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Skillment

MATHEMATICS

A Multi-skill Activity Book on Mathematics



1

FS-2
LKG



2



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LESSON PLAN

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LESSON PLAN

MATH FS-2

DATE (Date/Period of execution)			
Class LKG	Section _____ (To be filled by the teacher)	No. of Students (To be filled by the teacher)	_____ learners
Subject	Math	Duration of Period	_____ minutes
THEME/ CONTENT/ CHAPTER	Unit 1: Comparison (Chapter 1,2,3,and 4)	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Stage 1- Desired Results

General Objectives:

1. To let the learners, understand and identify the different words such as big and small, tall and short, long and short, while comparing two objects
2. To make learners understand the concept of comparison of different objects of similar type

Specific Objectives:

1. To make learners understand the concept of big and small, tall and short, long and short
2. To make learners understand the concept of comparison of similar type of objects by conducting various activities

Learning Outcomes:

1. Learners begin to identify the objects surrounding them in terms of big and small, tall and short, long and short.
2. Learners begin to understand the concept of comparison.

Teachers to Gauge Previous Knowledge of the Students/ Pre-Preparation Before taking the Session:

1. To research about different ways in order to help learners to understand the concept of comparison
2. To plan out fun learning activities to let the learners understand the concept of big-small, tall-short-long

Teaching Aids:

1. Stationery/TL Aids: Image of elephant and tortoise, pencils (long and short), stationery items like compass box, rulers and pencils and water bottle
2. Printed Material/Books: Skillment Mathematics FS-2
3. Worksheets/Workbook: Workbook
4. Multi media / Video link: NIL

Methodology:

Session/Period 1(Topic): Introduction of the Chapter/Theme

Aim: To make learners understand the concept of big and small, tall and short, long and short

Strategy: The teacher to:

- Show the image of an elephant and a tortoise and ask learners to identify the difference.
- Try to elicit the words 'big' and 'small' from the learners.
- Call out a tall and a short learner from the class and ask the remaining learners to identify who is tall and who is short.
- Discuss about the height of buildings, trees, poles, animals and so on.
- Show a long pencil and a short pencil to the learners and introduce the concept of long and short.
- Also discuss about the length of train and flute with the learners.

Expected Skills achieved by the learners: Linguistic skills

Session/Period 2 (Topic): Comparison by Conducting Various Activities

Aim: To make learners understand the concept of comparison of similar type of objects by conducting various activities

Strategy: The teacher to:

- Provide similar type of objects to the learners, like compass box, ruler, pencil, water bottle and ask them to compare them in terms of big and small, tall and short, long and short.
- Lead the discussion on comparison of similar types of objects.

Expected Skills achieved by the learners: Sensory skills

Activities /Project /Integration/Research Work:

1. Integration:

English:

Ask the learners to tell the opposite words of big, tall and short.

2. (Pls specify about project work / research work and details as per the activities)

Nil

(To be further elaborated by the teacher)

Classwork:

The teacher to make the learners do the related pages of the main book with the learners as class work.

(The teacher may use the teaching aids and discussion to give repetition/practice of the contents delivered as class work.)

Reinforcement of Contents:

As reinforcement, teacher to make the learners do pages 5 and 6 of the workbook.

Revision:

As a revision, take the learners out in the open space and observe different plants in terms of big and small, long and short.

Note: - Respective teacher to further plan the session based on the understanding reflected by the learners in the class. Teacher can also suggest the learners to inquire further.

Homework/ Assignment /Activity back Home:

The teacher to ask the learners do page no. 7 of the workbook as homework.

Assessment Means:

The teacher to ask the learners to illustrate any four objects of similar type to explain the concept of big and small, long and short.

(To be further decided by the teacher to assess the learners by oral test/interactive session/activity)

Specific Observations:

(To be filled by the teacher for learners/class based on reflection, interaction and assessments conducted)

Note for Teachers to Modify the Lesson Plan Prototype Based on:

1. Learners needs and interests
2. Number of learners and facilitators/teachers in a class
3. Creative teaching learning methods
4. List of vocabulary for reading and writing for practice for learners
5. Assessment schedule of the school
6. Holidays and events held in the school

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LESSON PLAN

MATH FS-2

DATE
(Date/Period of execution)

Class LKG	Section _____ (To be filled by the teacher)	No. of Students (To be filled by the teacher)	_____ learners
Subject	Math	Duration of Period	_____ minutes
THEME/ CONTENT/ CHAPTER	Unit 2: Comparison (Chapter 5, 6, and 7)	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Stage 1- Desired Results

General Objectives:

1. To make learners understand the concept of Heavy-Light, Thick-Thin and More-Less
2. To let the learners begin to compare objects surrounding them in terms of Heavy-Light, Thick-Thin and More-Less

Specific Objectives:

1. To make learners understand the concepts of Heavy-Light, Thick-Thin and More-Less
2. To make learners compare the objects surrounding them in terms of Heavy-Light, Thick-Thin and More-Less

Learning Outcomes:

1. Learners begin to understand the concept of Heavy-Light, Thick-Thin and More-Less.
2. Learners begin to compare objects in terms of Heavy-Light, Thick-Thin and More-Less

Teachers to Gauge Previous Knowledge of the Students/ Pre-Preparation Before taking the Session:

1. To research about different ways in order to help learners understand the concept of Heavy-Light, Thick-Thin and More-Less
2. To plan out fun-learning activities to let the learners understand the objects surrounding them

Teaching Aids:

1. Stationery/TL Aids: Classroom objects like scale, duster, chalk, pencil, etc.
2. Printed Material/Books: Skillment Mathematics FS-2
3. Worksheets/Workbook: Workbook
4. Multi media / Video link: NIL

Methodology:

Session/Period 1(Topic): Introduction of the Chapter/Theme

Aim: To make learners understand the concepts of Heavy-Light, Thick-Thin and More-Less.

Strategy: The teacher to:

- Instruct the learners to keep an eraser in their one hand and a book in their other hand.
- Ask them, “Which one is **heavy**?”, “Which one is **light**?”
- Show thick and thin books to the learners to explain the concept of “**Thick-Thin**”.
- Draw two boxes and some circles in those boxes.
- Ask the learners, “Which box has more circles and which has less?”.
- Introduce the concept of “**More-Less**”.

Expected Skills achieved by the learners: Cognitive skills, Literacy skills

Session/Period 2 (Topic): Comparison of Objects

Aim: To make learners compare the objects surrounding them in terms of Heavy-Light, Thick-Thin and More-Less

Strategy: The teacher to:

- Reiterate the concepts covered in the previous class.
- Ask the learners to compare the objects like scale, books, chalk, duster and any other objects from the classroom surroundings in terms of heavy and light, thick and thin, more and less.

Expected Skills achieved by the learners: Sensory skills

Activities /Project /Integration/Research Work:

1. Integration:

English

Ask the learners to tell the opposite words of 'heavy', 'thick' and 'more'.

2. (Pls specify about project work / research work and details as per the activities)

Nil

(To be further elaborated by the teacher)

Class work:

Teacher to ask the learners do the related pages of the main book with the learners as class work.

(The teacher may use the teaching aids and discussion to give repetition/practice of the contents delivered as class work.)

Reinforcement of Contents:

As reinforcement, teacher to ask the learners to do pages 8 to 10 of the workbook.

Revision:

As a revision, teacher to take learners outside to observe trees, stones, leaves, etc. in terms of heavy, light, thick, thin, more, less.

Note:- Respective teacher to further plan the session based on the understanding reflected by the learners in the class. Teacher can also suggest the learners to **inquire** further.

Homework/ Assignment /Activity back Home:

The teacher to ask the learners do page no. 11 to 13 of workbook as homework.

Assessment Means:

The teacher to ask learners to identify similar objects in relation to heavy, light, thick, thin, more, less.

(To be further decided by the teacher to assess the learners by oral test/interactive session/activity)

Specific Observations:

(To be filled by the teacher for learners/class based on reflection, interaction and assessments conducted)

Note for Teachers to Modify the Lesson Plan Prototype Based on:

1. Learners needs and interests
2. Number of learners and facilitators/teachers in a class
3. Creative teaching learning methods
4. List of vocabulary for reading and writing for practice for learners
5. Assessment schedule of the school
6. Holidays and events held in the school

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LESSON PLAN

MATH FS-2

DATE (Date/Period of execution)			
Class LKG	Section _____ (To be filled by the teacher)	No. of Students (To be filled by the teacher)	_____ learners
Subject	Math	Duration of Period	_____ minutes
THEME/ CONTENT/ CHAPTER	Unit 3: Spatial Understanding (Chapter 8, 9 and 10)	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Stage 1- Desired Results

General Objectives:

1. To make learners understand the position of objects in relation to the position of other objects
2. To make learners understand the meaning and usage of on, under, in out, etc. to define the position of the objects

Specific Objectives:

1. To make learners understand the position of objects in relation to the position of other objects
2. To make learners understand the meaning and usage of on, under in, out, etc.

Learning Outcomes:

1. Learners begin to understand the position of objects in relation to the position of the other objects.
2. Learners begin to understand the meaning and usage of on, under, in out, etc.

Teachers to Gauge Previous Knowledge of the Students/ Pre-Preparation Before taking the Session:

1. To research about different ways in order to help learners understand the position of objects in relation to the position of other objects
2. To plan out fun learning activities to let the learners understand the meaning and usage of on, under, in, out, etc.

Teaching Aids:

1. Stationery/TL Aids: water bottle
2. Printed Material/Books: Skillment Mathematics FS-2
3. Worksheets/Workbook: Workbook
4. Multi media / Video link: NIL

Methodology:

Session/Period 1(Topic): Introduction of the Chapter/Theme

Aim: To make learners understand the position of objects in relation to the position of other objects

Strategy: The teacher to:

- Keep a water bottle on and under the table and ask the learners to identify its position, and introduce the concept of “On and Under”.
- Ask the learners to observe and identify what is in the class and what is outside the class, to introduce the concept of “In and Out”.
- Give more such examples to them to identify the position of the objects.

Expected Skills achieved by the learners: Fine Motor skills, Cognitive skills

Session/Period 2 (Topic): On and Under, In and Out

Aim: To make learners understand the meaning and usage of on, under, near, far, in, out, top, bottom, etc.

Strategy: The teacher to:

- Reiterate the learnings of the previous session.
- Provide some more examples to define the position of any object in terms of on and under, in and out.
- Solve their doubts in case they have any.

Expected Skills achieved by the learners: Cognitive skills

Activities /Project /Integration/Research Work:

1. Integration:

English

Ask the learners to identify the position of things in relation to other things by narrating a story.

2. (Pls specify about project work / research work and details as per the activities)

Nil

(To be further elaborated by the teacher)

Class work:

Teacher to ask the learners do the related pages of the main book with the learners as class work.

(The teacher may use the teaching aids and discussion to give repetition/practice of the contents delivered as class work.)

Reinforcement of Contents:

As reinforcement, teacher to make the learners do page 11 of the workbook.

Revision:

As a revision, teacher to make the learners do page 12 of the workbook.

Note: - Respective teacher to further plan the session based on the understanding **reflected** by the learners in the class. Teacher can also suggest the learners to **inquire** further.

Homework/ Assignment /Activity back Home:

The teacher to ask the students do page 17 to 19 of main book as a homework.

Assessment Means:

The teacher to ask learners to illustrate any four objects related to concept of on, under, in and out.

(To be further decided by the teacher to assess the learners by oral test/interactive session/activity)

Specific Observations:

(To be filled by the teacher for learners/class based on reflection, interaction and assessments conducted)

Note for Teachers to Modify the Lesson Plan Prototype Based on:

1. Learners needs and interests
2. Number of learners and facilitators/teachers in a class
3. Creative teaching learning methods
4. List of vocabulary for reading and writing for practice for learners
5. Assessment schedule of the school
6. Holidays and events held in the school

LESSON PLAN

MATH FS-2

DATE
(Date/Period of execution)

Class LKG	Section _____ (To be filled by the teacher)	No. of Students (To be filled by the teacher)	_____ learners
Subject	Math	Duration of Period	_____ minutes
THEME/ CONTENT/ CHAPTER	Unit 4: Spatial Understanding (Chapter 11, 12 and 13)	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Stage 1- Desired Results

General Objectives:

1. To make learners understand the concept of objects that are placed at the top and bottom, near and far by connecting with real life objects
2. To make learners understand the concept of closed and open objects from their surroundings

Specific Objectives:

1. To make learners understand the concept of objects that are placed at top and bottom, near and far
2. To make learners understand the concept of closed and open objects

Learning Outcomes:

1. Learners begin to identify the objects that are placed at the top and bottom, near and far.
2. Learners begin to understand the concept of closed and open objects.

Teachers to Gauge Previous Knowledge of the Students/ Pre-Preparation Before taking the Session:

1. To research different ways in order to help learners to understand the objects placed at top, bottom, near, and far
2. To explore different ways in which he/she can help the learners understand the concept of closed and open

Teaching Aids:

1. Stationery/TL : closed and open lunch boxes
2. Printed Material/Books: Skillment Mathematics FS-2
3. Worksheets/Workbook: Workbook
4. Multi media / Video link: NIL

Methodology:

Session/Period 1(Topic): Top and Bottom, Near and Far

Aim: To make learners understand the concept of objects that are placed at top and bottom, near and far

Strategy: The teacher to:

- Show some birds sitting on a tree and some birds on the ground and elicit the terms “top and bottom”.
- Take the learners to the ground and ask them to name the things that are near and far from them to understand the concept of “near and far”.
- Provide some more related examples to them.

Expected Skills achieved by the learners: Cognitive skills, Sensory skills

Session/Period 2 (Topic): Closed and Open

Aim: To make learners understand the concept of closed and open objects

Strategy: The teacher to:

- Recall the concept of top, bottom, near and far by giving some examples.
- Place some closed and open lunch boxes on the table and indicate a particular one and ask if it is open or closed.
- Ask learners to open their bag and take out the books and close the bag, to make them understand the concept of closed and open.
- Provide some more similar examples to them.

Expected Skills achieved by the learners: Cognitive skills

Activities /Project /Integration/Research Work:

1. Integration:

English:

Ask the learners to give opposite words of 'top', 'closed', and 'near'.

2. (Pls specify about project work / research work and details as per the activities)

Nil

(To be further elaborated by the teacher)

Class work :

Teacher to ask the learners do the pages of the main book with the learners as class work.

(The teacher may use the teaching aids and discussion to give repetition/practice of the contents delivered as class work.)

Reinforcement of Contents:

As reinforcement, teacher to make learners do pages 13 to 15 of the workbook.

Revision:

To recall the concepts, the teacher will provide some more examples related to top and bottom, near and far, closed and open.

Note: - Respective teacher to further plan the session based on the understanding reflected by the learners in the class. Teacher can also suggest the learners to inquire further.

Homework/ Assignment /Activity back Home:

The teacher to ask the students do page 20 to 22 as a homework.

Assessment Means:

The teacher to ask learners to illustrate any four objects related to concept of top, bottom, near, far, closed and open.

(To be further decided by the teacher to assess the learners by oral test/interactive session/activity)

Specific Observations:

(To be filled by the teacher for learners/class based on reflection, interaction and assessments conducted)

Note for Teachers to Modify the Lesson Plan Prototype Based on:

1. Learners needs and interests
2. Number of learners and facilitators/teachers in a class
3. Creative teaching learning methods
4. List of vocabulary for reading and writing for pract-ice for learners
5. Assessment schedule of the school
6. Holidays and events held in the school

LESSON PLAN

MATH FS-2

DATE
(Date/Period of execution)

Class LKG	Section _____ (To be filled by the teacher)	No. of Students (To be filled by the teacher)	_____ learners
Subject	Math	Duration of Period	_____ minutes
THEME/ CONTENT/ CHAPTER	Unit 5: Numbers 1 to 10 and 0 (Chapter 14 to 27)	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Stage 1- Desired Results

General Objectives:

1. To make learners understand the concept of numbers 1 to 9 and help them connect in identifying the number of objects in their surroundings
2. To make learners the concept of 0 as absence of something and also understand the number 10
3. To make learners do counting of objects from 1 to 10 and also perform counting in real life

Specific Objectives:

1. To make the learners understand the concept of numbers from 1 to 9
2. To make the learners understand the concept of 0 and 10
3. To make the learners understand counting of numbers from 1 to 10
4. To make the learners understand reverse Counting 10 to 1

Learning Outcomes:

1. Learners begin to understand the concept of numbers from 1 to 9.
2. Learners begin to understand the numbers 0 and 10.
3. Learners begin to understand the concept of counting of numbers from 1 to 10.
4. Learners begin to understand the concept of reverse counting of numbers from 10 to 1.

Teachers to Gauge Previous Knowledge of the Students/ Pre-Preparation Before taking the Session:

1. To research about different ways in order to help learners to understand the concept of number from 1 to 9
2. To explore different ways in order to help learners to understand the numbers 0 and 10
3. To research the ways in order to help learners do counting of numbers 1 to 10

Teaching Aids:

1. Stationery/TL Aids: Nil
2. Printed Material/Books: Skillment Mathematics FS-2
3. Worksheets/Workbook: Workbook
4. Multi media / Video link: NIL

Methodology:

Session/Period 1(Topic): Numbers from 1 to 9

Aim: To make the learners understand the concept of numbers from 1 to 9

Strategy: The teacher to:

- Show one book to the class and ask this question to the learners:
How many book/s do I have?
- Revise the above activity by holding any random objects 2, 3, 4, and so on in number for example 2 pens, 3 pencils, 4 chinks and so on hold these objects and keep on asking the learners the number of things that he/she has.
- Ask them to identify objects in different numbers from the classroom environment.
- Write the numbers 1 to 9 on the board and ask the learners to read them aloud.

Expected Skills achieved by the learners: Cognitive skills, Numeracy skills

Session/Period 2 (Topic): Numbers 0 and 10

Aim: To make the learners understand the concept of 0 and 10

Strategy: The teacher to:

- Show two chinks to the learners and ask them to count the number of chinks.
- Put the chinks aside and ask the learners, 'How many chinks do I have now?'
- Introduce the number saying 'zero means the absence of something' as we use the number 0 with reference to something.

- Instruct the learners to count their fingers one after the other and tell them that we have 10 fingers.
- Repeat this activity to introduce the number 10.

Expected Skills achieved by the learners: Cognitive skills, Numeracy skills

Session/Period 3(Topic): Counting from 1 to 10 and reverse counting from 10 to 1

Aim: To make the learners understand counting of numbers from 1 to 10 and reverse counting from 10 to 1

Strategy: The teacher to:

- Ask the learners to show their fingers and say the number names one after the other.
For example, they will show 1 finger and say one, 2 fingers and say two and so on.
- This will help the learners understand counting of numbers from 1 to 10.
- Write the numbers 1 to 10 on the board and ask the learners to read them aloud.
- Now, write the numbers in reverse counting 10 to 1 on the board and ask the learners to read aloud.

Expected Skills achieved by the learners: Cognitive skills, Numeracy skills

Activities /Project /Integration/Research Work:

1. Integration:

Sport:

The teacher to take the learners to the ground and play a game where in he/she will instruct the learners-form groups of 4, form groups of 5 and so on.

2. (Pls specify about project work / research work and details as per the activities)

Nil

(To be further elaborated by the teacher)

Teacher to make the learners do the related pages 27, 28, 29 of the main book as classwork.

(The teacher may use the teaching aids and discussion to give repetition/practice of the contents delivered as class work.)

Reinforcement of Contents:

As reinforcement teacher to instruct the learners to do pages 16 and 17 of the workbook.

Revision:

As a revision, teacher to ask learners to do pages 30 to 32 of the main book.

Note: - Respective teacher to further plan the session based on the understanding reflected by the learners in the class. Teacher can also suggest the learners to inquire further.

Homework/ Assignment /Activity back Home:

The teacher to ask the learners do pages 33 to 38 of the main book and page- 18 of the workbook (only counting from 1 to 10) in homework.

Assessment Means:

The teacher to ask the learners to clap once, then twice and so on.

(To be further decided by the teacher to assess the learners by oral test/interactive session/activity)

Specific Observations:

(To be filled by the teacher for learners/class based on reflection, interaction and assessments conducted)

Note for Teachers to Modify the Lesson Plan Prototype Based on:

1. Learners needs and interests
2. Number of learners and facilitators/teachers in a class
3. Creative teaching learning methods
4. List of vocabulary for reading and writing for practice for learners
5. Assessment schedule of the school
6. Holidays and events held in the school

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LESSON PLAN

MATH FS-2

DATE
(Date/Period of execution)

Class LKG	Section _____ (To be filled by the teacher)	No. of Students (To be filled by the teacher)	_____ learners
Subject	Math	Duration of Period	_____ minutes
THEME/ CONTENT/ CHAPTER	Unit 6: Position of Numbers (Chapters 28 and 29)	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Stage 1- Desired Results

General Objectives:

1. To make the learners find before, after, and between numbers through activities
2. To revisit the concept of before, after, and between numbers

Specific Objectives:

1. To make learners find before, after, and between numbers
2. To reinforce the concept of before, after, and between numbers

Learning Outcomes:

1. Learners begin to understand how to find before, after and between numbers.
2. Learners begin to recall the concept of position of numbers.

Teachers to Gauge Previous Knowledge of the Students/ Pre-Preparation Before taking the Session:

1. To research about different ways in order help learners to understand the concept of before, after and between numbers
2. To research ways in order to help the learners identify the position of the numbers

Teaching Aids:

1. Stationery/TL Aids: pen, chalk, pencil
2. Printed Material/Books: Skillment Mathematics FS-2
3. Worksheets/Workbook: Workbook
4. Multi media / Video link: NIL

Methodology:

Session/Period 1(Topic): Position of Numbers-Before, After and Between

Aim: To make learners find before, after and between numbers

Strategy: The teacher to:

- Place three objects on the teacher's desk e.g. a pen, a chalk and a pencil.
- Ask the learners the following questions.
 - a. Which object lies in between the pen and the pencil?
 - b. Which object lies before the chalk?
 - c. Which object lies after the chalk?
- Write number 5 and 7 on the board and ask one learner to identify the number between 5 and 7.
- Instruct them to recall counting of numbers 1 to 10.

Expected Skills achieved by the learners: Cognitive skills, Numeracy skills

Session/Period 2 (Topic): Reinforce

Aim: To reinforce the concept of before, after, and between numbers

Strategy: The teacher to:

- Take the learners out in the open space and instruct them to form a queue.
- Ask them to identify who is standing after them and who is standing before them.

This will help them recall the concept of position of numbers.

- Take them back to the class.
- Instruct them to notice the picture of the animals and identify their position given on page no. 44 of the main book.
- Draw a number line on the board to show the position of the numbers on the number line.

Expected Skills achieved by the learners: Kinesthetic skills, Numeracy skills

Activities /Project /Integration/Research Work:

1. Integration:

EVS:

The teacher to show the image of grass, deer and lion, and then ask learners to identify the sequence and also explain their food-chain.

2. (Pls specify about project work / research work and details as per the activities)

Nil

(To be further elaborated by the teacher)

Class work: (Pls specify the class work)

Teacher to make the learners do page 45 of the main book as class work.

(The teacher may use the teaching aids and discussion to give repetition/practice of the contents delivered as class work.)

Reinforcement of Contents:

As reinforcement, teacher to make the learners do page no 19 of the workbook.

Revision:

As a revision, the teacher to ask learners to keep any three objects on their desk and identify their sequence.

Note: - Respective teacher to further plan the session based on the understanding reflected by the learners in the class. Teacher can also suggest the learners to **inquire** further.

Homework/ Assignment /Activity back Home:

The teacher to ask the learners to do page 46 of the main book as their homework.

Assessment Means:

The teacher to dictate some numbers and ask the learners to find out the before and after numbers for the same.

(To be further decided by the teacher to assess the learners by oral test/interactive session/activity)

Specific Observations:

(To be filled by the teacher for learners/class based on reflection, interaction and assessments conducted)

Note for Teachers to Modify the Lesson Plan Prototype Based on:

1. Learners needs and interests
2. Number of learners and facilitators/teachers in a class
3. Creative teaching learning methods
4. List of vocabulary for reading and writing for practice for learners
5. Assessment schedule of the school
6. Holidays and events held in the school

PMP

LESSON PLAN

MATH FS-2

DATE
(Date/Period of execution)

Class LKG	Section _____ (To be filled by the teacher)	No. of Students (To be filled by the teacher)	_____ learners
Subject	Math	Duration of Period	_____ minutes
THEME/ CONTENT/ CHAPTER	Unit 7: Shapes and Patterns (Chapters 30 to 34)	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Stage 1- Desired Results

General Objectives :

1. To make the learners understand about some basic shapes- triangle, square, rectangle and circle and also identify objects of such shapes in their surroundings
2. To make the learners understand the difference between a square a rectangle
3. To make the learners do tracing practice of all the shapes

Specific Objectives:

1. To make the learners understand about some basic shapes- triangle, square, rectangle, and circle
2. To make the learners understand the difference between a square and a rectangle
3. To make the learners do tracing practice of all the shapes

Learning Outcomes:

1. Learners begin to understand the concept of basic shapes-triangle, square, rectangle, and circle.
2. Learners begin to understand the difference between a square and rectangle.
3. Learners are able to do tracing practice of all the shapes.

Teachers to Gauge Previous Knowledge of the Students/ Pre-Preparation Before taking the Session:

1. To research about different ways in order to help the learners understand the concept of basic shapes-triangle, square, rectangle and circle
2. To research ways in order to help identify the difference between a square and a rectangle, and also make the learners do tracing practice of all the shapes

Teaching Aids:

1. Stationery/TL Aids: cut-outs of basic shapes-triangle, rectangle, square, and circle
2. Printed Material/Books: Skillment Mathematics FS-2
3. Worksheets/Workbook: Workbook
4. Multi media / Video link: https://youtu.be/Pv_DEKtg5z4

Methodology:

Session/Period 1(Topic): Basic Shapes-Triangle, Square, Rectangle, and Circle

Aim: To make the learners understand about some basic shapes—triangle, square, rectangle and circle

Strategy: The teacher to:

- Show cut-outs of different shapes to the learners.
- Ask them to identify the shapes.
- Introduce the basic shapes to them by showing the cut-outs of the shapes one after the other.
- Take the learners out in an open space and divide them into four groups.
- Instruct and help them to form the four basic shapes within their groups.

Expected Skills achieved by the learners: Cognitive skills, Kinesthetic skills

Session/Period 2 (Topic): Difference between a Square and a Rectangle

Aim: To make the learners understand the difference between a square and a rectangle

Strategy: The teacher to:

- Show the cut-outs of square and rectangle to the learners.
- Elicit responses on the basis of the similarities and differences.
- Explain them that in a square all the four sides are of same length while in a rectangle only the opposite sides are of the same length.

Session/Period 3 (Topic): Tracing Practice of the Shapes

Aim: To make the learners do tracing practice of all the shapes

Strategy: The teacher to:

- Recapitulate the concepts covered in the previous sessions.
- Instruct the learners to trace the basic shapes given on page number 49 to 52 of the main book.
- Help the learners get tracing practice of the shapes and improvise their fine motor skills.

Expected Skills achieved by the learners: Fine Motor skill

Activities /Project /Integration/Research Work:

1. **Integration:** (Pls specify the details of integration of the above methods across subjects and/or integration with art and craft, sports, storytelling, etc.)

Storytelling:

The teacher to narrate a similar story to the one given in the reference link below. While narrating the story he/she will also draw the shapes on the board, as and when they come in the story.

Reference link for the story:

https://youtu.be/Pv_DEKtg5z4

Note: The story should include only the basic shapes as given in the main book.

2. (Pls specify about project work /research work and details as per the activities)

Nil

(To be further elaborated by the teacher)

Class work:

Teacher to make the learners do the related pages of the main book as their classwork. (The teacher may use the teaching aids and discussion to give repetition/practice of the contents delivered as class work.)

Reinforcement of Contents:

As reinforcement, teacher to ask learners to do page no. 20 and 21 of the workbook.

Revision:

As a revision, teacher to ask learners identify the objects that resemble the basic shapes from their surroundings.

Note:- Respective teacher to further plan the session based on the understanding reflected by the learners in the class. Teacher can also suggest the learners to inquire further.

Homework/ Assignment /Activity back Home:

The teacher to ask the learners do page pages 22 and 23 of the workbook as their homework.

Assessment Means:

The teacher to ask the learners to create an image using the basic shapes and colour them.

(To be further decided by the teacher to assess the learners by oral test/interactive session/activity)

Specific Observations:

(To be filled by the teacher for learners/class based on reflection, interaction and assessments conducted)

Note for Teachers to Modify the Lesson Plan Prototype Based on:

1. Learners needs and interests
2. Number of learners and facilitators/teachers in a class
3. Creative teaching learning methods
4. List of vocabulary for reading and writing for practice for learners
5. Assessment schedule of the school
6. Holidays and events held in the school

PMP

LESSON PLAN

MATH FS-2

DATE
(Date/Period of execution)

Class LKG	Section _____ (To be filled by the teacher)	No. of Students (To be filled by the teacher)	_____ learners
Subject	Math	Duration of Period	_____ minutes
THEME/ CONTENT/ CHAPTER	Unit 8: Shapes and Patterns (Chapter 35)	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Stage 1 - Desired Results

General Objectives:

1. To make the learners understand about different patterns and also identify different patterns in their surroundings
2. To make learners identify different shapes and patterns and help them complete the given pattern

Specific Objectives:

1. To make learners able to understand about different patterns
2. To make learners identify different patterns and help them complete the given pattern

Learning Outcomes:

1. Learners begin to understand the different patterns.
2. Learners begin to identify different patterns and are also able to complete the given pattern.

Teachers to Gauge Previous Knowledge of the Students/ Pre-Preparation Before taking the Session:

1. To research about different ways in order to help learners understand different patterns
2. To explore different ways in order to help learners identify different patterns and also complete the given patterns

Teaching Aids:

1. Stationery/TL Aids: Nil
2. Printed Material/Books: Skillment Mathematics FS-2
3. Worksheets/Workbook: Workbook
4. Multi media / Video link: NIL

Methodology:

Session/Period 1(Topic): Understand about Different Patterns

Aim: To make learners able to understand about different shape patterns

Strategy: The teacher to:

- Draw a circle, triangle, and circle on the board and ask them what they observe.
- Elicit responses from the learners for the same.
- Explain what patterns are.
- Ask the learners identify different patterns in their surroundings.

Expected Skills achieved by the learners: Cognitive skills

Session/Period 2 (Topic): Identify Different Shape Patterns and Complete the Given Pattern

Aim: To make learners identify different patterns and make them complete the given pattern

Strategy: The teacher to:

- Draw some patterns on the board.
- Ask the students to identify the patterns that are drawn on the board.
- Elicit responses from the students.
- Explain where they can see different patterns in their surroundings.

Expected Skills achieved by the learners: Cognitive skills

Activities /Project /Integration/Research Work:

1. Integration:

Art:

Instruct the learners to draw patterns using the shapes of moon and stars.

2. (Pls specify about project work / research work and details as per the activities)

Nil

(To be further elaborated by the teacher)

Class work:

Teacher to make the learners do page 53 of the main book as classwork.

(The teacher may use the teaching aids and discussion to give repetition/practice of the contents delivered as class work.)

Reinforcement of Contents:

As reinforcement, teacher to instruct the learners to do page 24 of the workbook.

Revision:

As a revision, the teacher to revise the topic of patterns and draw some patterns on the board.

Note: - Respective teacher to further plan the session based on the understanding reflected by the learners in the class. Teacher can also suggest the learners to inquire further.

Homework/ Assignment /Activity back Home:

The teacher to ask the learners to complete doing page 54, and 55 as their homework.

Assessment Means:

The teacher to divide the class into 4-5 groups and provide them with different models of basic shapes. Ask them to create a pattern within their own group using the models of the shapes provided to them.

(To be further decided by the teacher to assess the learners by oral test/interactive session/activity)

Specific Observations:

(To be filled by the teacher for learners/class based on reflection, interaction and assessments conducted)

Note for Teachers to Modify the Lesson Plan Prototype Based on:

1. Learners needs and interests
2. Number of learners and facilitators/teachers in a class
3. Creative teaching learning methods
4. List of vocabulary for reading and writing for practice for learners
5. Assessment schedule of the school
6. Holidays and events held in the school

LESSON PLAN

MATH FS-2

DATE (Date/Period of execution)			
Class LKG	Section _____ (To be filled by the teacher)	No. of Students (To be filled by the teacher)	_____ learners
Subject	Math	Duration of Period	_____ minutes
THEME/ CONTENT/ CHAPTER	Unit 9: Numbers 11 to 20 (Chapter 36 to 48)	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Stage 1- Desired Results

General Objectives:

1. To make the learners understand the concept of numbers from 11 to 15
2. To make the learners understand the concept of numbers from 16 to 20
3. To make the learners do counting of numbers from 1 to 20

Specific Objectives:

1. To make the learners understand the numbers from 11 to 15
2. To make the learners understand the numbers from 16 to 20
3. To make the learners do counting of numbers from 1 to 20
4. To make the learners do reverse counting of numbers from 20 to 1

Learning Outcomes:

1. Learners begin to understand the numbers from 11 to 15.
2. Learners begin to understand the numbers from 16 to 20.
3. Learners begin to do counting of numbers from 1 to 20.
4. Learners begin to understand the reverse counting of numbers from 20 to 1.

Teachers to Gauge Previous Knowledge of the Students/ Pre-Preparation Before taking the Session:

1. To research about different ways in order to help learners understand the concept of numbers from 11 to 20
2. To research ways in order to help make the learners do counting of numbers from 1 to 20.

Teaching Aids:

1. Stationery/TL Aids: beads
2. Printed Material/Books: Skillment Mathematics FS-2
3. Worksheets/Workbook: Workbook
4. Multi media / Video link: NIL

Methodology:

Session/Period 1(Topic): Numbers from 11 to 15

Aim: To make the learners understand the numbers from 11 to 15

Strategy: The teacher to:

- Divide the class into five groups.
- Provide some beads to each group.
- Instruct the learners (within their groups) to form a group of 10 beads.
- Instruct them to place 1 more bead near to it and count them.
- Repeat the same till they are able to count 15 beads.
- Reiterate on the same by saying 1 bead more than 10 beads is 11, i.e. 1 more than 10 is 11, 2 more than 10 is 12, 3 more than 10 is 13, 4 more than 10 is 14, and 5 more than 10 is 15.
- Ask any three learners to show all the fingers of their one hand and let the other learners count all the fingers.

Expected Skills achieved by the learners: Numerical skills, Gross Motor skills, Cognitive skills

Session/Period 2 (Topic): Numbers from 16 to 20

Aim: To make the learners understand the numbers from 16 to 20.

Strategy: The teacher to:

- Reiterate the concepts that were covered in the previous session.
- Instruct any two learners to show their 8 fingers.

- Instruct other learners to count the same and the answer would be 16.
- Repeat the same activity for introducing the numbers 16 to 20.
- Write the numbers 16 to 20 on the board and ask the learners to read them aloud.

Expected Skills achieved by the learners: Cognitive skills, Numerical skills

Session/Period 3 (Topic): Counting Numbers from 1 to 20 and Reverse Counting from 20 to 1

Aim: To make the learners do counting of numbers from 1 to 20

Strategy: The teacher to:

- Divide the class into four groups.
- Provide some beads to the learners.
- Instruct them to form two groups of ten beads are in each.
- Ask them how many beads are in one group? How many beads in 2 groups?
- Explain that 1 group of ten equals to 10 and 2 groups of tens equals to 20, i.e. 1 ten is 10 and 1 tens is 20.
- Reiterate counting of numbers from 1 to 20.
- Now, rewrite the reverse counting from 20 to 1.

Expected Skills achieved by the learners: Gross Motor skills, Numeracy skills

Activities /Project /Integration/Research Work:

1. Integration:

Sports:

Take the learners to the sports room and instruct them to count the number of sports items there.

2. (Pls specify about project work / research work and details as per the activities)

Nil

(To be further elaborated by the teacher)

Class work:

Teacher to make the learners do pages 58, 59, and 60 of the main book as class work.

(The teacher may use the teaching aids and discussion to give repetition/practice of the contents delivered as class work.)

Reinforcement of Contents:

As reinforcement, teacher to instruct the learners to do page 25 to 27 of the workbook.

Revision:

To revise the concepts, the teacher will ask the learners to show 5 fingers, 7 fingers and so on. He/she will also ask the learners to pair up and show 15 fingers, 16 fingers and so on.

Note: - Respective teacher to further plan the session based on the understanding **reflected** by the learners in the class. Teacher can also suggest the learners to **inquire** further.

Homework/ Assignment /Activity back Home:

The teacher to ask the learners do relevant pages of the main book in their homework.

Assessment Means:

The teacher to divide the class into groups of 4 and provide some random puzzle kits to them to count the number of puzzle pieces.

Note: The puzzle pieces should not be more than 20.

(To be further decided by the teacher to assess the learners by oral test/interactive session/activity)

(To be filled by the teacher for learners/class based on reflection, interaction and assessments conducted)

Note for Teachers to Modify the Lesson Plan Prototype Based on:

1. Learners needs and interests
2. Number of learners and facilitators/teachers in a class
3. Creative teaching learning methods
4. List of vocabulary for reading and writing for practice for learners
5. Assessment schedule of the school
6. Holidays and events held in the school

LESSON PLAN

MATH FS-2

DATE (Date/Period of execution)			
Class LKG	Section _____ (To be filled by the teacher)	No. of Students (To be filled by the teacher)	_____ learners
Subject	Math	Duration of Period	_____ minutes
THEME/ CONTENT/ CHAPTER	Unit 10: Numbers 21 to 50 (Chapter 49 to 51)	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Stage 1- Desired Results

General Objectives:

1. To make the learners understand the concept of numbers from 21 to 50
2. To make the learners do counting of numbers 21 to 50, relate it to the counting of objects surrounding them, trace the numbers and write the same on their own

Specific Objectives:

1. Learners begin to understand the concept of numbers from 21 to 50
2. Learners begin to understand the counting of numbers from 21 to 50, trace the numbers and also write the same on their own

Learning Outcomes:

1. Learners begin to understand the concept of numbers from 21 to 50.
2. Learners begin to understand the counting of numbers from 21 to 50, trace the numbers and also write the same on their own

Teachers to Gauge Previous Knowledge of the Students/ Pre-Preparation Before taking the Session:

1. To explore different ways in which the learners can be explained the concept of numbers from 21 to 50, such that the numbers do not look abstract to them

Teaching Aids:

1. Stationery/TL Aids: beads, black and red papers for art and craft activity
2. Printed Material/Books: Skillment Mathematics FS-2
3. Worksheets/Workbook: Workbook
4. Multi media / Video link: NIL

Methodology:

Session/Period 1(Topic): Numbers 21 to 50

Aim: To make the learners understand the numbers from 21 to 50

Strategy: The teacher to:

- Divide the students in pairs.
- Instruct them to make two groups of beads consisting of 10 beads and place the same on the table.
- Instruct them to put 1 bead separately beside them and ask them to count the same.
- Say, '1 more than 20 is 21.'
- Similarly, introduce the rest of the numbers from 21 to 50
- Guide the students on reading aloud the numbers from 21 to 50.

Expected Skills achieved by the learners: Numeracy skills, Fine Motor skills

Session/Period 2 (Topic): Counting, Tracing and Writing of Numbers 21 to 50

Aim: To make learners do counting of numbers from 21 to 50, trace the numbers and write the same on their own

Strategy: The teacher to:

- Recapitulate the learnings of the previous session.
- Start counting from 21 to 50, and instruct the learners to repeat the same.
- Instruct the learners to trace and write the numbers.

Expected Skills achieved by the learners: Cognitive skills, Numeracy skills

Activities /Project /Integration/Research Work:

1. Integration:

Art and Craft:

The teacher will make the learners do the “Bee Craft” and make them write the numbers 21 to 50 on it.

Reference Image:



2. (Pls specify about project work / research work and details as per the activities)

Nil

(To be further elaborated by the teacher)

Class work:

Teacher to make the learners do the related pages of the main book as their class work. (The teacher may use the teaching aids and discussion to give repetition/practice of the contents delivered as class work.)

Reinforcement of Contents:

As reinforcement, teacher to provides page no 29 of the workbook.

Revision:

As a revision, teacher to ask the learners to write numbers from 21 to 50.

Note: - Respective teacher to further plan the session based on the understanding reflected by the learners in the class. Teacher can also suggest the learners to inquire further.

Homework/ Assignment /Activity back Home:

The teacher to ask the students do page no. 29 of the workbook as their homework.

Assessment Means:

The teacher to ask the learners to say the numbers from 21 to 50 one after the other. For example, one learner says 21, the other says 22, and so on.

(To be further decided by the teacher to assess the learners by oral test/interactive session/activity.)

Specific Observations:

(To be filled by the teacher for learners/class based on reflection, interaction and assessments conducted)

Note for Teachers to Modify the Lesson Plan Prototype Based on:

1. Learners needs and interests
2. Number of learners and facilitators/teachers in a class
3. Creative teaching learning methods
4. List of vocabulary for reading and writing for practice for learners
5. Assessment schedule of the school
6. Holidays and events held in the school

PMP

LESSON PLAN

MATH FS-2

DATE (Date/Period of execution)			
Class LKG	Section _____ (To be filled by the teacher)	No. of Students (To be filled by the teacher)	_____ learners
Subject	Math	Duration of Period	_____ minutes
THEME/ CONTENT/ CHAPTER	Unit 11: Numbers 51 to 100 (Chapter 53 to 59)	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Stage 1- Desired Results

General Objectives:

1. To make the learners understand, recognise, and write the numbers from 51 to 70
2. To make the learners understand, recognise, and write the numbers from 71 to 100
3. To make the learners understand the concept of counting by tens and also count the numbers from 1 to 100

Specific Objectives:

1. To make the learners understand, recognise, and write the numbers from 51 to 70
2. To make the learners understand, recognise, and write the numbers from 71 to 100
3. To make the learners understand the concept of counting by tens and also count the numbers from 1 to 100

Learning Outcomes:

1. Learners begin to recognise and write the numbers from 51 to 70.
2. Learners begin to recognise and write the numbers from 71 to 100.
3. Learners begin to count by tens and also do counting of numbers from 1 to 100.

Teachers to Gauge Previous Knowledge of the Students/ Pre-Preparation Before taking the Session:

1. To explore different ways in which learners can be introduced to the numbers 51 to 100
2. To make the learners understand the concept of counting by tens and also do the counting of numbers 1 to 100

Teaching Aids:

1. Stationery/TL Aids: base 10-blocks, bamboo sticks, rubber bands
2. Printed Material/Books: Skillment Mathematics FS-2
3. Worksheets/Workbook: Workbook
4. Multi media / Video link: NIL

Methodology:

Session/Period 1(Topic): Numbers 51 to 70

Aim: To make the learners understand, recognise, and write the numbers from 51 to 70.

Strategy: The teacher to:

- Divide the class into groups of four and provide them with base 10 blocks.
- Demonstrate representing the number 51 using the base ten blocks, i.e. 5 blocks of tens represent 50 and 1 loose block beside them is 1 and hence the number formed is 51.
- Dictate few other numbers and instruct the learners to form other numbers using base ten blocks.
- Read aloud the numbers from 51 to 70 and instruct the learners to repeat the same.
- Also make the learners trace the numbers 51 to 70 and write the same on their own.

Expected Skills achieved by the learners: Numeracy skills, Fine Motor skills

Session/Period 2 (Topic): Numbers 71 to 100

Aim: To make the learners understand, recognise, and write the numbers from 71 to 100

Strategy: The teacher to:

- Divide the class into pairs.
- Provide base ten blocks to them within the pairs.
- Dictate any random numbers between 71 to 100 and let the learners form the same using the base ten blocks.

- Read aloud the sequence of numbers from 71 to 100 and let the learners also repeat the same after you.
- Also, make the learners trace the numbers 71 to 100 and write the same in their own.
- Also emphasise on saying that 1 more than 70 is 71, 2 more than 70 is 72 and so on.

Expected Skills achieved by the learners: Numeracy skills, Fine Motor skills

Session/Period 3 (Topic): Counting by Tens and Counting Numbers from 1 to 100

Aim: To make the learners understand the concept of counting by tens and also count the numbers from 1 to 100

Strategy: The teacher to:

- Divide the learners into groups of four.
- Provide them bamboo sticks or any other manipulatives that are countable.
- Demonstrate making 1 ten using 10 bamboo sticks and tie a rubber band around the same.
- Instruct the learners to make 1 ten, 2 tens and so on.
- Emphasise on saying that 1 bundle of 10 represents 10 bamboo sticks, i.e. 1 ten = 10, 2 tens is 20, 3 tens is 30, and so on.
- Do counting of numbers 1 to 100 and also ask the learners to repeat the same.

Expected Skills achieved by the learners: Numeracy skills, Fine Motor skills, Cognitive skills

Activities /Project /Integration/Research Work:

1. Integration:

Art and Craft:

Instruct the learners to illustrate six groups of ten objects in each group and also write the total number of objects in each group.

2. (Pls specify about project work / research work and details as per the activities)

Nil

(To be further elaborated by the teacher)

Class work:

Teacher to make the learners do the related pages of the main book as their classwork. (The teacher may use the teaching aids and discussion to give repetition/practice of the contents delivered as class work.)

Reinforcement of Contents:

As reinforcement, teacher to make learners do page no 30 of the workbook.

Revision:

As a revision, teacher to ask the learners to do page no. 31 of the workbook.

Note:- Respective teacher to further plan the session based on the understanding reflected by the learners in the class. Teacher can also suggest the learners to inquire further.

Homework/ Assignment /Activity back Home:

The teacher to ask the learners to do page no. 32 of the workbook.

Assessment Means:

The teacher to write the numbers on the board from 51 to 100 and draw some blanks in between for the learners to identify the missing numbers.

(To be further decided by the teacher to assess the learners by oral test/interactive session/activity)

Specific Observations:

(To be filled by the teacher for learners/class based on reflection, interaction and assessments conducted)

Note for Teachers to Modify the Lesson Plan Prototype Based on:

1. Learners needs and interests
2. Number of learners and facilitators/teachers in a class
3. Creative teaching learning methods
4. List of vocabulary for reading and writing for practice for learners
5. Assessment schedule of the school
6. Holidays and events held in the school