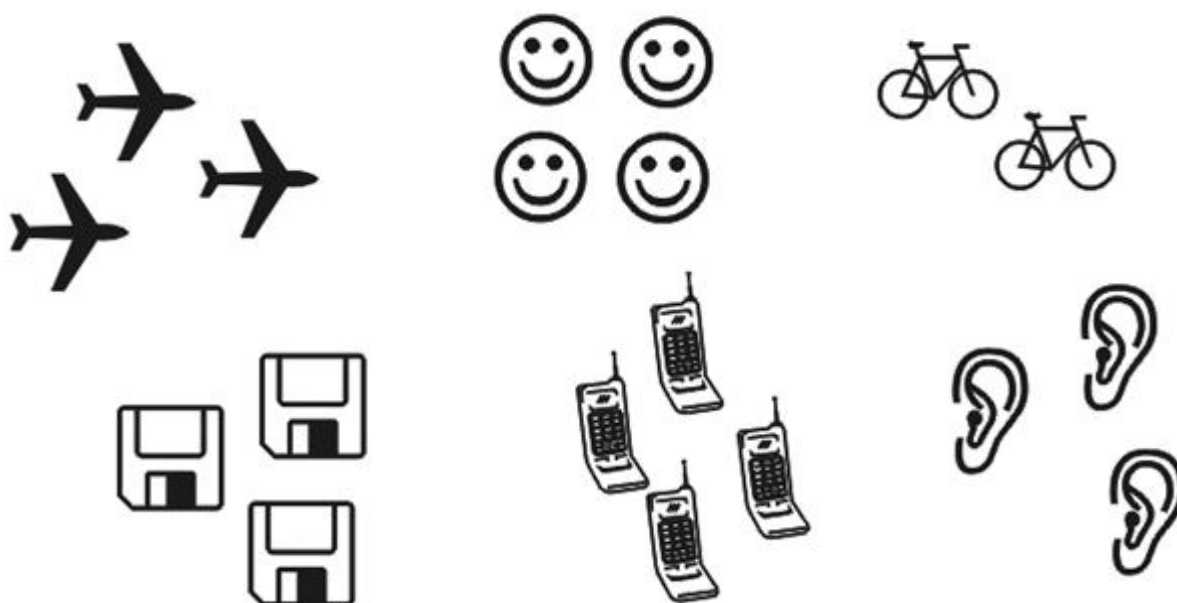
Name: _____

Date: _____

1. Count and colour 3 objects.



2. Circle the groups having 3 objects.



3. Trace the number 3.

3	3	3	3	3	3
3	3	3	3	3	3

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		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

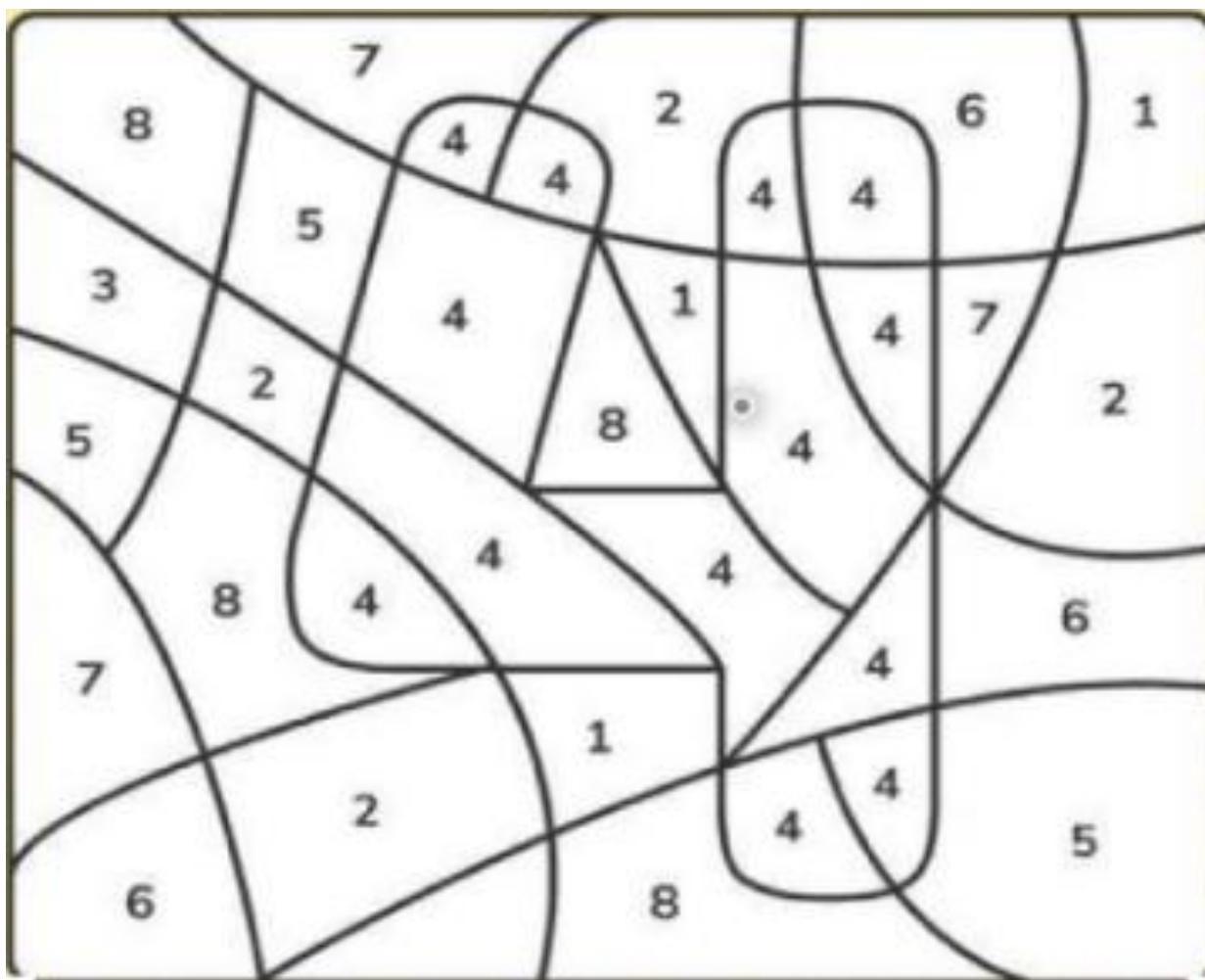
Worksheet

Name: _____

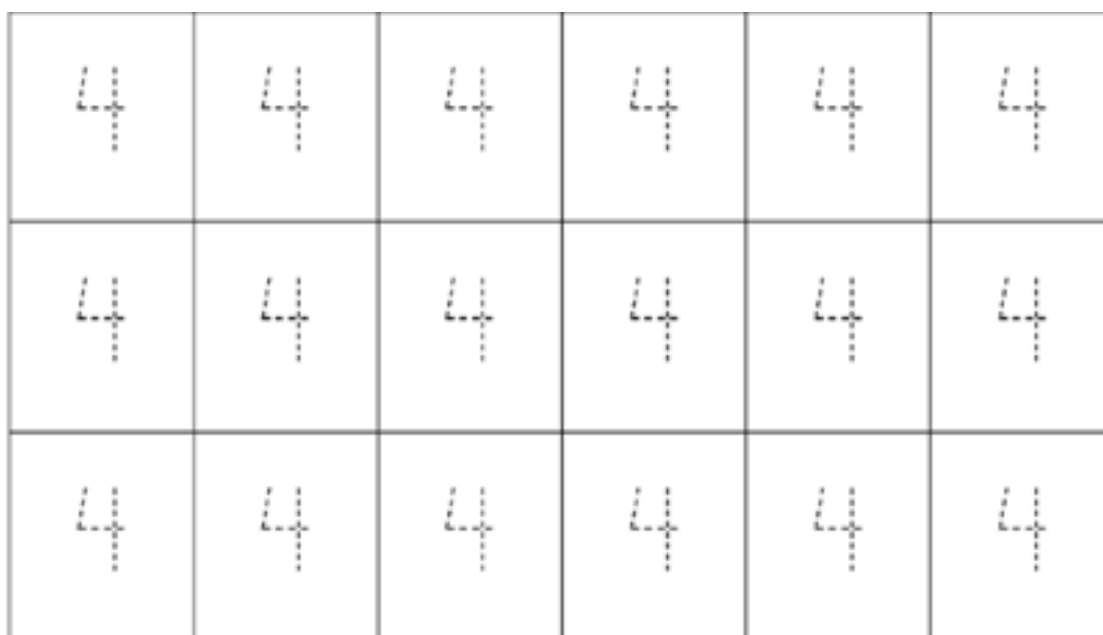
Date: _____

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

1. Identify and colour the portions having the number 4.



2. Trace the number 4.



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

Topic: Revision

Date:

Objective(s):

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

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

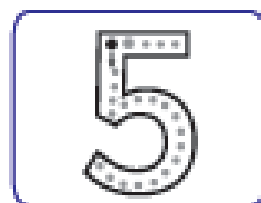
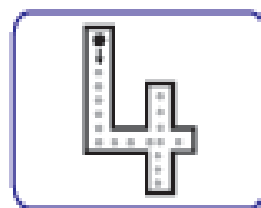
Worksheet

Name: _____

Date: _____

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

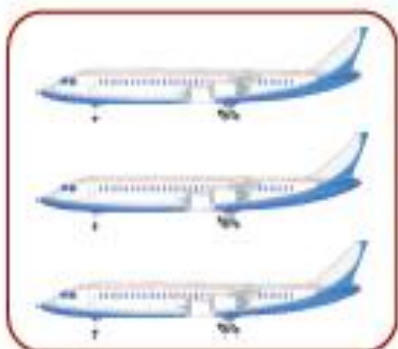
1. Trace and colour the number 5.



2. Match the number 5 with the box having 5 objects.



5



Ten

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

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

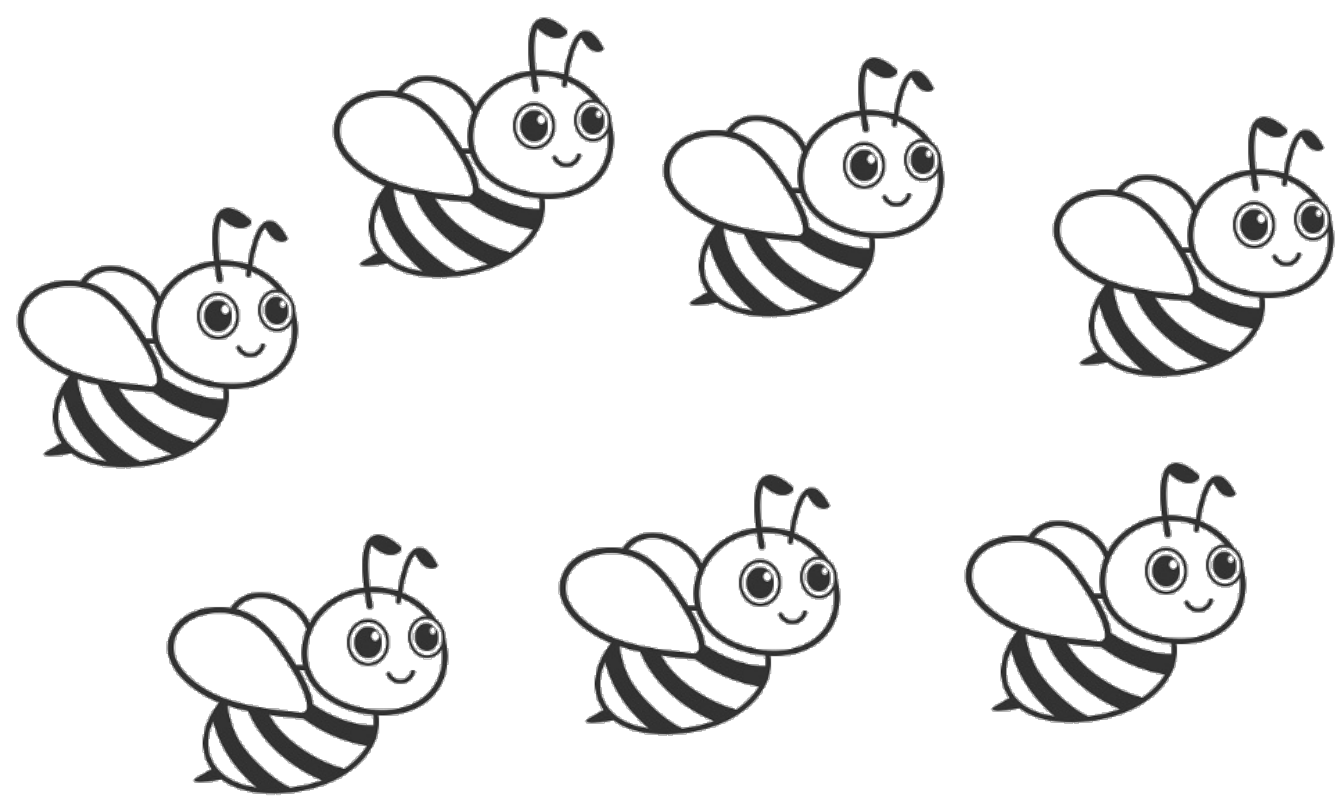
Worksheet

Name: _____

Date: _____

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

Count and colour 6 objects.



Trace the number 6.

6	6	6	6	6	6
6	6	6	6	6	6
6	6	6	6	6	6

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

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

Worksheet

Name: _____

Date: _____

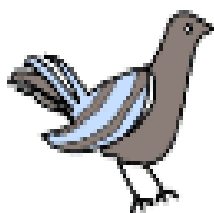
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Match the numbers with correct number of objects.

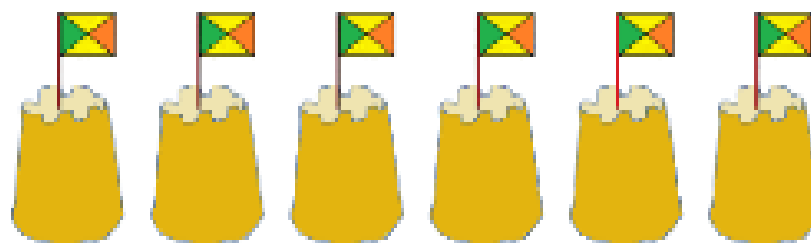
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2



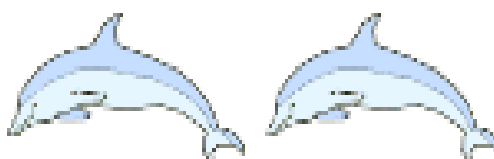
3



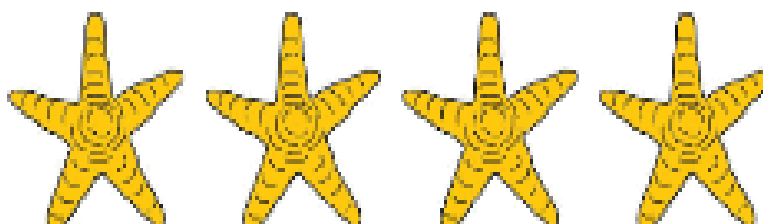
4



5



6



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

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

Topic: Number 7

Date:

Objective(s):

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

Use number 7 to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 48, Numbered balls, Number 7 card, Number blocks, 7 crayons, 7 balls, 7 coins, 7 beads, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Ask the students about their homework. Place some numbered blocks on the table. Call a random student to come to the table. Ask him/her to pick the number 7 blocks and show them to others. Praise him/her for their correct choice.



Main Activities/Concept Building:

(20 min)

Activity 1:

Tell the students that today they are going to count 7 objects and relate them to the number 7.

Place an empty bucket and a box of colourful beads on the carpet. Call students one by one and ask them to count and pick "7" beads from the box and put them in the bucket. Demonstrate the activity for them one time. As you put 7 beads in the bucket say loudly "one", then "two" and so on up to seven.

Encourage them to repeat after you and loudly count the beads as you put them in the bucket. Repeat this activity several times with all students.

Activity 2:

Paste a large number 7 card on the board. Put crayons, coins, balls on the table. Call them randomly or one by one. Ask them to count and bring only 7 crayons with them and put them on their tables (or in their hands). As they do, say loudly, "I have 7 crayons" and point to the number 7 pasted on the board.

Encourage them for their efforts. Ask the students to point to anything in the classroom which is 7 in number. Encourage them if they answered correctly.

Sum Up:

(3 min)

Sum up the lesson by counting different seven objects and ask them to count and loudly say number 7.

Assessment:

(10 min)

Provide the attached worksheet to the students. Ask them to count and colour 7 objects.

Homework:

(2 min)

Do Q1 given on page 48 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 – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

Name: _____

Date: _____

Count and colour 7 objects.



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

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

Topic: Number 7

Date:

Objective(s):

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

Use number 7 to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 48, Plastic bucket, Box of colourful balls, Flash cards of different numbers of objects (fish, balls, apples, lions), Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Ask students about their homework. Draw more than 7 apples on the board. Call a random student to the front of the class. Ask him/her to count and circle 7 apples on the board. Encourage them for the correct answer.

Main Activities/Concept Building:

(25 min)

Activity 1:

Write the number 7 on the board and ask them: "What is written on the board?" Encourage them for their correct responses. Have the students sit comfortably in a circle on the carpet. Provide a plastic bucket to each student. Place a box of colourful balls on the carpet. Call the students one by one and ask them to pick up "7" balls from the box and put them in the bucket. Demonstrate the activity for them one time. As you put 1 ball in the bucket say "1" loudly and then 2 balls in the bucket say "2" loudly, then 3 balls and say "3" loudly and then put 4 balls in the bucket say "4" loudly up to 7 balls in the basket and loudly say "7". Encourage them to follow you and loudly count the balls as you put them in the bucket. Repeat this activity several times with all of the students.

Activity 2:

Paste flash cards of a different number of objects on the walls of the classroom (apples, oranges, mangoes and strawberries). Make 4 groups of students. Ask them to walk around the classroom and see the flash cards. Ask them to count the objects on each card and if they see the card with 7 objects, clap 7 times. Repeat this activity with all of the groups.

Ask students to open their textbooks to page 48 and solve Q2. Roam around the class, check their work and guide them.

Sum Up:

(3 min)

Sum up the lesson by telling them about the 7 days of week and 7 rounds around the Kaaba for Tawaaf.

Assessment:

(5 min)

To assess the students learning, ask them to observe the classroom objects and tell which things are 7 in quantity.

Homework:

(2 min)

Complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

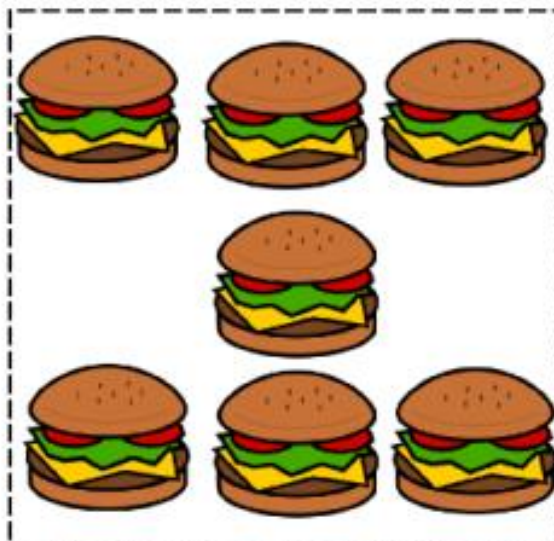
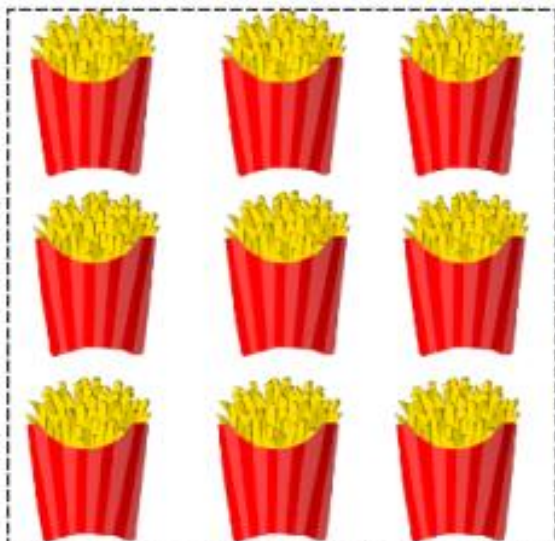
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

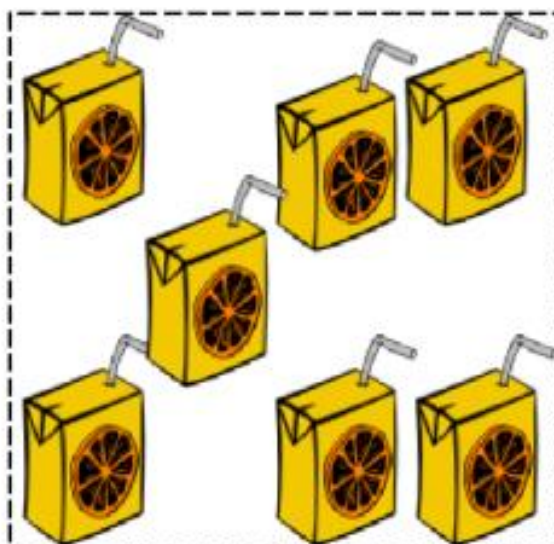
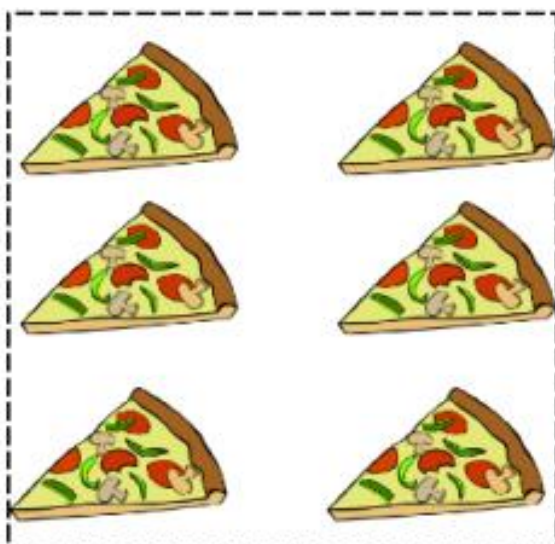
Name: _____

Date: _____

Count and match the boxes having 7 objects with the number 7.



7



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

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

Topic: Number 7

Date:

Objective(s):

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

Use number 7 to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, Boxes, Coloured beads, Play dough, Flash card of the number 7, Worksheets, Textbook page 49

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 the students about their homework. Have the students sit in a large circle on the carpet. Put some objects on the carpet. Ask them to come to the centre one by one. Ask them to choose and pick the things which are 7 in number. Appreciate them for their good efforts.

Main Activities/Concept Building:

(20 min)

Activity 1:

Have students sit comfortably in a circle on the carpet. Put three boxes labelled with the numbers 1, 2, 3, 4, 5, 6 and 7. Put coloured ice cream sticks in front of the students. Call a random student to the front of the class. Ask him/her to pick and put 1 ice cream stick in the box labelled number 1. Call another student to the front of the class. Ask him/her to pick and put 2 ice cream sticks in the box labelled number 2. Call a third student to the front of the class. Ask him/her to pick and put 3 ice cream sticks in the box labelled number 3. Call a fourth student to the front of the class. Ask him/her to pick and put 4 ice cream sticks in the box labelled number 4. Repeat this activity up to number 7. Call the seventh student to the front of the class and him/her to pick and put 7 ice cream sticks in the box labelled 7. Appreciate the students for their efforts. Repeat this activity with all of the students.

Activity 2:

Write a large number 7 on the board. Call students one by one to the board and ask them to trace it using their index finger. Divide the class into 4 groups (3-4 students per group). Provide each group play dough or clay and a directional card with the number 7 written on it. Ask them to observe the number 7 and make it using clay or play dough. Repeat this activity several times with each student. Take their responses and appreciate them. Ask students to open their textbooks to page 49 and solve Q3 and Q4. Roam around the class, check their work and guide them.

Sum Up:

(5 min)

Sum up the lesson by showing the flash card of the number 7 and ask them to say “number 7” loudly.

Assessment:

(10 min)

Provide the attached worksheet 1 to the students. Take a round in the class and monitor their working.

Homework:

(2 min)

Ask them to 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 – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet 1

Name: _____

Date: _____

Circle the number 7.

7

7

1

4

5

2

3

7

9

7

4

6

5

1

7

5

2

7

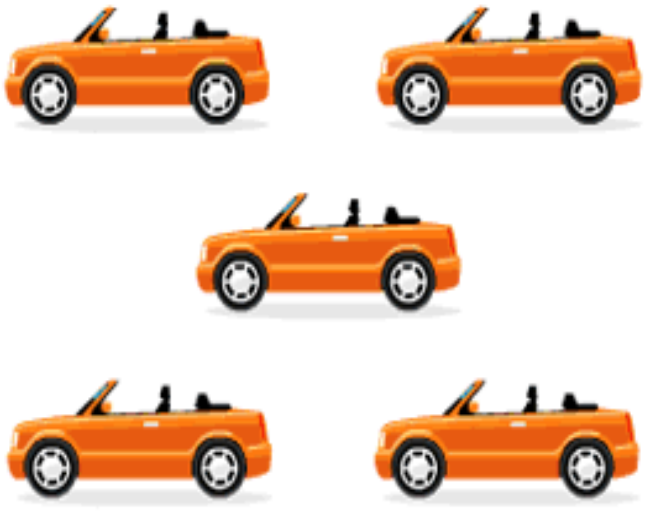
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet 2

Name: _____

Date: _____

Count the objects in each group and circle the groups having 7 objects.

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

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

Topic: Number 7

Date:

Objective(s):

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

Trace and write correct numeral to represent number 7.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 50, Sand tray, Number 7 card, Worksheet, 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 the students about their homework. Place several coloured counters on the table.

Distribute resealable plastic bags among the students. Call the students one by one to come to the table and ask them to count and put 7 counters in their resealable plastic bag. Encourage the students for the correct counting.



Main Activities/Concept Building:

(20 min)

Activity 1:

Show a large flash card with the number 7 written on it (along with the directional arrows on them).

Tell the student that this is the number 7. The number 7 has 3 straight lines. Recite the poem "number 7".

As you recite it, draw the number 7 on the board as well. Instruct them to use their index finger and trace the number 7 in the air.

From left to right

And down from the heaven

That's the way

We make seven

Next, provide sand trays and have them repeat after you by tracing the number 7 on them.

Activity 2:

Tell students that now we are going to trace the number 7. Ask them to open their textbooks to page 50.

Guide them to hold their pencils properly and start tracing the number 7. Tell them that when they are

going to trace the number 7, to start from the dot. Instruct them to trace the first three lines. Take a round in the class and monitor their working.

Sum Up:

(5 min)

Sum up the lesson by asking them to trace the number 7 on their left palm with their right index finger.

Assessment:

(8 min)

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

Homework:

(2 min)

Write the number 7 on the last four lines given in their textbooks on page 50.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

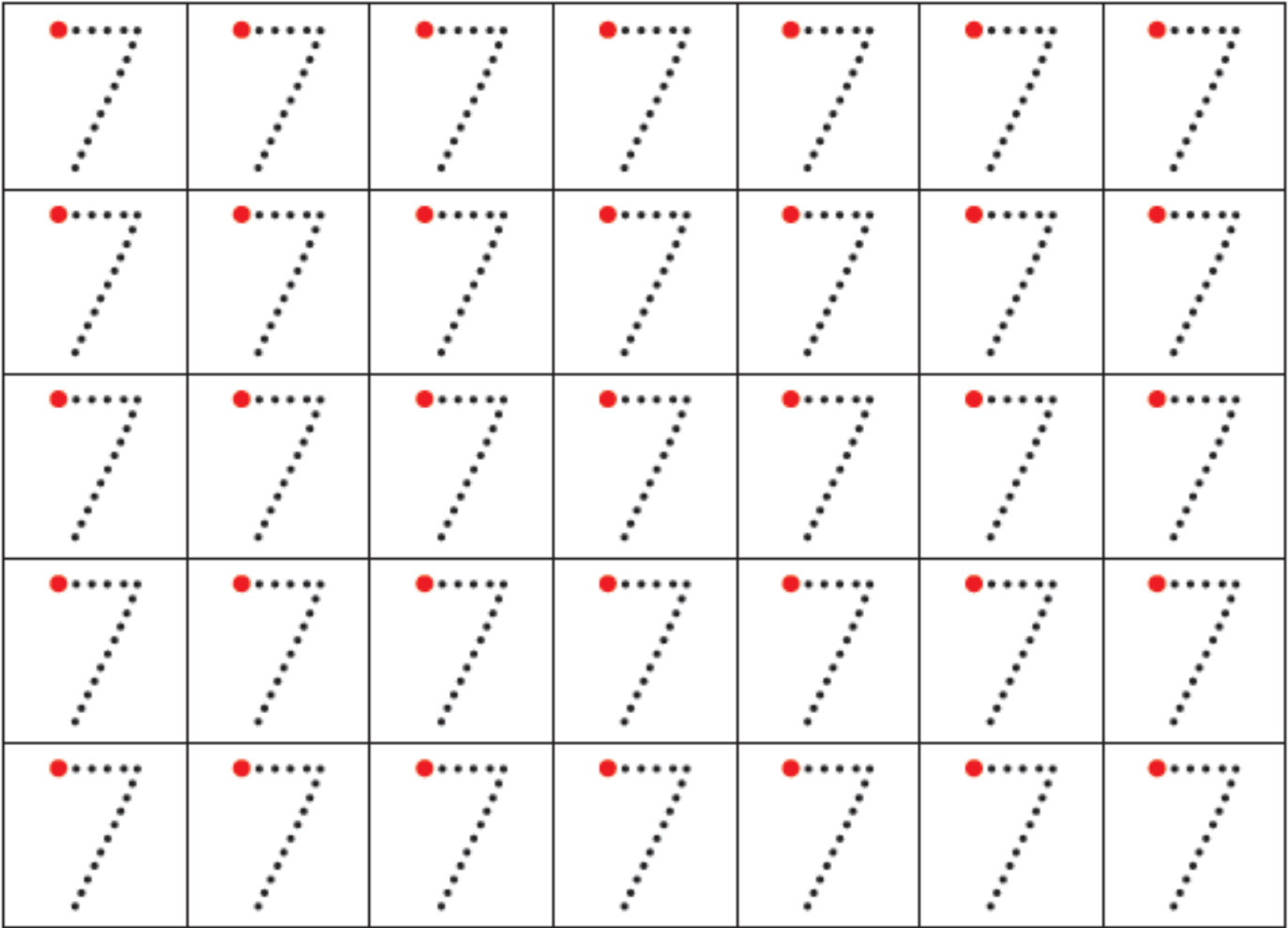
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

Name: _____

Date: _____

Trace and colour the number 7. Then colour the 7 objects.



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

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

Topic: Number 8

Date:

Objective(s):

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

Identify correct numeral to represent number 8.

Resource Material:

Chalk/Marker, White/Blackboard, Flash cards of the numbers 1-8, Masks of the numbers 1-8 and a few alphabets, Video player, Worksheet, Textbook page 51

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Ask the students about their homework.

Tell the students that today we are going to read about the “Number 8”.

To grab the students’ attention, play the number 8 song.

<https://www.youtube.com/watch?v=nBcm0ftmmMk>

Main Activities/Concept Building:

(25 min)

Activity 1:

First, show flash cards of the numbers 1 to 7 one by one to the students. Ask them: “What number is this?” Take their responses for each number and encourage them. Next, show a large flash card with the number 8 written on it. Tell the students that this is the “number 8”. Encourage them to say “number 8” loudly after you. Now show them flash cards with the random numbers 1 to 8 written on them. Ask them to read aloud the number 8 when you show them a card with the number 8 written on it. Take their responses and encourage them.

Activity 2:

Randomly call 15 students and have them wear random number masks and alphabet masks (with at least 6 to 8 masks of the number 8). Bring them to the front one by one and ask the rest of the students to say the “number 8” loudly when a student with a mask of the number 8 comes forward. Repeat the activity with different groups of students. Encourage them for their efforts.

Ask students to open their textbooks to page 51 and count the beetles that are 8. Then have them count their fingers and say “8” loudly.

Sum Up:

(3 min)

Sum up the lesson by retelling them about the number 8 by showing the number 8 card to them. Assess them by writing some random numbers on the board and ask them to point out the number 8.

Assessment:

(5 min)

To assess the students learning, show 8 fingers and ask them to count and tell how many fingers you are holding up.

Homework:

(2 min)

Do 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 – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

Name: _____

Date: _____

Identify and colour the squares having the number 8.

8	8	8	2	3	6
2	6	8	3	0	5
3	7	8	8	8	8
4	9	2	0	4	8
6	0	7	1	8	8
9	5	3	4	8	2
	9	2	0	8	7
	7	6	5	8	8

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

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

Topic: Number 8

Date:

Objective(s):

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

Use number 8 to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 52, Numbered blocks, Colour pencils/crayons, Number 8 card, 8 buttons, 8 erasers, different 8 objects, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Ask the students about their homework. Place some numbered blocks on the table. Call a random student to come to the table. Ask him/her to pick a number 8 block and show it to others. Praise him/her for their correct choice.



Main Activities/Concept Building:

(20 min)

Activity 1:

Place an empty bucket and a box of colourful blocks on the carpet. Call the students one by one and ask them to count and pick “8” blocks from the box and put them in the bucket. Demonstrate the activity for them one time. As you put 8 blocks in the bucket say loudly “one”, then “two” and so on. Encourage them to repeat after you and loudly count the blocks as you put them in the bucket. Repeat this activity several times with all students.

Activity 2:

Paste a large number 8 card on the board. Ask the students to put their erasers/sharpeners on their tables. Call them randomly or one by one. Ask them to count and bring only 8 erasers/sharpener with them and put them on their tables (or in their hands). As they do so, say “I have 8 erasers or sharpeners” loudly and point to the number 8 pasted on the board. Encourage them for their efforts. Ask students to point to anything in the classroom which is 8 in number. Encourage if they answered correctly.

Sum Up:

(3 min)

Sum up the lesson by putting some objects on the table such as 8 buttons, different objects quantity in 8, etc. Assess them by asking them to count and say 8, etc.

Assessment:

(10 min)

Provide the attached worksheet to the students. Ask them to complete it by following instructions. Roam around, check their work and guide where needed.

Homework:

(2 min)

Do Q1 given on page 52 of their textbooks.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

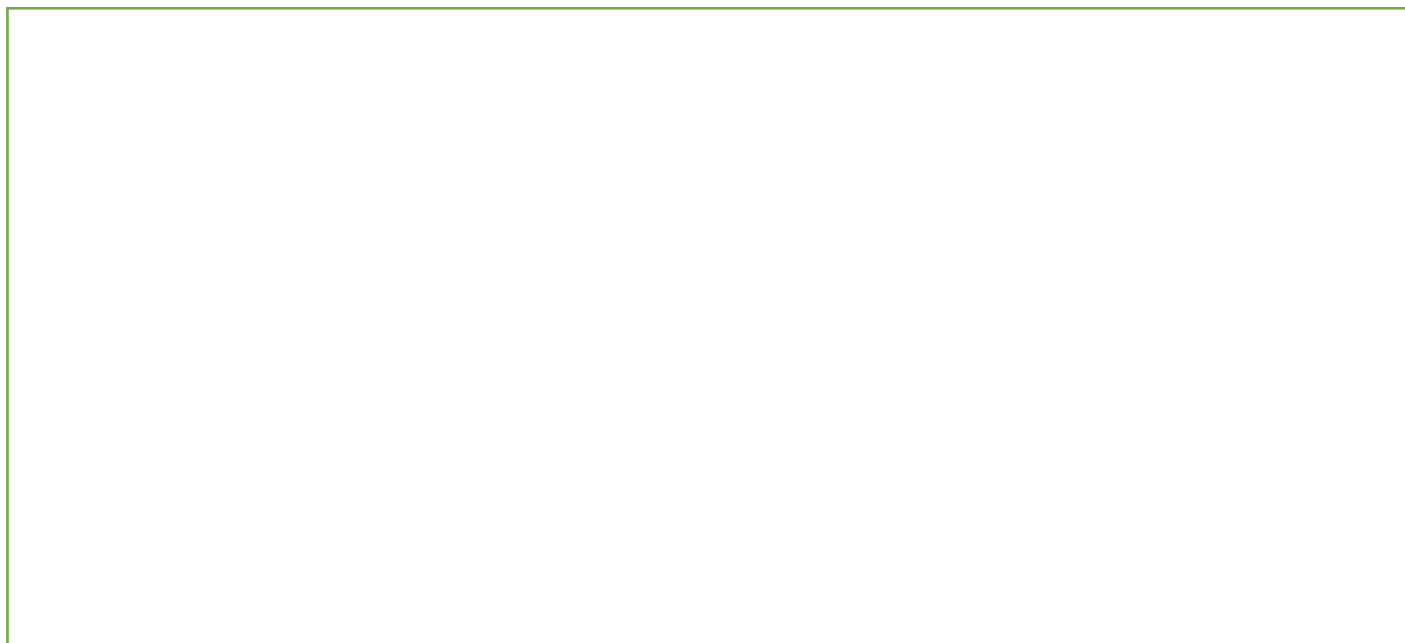
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

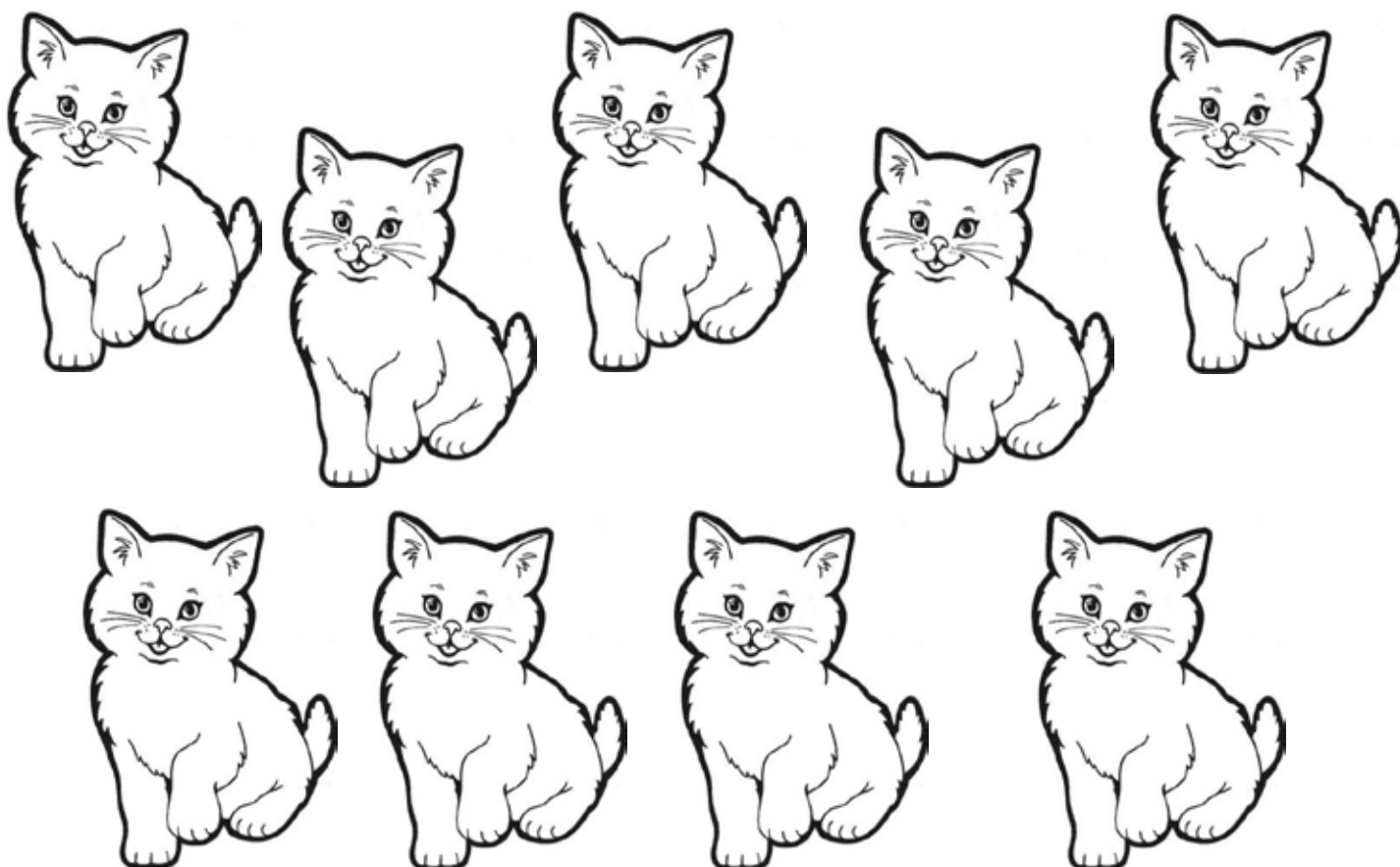
Name: _____

Date: _____

Draw 8 balls.



Count and colour 8 cats.



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

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

Topic: Number 8 **Date:**

Objective(s):

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

Use number 8 to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 52, Plastic bucket, Box of colourful balls, Flash cards of different numbers of objects (apples, mangoes, oranges and pears), Worksheets

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Ask students about their homework. Draw some balloons (nine balloons) on the board. Call a random student to the front to the class. Ask him/her to count and circle 8 balloons on the board. Encourage them for the correct answer.

Main Activities/Concept Building:

(27 min)

Activity 1:

Make small groups of students. Give each group a different number of objects (two groups of same objects are 8 in number) and 2 baskets. Instruct each group to count and separate the same objects that are 8 in number. Then put the objects in the basket. Again count and separate the same objects that are 8 in number and put them in the second basket. Repeat this activity with all groups of the class and appreciate them for their active participation.

Activity 2:

Paste flash cards of a different number of objects on the walls of the classroom (apples, oranges, mangoes and pears). Make 4 groups of students. Ask them to walk around the classroom and see the flash cards. Ask them to count the objects on each card and if they see the card with 8 objects, clap 8 times. Repeat this activity with all of the groups.

Ask students to open their textbooks to page 52 and solve Q2. Roam around the class, check their work and guide them.

Sum Up:

(3 min)

Sum up the lesson by telling students about the objects or things that are 8 in number. Tell them about the 8 doors of heaven. Tell them that there are 8 letters in our country name "PAKISTAN".

Assessment:

(3 min)

To assess the students learning, ask them to observe the objects and things in the classroom that are 8 in number.

Homework:

(2 min)

Complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Count and match the boxes having 8 objects with the number 8.



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

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

Topic: Number 8 **Date:**

Objective(s):

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

Use number 8 to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Flash card of number 8, Worksheets, Textbook page 53, Objects or 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 the students about their homework. Have the students sit in a large circle on the carpet. Put some objects or toys on the carpet. Ask them to come to the centre one by one. Ask them to choose and pick the toys which are 8 in number. Appreciate them for their good efforts.

Main Activities/Concept Building: (20 min)

Activity 1:

Have the students work in pairs. Provide some flash cards of objects of different numbers to each pair. Provide a box to each pair. Ask each pair to count the objects on each card and put the cards with eight objects in the box.

Demonstrate the activity for them one time as you put the card with 8 objects in the box. Encourage them to follow you and do this activity.

Activity 2:

Write a large number 8 on the board. Call students one by one to the board and ask them to trace it using their index finger. Divide the class into 4 groups (3-4 students per group). Provide each group play dough or clay and a directional card with the number 8 written on it. Ask them to observe the number 8 and make it using clay or play dough. Repeat this activity several times with each student. Take their responses and appreciate them.

Ask students to open their textbooks to page 53 and solve Q3 and 4. Roam around the class, check their work and guide them.

Sum Up: (3 min)

Sum up the lesson by showing the flash card of the number 8 and ask them to say "number 8" loudly.

Assessment: (10 min)

Provide the attached worksheet 1 to the students. Take a round in the class and monitor their working.

Homework: (2 min)

Ask them to complete the given worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

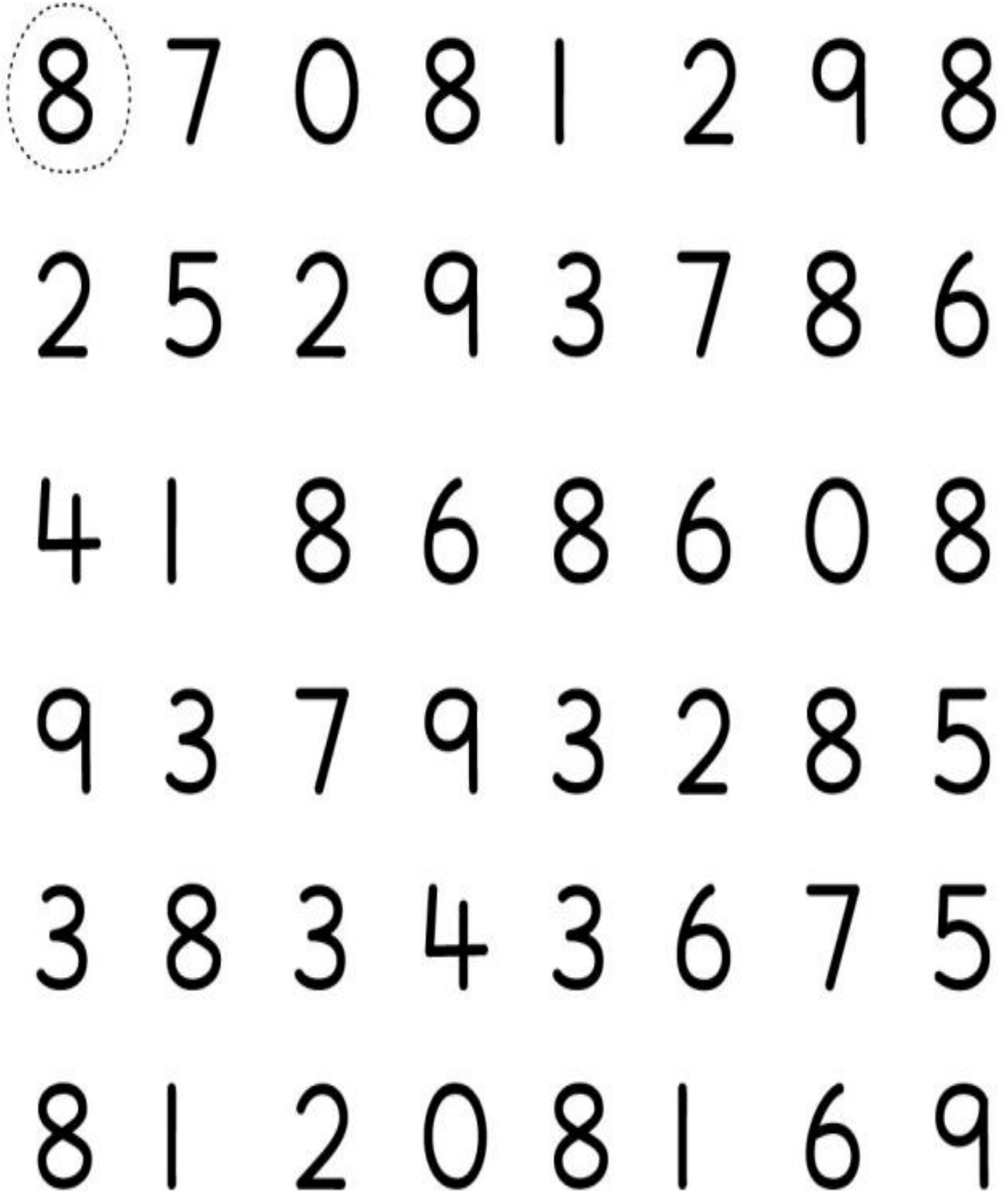
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet 2

Name: _____

Date: _____

Count and circle the number 8.



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

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

Topic: Number 8 **Date:**

Objective(s):

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

Trace and write correct numeral to represent number 8.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 54, Worksheet, 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".

Draw 8 stars on the board. Call a random student to the front of the class and ask him/her to count and circle 8 stars.

Encourage them for the correct effort.

Main Activities/Concept Building: (22 min)

Activity 1:

Tell the students that we are going to learn how to trace the number 8 with a pencil. Show a large number 8 card along with the directional arrows written on it. Divide the class into 4 groups (3-4 students per group). Provide each group a sand tray and a laminated sheet with a directional card with the number 8 written on it. Ask them to observe the number 8 and trace it on the sand tray using their index finger. Repeat this activity several times with each student. Ask them: "Do you know why we are doing this activity?" Take their responses and appreciate them. Then tell them that we are doing this activity because it will help us to trace the number 8 on paper with a pencil. Clap for the students who trace the number 8 accurately. Motivate the others to do the same so that they can also be appreciated by clapping.

Activity 2:

Tell the students that now we are going to trace the number 8. Ask them to open their textbooks to page 54. Guide them to hold their pencils properly and start tracing the number 8. Tell them that when they are going to trace the number 8, to start from the dot. Instruct them to trace the first three lines. Take a round in the class and monitor their working.

Sum Up: (3 min)

Sum up the lesson by asking them to trace the number 8 on their left palm with their right index finger.

Assessment: (8 min)

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

Homework: (2 min)

Write the number 8 on the last four lines given in their textbooks on page 54.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

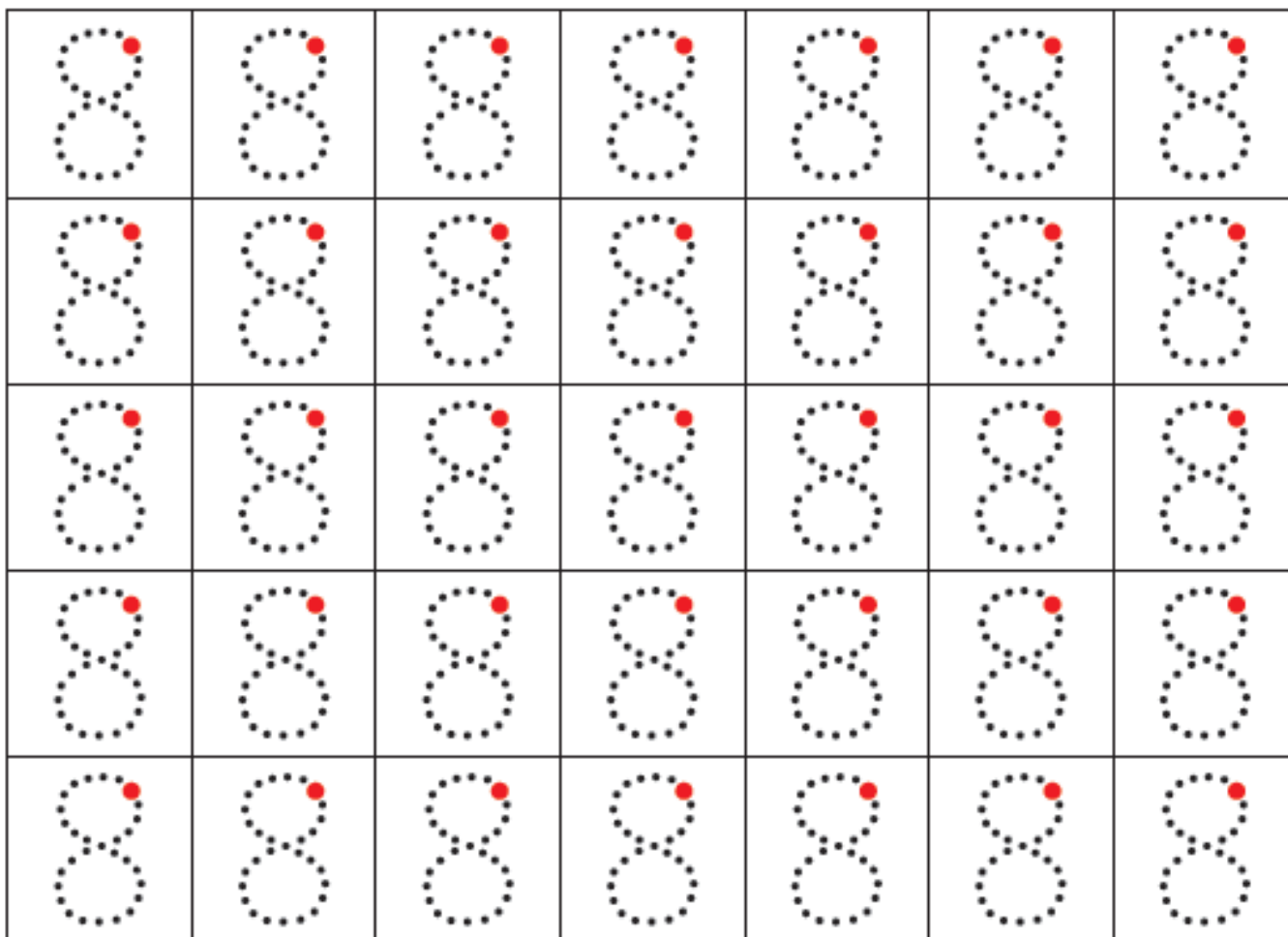
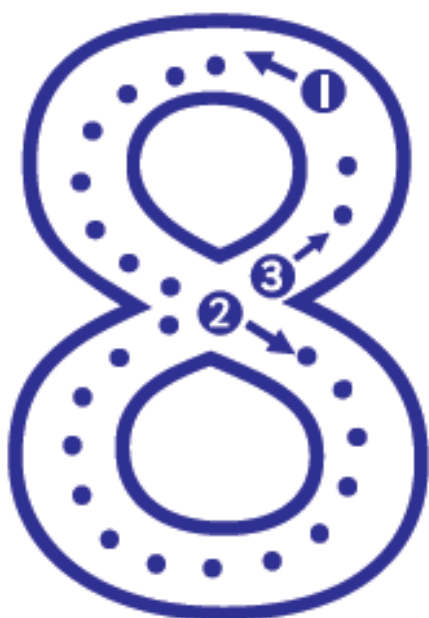
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

Name: _____

Date: _____

Trace and colour the number 8. Then colour the 8 objects.



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

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

Topic: Number 9

Date:

Objective(s):

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

Identify correct numeral to represent number 9.

Resource Material:

Chalk/Marker, White/Blackboard, Flash cards of the numbers 1-9, Masks of the numbers 1-9 and a few alphabets, Video player, Worksheet, Textbook page 55

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Ask the students about their homework.

Tell the students that today we are going to read about the "Number 9".

To grab the students' attention, play the number 9 song using the following link.

<https://www.youtube.com/watch?v=97u-EaPrVMU>

Main Activities/Concept Building:

(20 min)

Activity 1:

First, show flash cards of the numbers 1-8 one by one to the students. Ask them: "What number is this?"

Take their responses for each number and encourage them. Next, show a large flash card with the number 9 written on it. Tell the students that this is the "number 9". Encourage them to say "number 9" loudly after you. Now show them flash cards with the random numbers up to 9 written on them. Ask them to read aloud the number 9 when you show them a card with the number 9 written on it. Take their responses and encourage them.

Activity 2:

Randomly call 14 students and have them wear random number masks and alphabet masks (with at least 9 masks of the number 9). Bring them to the front one by one and ask the rest of the students to say the "number 9" loudly when a student with a mask of the number 9 comes forward. Repeat the activity with different groups of students. Encourage them for their efforts.

Ask students to open their textbooks to page 55 and count the flowers that are 9. Then have them count their fingers and say "9" loudly.

Sum Up:

(3 min)

Sum up the lesson by retelling them about the number 9 by showing the number 9 card to them. Assess them by writing four random numbers on the board and ask them to point out the number 9.

Assessment:

(10 min)

To assess the students learning, show 9 fingers and ask them to count and tell how many fingers you are holding up.

Homework:

(2 min)

Do the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

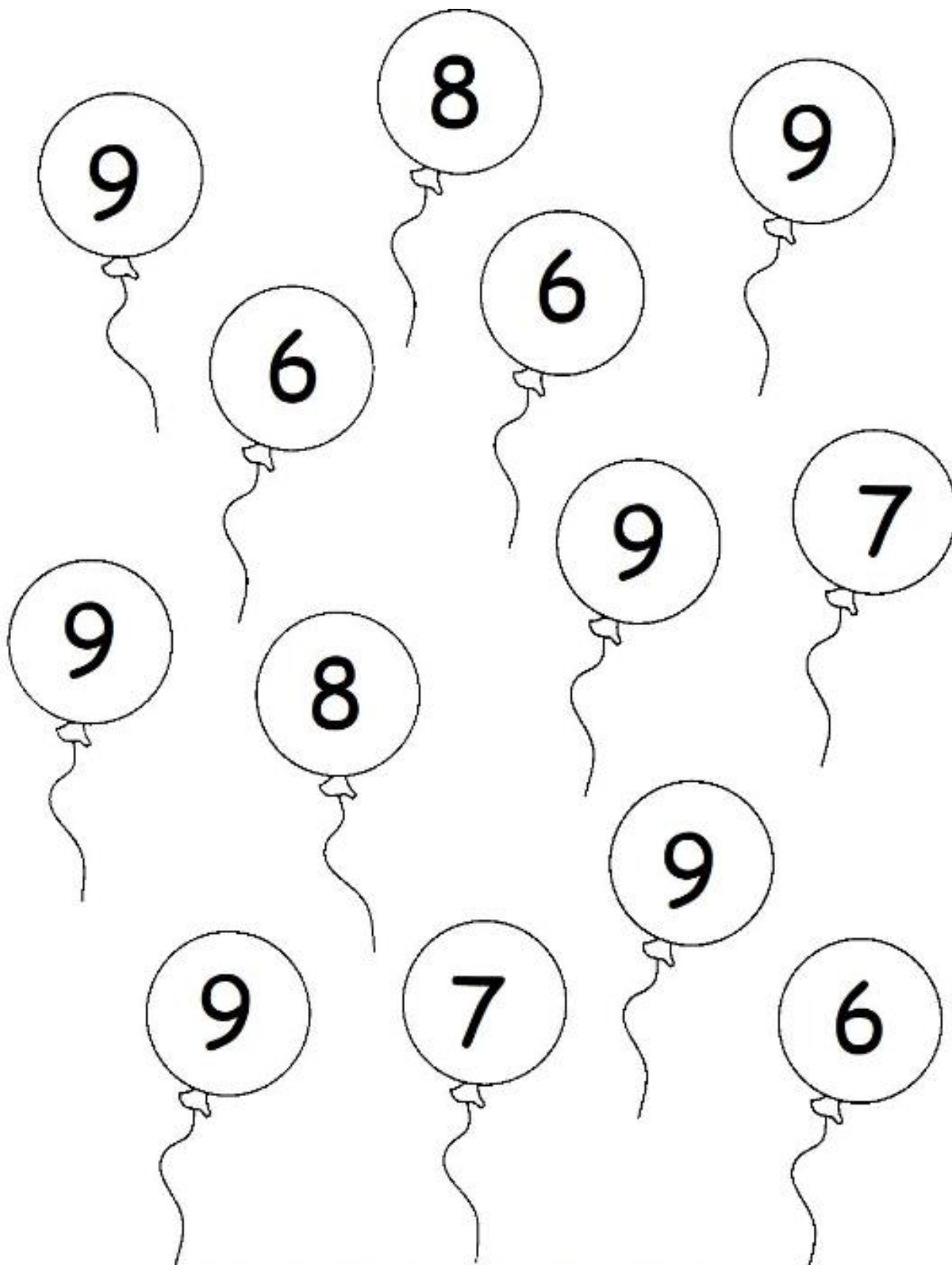
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

Name: _____

Date: _____

Identify and colour the balloons having the number 9.



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

Term: 3

Periodic Unit: 1

Week: 3

Lesson plan: 1

Topic: Number 9

Date:

Objective(s):

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

Use number 9 to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 56, Numbered blocks, Colour pencils/crayons, Number 9 card, 9 Pencils, 9 Beads, 9 buttons, 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. Place some numbered blocks on the table. Call a random student to come to the table. Ask him/her to pick a number 9 block and show it to others. Praise him/her for their correct choice.



Main Activities/Concept Building:

(20 min)

Activity 1:

Tell the students that today they are going to count 9 objects and relate them to the number 9. Write the number 9 on the board. Ask them: "What is written on the board?" Encourage the students after getting their responses. Draw 9 stars on the board. Call a student to the front of the class and ask him/her to count the stars. Take his/her response that is 9. Now ask him/her to draw 9 circles on the board. Ask the rest of the class to count the number of circles in a loud voice by saying 1, 2, 3 up to 9. Repeat this activity with other students of the class. Appreciate them for their active participation in class by clapping.

Activity 2:

Paste a large number 9 card on the board. Ask the students to put their colour pencils/crayons on their tables. Call them randomly or one by one. Ask them to count and bring only 9 crayons or pencils with them and put it on their tables (or in their hands). As they do so, say "I have 9 crayons or pencils" loudly and point to the number 9 pasted on the board. Encourage them for their efforts. Ask students to point to anything in the classroom which is 9 in number. Encourage them if they answered correctly.

Sum Up:

(3 min)

Sum up the lesson by putting some objects on the table such as 9 pencils, 9 beads, 9 buttons, etc. Assess them by asking them to count and say 9 pencils, 9 beads, 9 buttons, etc.

Assessment:

(10 min)

Provide the attached worksheet to the students. Ask them to count and colour 9 objects.

Homework:

(2 min)

Do Q1 given on page 56 of their textbooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

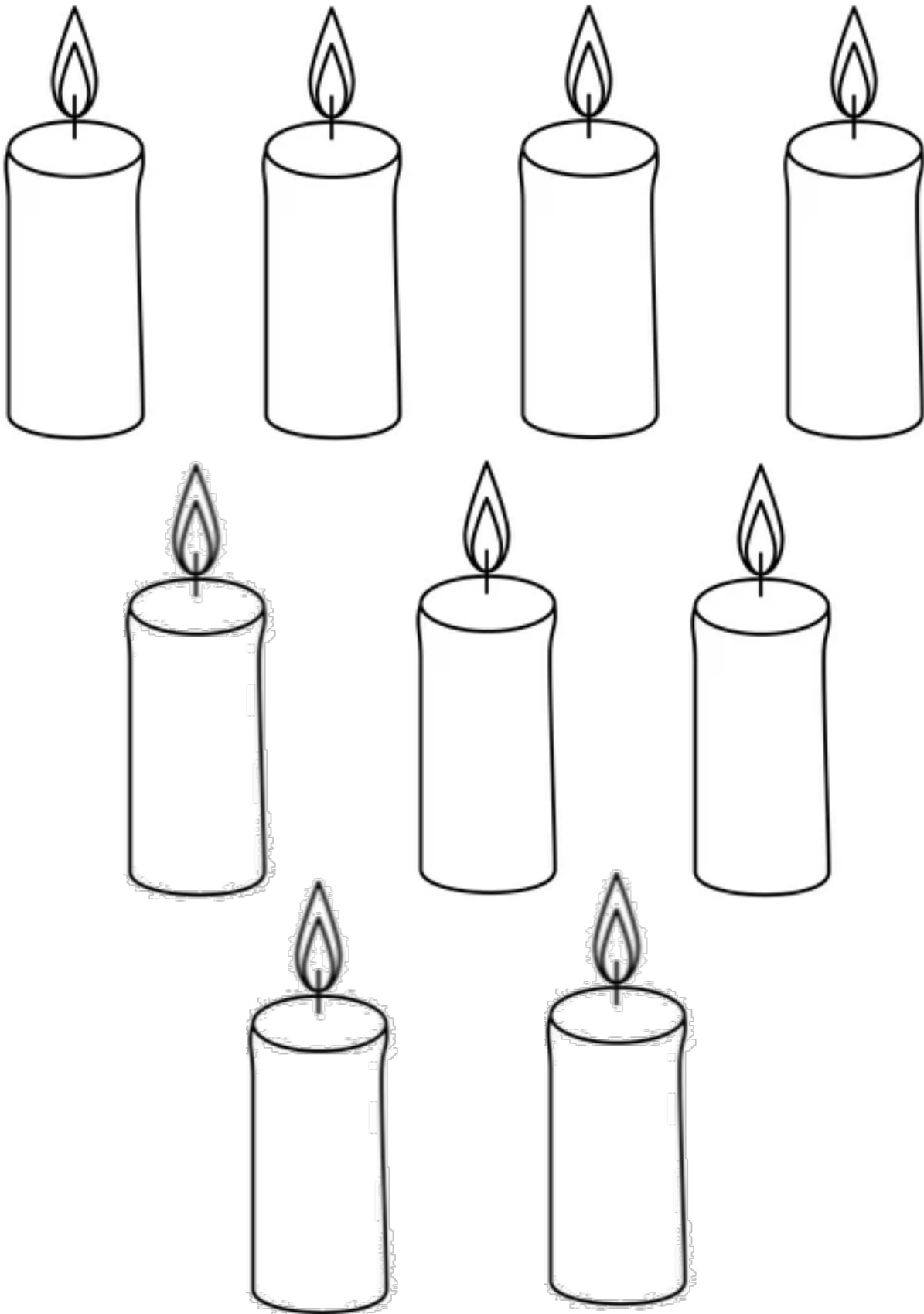
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

Name: _____

Date: _____

Count and colour 9 candles.



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

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

Topic: Number 9

Date:

Objective(s):

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

Use number 9 to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 56, Plastic bucket, Box of colourful balls, Flash cards of different numbers of objects (apples, mangoes, oranges and pears), Worksheets

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Ask students about their homework. Draw some balloons (10 balloons) on the board. Call a random student to the front to the class. Ask him/her to count and circle 9 balloons on the board. Encourage them for the correct answer.

Main Activities/Concept Building:

(27 min)

Activity 1:

Write the number 9 on the board and ask them: “What is written on the board?” Encourage them for their correct responses. Have the students sit comfortably in a circle on the carpet. Provide a plastic bucket to each student. Place a box of colourful balls on the carpet. Call the students one by one and ask them to pick up “9” balls from the box and put them in the bucket. Demonstrate the activity for them one time. As you put 1 ball in the bucket say “1” loudly and then 2 balls in the bucket say “2” loudly, then 3 balls and say “3” loudly and then put 4 balls in the bucket say “4” loudly. At the end, 9 balls and say “9” loudly. Encourage them to follow you and loudly count the balls as you put them in the bucket. Repeat this activity several times with all of the students.

Activity 2:

Paste flash cards of a different number of objects on the walls of the classroom (apples, oranges, mangoes and pears). Make 4 groups of students. Ask them to walk around the classroom and see the flash cards. Ask them to count the objects on each card and if they see the card with 9 objects, clap 9 times. Repeat this activity with all of the groups.

Ask students to open their textbooks to page 56 and solve Q2. Roam around the class, check their work and guide them.

Sum Up:

(3 min)

Sum up the lesson by telling them to count the fingers of their two hands by folding one finger.

Assessment:

(3 min)

To assess the students learning, ask them to observe the classroom objects and tell which things are 9 in quantity.

Homework:

(2 min)

Complete the given worksheet.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

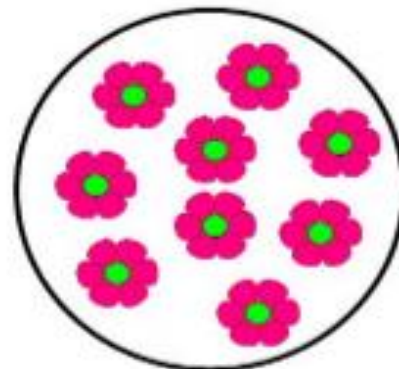
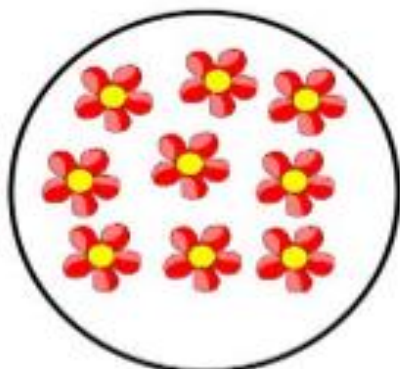
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

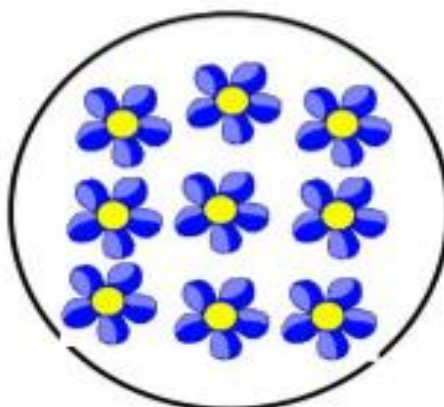
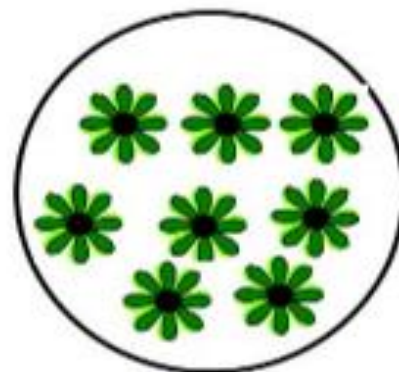
Name: _____

Date: _____

Count and match the circles having 9 objects with the number 9.



9



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

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

Topic: Numbers 9

Date:

Objective(s):

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

Use number 9 to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Flash card of number 9, Worksheets, Textbook page 57, Objects or 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 the students about their homework. Have the students sit in a large circle on the carpet. Put some objects or toys on the carpet. Ask them to come to the centre one by one. Ask them to choose and pick the toys which are 9 in number. Appreciate them for their good efforts.

Main Activities/Concept Building:

(20 min)

Activity 1:

Have the students work in pairs. Provide some flash cards of objects of different numbers to each pair. Provide a box to each pair. Ask each pair to count the objects on each card and put the cards with 9 objects in the box.

Demonstrate the activity for them one time as you put the card with 9 objects in the box. Encourage them to follow you and do this activity.

Activity 2:

Write a large number 9 on the board. Call students one by one to the board and ask them to trace it using their index finger. Divide the class into 4 groups (3-4 students per group). Provide each group play dough or clay and a directional card with the number 9 written on it. Ask them to observe the number 9 and make it using clay or play dough. Repeat this activity several times with each student. Take their responses and appreciate them.

Ask students to open their textbooks to page 57 and solve Q3 and 4. Roam around the class, check their work and guide them.

Sum Up:

(3 min)

Sum up the lesson by showing the flash card of the number 9 and ask them to say “number 9” loudly.

Assessment:

(10 min)

Provide the attached worksheet 1 to the students. Take a round in the class and monitor their working.

Homework:

(2 min)

Ask them to complete the given worksheet 2.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

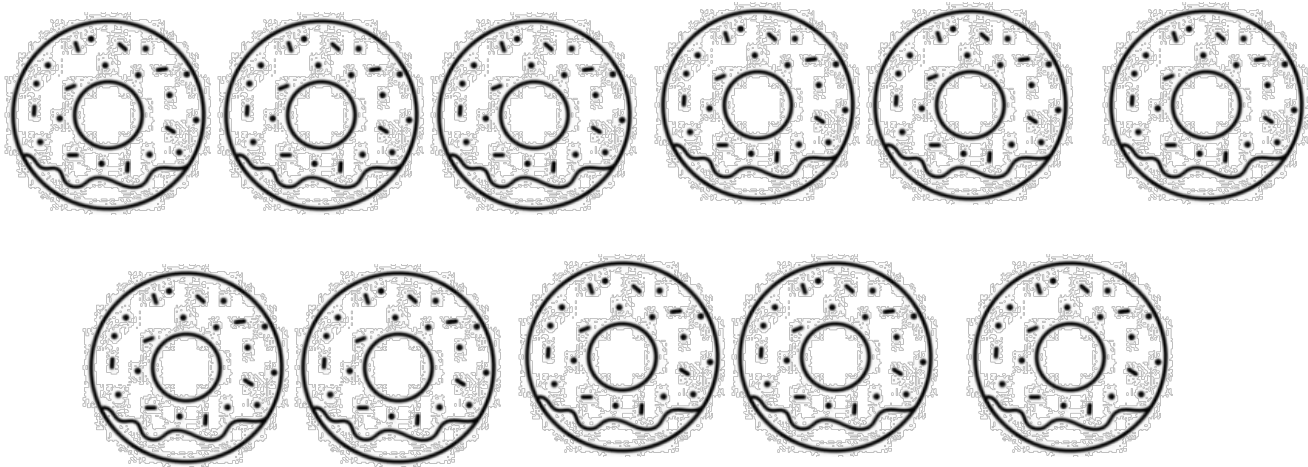
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet 1

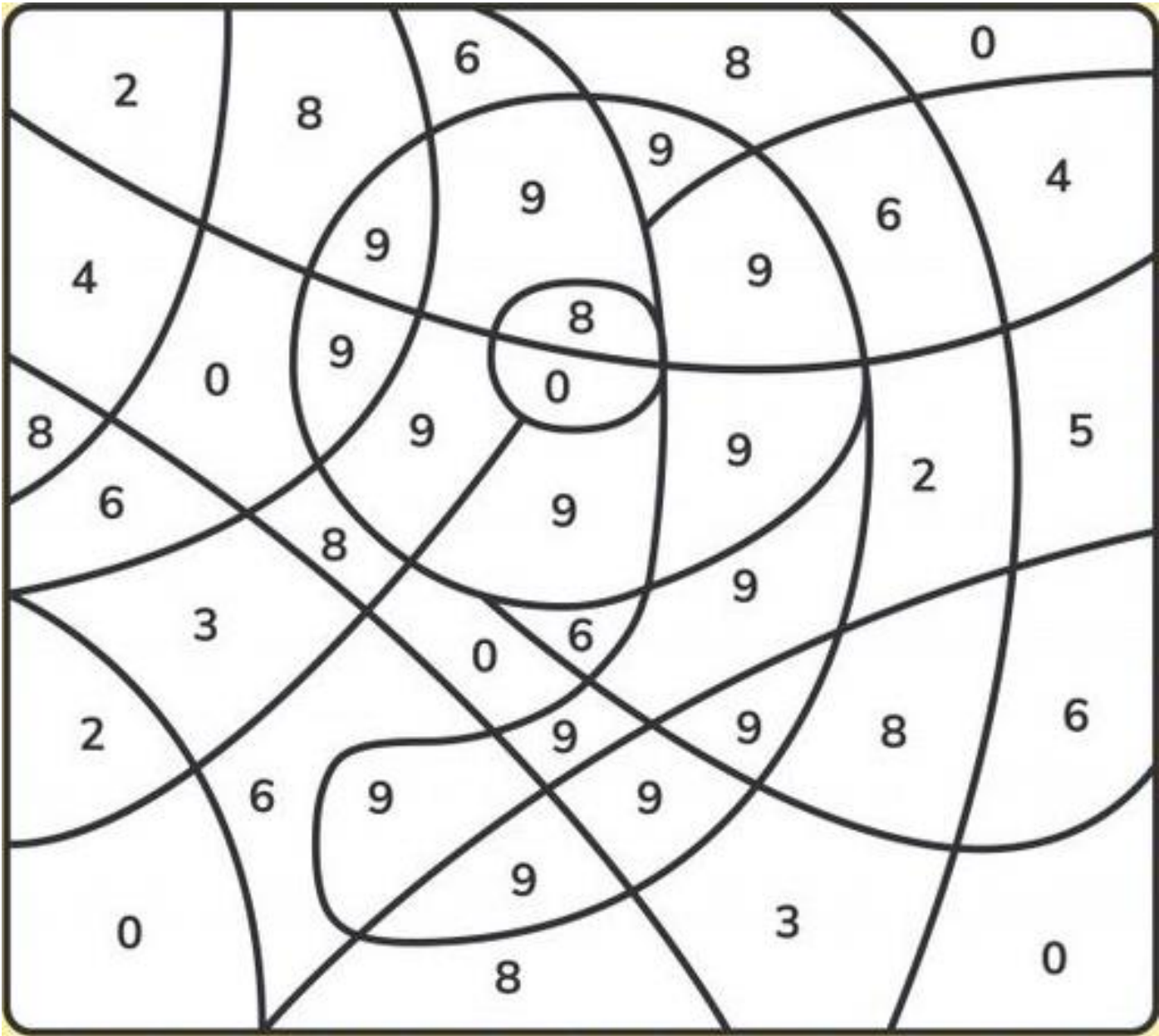
Name: _____

Date: _____

1. Count and colour 9 objects.



2. Colour the areas having the number 9.



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

Worksheet 2

Name: _____

Date: _____

Identify and circle the number 9.

3 7 9 4 2

9 9 1 3 9

4 5 2 9 8

1 9 6 9 0

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

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

Topic: Number 9 **Date:** _____

Objective(s):

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

Trace and write correct numeral to represent number 9.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 58, Worksheet, 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”.

Draw 9 stars on the board. Call a random student to the front of the class and ask him/her to count and circle 9 stars.

Encourage them for the correct effort.

Main Activities/Concept Building: (22 min)

Activity 1:

Tell the students that we are going to learn how to trace the number 9 with a pencil. Show a large number 9 card along with the directional arrows written on it. Divide the class into 4 groups (3-4 students per group). Provide each group a sand tray and a laminated sheet with a directional card with the number 9 written on it. Ask them to observe the number 9 and trace it on the sand tray using their index finger. Repeat this activity several times with each student. Ask them: “Do you know why we are doing this activity?” Take their responses and appreciate them. Then tell them that we are doing this activity because it will help us to trace the number 9 on paper with a pencil. Clap for the students who trace the number 9 accurately. Motivate the others to do the same so that they can also be appreciated by clapping.

Activity 2:

Tell the students that now we are going to trace the number 9. Ask them to open their textbooks to page 58. Guide them to hold their pencils properly and start tracing the number 9. Tell them that when they are going to trace the number 9, to start from the dot. Instruct them to trace the first three lines. Take a round in the class and monitor their working.

Sum Up: (3 min)

Sum up the lesson by asking them to trace the number 9 on their left palm with their right index finger.

Assessment: (8 min)

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

Homework: (2 min)

Write the number 9 on the last four lines given in their textbooks on page 58.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

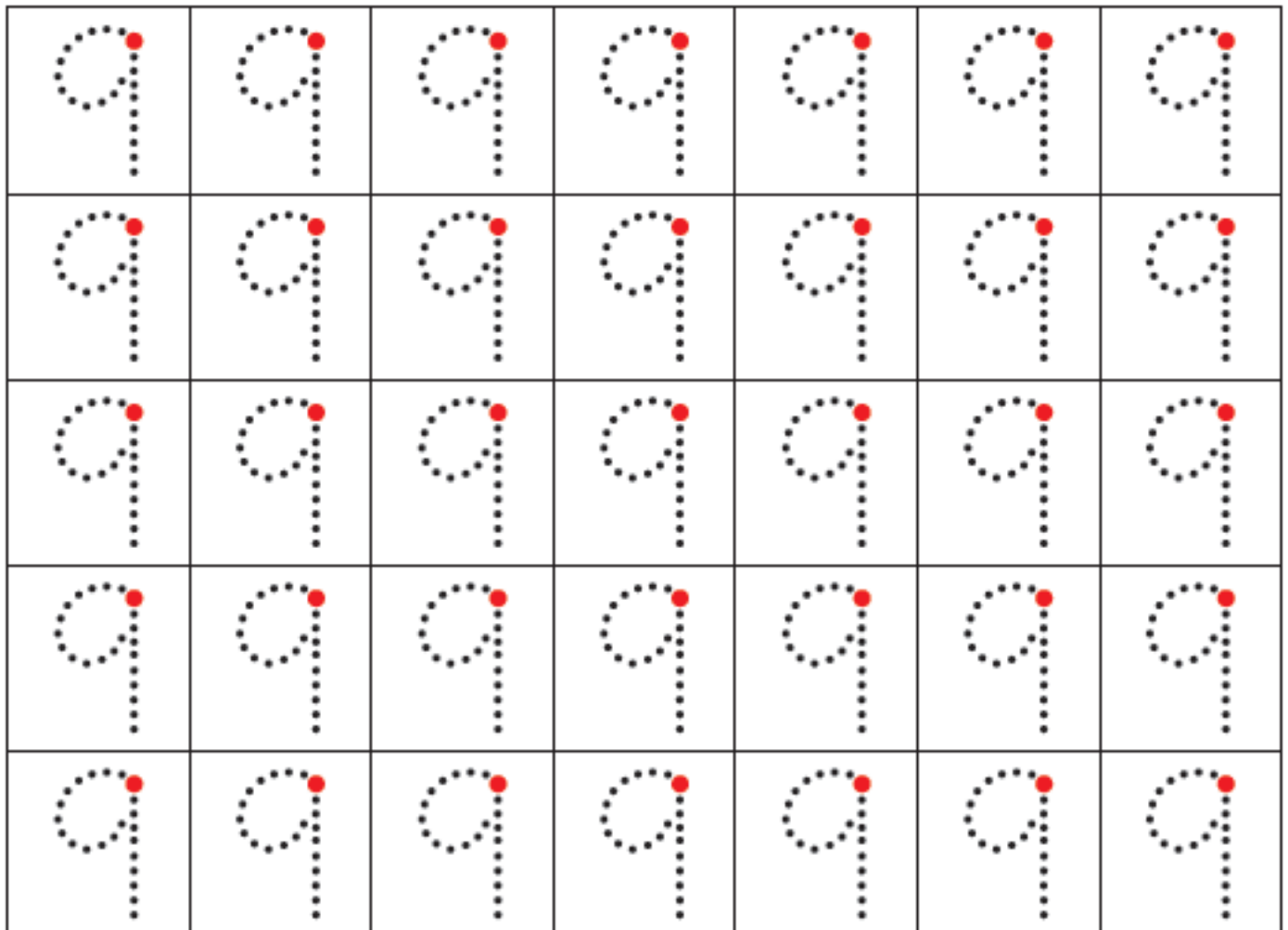
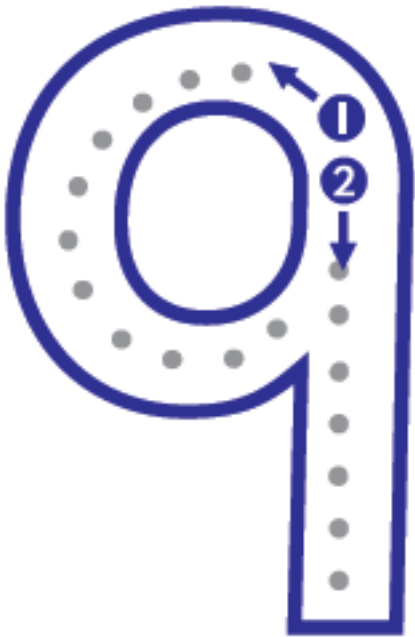
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

Name: _____

Date: _____

Trace and colour the number 9. Then colour the 9 objects.



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

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

Topic: Numbers 1-9

Date:

Objective(s):

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

Identify correct numerals to represent numbers 1-9.

Use numbers 1-9 to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Flash cards of the numbers 1-9, 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. Ask them to count from 1-9 loudly. Write the number 9 on the board and ask them, "What is written on the board?" Appreciate the correct responses.

Main Activities/Concept Building:

(22 min)

Activity 1:

Distribute flash cards of numbers 1-9 randomly to each student. Show random number of objects from 1-9. Ask them to raise their flash card if it has the same number shown by you. Repeat several times and clap for their correct response.

Activity 2:

Place 9 buckets labelled with numbers 1-9. Put some beads, pencils or buttons on the table. Ask the students to count the beads, pencils and buttons and put them inside the correct bucket. Ask the other students to tell if they did it correctly or not. Repeat this activity for each number from 1-9 with all students.

Sum Up:

(3 min)

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

Assessment:

(8 min)

To assess the students, write some random numbers on the board and ask students to tell what number it is.

Homework:

(2 min)

Solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

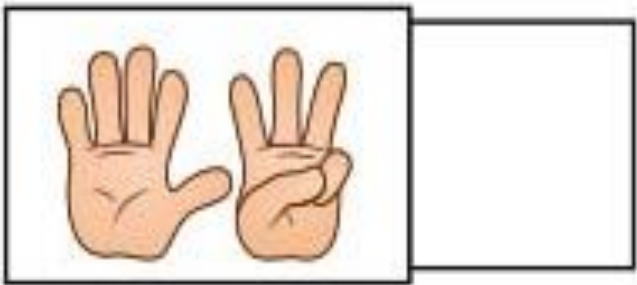
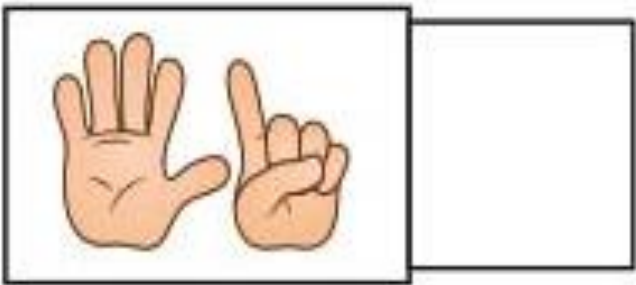
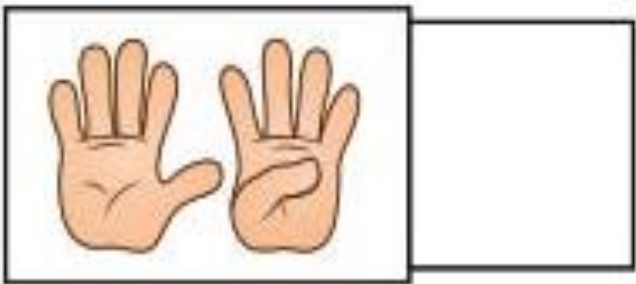
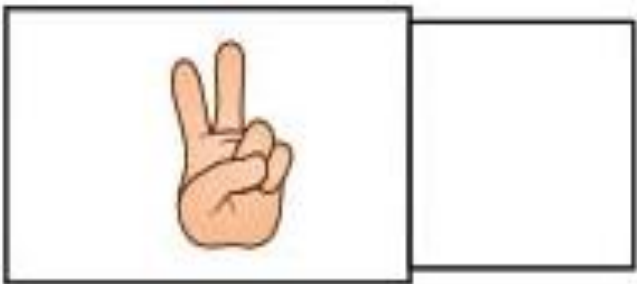
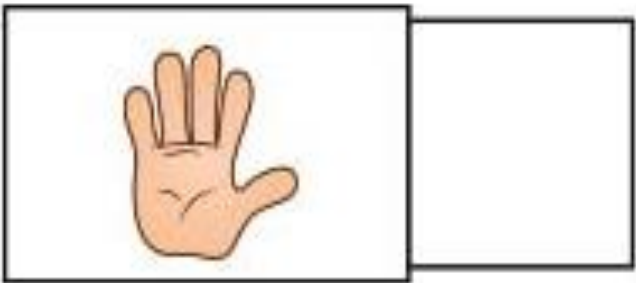
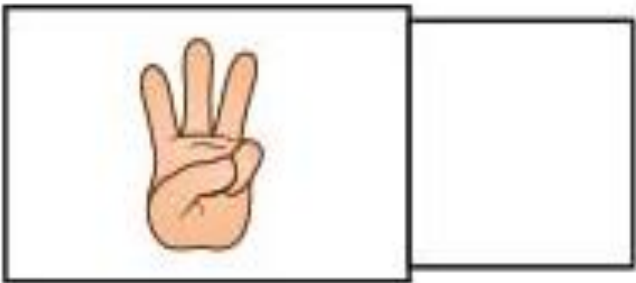
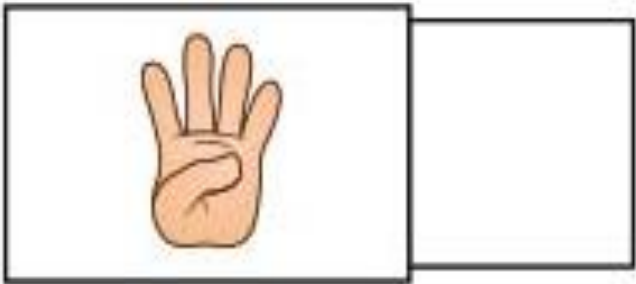
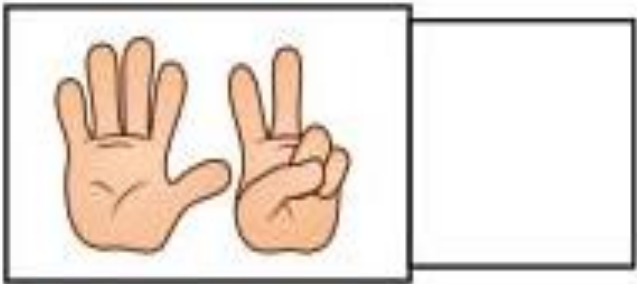
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

Name: _____

Date: _____

Count the fingers and write the number.



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

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

Topic: Numbers 1-9

Date:

Objective(s):

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

Identify correct numerals to represent numbers 1-9.

Use numbers 1-9 to represent quantities in daily life interaction.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, 9 boxes labelled with numbers 1-9

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. In order to grab their attention, show them flash cards with 1-9 objects and ask them to count and tell the numbers of objects that are on each card.

Main Activities/Concept Building:

(25 min)

Activity 1:

Have students sit in a circle on the carpet. Put nine boxes labelled with numbers 1-9 in front of the students. Put coloured beads in front of the students. Call a random student to the front of the class. Ask him/her to pick and put 9 beads in the box labelled number 9. Call another student to the front of the class. Ask him/her to pick and put 8 beads in the box labelled number 8. Call a third student to the front of the class. Ask him/her to pick and put 7 beads in the box labelled number 7. Repeat this activity with all the students for numbers 1-6 also. Appreciate the students for their efforts.

Activity 2:

Distribute worksheet 1 among the students. Ask them to follow the instructions and do the given worksheet. Walk around the class and help them if needed. Appreciate them for their good work..

Sum Up:

(3 min)

Sum up the lesson by showing the number cards 1-9 to the students and ask them to say the numbers loudly.

Assessment:

(5 min)

Draw different number of objects on the board and ask them to count and tell the number of objects.

Homework:

(2 min)

Solve the given worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

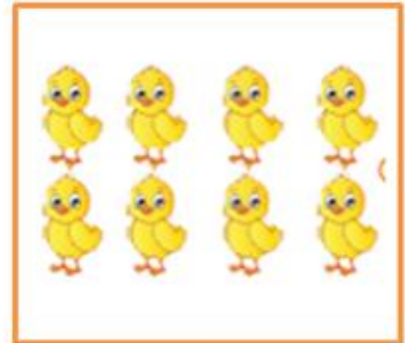
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet 1

Name: _____

Date: _____

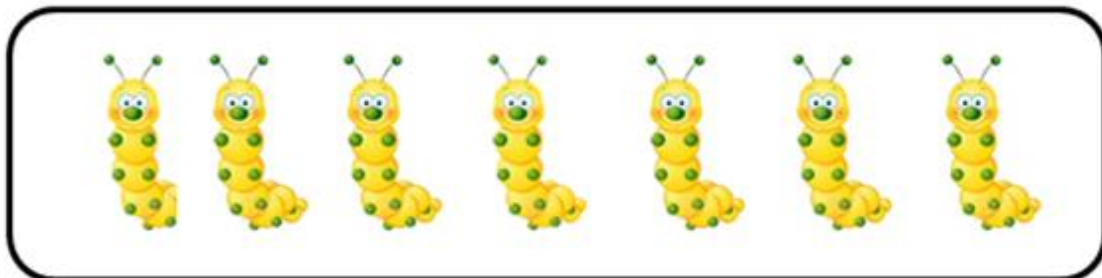
Count and circle the correct number.



7

8

9



8

7

9

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

Worksheet 2

Name: _____ Date: _____

Count and circle the correct number of objects according to the number given.

6



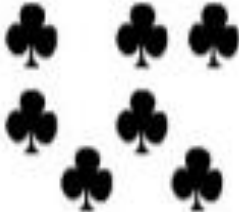
9



1



4



8



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

Term: 3 **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:

Trace and write correct numeral to represent numbers 1-9.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 59, worksheet, Wallchart of numbers up to 9, Flash cards of numbers and 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. Paste a wallchart of numbers up to 9 on the board. Call a student to the front of the class and ask him/her to read the number in a loud voice. Then ask the rest of the class to follow him/her and read the numbers.

Main Activities/Concept Building: (25 min)

Activity 1:

Give a sheet of paper with 9 circles on it. Write the numbers 1-9 in the circles. Make a small group of students and provide stickers to each group. Ask each group to count the stickers and paste them according to the number written in each circle correctly. Roam around the class and appreciate them for their efforts.

Activity 2:

Make two group of students. Give one group flash cards of numbers up to 9 and the other group flash cards of objects up to 9. Instruct the first group to show the number card and then the second group show the card with objects according to the number shown by the first group. Repeat this activity with other numbers. Appreciate them for their good work.

Sum Up: (3 min)

Sum up the lesson by writing numbers on the board and ask students to write numbers in their notebooks.

Assessment: (5 min)

To assess the students learning, ask them to complete the activity given at page 59 of their textbooks.

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 – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

Name: _____

Date: _____

Trace the numbers 1-9.

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

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

Term: 3 **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:

Sequence numerals correctly from 1-9.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheets, Wallchart of numbers 1-9, Textbook page 60, Stones of numbers 1-9

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 the students about their homework. Paste a wallchart of numbers 1-9 on the board. Ask students to read the numbers in correct sequence in a loud voice.

Main Activities/Concept Building:

(20 min)

Activity 1:

Divide the class into small groups. Then give them some number stones. Ask them to place the stones in sequence (1-9). Ask them one by one to count from 1 to 9 in sequence loudly.

Appreciate them for their good efforts.



Activity 2:

Ask students to work in pairs. Give each pair number cards 1-9. Ask each pair to arrange these cards in correct sequence. Roam around the class, check their work and guide where needed. Now call each pair one by one to the front of the class and ask them to show their working. Appreciate them by clapping. Ask students to open their textbooks to page 60 and complete it. Roam around, check their work and correct if needed.

Sum Up:

(5 min)

Sum up the lesson by writing numbers in sequence on the board and ask students to write the numbers in sequence in their notebooks.

Assessment:

(10 min)

Provide the attached worksheet 1 to the students. Take a round in the class and monitor their working.

Homework:

(2 min)

Ask them to complete the given worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

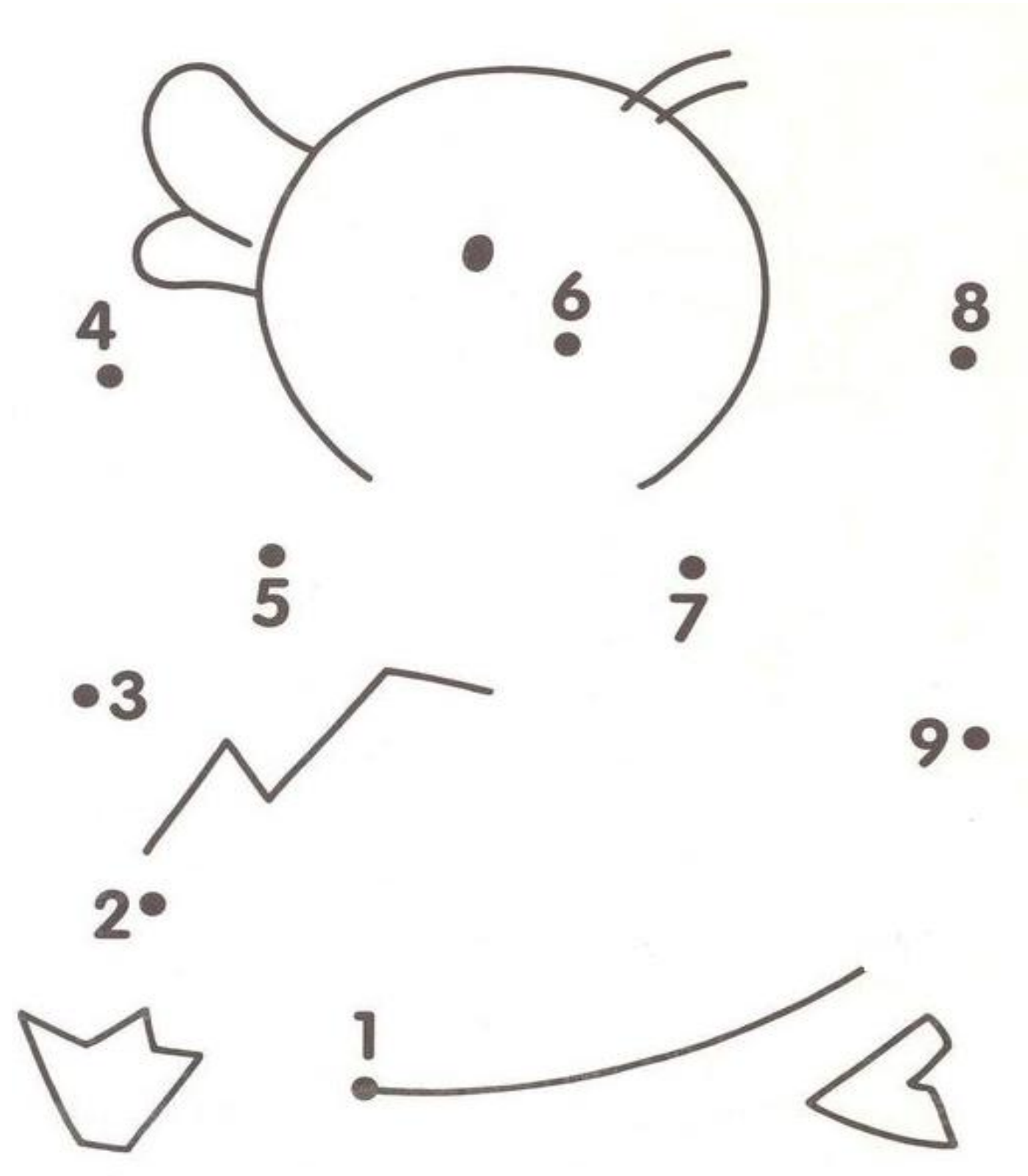
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet 1

Name: _____

Date: _____

Join the dots in sequence 1 to 9 and then colour the picture.



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

Worksheet 2

Name: _____

Date: _____

Help the rabbit reach the carrot by joining the numbers 1-9 in sequence.

9	3	6	1			
4	2	5	2			
7	0	2	3	4	5	
5	8	4	8	7	6	
				9	2	9
				4	8	4

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

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

Topic: One-to one correspondence

Date:

Objective(s):

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

Understand one-to-one correspondence.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 61, Worksheets, 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”.

Ask them about their homework.

To grab the attention of the students, play the following video.

<https://www.youtube.com/watch?v=dvyLUpE6o7A>

Main Activities/Concept Building:

(22 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 child in each row. Distribute the objects in such a way so 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 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, “Who has 2 objects?” When 2 kids 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 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. Then explain to the students this is called one-to-one correspondence.

Activity 2:

Give them the worksheet. Ask them to complete it by following the instructions. 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 asking students to open their textbooks to page 61 and observe the objects that match with each other using one-to one correspondence.

Assessment:

(8 min)

To assess the students, draw two groups of objects on the board. Call a student to the front of the class and have him/her match the objects using one-to-one correspondence.

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 – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet 1

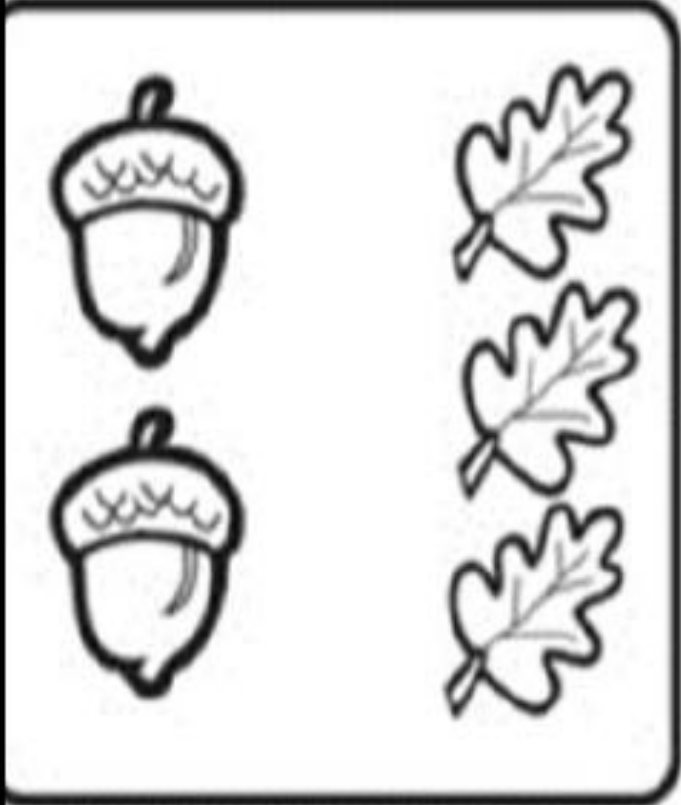
Name: _____

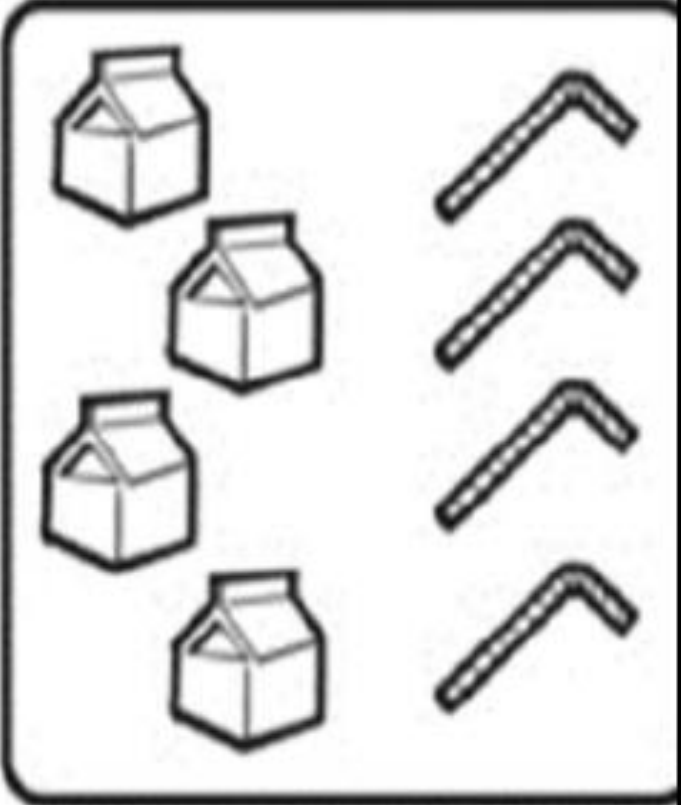
Date: _____

Draw a line to match the objects one-to-one.









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

Worksheet 2

Name: _____

Date: _____

Draw a line to match the objects one-to-one and write 'less' or 'more'.













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

Term: 3 **Periodic Unit: 1** **Week: 4** **Lesson plan: 5**

Topic: One-to-one correspondence **Date:**

Objective(s):

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

Understand one-to-one correspondence.

Resource Material:

Chalk/Marker, White/Blackboard, Few alphabets, Worksheet, Textbook page 62

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

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

Ask the students about their homework.

Draw two groups of objects on the board. Call a student to the front of the class and ask him/her to draw a line to match them with each other. Ask the rest of the class to check whether it is correct or not. Appreciate them for their good work.

Main Activities/Concept Building: (25 min)

Activity 1:

Divide the students into groups of 5. Call a group of students along with their bags to the front. Ask them to put their respective bags near them. Tell the students to count the number of students (1...2...3...4...5). Now ask them to count the bags (1...2...3...4...5). Then tell them that there is only 1 bag for each student. Repeat the activity for all groups of students with different objects like their lunch boxes, water bottles, etc. Now repeat it with different number of students and their bags, bottles, etc. Tell them that there are not enough objects for each student. For example, 4 students and 3 bags, 6 students and 3 bottles, etc. Then explain to the students this is called one-to-one correspondence.

Activity 2:

Take 2 sets of pebbles—one having 3 pebbles and the other having 5 pebbles (you may also take vases with flowers or jars with toffees). Let the students come forward and match one-to-one from each set. Repeat this activity using different number of objects.

Sum Up: (3 min)

Sum up the lesson by retelling them about how to match the objects using one-to-one correspondence by drawing objects on the board and draw a line to match them one-to-one.

Assessment: (5min)

To assess the students learning, ask them to open their textbooks to page 62 and complete the activity. Roam around the class, check their work and guide them if required.

Homework: (2 min)

Do the given worksheet.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

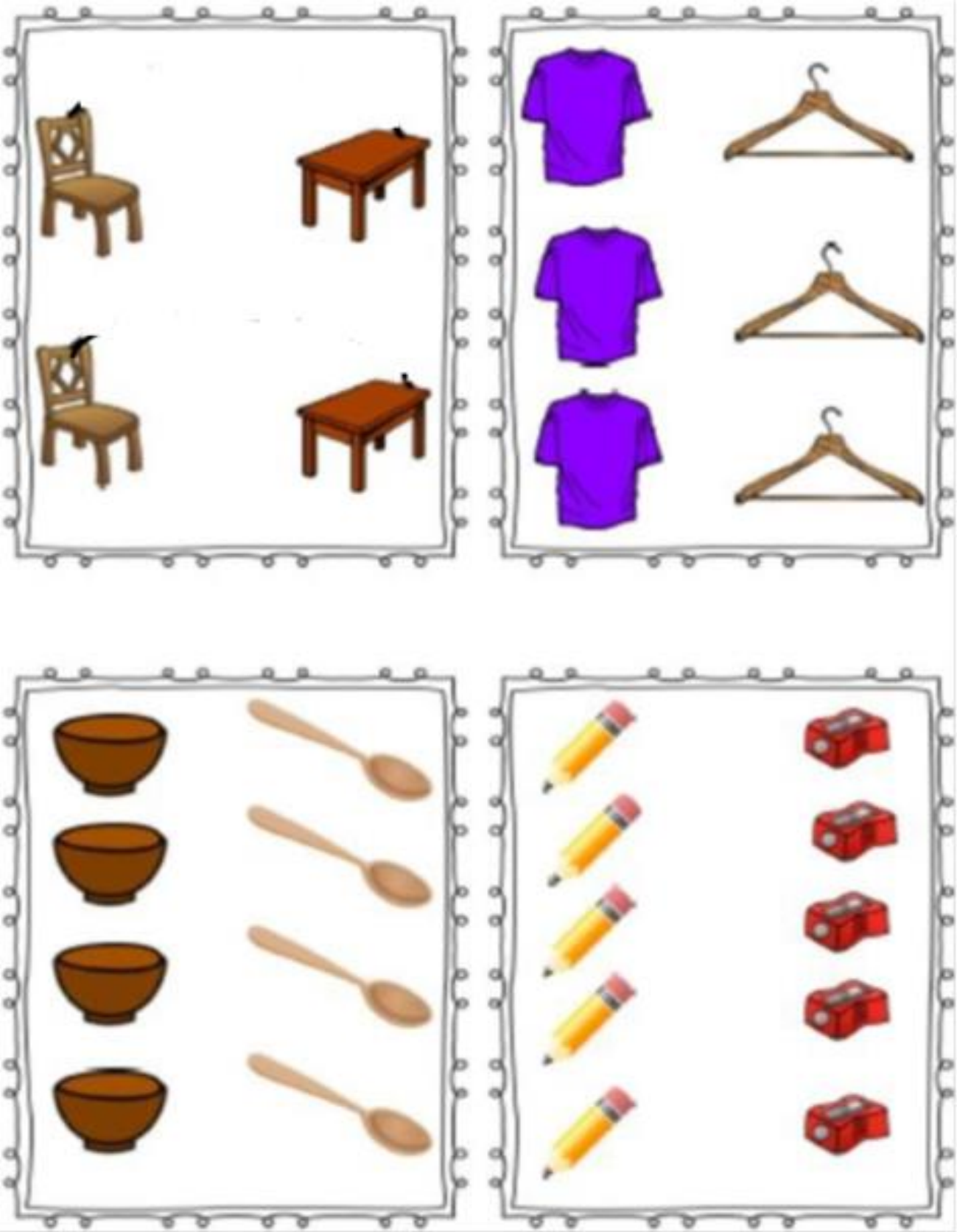
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

Name: _____

Date: _____

Draw a line to match one-to-one.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		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

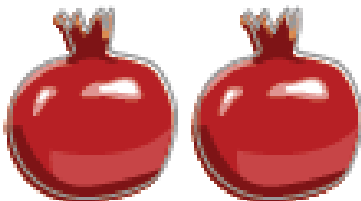
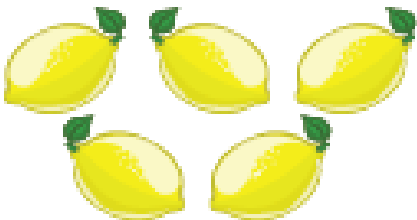
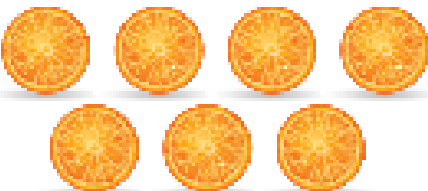
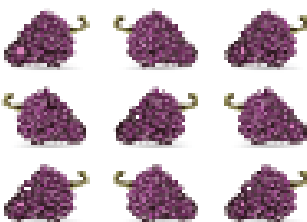
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

Name: _____

Date: _____

Count the objects and match with the correct number.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		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

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

Worksheet

Name: _____

Date: _____

Count and circle the correct number.



5 4 3



1 3 2



7 5 6



7 8 9



9 8 7



6 5 4



3 2 4



1 3 2

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		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

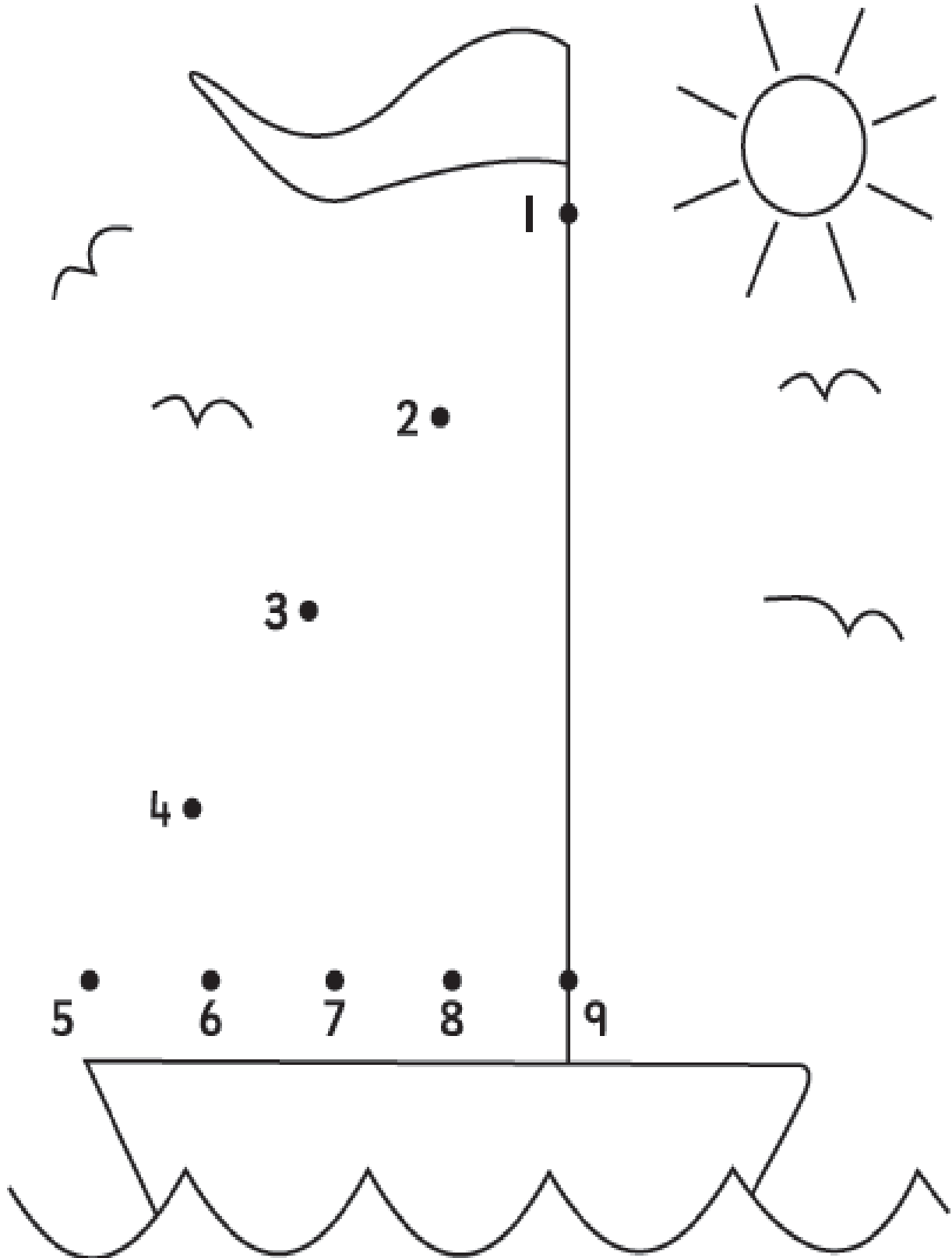
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

Name: _____

Date: _____

Join the dots in sequence 1 to 9 and then colour the picture.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		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

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

Worksheet

Name: _____

Date: _____

Trace and write the numbers 1-9.

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

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

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

Topic: Revision **Date:** _____

Objective(s):

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

Revise all the concepts.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Greet students with a smiling face.

Main Activities/Concept Building:

(35 min)

Activity 1:

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

Sum Up:

(0 min)

N/A

Assessment:

(0 min)

N/A

Homework:

(0 min)

N/A

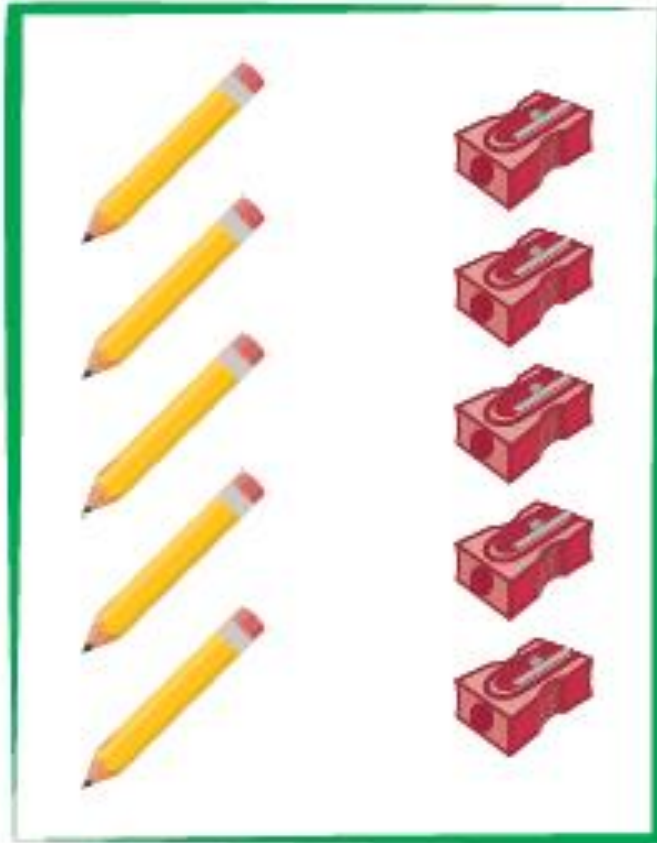
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

Name: _____

Date: _____

Draw a line to match one-to-one.



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

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

Topic: Shape (circle) **Date:**

Objective(s):

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

Recognise, name and draw circles using features such as number of sides, curved or straight.

Identify circles in their environment.

Resource Material:

Chalk/Marker, White/Blackboard, Flash card of big circle, Worksheet, pictures of circle-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".

Draw a big circle on the board and ask students: Do you know about this shape. Take their responses and appreciate if someone gives the right answer. Now tell them that this is a circle.

Main Activities/Concept Building: (20 min)

Activity 1:

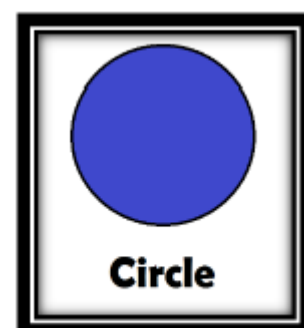
Tell them that they are going to learn about the circle shape. Show the flash card of circle to the students and tell them that this is a circle. Tell them that a circle is round. As you tell this, move your finger around the edges of the circle. Read the circle poem and make them trace the circle in the air with their fingers.

Make a circle, make a circle.

Draw it in the sky.

Use your finger, use your finger.

Make it round as a pie.



Repeat this several times and let them practice tracing the circle in the air.

Activity 2:

Show them some pictures of circle-shaped objects like a clock, doughnuts and round plate, pizza, tyre, etc. Explain to them these shapes look like a circle. So these are circular objects.

Ask the students: Can you tell the names of these shapes?

Take those responses and clap for the correct identification.



Sum Up: (3 min)

Sum up the lesson by re-telling students about circle shape by drawing with their index finger in the air and ask them to draw circle in air with their index finger by following you.

Assessment: (10 min)

Provide the attached worksheet to the students. ask them to complete it by following instructions.

Homework: (2 min)

Observe the circle shaped objects at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

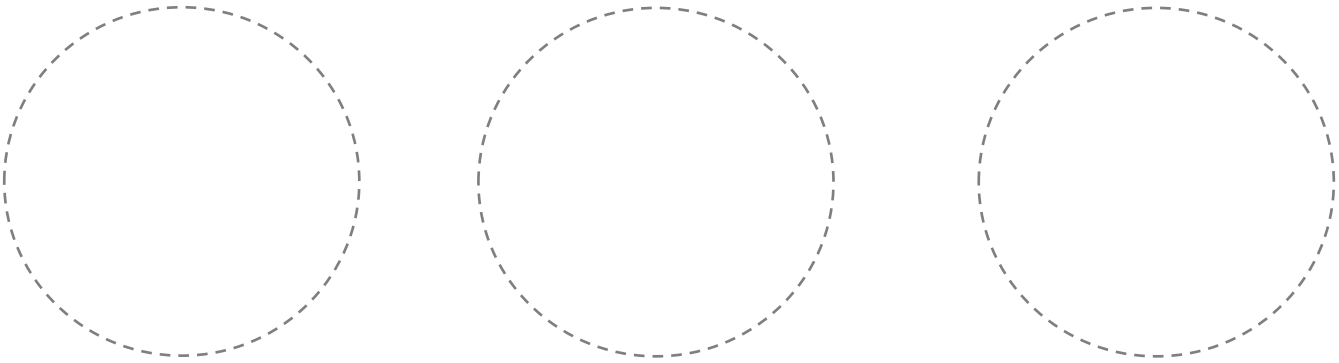
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

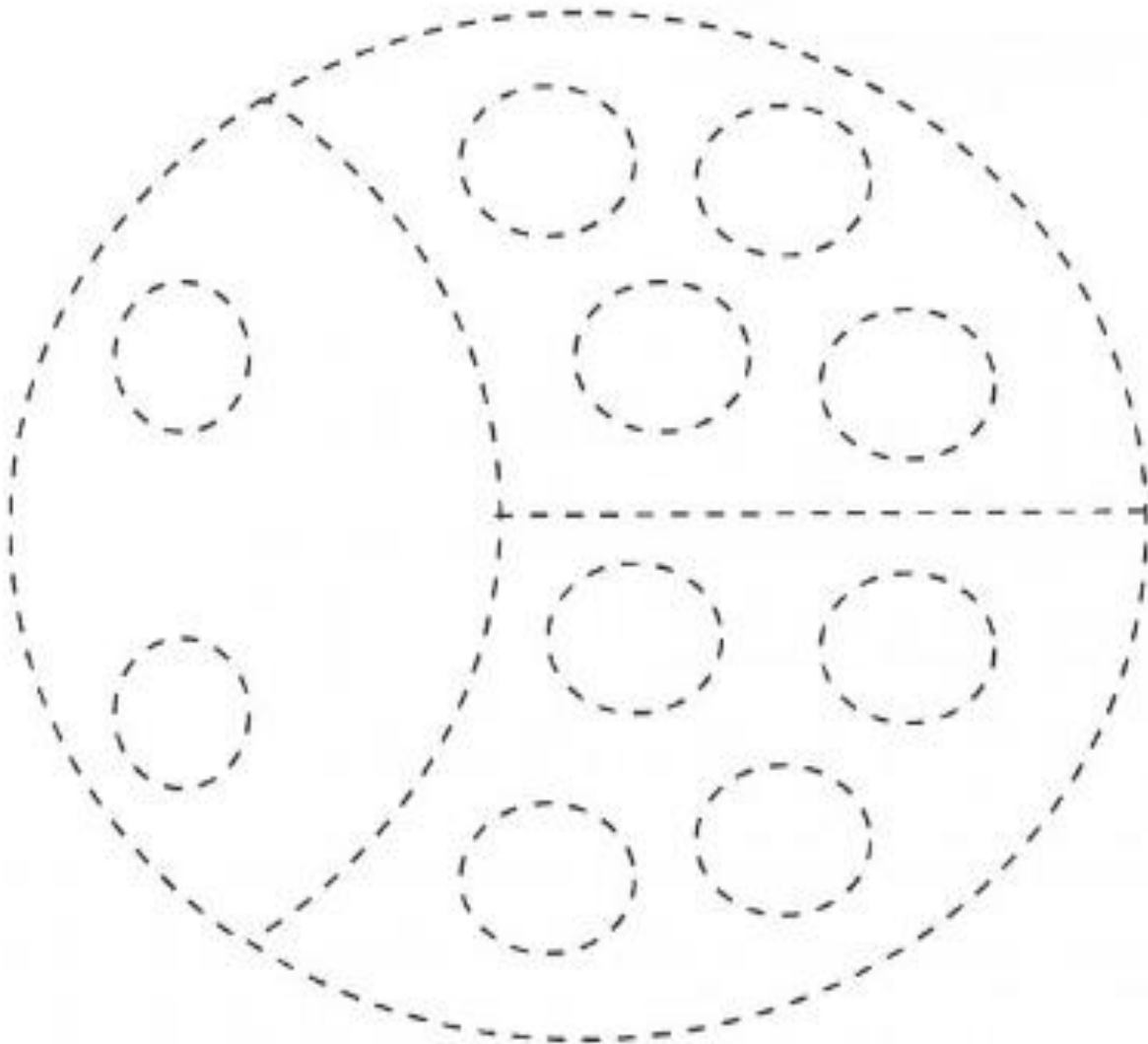
Name: _____

Date: _____

Trace and colour the circles.



Trace the circles and then colour the picture.



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

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

Topic: Shape (circle) **Date:**

Objective(s):

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

Recognise, name and draw circles using features such as number of sides, curved or straight.

Identify circles in their environment.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, picture of big circle and objects of circle shape, black sand paper, scotch tape

Teaching & Learning Activities:

Opening Activities/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. In order to grab the attention of the students, play the Circle shape video song for them.

<https://www.youtube.com/watch?v=LIXnXf6FSq8>

Main Activities/Concept Building: (25 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, the eraser on a pencil, 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:

Use black sandpaper and white scotch tape (alternately use correction pen for drawing white lines) to make a circular road track. Make groups of students and distribute the circular 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 circle in it.



Sum Up: (3 min)

Sum up the lesson by telling them about circle and objects that are circle shape that we found in our surrounding.

Assessment: (5 min)

To assess the students learning, ask them to observe the classroom objects and tell which objects are in circle shape by pointing objects in classroom.

Homework: (2 min)

Complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

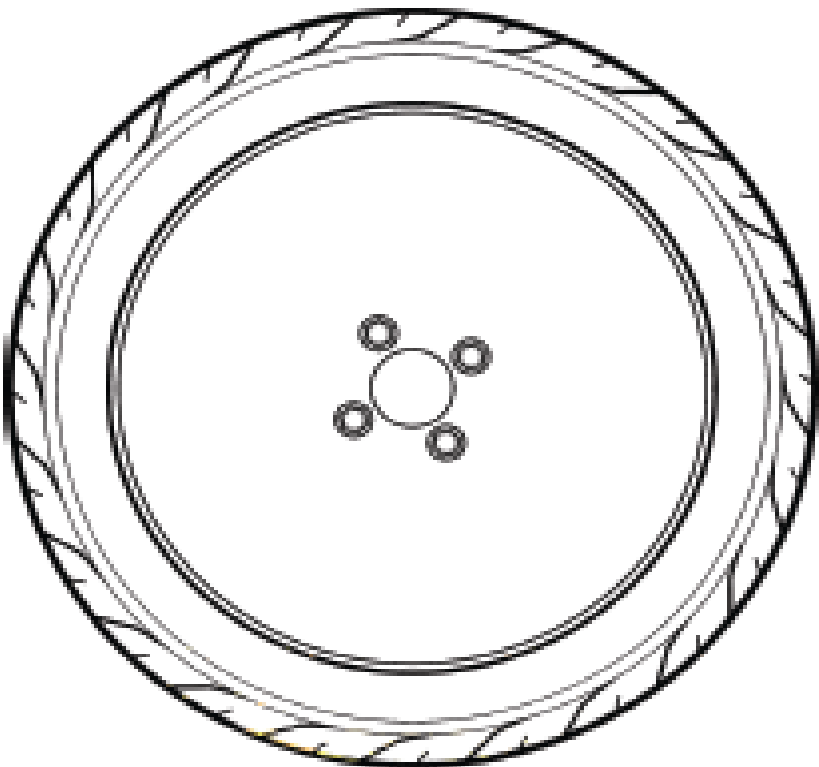
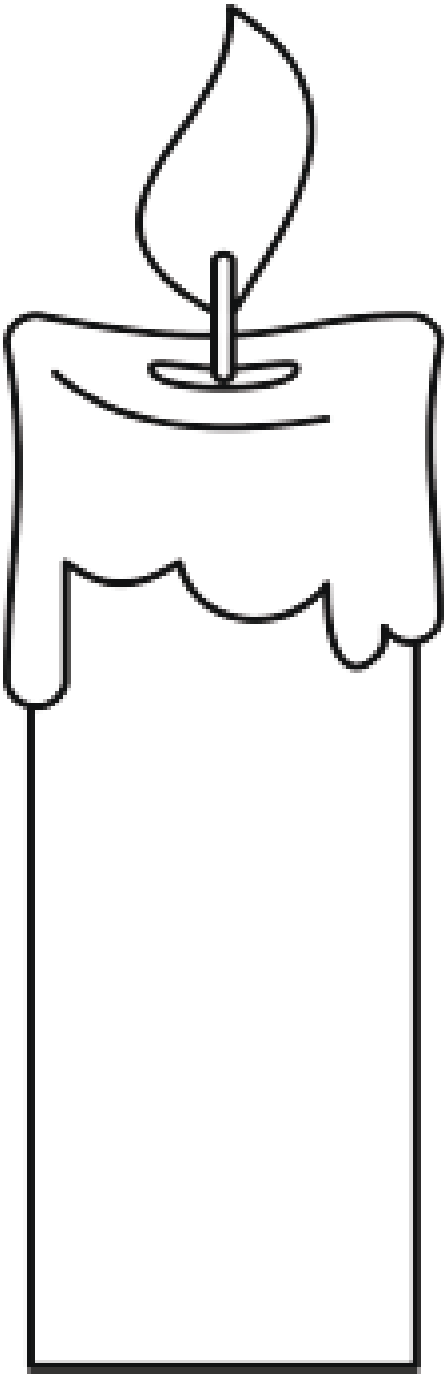
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

Name: _____

Date: _____

Choose the object that are in circle shape and colour it.



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

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

Topic: Shape (circle) **Date:**

Objective(s):

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

Recognise, name and draw circles using features such as number of sides, curved or straight.

Identify circles in their environment.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 63, flash cards of different shapes, basket of circle shape, objects of different shapes

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 the students about their homework. Have the students sit in a large circle on the carpet. Put some objects on the carpet. Ask them to come to the centre one by one. Ask them to choose and pick the objects that are circle in shape.

Appreciate them for their good efforts.

Main Activities/Concept Building: (25 min)

Activity 1:

Ask them about the things they observed at home which have the shape of a circle. Put some flash cards 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. Make groups of the students on the carpet. Place various objects of different shapes at the centre. Place a basket at the centre (preferably circle-shaped basket). Ask them to pick and put circle-shaped objects in the basket. Repeat this for all the groups.



Activity 2:

Ask them about the things they observed in 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 circle-shaped objects flash cards in the basket. Repeat this for all the groups.

Sum Up: (3 min)

Sum up the lesson by asking students to open their textbook page 63 and observe the objects that are in circle shape.

Assessment: (5 min)

Ask them to trace and colour the circles at page 63 of their textbook.

Homework: (2 min)

Ask them to complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

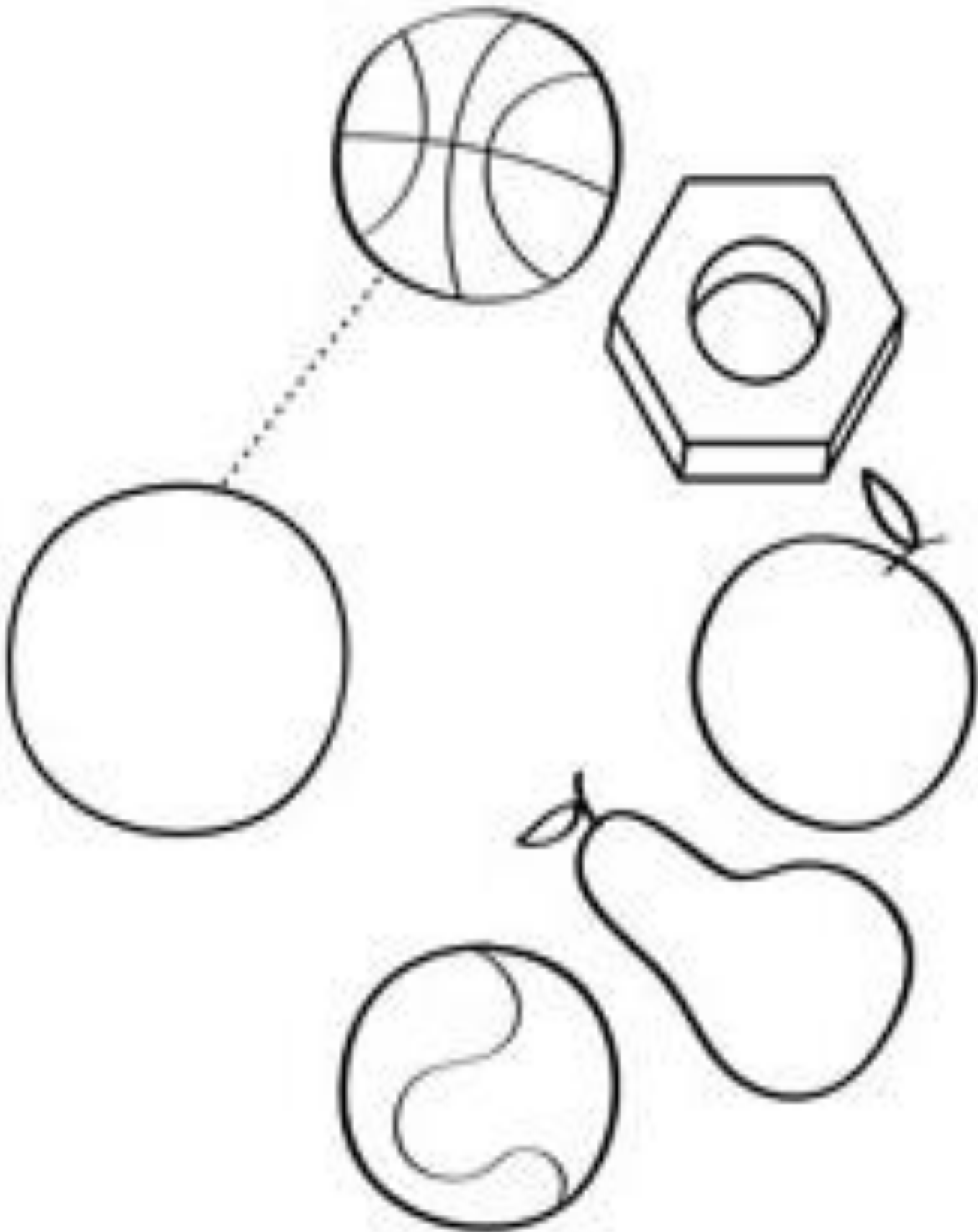
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

Name: _____

Date: _____

Match the circle with circle shape objects.



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

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

Topic: Shape (Square) **Date:**

Objective(s):

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

Recognise, name and draw squares using features such as number of sides, curved or straight.

Identify squares in their environment.

Resource Material:

Chalk/Marker, White/Blackboard, Flash card of big square, Worksheet, pictures of square-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".

Draw a big square on the board and ask students: Do you know about this shape. Take their responses and appreciate if someone gives the right answer. Now tell them that this is a square.

Main Activities/Concept Building: (20 min)

Activity 1:

Tell them that they are going to learn about the square shape. Show the flash card of square to the students and tell them that this is a square. Tell them that a square has four sides. As you tell this, move your finger around the edges of the square.

Read the square poem and make them trace the square in the air with their fingers.

Square is my name.
My four sides are just the same.
Turn me around, I don't care.
I'm always the same.
I'm a Square



Repeat this several times and let them practice tracing the square in the air.

Activity 2:

Show them some pictures of square-shaped objects like gift box, biscuit, mat, etc. Explain to them these shapes look like a square. So these are circular objects.

Ask the students: Can you tell the names of these shapes? Take those responses and clap for the correct identification.



Sum Up: (3 min)

Sum up the lesson by re-telling students about square shape by drawing with their index finger in the air and ask them to draw square in air with their index finger by following you.

Assessment: (10 min)

Provide the attached worksheet to the students. ask them to complete it by following instructions.

Homework: (2 min)

Observe the square shaped objects at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

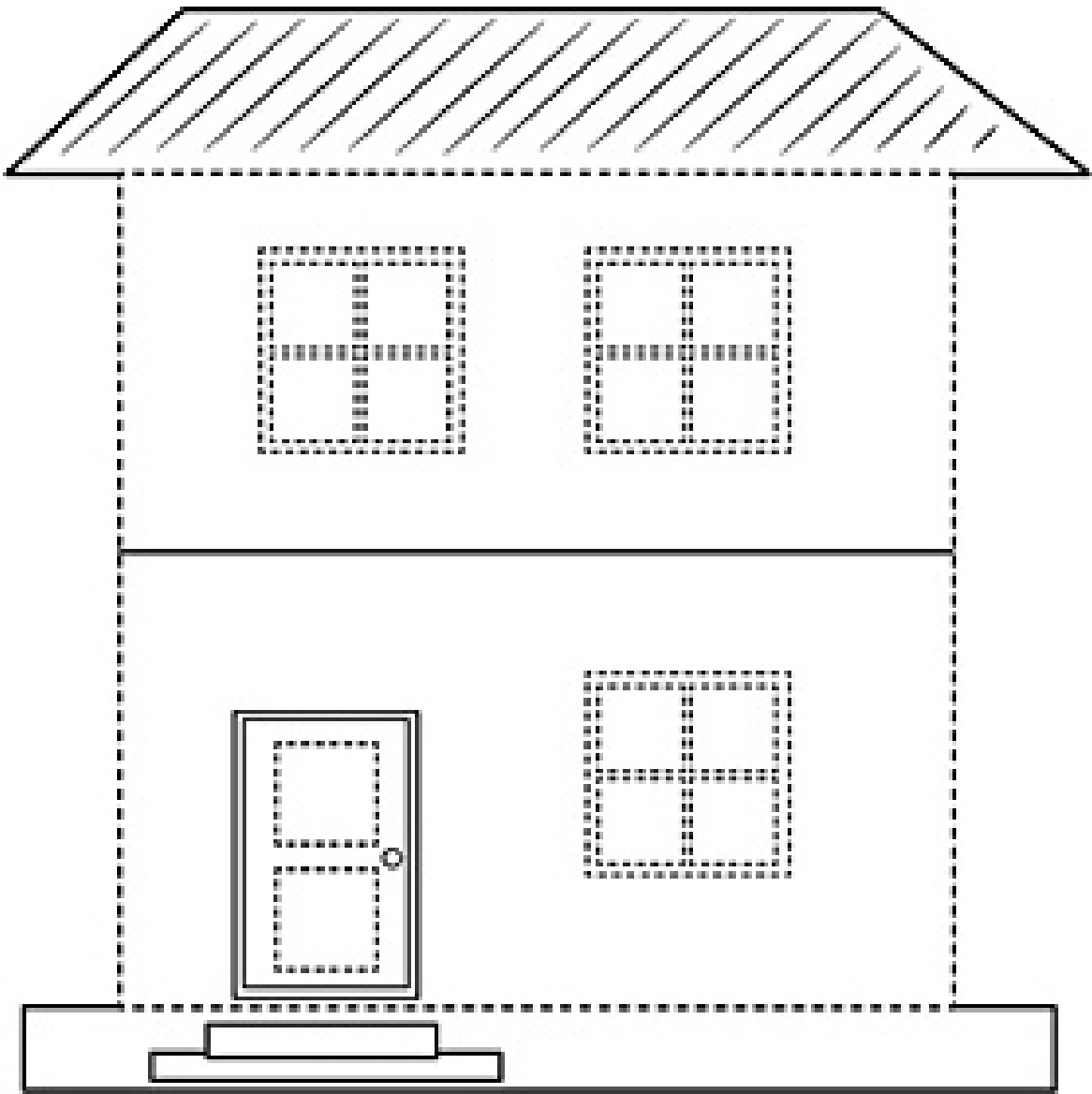
Worksheet

Name: _____
Date: _____

Trace and colour the squares.



Trace the squares and then colour the picture.



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

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

Topic: Shape (Square)

Date:

Objective(s):

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

Recognise, name and draw squares using features such as number of sides, curved or straight.

Identify squares in their environment.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, picture of big square and objects of square shape, black sand paper, scotch tape

Teaching & Learning Activities:

Opening Activities/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. In order to grab the attention of the students, play the Square shape video song for them.

<https://www.youtube.com/watch?v=LIXnXf6FSq8>

Main Activities/Concept Building:

(25 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'. 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:

Use black sandpaper and white scotch tape (alternately use correction pen for drawing white lines) to make a square road track. Make groups of students and distribute the square 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 square in it.



Sum Up:

(3 min)

Sum up the lesson by telling them about square and objects that are square shape that we found in our surrounding. Tell them that a square has four equal sides that are straight.

Assessment:

(5 min)

To assess the students learning, ask them to observe the classroom objects and tell which objects are in square shape by pointing objects in classroom.

Homework:

(2 min)

Complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

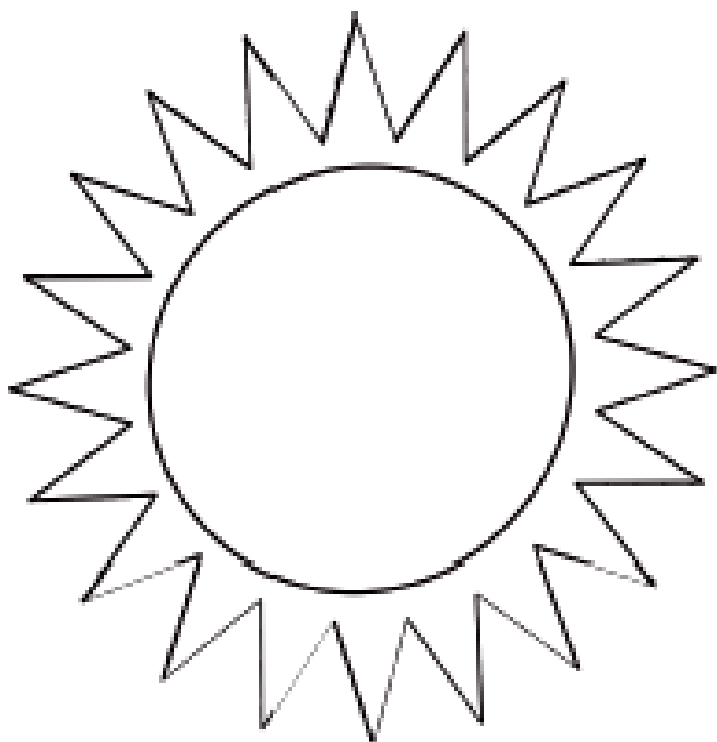
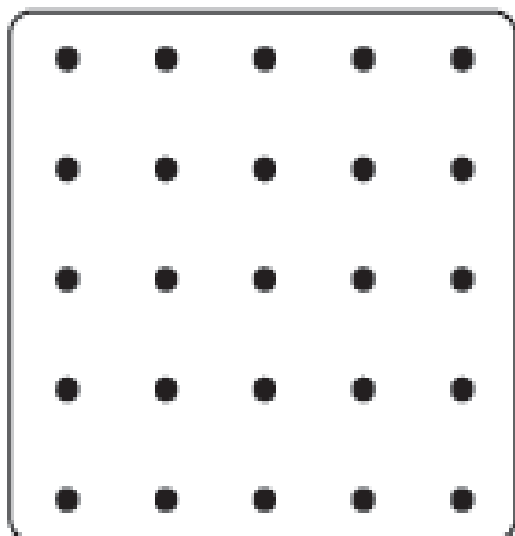
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

Name: _____

Date: _____

Choose the object that are in square shape and colour it.



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

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

Topic: Shape (Square) **Date:**

Objective(s):

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

Recognise, name and draw squares using features such as number of sides, curved or straight.

Identify squares in their environment.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 64, flash cards of different shapes, basket of square shape, objects of different shapes

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 the students about their homework. Draw a square on the board and ask students to tell the name of the shape and objects that are of square shape.

Main Activities/Concept Building:

(25 min)

Activity 1:

Ask them about the things they observed at home which have the shape of a square. Put some flash cards 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. Make groups of the students on the carpet. Place various objects of different shapes at the centre. Place a basket at the centre (preferably square-shaped basket). Ask them to pick and put square-shaped objects in the basket. Repeat this for all the groups.



Activity 2:

Ask them about the things they observed in 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 square-shaped objects flash cards in the basket. Repeat this for all the groups.

Sum Up:

(3 min)

Sum up the lesson by asking students to open their textbook page 64 and observe the objects that are in square shape.

Assessment:

(5 min)

Ask them to trace and colour the squares at page 64 of their textbook.

Homework:

(2 min)

Ask them to complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

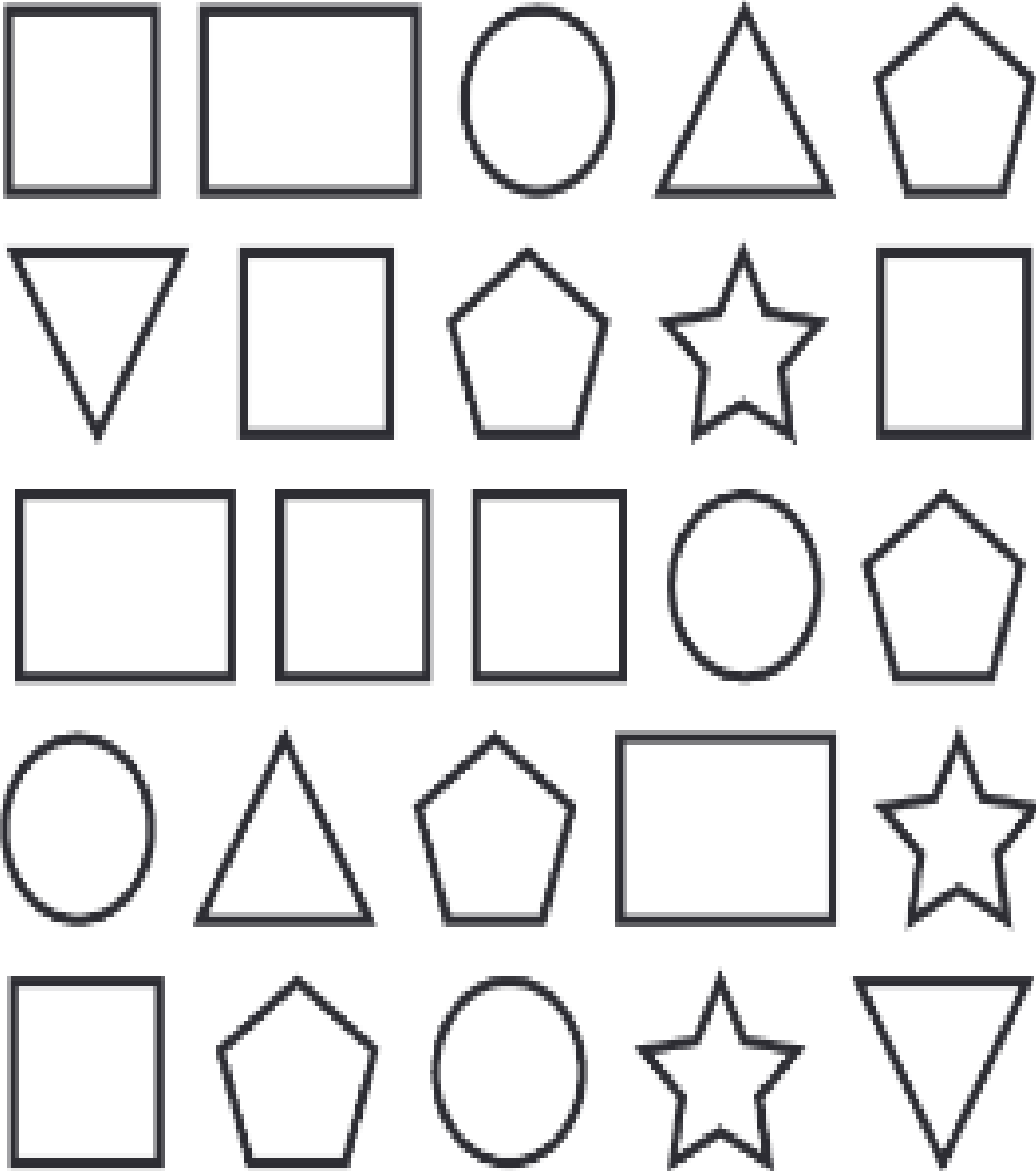
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

Name: _____

Date: _____

Identify and colour all squares.



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

Term: 3

Periodic Unit: 2

Week: 2

Lesson plan: 2

Topic: Shapes (Triangle)

Date:

Objective(s):

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

Recognise, name and draw triangles using features such as number of sides, curved or straight.

Identify triangles in their environment.

Resource Material:

Chalk/Marker, White/Blackboard, Flash card of big triangle, Worksheet, pictures of triangle-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".

Draw a big triangle on the board and ask students: Do you know about this shape. Take their responses and appreciate if someone gives the right answer. Now tell them that this is a triangle.

Main Activities/Concept Building:

(20 min)

Activity 1:

Tell them that they are going to learn about the triangle shape. Show the flash card of triangle to the students and tell them that this is a triangle. Tell them that a triangle has three sides. As you tell this, move your finger around the edges of the triangle. Read the triangle poem and make them trace the triangle in the air with their fingers.

I am triangle.

Look at me!

Count my sides.

One, two, three



Repeat this several times and let them practice tracing the triangle in the air.

Activity 2:

Show them some pictures of triangle-shaped objects like birthday cap, cone, pizza slice, etc. Explain to them these shapes look like a triangle. So these are circular objects.

Ask the students: Can you tell the names of these shapes? Take those responses and clap for the correct identification.



Sum Up:

(3 min)

Sum up the lesson by re-telling students about triangle shape by drawing with their index finger in the air and ask them to draw triangle in air with their index finger by following you.

Assessment:

(10 min)

Provide the attached worksheet to the students. Ask them to complete it by following instructions.

Homework:

(2 min)

Observe the triangle shaped objects at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

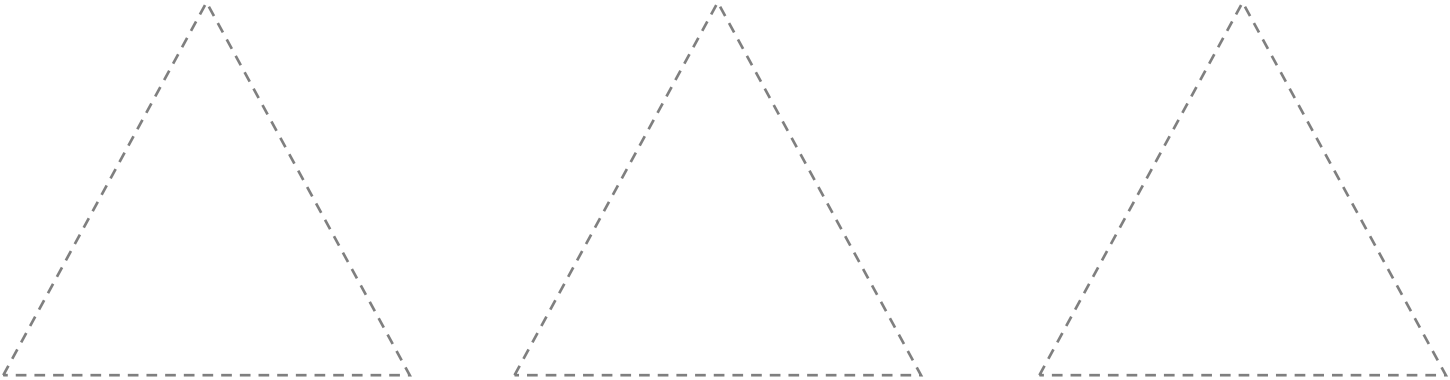
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

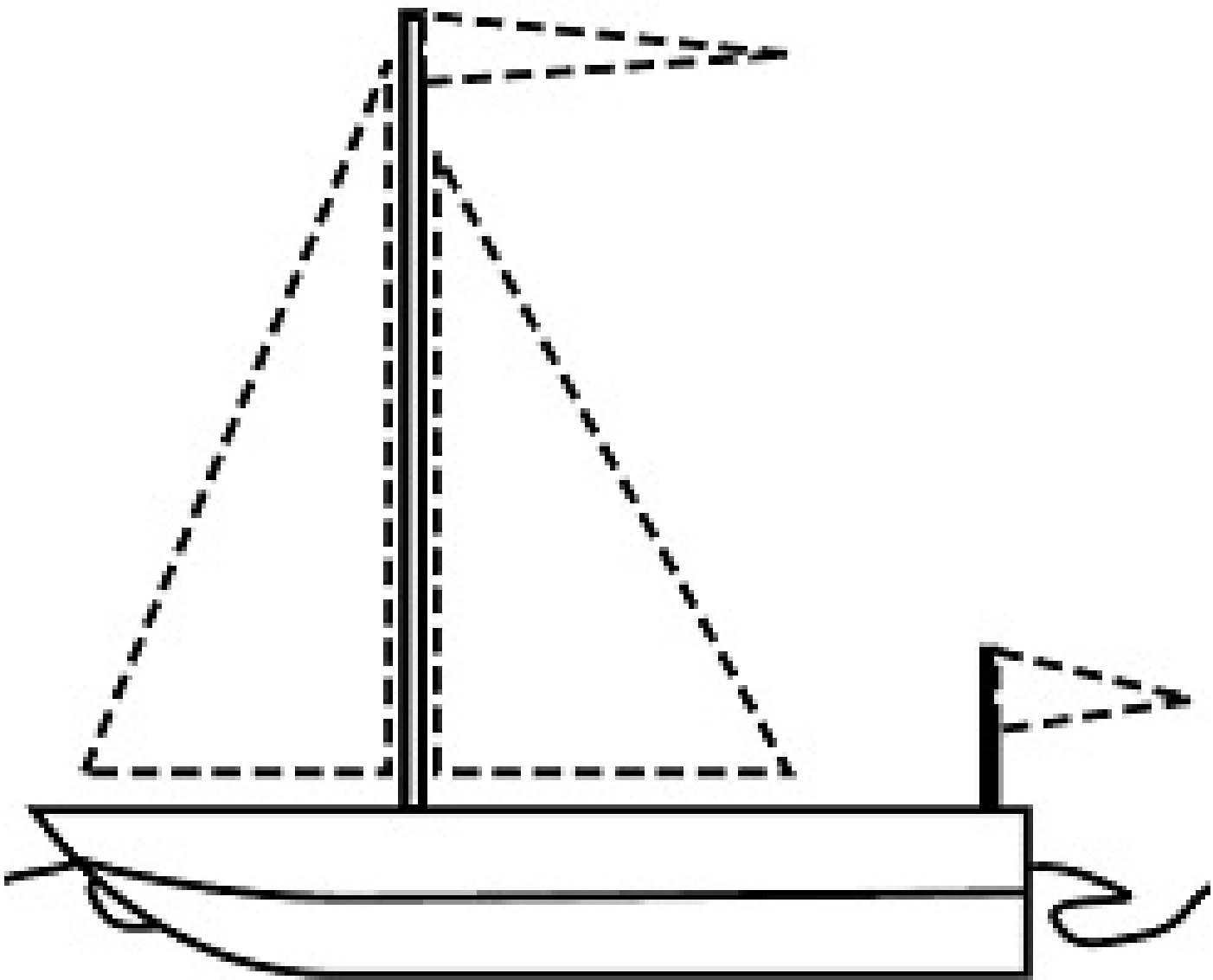
Name: _____

Date: _____

Trace and colour the triangles.



Trace the triangles and then colour the picture.



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

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

Topic: Shape (Triangle)

Date:

Objective(s):

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

Recognise, name and draw triangles using features such as number of sides, curved or straight.

Identify triangles in their environment.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, picture of big triangle and objects of triangle shape, black sand paper, scotch tape

Teaching & Learning Activities:

Opening Activities/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. In order to grab the attention of the students, play the triangle shape video song for them.

<https://www.youtube.com/watch?v=JY7AtoDalvk>

Main Activities/Concept Building:

(25 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 the students identify objects in the classroom that are ‘triangles’. 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:

Use black sandpaper and white scotch tape (alternately use correction pen for drawing white lines) to make a triangular road track. Make groups of students and distribute the triangular 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 triangle in it.



Sum Up:

(3 min)

Sum up the lesson by telling them about triangle and objects that are triangle shape that we found in our surrounding. Tell them that a triangle has four equal sides that are straight.

Assessment:

(5 min)

To assess the students learning, ask them to observe the classroom objects and tell which objects are in triangle shape by pointing objects in classroom.

Homework:

(2 min)

Complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

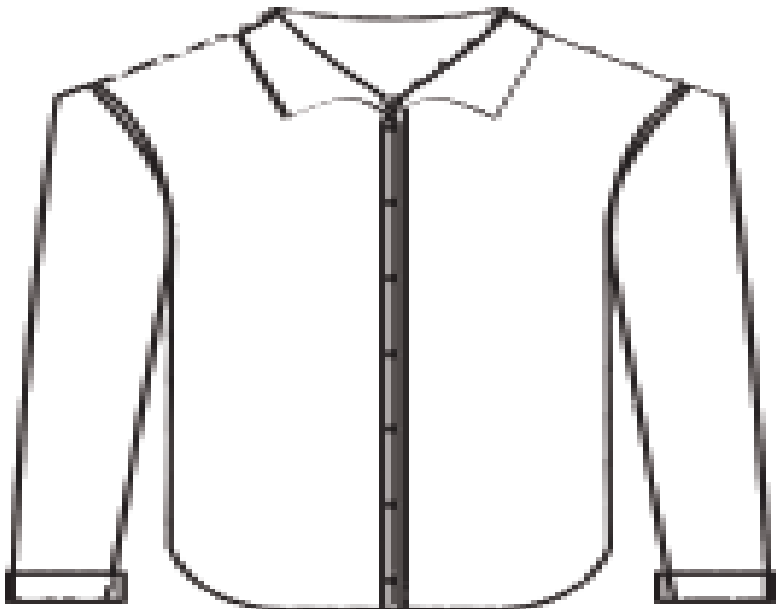
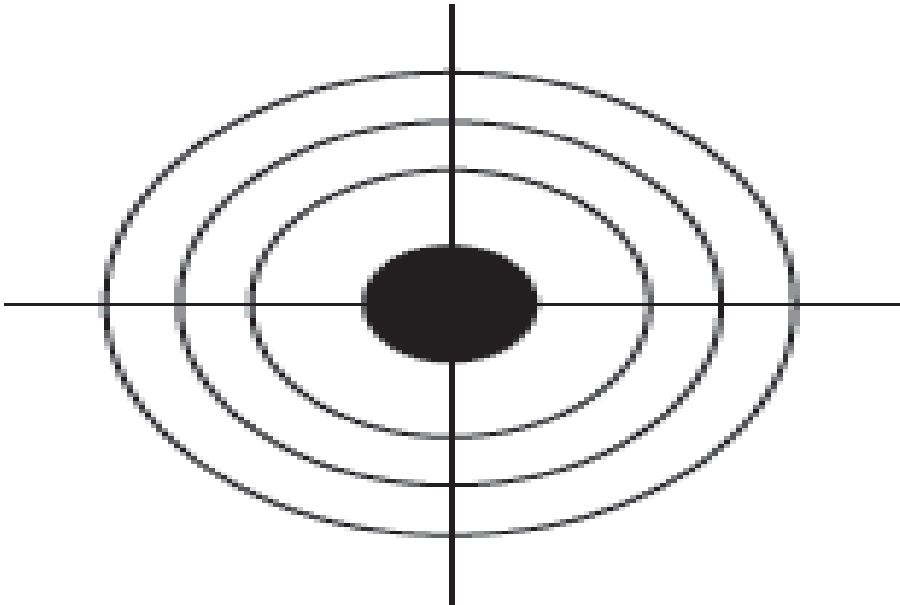
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

Name: _____

Date: _____

1. Identify and colour the triangle shape objects.



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

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

Topic: Number 8 **Date:**

Objective(s):

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

Recognise, name and draw triangles using features such as number of sides, curved or straight.

Identify triangles in their environment.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 65, flash cards of different shapes, basket of triangle shape, objects of different shapes

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 the students about their homework. Draw a triangle shape on the board and ask students to tell the name of the shape and the objects that are of triangle in shape.

Main Activities/Concept Building:

(25 min)

Activity 1:

Ask them about the things they observed at home which have the shape of a triangle. Put some flash cards 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. Make groups of the students on the carpet. Place various objects of different shapes at the centre. Place a basket at the centre (preferably triangle-shaped basket). Ask them to pick and put triangle-shaped objects in the basket. Repeat this for all the groups.



Activity 2:

Ask them about the things they observed in 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 triangle-shaped objects flash cards in the basket. Repeat this for all the groups.

Sum Up:

(3 min)

Sum up the lesson by asking students to open their textbook page 65 and observe the triangle shape and their sides that are all straight.

Assessment:

(5 min)

Ask them to trace and colour the triangles at page 65 of their textbook.

Homework:

(2 min)

Ask them to complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

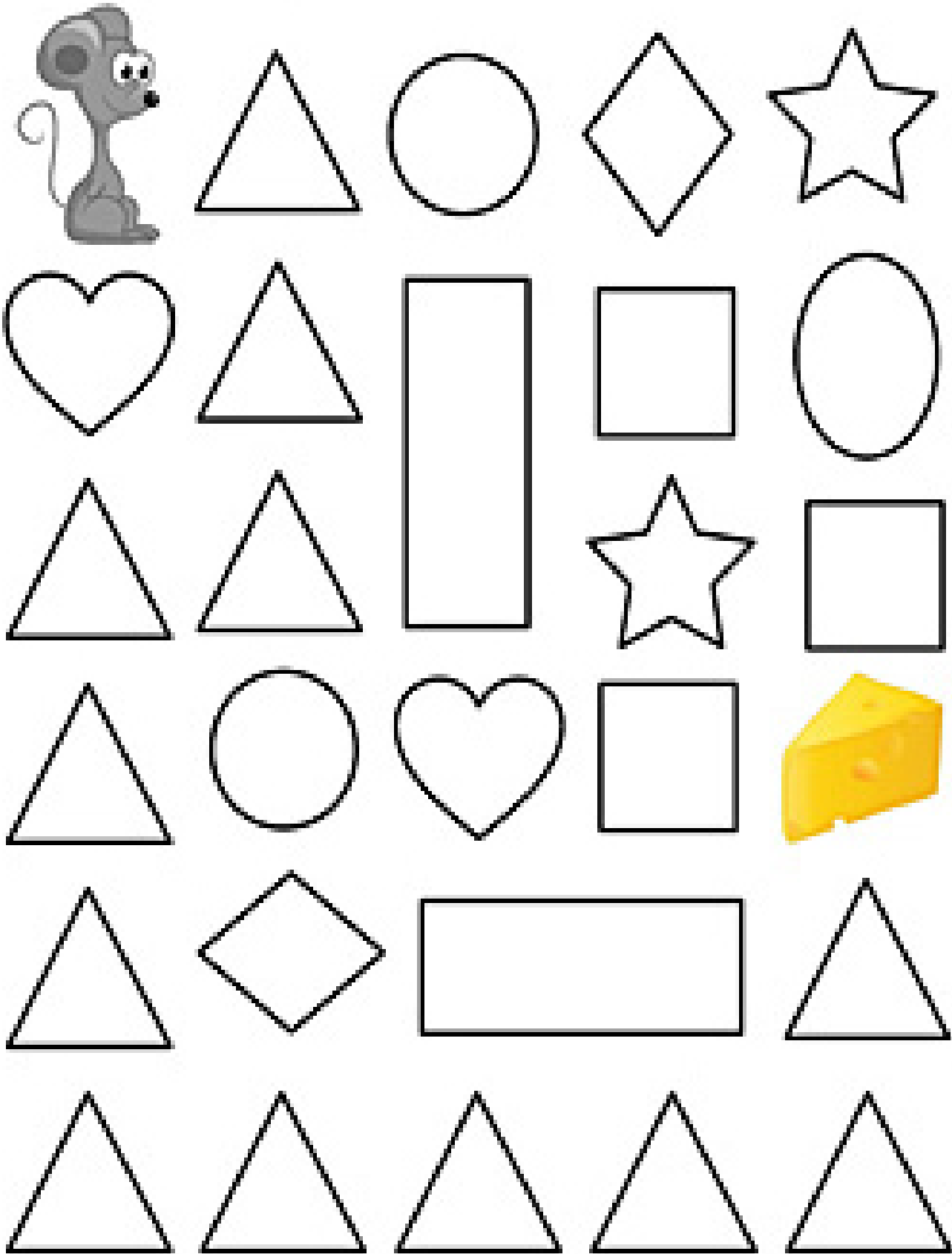
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

Name: _____

Date: _____

Colour the triangle to help the mouse to reach cheese.



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

Term: 3 **Periodic Unit: 2** **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 circle, square, or triangle, using features such as number of sides, curved or straight.

Identify circle, square and triangle in their environment.

Resource Material:

Chalk/Marker, White/Blackboard, Flash cards of different objects of different shapes, Objects of different shapes, Shape cut outs (triangle, circle, square, cut out 1 set per student), 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. Call a student to the front of the class and ask him/her to draw a circle on the board. Now call another student to the front of the class and ask him/her to draw a square.

Call another student to the front of the class and ask him/her to draw a triangle. Then ask them to tell the name of one object that are of circle, square and triangle shape. Take their responses and appreciate them for their good response.

Main Activities/Concept Building:

(20 min)

Activity 1:

Tell the students that today they are going to identify recognise, name and trace 2D shapes (square, triangle, and circle). Place various items and flash cards of 3 shapes at different places in the classroom. Make groups of 3-4 students each. Have the groups take a shape hunt walk in the class one by one. Ask them to identify the shapes as they see them. Ask them when they collect the flash cards of shapes then come to the front of the class and show their cards to the whole class and tell the name of each shape. Appreciate them for their active participation in class.

Activity 2:

Give each student three different cut-out shapes: a circle, triangle, square in random colours. Loudly name a shape and if needed, show an object of the same shape. Ask the students to pick the same shape from the set of shapes and show it by holding the shape in the air.

Ask them: How many corners does it have? How many sides? Observe and correct if needed. Encourage them for the correct answers.

Sum Up:

(3 min)

Sum up the lesson by retelling them about the shape square, triangle and circle and about their sides.

Assessment:

(10 min)

To assess the students learning, to draw square, triangle and circle in their notebook and tell the sides of each shape.

Homework:

(2 min)

Do the given worksheet.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

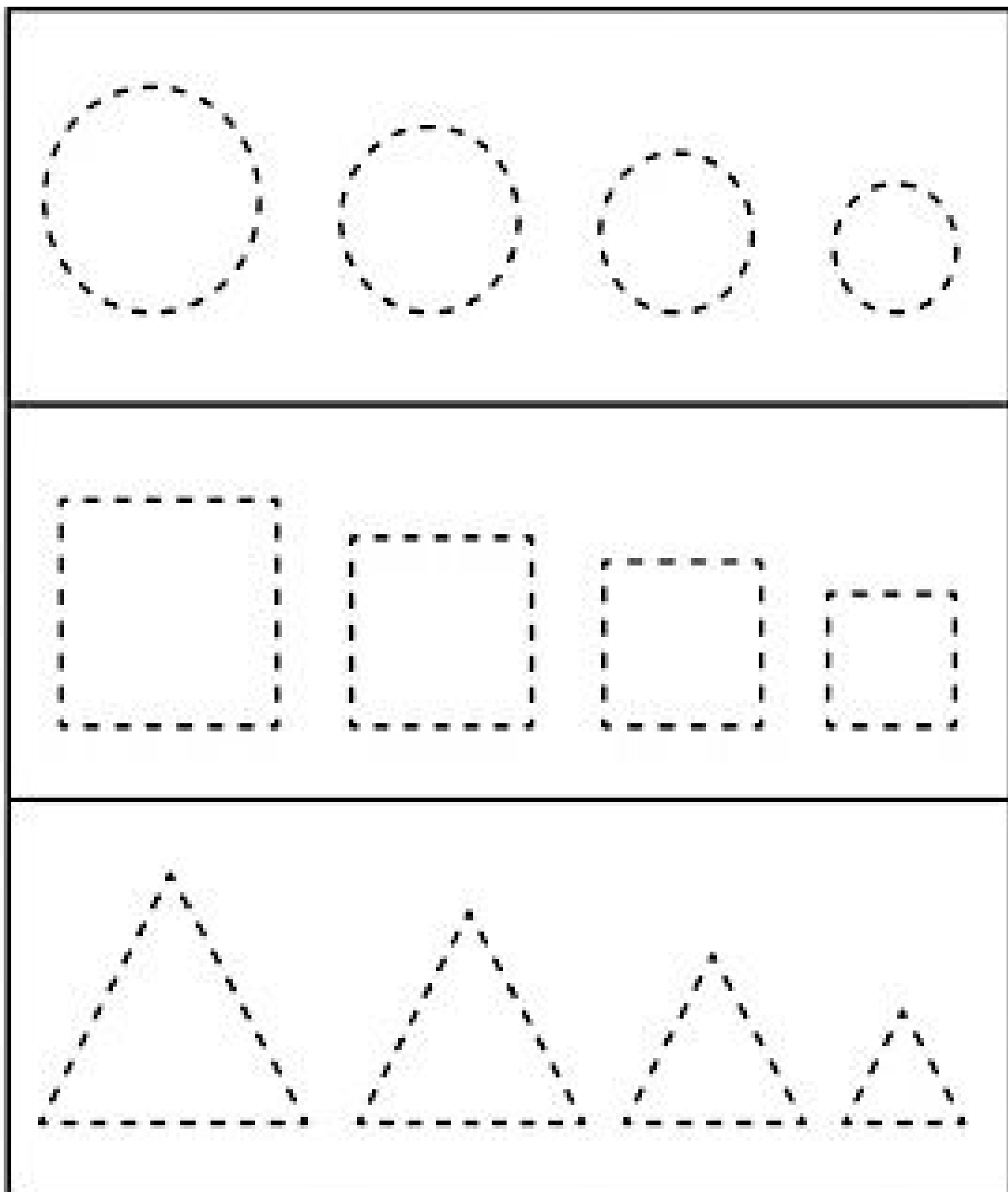
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

Name: _____

Date: _____

Trace and colour the shapes.



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

Term: 3 **Periodic Unit: 2** **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 circle, square, or triangle, using features such as number of sides, curved or straight.
Identify circle, square and triangle in their environment.

Resource Material:

Chalk/Marker, White/Blackboard, worksheets, flash cards of shapes, 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 the students about their homework. Place ring of shapes triangle, square and circle on the table. Call three students to the front of the class and ask them to separate out the one shape card each student. Take their responses and appreciate them for their correct response.

Main Activities/Concept Building:

(20 min)

Activity 1:

Tell the students that today they are going to identify, recognise, name and trace 2D shapes (square, triangle, and circle). Place some flash cards of 3 shapes at different places in the classroom. Make groups small students according to the strength of the class. Ask one group to walk around the class and find out the square-shaped objects. Asking 2nd group to walk around the class and find out the circle shaped objects. Asking 3rd group to walk around the class and find out the triangle shaped objects. Ask them to identify and name 2D shapes as they see them. Encourage them for their efforts.

Activity 2:

Explain to the students that 2D objects are flat by drawing on the board. Explain that a circle, triangle and square can be drawn on paper while a ball cannot be. Provide A4 paper and a paint box among the students. Ask them to dip their index finger in the paint and then draw the circle, triangle and square on the paper. Roam around the class and help them if needed. Encourage them for their good efforts.

Sum Up:

(3 min)

Sum up the lesson by drawing 3 shapes (square, circle and triangle) and ask them: Can you name the shapes?

Assessment:

(10 min)

Provide the attached worksheet 1 to the students. Ask the complete the given worksheet by following instruction.

Homework:

(2 min)

Do the given worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

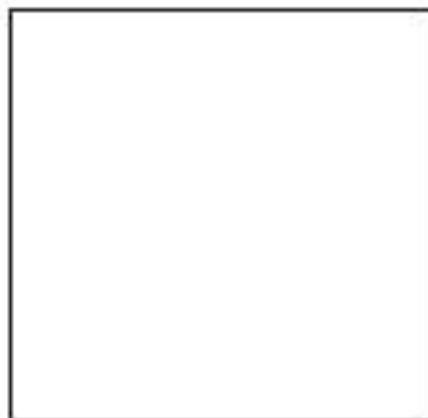
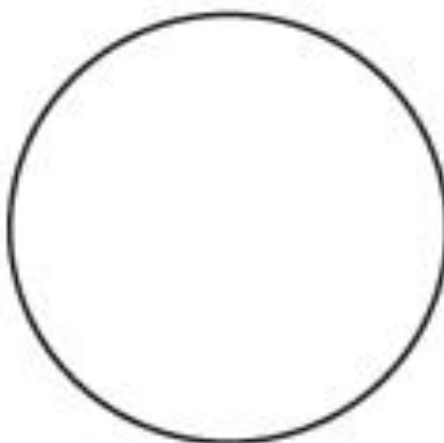
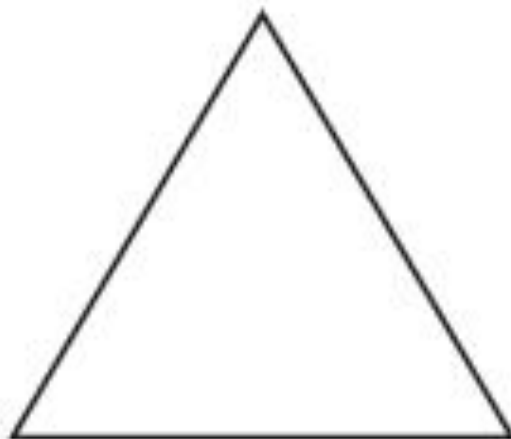
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet 1

Name: _____

Date: _____

Match the shapes with their objects.

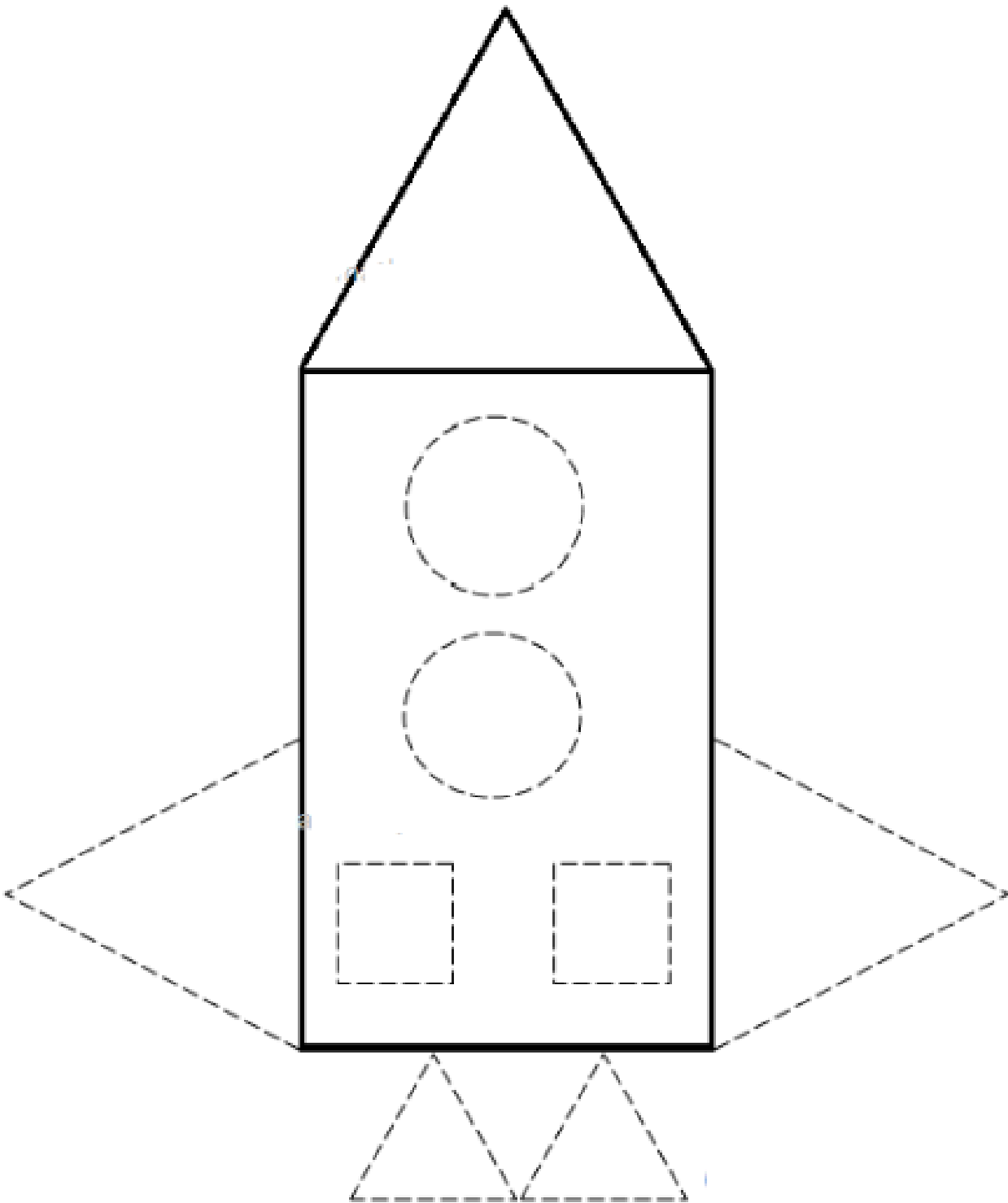


Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet 2

Name: _____
Date: _____

Colour the triangle red, circle yellow and square blue.



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

Term: 3 **Periodic Unit: 2** **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 circle, square, or triangle, using features such as number of sides, curved or straight. Identify circle, square and triangle in their environment.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 66, Worksheet, objects of square, triangle and circle shape, cut-outs of 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. Draw square, triangle and circle on the board. Ask students to tell the name of shapes and also tell two objects name of each shape. Take their responses and appreciate them for their correct response.

Main Activities/Concept Building:

(27 min)

Activity 1:

Tell the students that today they are going to identify, recognise, name and trace 2D shapes (square, triangle, and circle). Place some objects of 3 shapes on the carpet in the classroom. Have them arrange in a circle and ask them to sit on the carpet. Involve each student to play a game. Ask a student randomly to pick up any object and tell the name of the object and its shape. Repeat this activity till all students play their role. Encourage them for their efforts.

Activity 2:

Tell the students that today they are going to differentiate 2D shapes (square, triangle, and circle). Have the students to sit in a circle on the carpet. Spread some shape cut outs on the carpet (square, circle and triangle shapes) of flash cards on the floor and gather everyone around. Tell everyone to close their eyes and pick and choose one shape. Then ask them: “Open their eyes”. Everyone must guess which shape is this? Repeat this with all students.

Sum Up:

(3 min)

Sum up the lesson by telling them to about the objects that are of square, triangle and circle in shape and also tell them about sides of each shape.

Assessment:

(3 min)

To assess the students learning, ask them to solve the activity given at page 66 of their textbook. Roam around the class, check their work and guide them where needed.

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 – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

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

Topic: Position (Up and Down)

Date:

Objective(s):

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

Describe the position of objects using position words up and down.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Flash card of ladder a ball 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 the students about their homework. Draw square, triangle and circle on the board and ask students to tell the name of these shapes. Take their responses and appreciate them for their correct answers.

Main Activities/Concept Building:

(20 min)

Activity 1:

Tell students today we will learn about the position up and down. Draw a tree on the board and then draw some sparrow 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 student 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 to tell which ball is in the up position and which is down. Appreciate them for their good response. Now point out towards the book and tell them that the is up the table and point out towards the bag that is in down position. Give more examples of up and down position of objects to clear the concept.



Sum Up:

(3 min)

Sum up the lesson by re-telling students about the position of objects as up and down position.

Assessment:

(10 min)

To assess students ask them to observe the classroom objects and tell which one is up and which one is in down position.

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 – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

Name: _____

Date: _____

1. Look at the pictures. Colour the correct position for each child.



2. Colour the child that is up.



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

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

Topic: Position (up and Down) **Date:**

Objective(s):

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

Describe the position of objects using position words up and down.

Resource Material:

Chalk/Marker, White/Blackboard, Flash cards of objects in up and down position, book, water bottle, 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".

Show the flash card of the children that are in playground. Now point out towards the children and ask them to tell which child is up and which one is in down position. Appreciate them for their correct answer and then tell them the correct position of the child to them.



Main Activities/Concept Building:

(22 min)

Activity 1:

Put a book on the table and a water bottle down the table. Ask the students: Which thing is up of the table and which is in down position. Take their responses and tell them that the book is up and the water bottle down the table. Now show a picture card to the students where the kids playing on see-saw. Tell the students to look at the see-saw and kids and tell which up and which is down on the see-saw. After taking their responses tell them that which kid is up and which kid is down.



Activity 2:

Have the students work in pairs. Give each group some flash cards of positions. Ask them to identify and separate out the cards in which objects are in the up position. Instruct the other group to separate out the cards in which objects are in the down position. Roam around the class and check their work. Now instruct them to come one by one to the front of the class and show their flash card to the whole class. Appreciate them for their good work and the pair with accurate work will be the winner.

Sum Up:

(3 min)

Sum up the lesson by re-telling students about the position of objects as up and down by pointing towards their lunch box that is up and water bottle that is in down position.

Assessment:

(8 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 – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

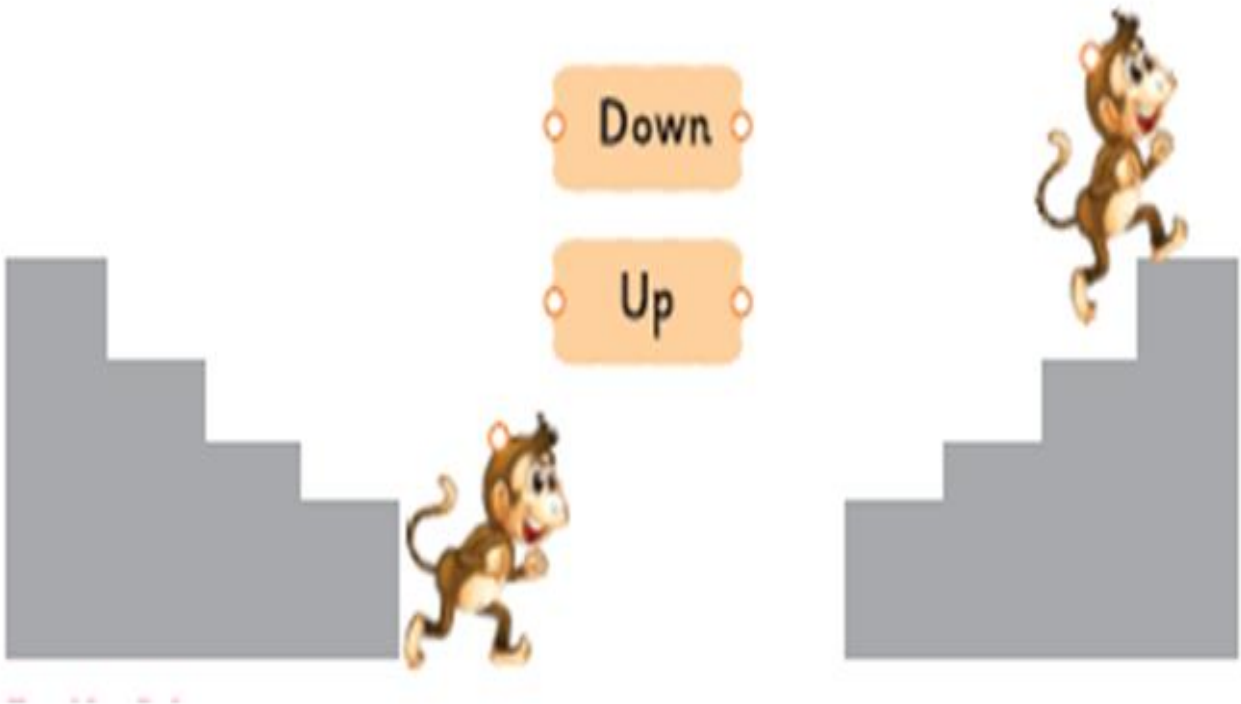
Worksheet

Name: _____ Date: _____

Look at the picture. Circle the hen that is up and tick (✓) the hen that is down.



Match the monkeys with the correct labels.



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

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

Topic: Position (up and Down) **Date:**

Objective(s):

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

Describe the position of objects using position words up and down.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, wallchart of position of objects up and down, video player, flash cards of cat on the table and rabbit down the table

Teaching & Learning Activities:

Opening Activities/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 about the position of objects.

https://www.youtube.com/watch?v=4h_ixyQM2M

Main Activities/Concept Building: (22 min)

Activity 1:

Tell the students today we will learn about the position of the objects as up and down. Show a flash card of table where a cat sit on the table and rabbit on the ground. Ask the students to look at the flash card and tell the position of the cat and rabbit. Take their responses and appreciate for their correct response.

Show some more flash cards of positions up and down and ask them about the position of objects that are in up and that are in down position.

Activity 2:

Paste a wallchart of position of objects. Call a student to the front of the class and ask him/her to point out the objects that are in position up. Call another student to the front of the class and ask him/her to point out the objects that are in position down. Repeat this activity to some other students. Take their responses and clap for their correct responses.

Sum Up: (3 min)

Sum up the lesson by re-telling students about the position up and down by pointing different objects in classroom that are in up and which are in down position.

Assessment: (8 min)

To assess the students, ask them to draw a slide in their notebook and then draw a ball in up and one ball in the down position.

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 – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

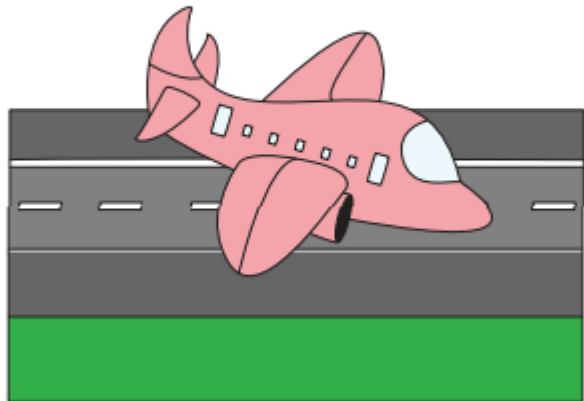
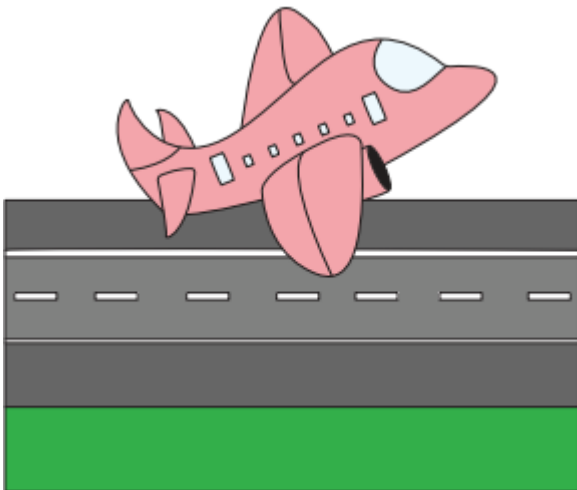
Name: _____

Date: _____

Circle the man that is in up position.



Circle the airplane that is in down position.



Circle the caterpillar that is in going up.



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

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

Topic: Position (up and Down) **Date:**

Objective(s):

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

Describe the position of objects using position words up and down.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 67 and 68, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

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

Ask students about their homework. Call a student to the front of the class and ask him/her to draw a ladder and then show a ball in up and down position. Take his/her responses and appreciate him/her for their correct work. Repeat this activity to some other students.

Main Activities/Concept Building: (25 min)

Activity 1:

Place two boxes on the table. Call a student to the front of the class and ask him/her to put one box in up and one box in down position. Clap and appreciate if he/she does it correctly. Repeat this with different students. Now Place a geometry box at the table and another geometry box at a down position (compared to the table). Call students randomly and ask them to pick the geometry box which is at up position (or down position). Clap and appreciate if he/she does it correctly. Repeat this with different students.

Activity 2:

Ask students to open their textbook page 67 and observe the objects that are in up and that are in down position. Now given them worksheet and instruct them to complete the given worksheet. Roam around the class, check their work and guide them where needed.

Sum Up: (3 min)

Sum up the lesson what is meant by position of objects as up and down and then draw a slide and show a cat in up and down position.

Assessment: (5 min)

To assess students’ learning ask them to open their textbook page 68 and solve the question 1.

Homework: (2 min)

Solve Q2 given at page 68 of their textbook.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

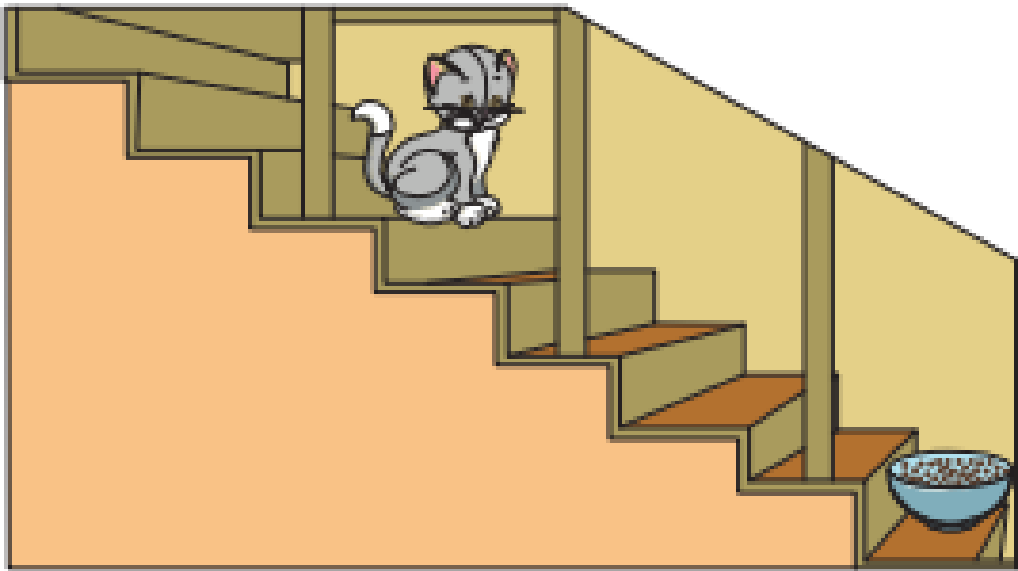
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

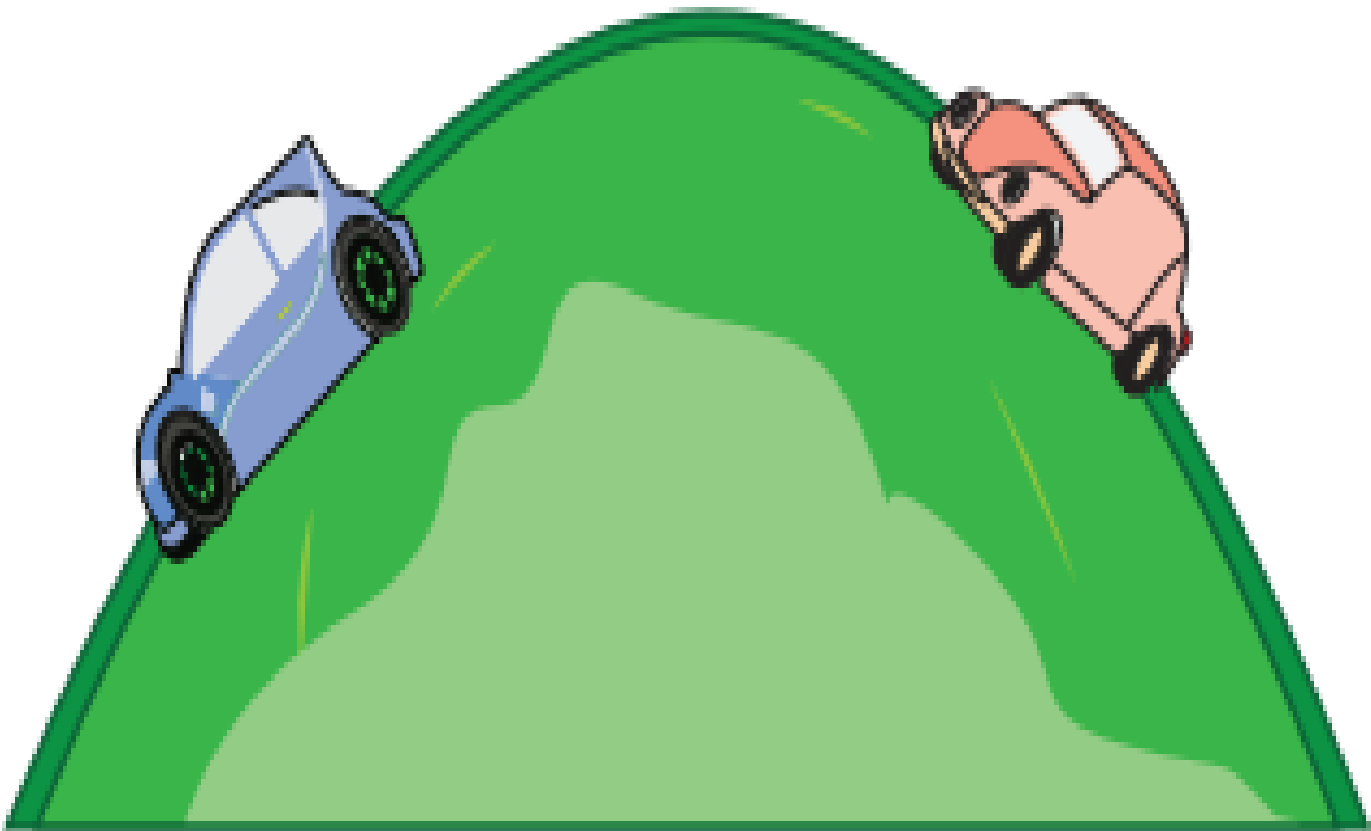
Name: _____

Date: _____

Circle which one is up.



Circle which one is down.



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

Term: 3

Periodic Unit: 2

Week: 4

Lesson plan: 2

Topic: Position (inside and outside)

Date:

Objective(s):

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

Describe the position of objects using position words inside and outside.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 59, worksheet, Wallchart of numbers up to 9, Flash cards of numbers and 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 the students about their homework. Show some toys to the students and put a toy on your head and ask them to tell the position of the object that is on your head. Now put some toys on the ground and ask them about their position. Appreciate them for their good response.

Main Activities/Concept Building:

(25 min)

Activity 1:

Draw two boxes on the board. Draw a ball inside the box and an apple outside the box. Ask the students: Which thing is inside the box and which is outside the box? Take their responses and tell them that the ball is inside the box and an apple is outside the box. Now show a picture card to the students. Give Worksheet 1 to students and ask them to look at the apples inside and outside the basket. Instruct them to complete the given worksheet by following instructions.

Activity 2:

Have the students work in pairs. Give each group some flash cards of positions. Ask the m to identify and separate out the cards in which objects are inside something. Instruct the other group to separate out the cards in which objects are outside of something. Ask the students to open their Textbook to Page 46 and observe the position of the boys.

Sum Up:

(3 min)

Sum up the lesson by writing numbers on the board and ask students to write numbers in their notebooks.

Assessment:

(5 min)

To assess the students learning, ask them to draw a ball inside and one ball outside the box. Roam around and 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:

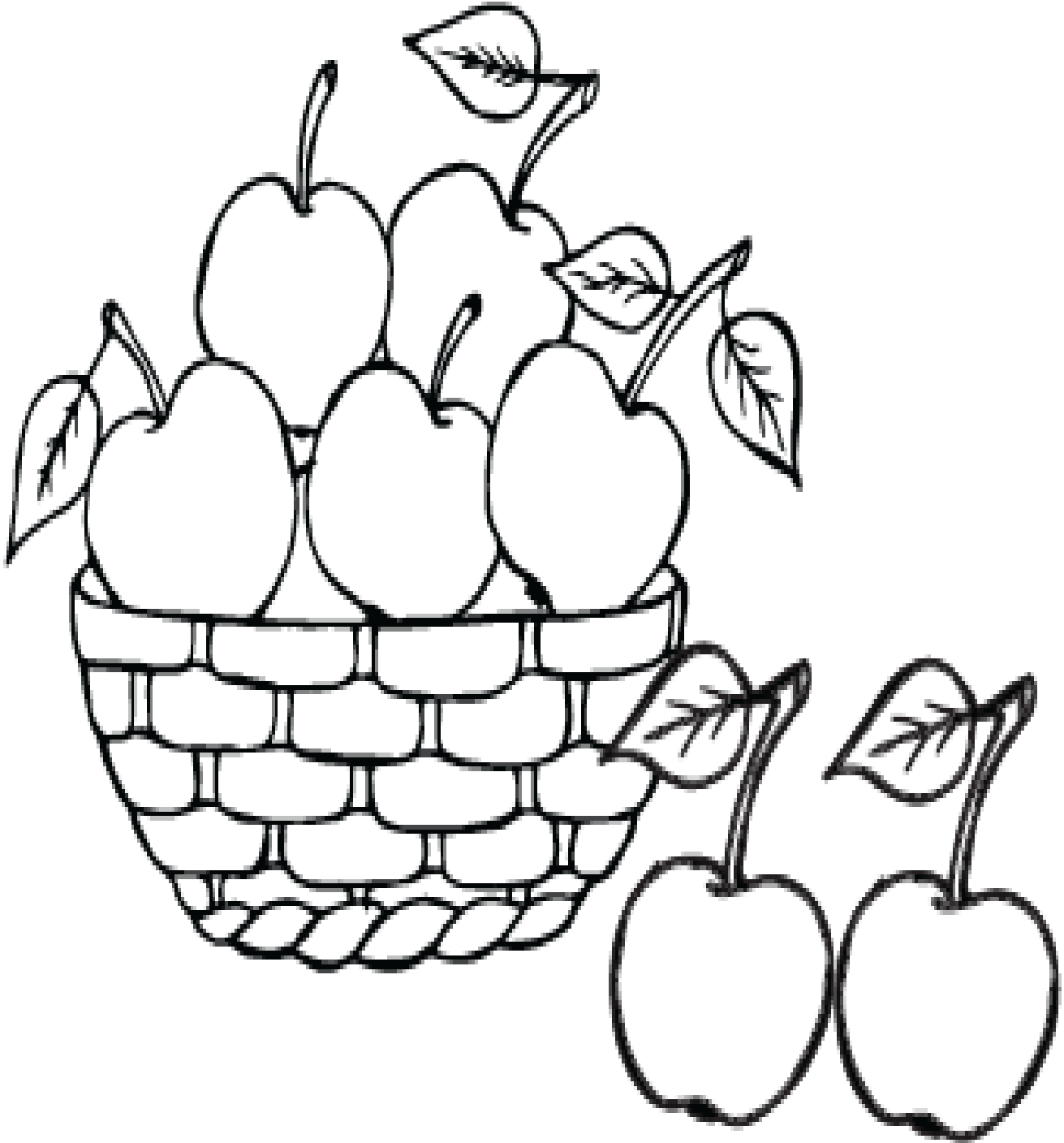
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet 1

Name: _____

Date: _____

Colour the apples red that are inside and green that are outside..



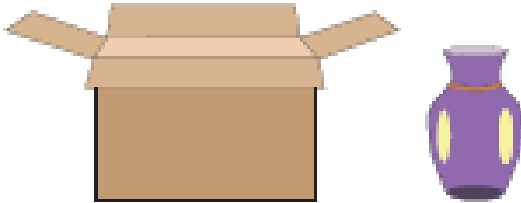
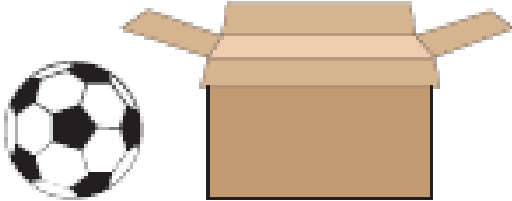
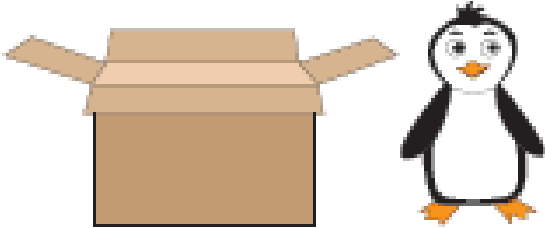
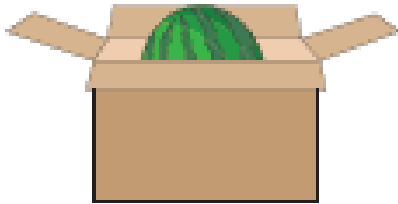
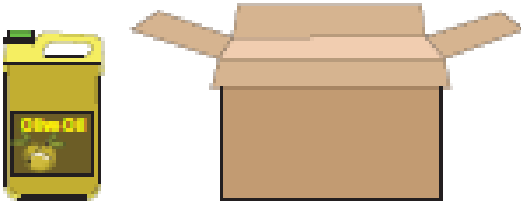
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet 2

Name: _____

Date: _____

Tick (✓) the correct position of the objects.

1)  ☐ inside ☐ outside	2)  ☐ inside ☐ outside
3)  ☐ inside ☐ outside	4)  ☐ inside ☐ outside
5)  ☐ inside ☐ outside	6)  ☐ inside ☐ outside
7)  ☐ inside ☐ outside	8)  ☐ inside ☐ outside

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

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

Topic: Position (inside and outsides)

Date:

Objective(s):

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

Describe the position of objects using position words inside and outside.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 69 and 70, disposable plates, buttons, blank paper

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 the students about their homework. Draw two birds one inside the nest and the other outside the nest. Now explain the position of the birds by saying 'inside' and 'outside' the nest.

Main Activities/Concept Building:

(20 min)

Activity 1:

Make two groups of the students. Give each group a blank paper. Instruct first group to draw an object that is inside the basket. Instruct the second group to draw an object that is outside the basket. Ask them to raise their hand when finished. Now call one member of each group and ask them to paste their paper sheet on the board. Appreciate them for their good work.

Activity 2:

Make pairs of students. Give two plates to each pair. Provide each group with buttons. Ask one group to put 4 buttons inside the plate and ask second group put buttons outside the plate. Walk around, and check to make sure the students are doing correct work. Now ask the students put your book inside the bag and lunch box outside the bag. Now ask them to tell which is in the inside position and which is outside the bag.

Sum Up:

(5 min)

Sum up the lesson by asking students to open their textbook page 69 and observe the objects that are inside and outside position.

Assessment:

(10 min)

To assess students ask them to solve the Q1 given at page 70 of their textbook. Roam around and check their work. Guide them if required.

Homework:

(2 min)

Solve Q2 given at page 70 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 – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

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

Topic: Counting 1 to 9 **Date:**

Objective(s):

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

Count orally from 1-9.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 71, Worksheets, wallchart of numbers 1-9

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 the students about their Home Work. In order to grab the attention of students, play the numbers 1-9 video song for them.

<https://www.youtube.com/watch?v=frXNt68YquY>

Main Activities/Concept Building: (22 min)

Activity 1:

Tell the students that today they are going to count orally 1-9. Ask the students by showing their fingers to count and say the numbers 1-9 orally. Take their responses and encourage them for their correct answer. Place a Wall Chart of numbers 1-9 in the classroom. Ask them to read the numbers loudly. Ask them to repeat oral counting 1-9 several times. Encourage them for their efforts.

Activity 2:

Make small groups in the class and provide 9 objects to each group. For example, pencils, buttons, beads, etc. Ask them to count one by one and say the number loudly. For example 1 pencil, 2 pencils, 3 pencils, etc. Later, ask the students to open their Textbook to Page 36 and ask them one by one to say numbers 1-9 orally. Encourage them for their good efforts.

Sum Up: (3 min)

Sum up the lesson by asking students to open their textbooks to page 71 and read the numbers 1 to 9 in correct sequence.

Assessment: (8 min)

To assess the students, point out towards the numbers on wallchart and ask them to tell what number is this.

Homework: (2 min)

Learn numbers 1 to 9 in sequence.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Term: 3 **Periodic Unit: 2** **Week: 4** **Lesson plan: 5**

Topic: Counting 1-9 **Date:**

Objective(s):

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

Count orally from 1-9.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 71, wallchart of numbers 1 to 9, number cards 1 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. Put numbers cards 1 to 9 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 1-9. Call random students to the front of the class and ask him/her to count orally 1-9. 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 1-9 on the table and count orally 1-9. Ask the other students to repeat oral counting 1-9 several times.

Activity 2:

Call 9 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 71 and to say numbers 1-9 orally. Encourage them for their good efforts.

Sum Up: (3 min)

Sum up the lesson by pasting the wallchart of numbers 1-9 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 1-9.

Homework: (2 min)

Learn the counting 1-9.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		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

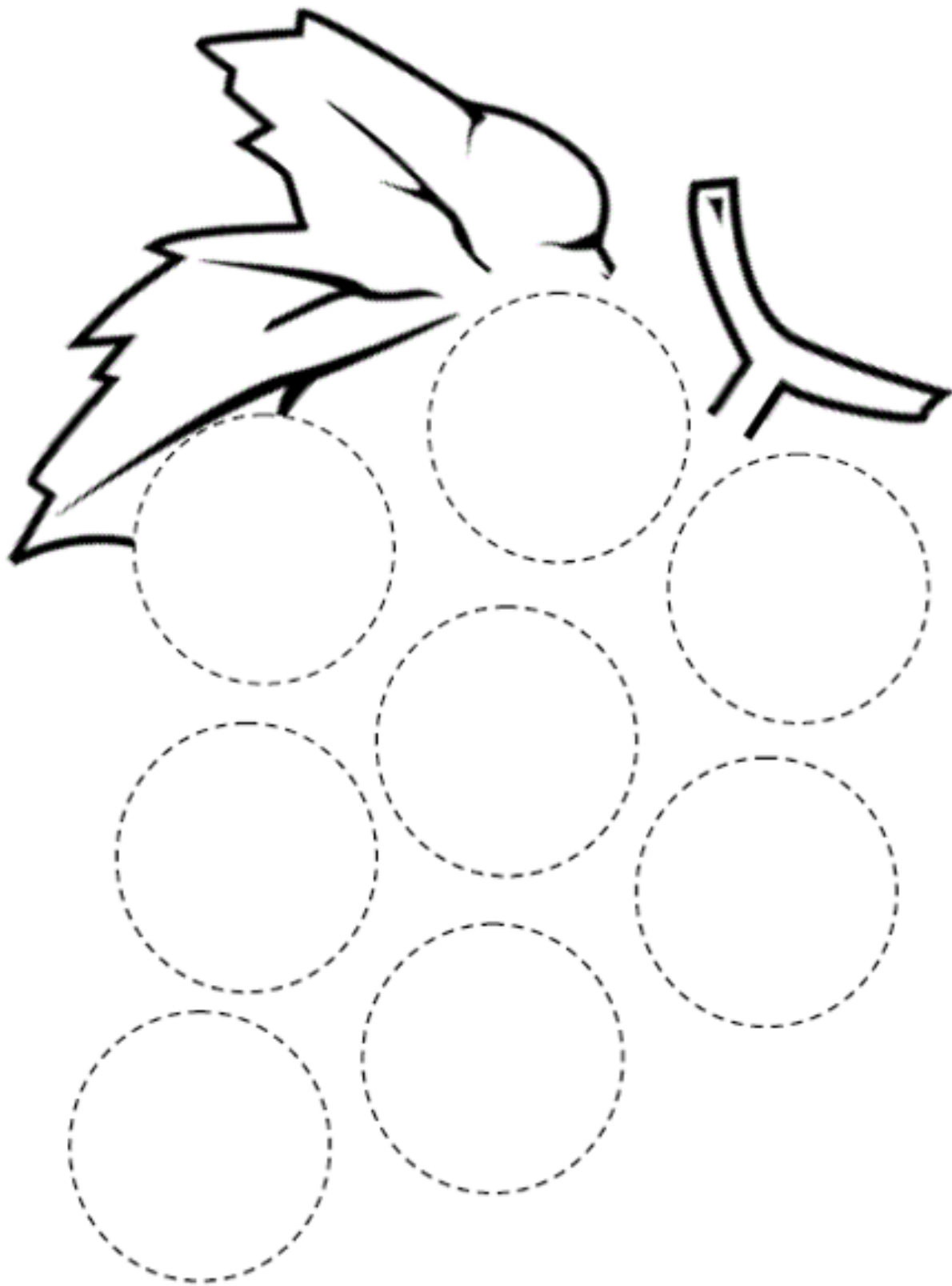
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

Name: _____

Date: _____

Trace and colour the circles.



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

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

Topic: Revision **Date:** _____

Objective(s):

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

Revise all the concepts.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

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

Greet students with a smiling face.

Main Activities/Concept Building: (35 min)

Activity 1:

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

Sum Up: (0 min)

N/A

Assessment: (0 min)

N/A

Homework: (0 min)

N/A

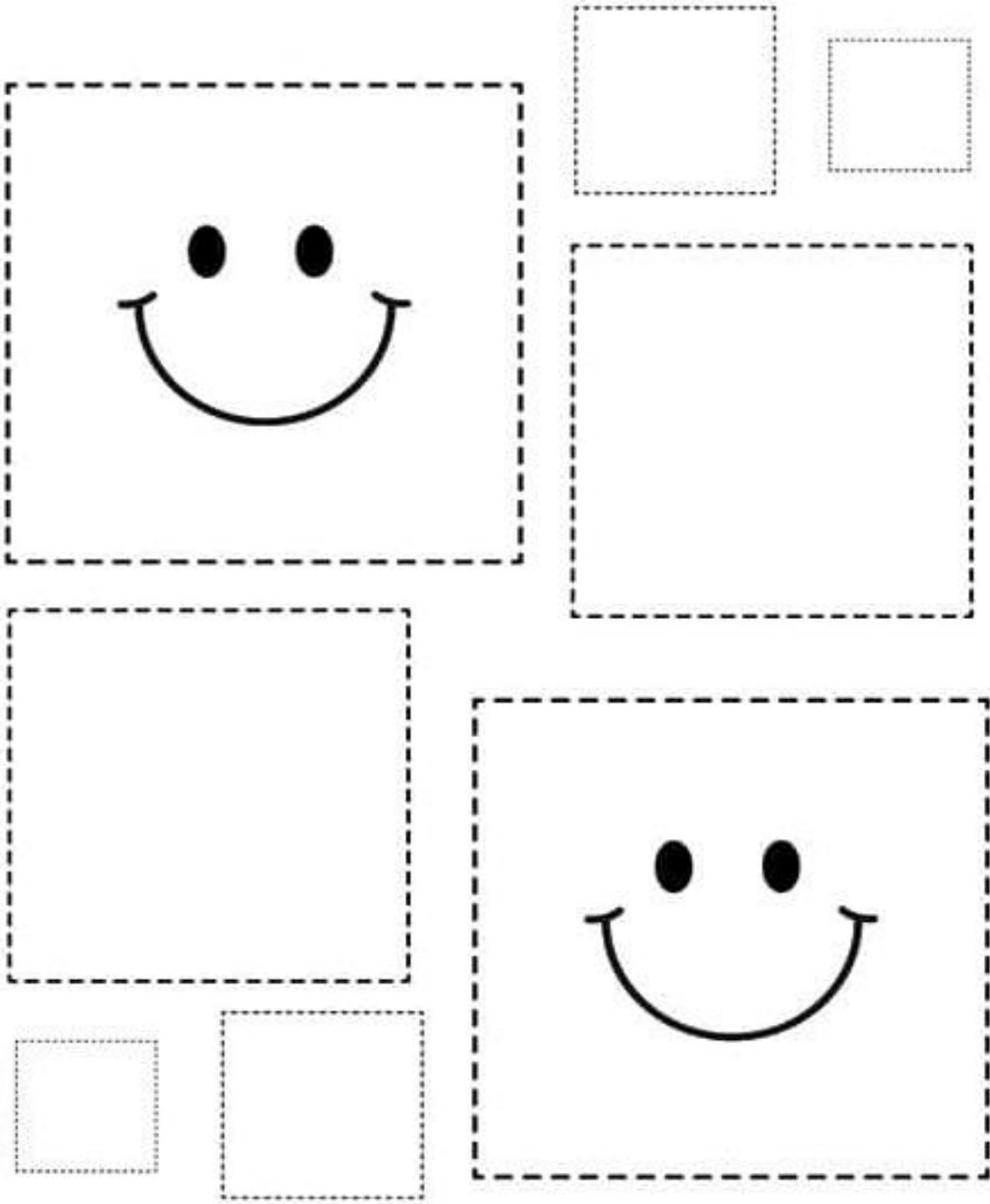
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		40 Min

Worksheet

Name: _____

Date: _____

Trace and colour squares.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		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

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

Worksheet

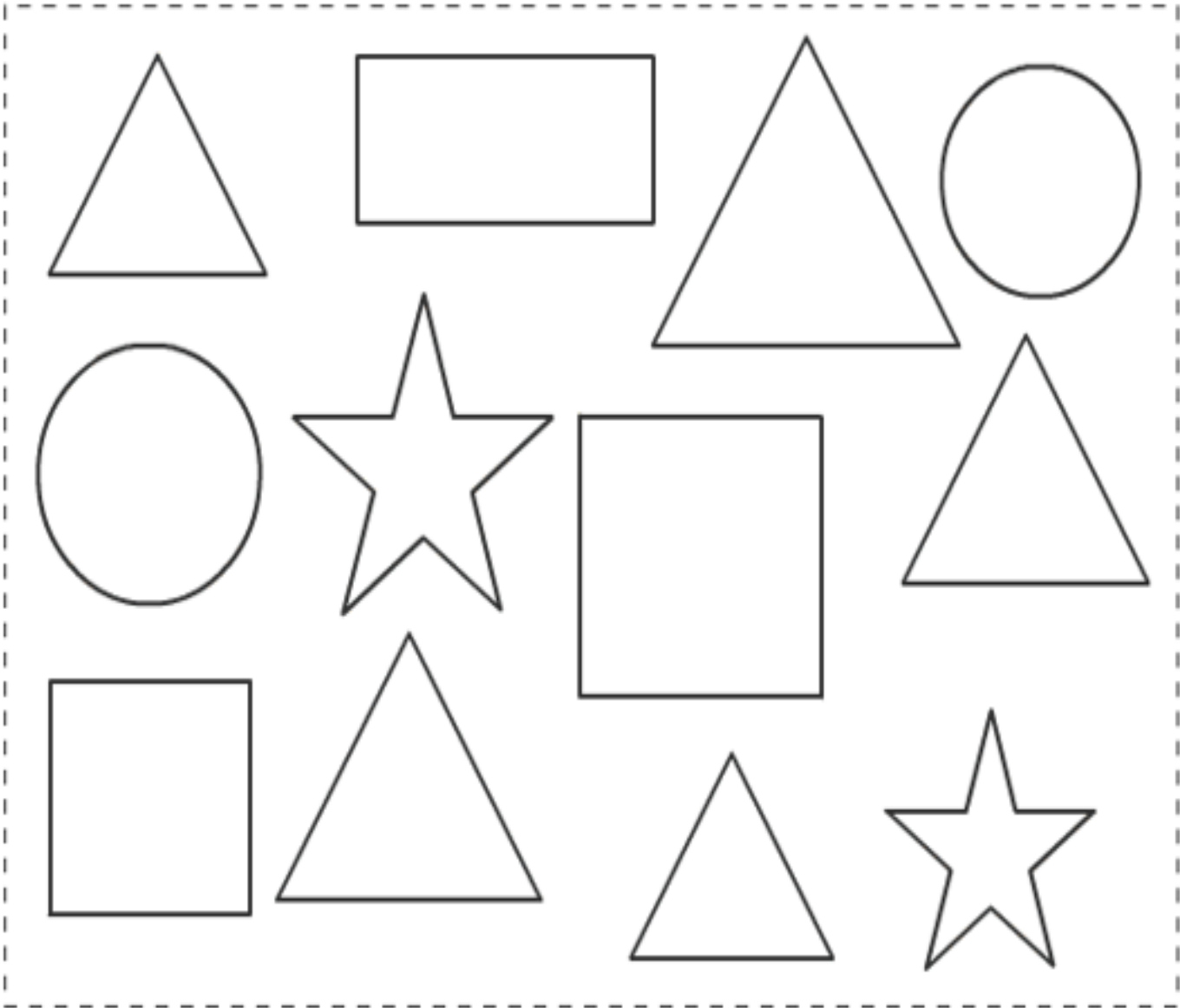
Name: _____

Date: _____

Trace the triangles.



Identify and colour the triangles.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		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

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

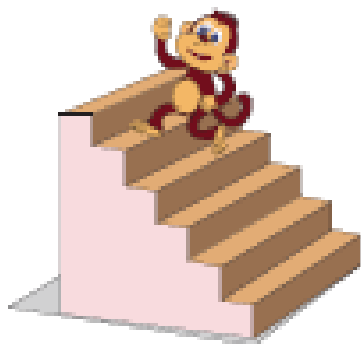
Worksheet

Name: _____

Date: _____

Tick (✓) the correct position of monkey.

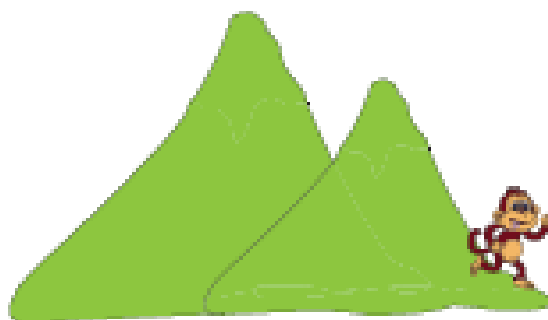
1)



☐ up

☐ down

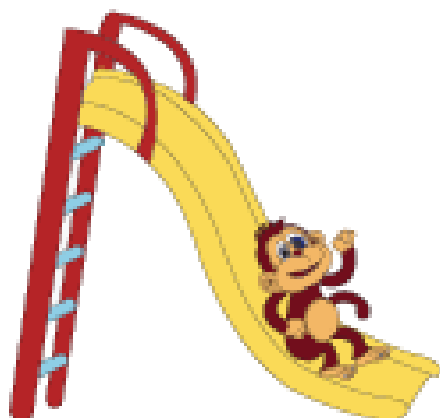
2)



☐ up

☐ down

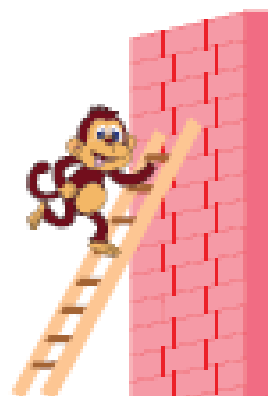
3)



☐ up

☐ down

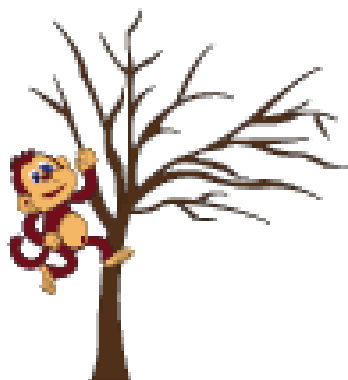
4)



☐ up

☐ down

5)



☐ up

☐ down

6)



☐ up

☐ down

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	Mathematics	Pre-PRIMER		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

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

Worksheet

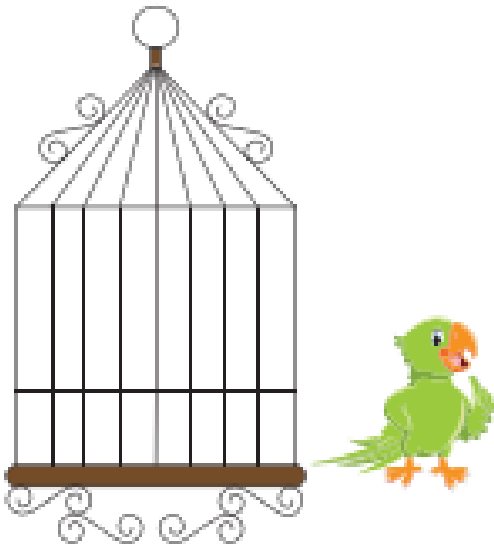
Name: _____

Date: _____

Circle the lion that is outside.



Circle the parrot that is outside.



Circle the rabbit that is inside the hat.

