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Skillment

MATHEMATICS

A Multi-skill Activity Book on Mathematics



1

FS-1
Nursery



2



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LESSON PLAN

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LESSON PLAN FS-1 (Nursery)

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LESSON PLAN

MATH FS-1

DATE
(Date/Period of execution)

Class Nursery	Section _____ (To be filled by the teacher)	No. of Students (To be filled by the teacher)	_____ learners
Subject	Math	Duration of Period	
THEME/ CONTENT/ CHAPTER	Unit 1: Comparison	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Stage 1- Desired Results

General Objectives:

1. To make learners observe the size of different objects surrounding them and understand the terms big, small, tall, and short in terms of size
2. To let the learners understand about the terms height, length, and thickness and identify different objects surrounding them using these terms
3. To let the learners do comparison of different objects surrounding them, on the basis of size, height, length, and thickness

Specific Objectives:

1. To make learners understand the concept of big, small, tall, and short
2. To make learners understand the concept of height, length, and thickness
3. To make learners do comparison on the basis of size, height, length, and thickness

Learning Outcomes:

1. Learners begin to understand the concepts of size, height, length, and thickness.
2. Learners start using the words like—big, small, tall, and short for comparing two or more objects, in terms of size, height, length or thickness.
3. Learners start observing shapes and sizes of different objects surrounding them in terms of size, height, length, and thickness.

Stage 2- Learning Plan

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

1. To research about different ways to introduce the term tall, short, big, small
2. To understand the prior knowledge of the students in context of size, length, height, and thickness
3. To explore different ways to introduce comparison of objects in context of size, length, height and thickness to the students
4. To be prepared with the manipulatives and worksheet that are required for the session before hand

Teaching Aids:

1. Stationery/TL Aids: chalk, duster, 3D blocks, big and small balls
2. Printed Material/Books: Skillment Mathematics FS- 1
3. Worksheets/Workbook: worksheet
4. Multi media / Video link: NIL

Methodology:

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

Aim: To gauge learners' prior understanding of the concept of size using the terms—small, big, tall and short.

Strategy: The teacher to:

- Conduct activity of 'Show and Tell' and show two different objects to the students. For example, show a chalk and a duster, and ask them the following questions.
 - Which one is **smaller**- a chalk or a duster?
 - Which one is **bigger**-a chalk or a duster?
 - Identify one object from your surrounding that is **bigger than** the chalk.
 - Identify one object from your surrounding that is **smaller than** the duster.

- Explain the concept of ‘small’ and ‘big’ by giving some more examples to the students.
- Call out any two students from the class.
- Point out towards both of them, and ask them the following questions.
 - Who is **taller**?
 - Who is **shorter**?
 - Identify any one object from your surrounding that is **taller than** a chalk.
 - Identify any one object from your surrounding that is **shorter than** a chalk.
- Emphasise the students on using the terms related to size—**small, big, tall, and short**.

Expected Skills achieved by the learners: Sensory skills (seeing and identifying the objects), Linguistic skills (understanding new terms like-big, small, tall, and short)

Session/Period 2 (Topic): Understand the Concept of Height, Length, and Thickness

Aim: To make learners understand the concept of height, length, and thickness

Strategy: The teacher to:

- Recapitulate the concepts covered in the previous session by asking them to draw two objects, and then identify which one is big and small, tall and short.
- Reiterate the terms that the students have learnt in the previous session.
- Show two different colour strings—one short and the other one long—to the students.
- Ask the students the following questions (pointing at the strips):
 - Which string is **longer**?
 - Which string is **shorter**?
- Introduce the term ‘length’ in this context.
- Show the students two different block towers and ask them to identify which one is ‘taller’ and which one is ‘shorter’.
- Introduce the term ‘height’ in this context.
- Provide the students with manipulatives like 3D blocks to make them feel them, observe the shapes and sizes, and also identify the height, length and thickness of the same.
- The teacher to show and explain the different dimensions of any one 3D block to let the students understand the same.

Note: *The 3D blocks should only be used for the purpose of showing length, height, and thickness.*

Expected Skills achieved by the learners: Sensory skills (seeing and identifying the objects), Linguistic skills

- **Session/Period 3 (Topic): Comparison of Objects Based on Size, Height, Length, and Thickness**

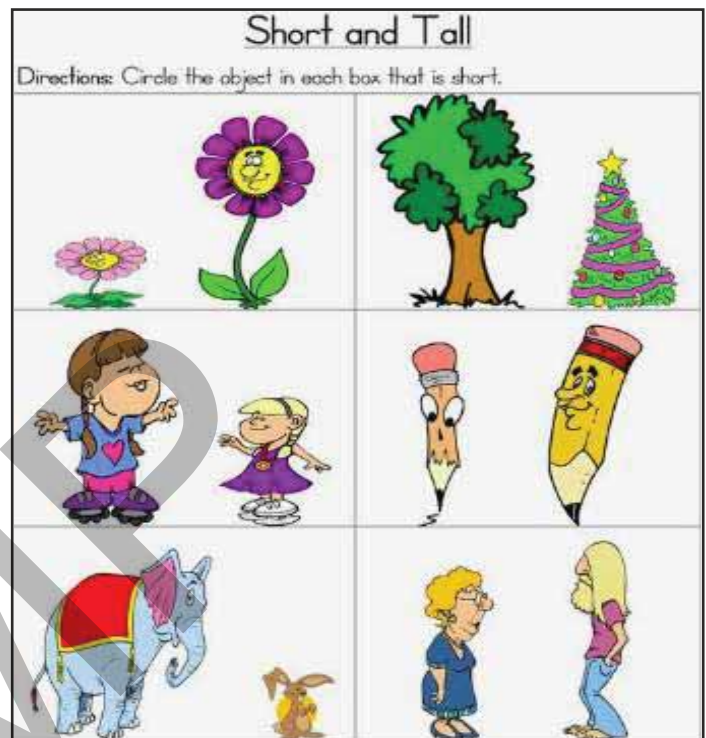
Aim: To reinforce the concepts of size, height, length and thickness and do comparison on the basis of the same

Strategy: The teacher to:

- Take the students in an open space/playground/sports ground.
- Keep balls of smaller size and bigger size.
- Take two balls—one of bigger size and one of smaller size— and ask students to identify the bigger and the smaller ball.
- Post identifying, ask the students to put the balls of smaller size in one basket and bigger size in the other basket.
- Ask them to run and do this as it will be a fun activity for them.

Note: Do not keep the baskets for keeping the balls far.

- Recapitulate the concept of small and big by showing the objects from the classroom environment.
- Provide the worksheet given alongside to the students.
- Instruct the students about the task and instruct them to circle the objects in each box that are short.



Expected Skills achieved by the learners: Linguistic skills, cognitive skills, kinesthetic skills

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.)

Art + Maths(subject):

Draw a tall tree and a short tree. Label tall and short below each picture. This will help the students recall the concept of tall and short.

2. Nil

(To be further elaborated by the teacher)

Class work:

Teacher to do page-8 and 9 of the main book with learners as a 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 an reinforcement, teacher to do Ch-1 onwards from the workbook. Trace and colour, trace and write and colour the picture exercises to enhance learner's understanding of the lines and alphabets.

Revision:

As a revision, teacher to display different manipulatives like stick, pencil, chalk, eraser, or any other objects from the classroom surrounding on the teacher's table and revise the concept of tall, short, big, small, long/short in relation to the objects that are displayed.

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 the related workbook pages as a homework.

Assessment Means:

The teacher to assess the learners by asking them to find out different objects from the class that are taller, shorter, thicker, and longer than themselves. Ask them to make a note of such objects and note down their responses.

(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-1

DATE

(Date/Period of execution)

Class Nursery	Section _____ (To be filled by the teacher)	No. of Students (To be filled by the teacher)	_____ learners
Subject	Math	Duration of Period	
THEME/ CONTENT/ CHAPTER	Unit 2: Lines and Patterns	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Stage 1- Desired Results

General Objectives:

1. To make learners observe and identify the different types of lines like—standing, sleeping, slanting and curved, in different objects surrounding them
2. To let the learners do hand eye-coordination by drawing different types of lines.
3. To let the learners observe different patterns around them that are formed with standing, sleeping, slanting, and curved lines

Specific Objectives:

1. To make learners understand the concept of different types of lines like—standing, sleeping, slanting and curved
2. To make learners develop fine motor skills as well as make them understand to write numbers
3. To make learners understand different patterns that are formed with standing, sleeping, slanting, and curved lines

Learning Outcomes:

1. Learners begin to understand the concepts of different types of lines like-standing, sleeping, slanting and curved
2. Learners start developing the fine motor skills and also understand to write numbers.
3. Learners start understanding about different patterns that are formed with sleeping, slanting, and curved lines.

Stage 2- Learning Plan

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

1. To research about different ways to introduce the terms standing, sleeping, slanting, curved
2. To stick ice-cream sticks on a cardboard sheet in three different ways-standing, sleeping, and slanting. Also, draw respective lines below them to show it to the learners. Also, draw curved lines on the same sheet



3. To arrange cones in zig zag position in an open space/playground
4. To be ready with cut-outs of rectangular paper strips

Teaching Aids:

1. Stationery/TL Aids: a cardboard sheet, three ice-cream sticks, some (15-20) cones, rectangular paper strip (as per class strength)
2. Printed Material/Books: Skillment Mathematics FS- 1
3. Worksheets/Workbook: Workbook
4. Multi media / Video link: NIL

Methodology:

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

Aim: To gauge learners understanding on different types of line-standing, sleeping, slanting, and curved

Strategy: The teacher to:

- Show the cardboard sheet to the learners in which the ice-cream sticks in standing, sleeping, and slanting position are arranged, and the curved lines have been drawn.
- Elicit responses from the learners on the same.
- Introduce different types of line-standing, sleeping, slanting, and curved in this context.
- Give examples of different types of lines from the surrounding.

Expected Skills achieved by the learners: Sensory skills, Linguistic skills (understanding new terms like-standing, sleeping, slanting, and curved)

Session/Period 2 (Topic): Develop Fine Motor Skills and also Understand to Write Numbers

Aim: To make learners develop fine motor skills as well as make them understand to write numbers

Strategy: The teacher to:

- Ask the learners to give examples of different types of lines that they observe in their surroundings.
- Recall about different types of lines by drawing on the board.
- Conduct page number 9 from the workbook.
- Move around and help the students wherever required.

Expected Skills achieved by the learners: Fine motor skills (hand-eye coordination)

Session/Period 3 (Topic): Understand Different Types of Patterns

Aim: To make learners understand different patterns that are formed with sleeping, slanting, and curved lines

Strategy: The teacher to:

- Take the students out in an open space/playground.
- Arrange the cones in a zig-zag line and ask the learners to run along the line.
- Ask them to observe the pattern that is formed.
- Bring them back to the class and draw different patterns on the board and discuss with them.
- Conduct page no. 24 of the main book for the students to understand more about patterns.

Expected Skills achieved by the learners: Kinesthetic skills, Observation skills, Critical Thinking skills

Activities /Project /Integration/Research Work:

1. Integration:

Art + English:

Ask the students to draw any 3-4 letters of English alphabet in their notebook. Ask them to observe different types of lines in those alphabets.

2. Nil

(To be further elaborated by the teacher)

Class work:

1. Teacher to do page-9 of the workbook with the learners as a class work.

2. Teacher to do page-24 of the main book with learners as a 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 do Ch-6 and 7 from the workbook.

Revision:

As a revision, teacher to ask the students to form a pattern on their own using different lines that they have understood.

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 the related pages of the main book in their homework. (Page 20-23)

Assessment Means: (Pls add more if need be as per the plan)

The teacher to assess the learners by giving rectangular paper strips to the students and ask them to form different patterns using them. Also, ask them to form a pattern using curved line.

(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-1

DATE (Date/Period of execution)			
CLASS Nursery	Section _____ (To be filled by the teacher)	No. of Students (To be filled by the teacher)	_____ learners
Subject	Math	Duration of Period	
THEME/ CONTENT/ CHAPTER	Unit 3: Numbers 1 to 5	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 5
2. To let the learners visualise the numbers and count them accordingly
3. To let the learners observe different objects around them and count them using their understanding of numbers

Specific Objectives:

1. To make learners understand the concept of numbers from 1 to 5
2. To make the learners visualise numbers 1 to 5 using different manipulatives
3. To make the learners count the objects/things using their understanding of numbers

Learning Outcomes:

1. Learners start understanding the concept of numbers from 1 to 5
2. Learners start visualising numbers from 1 to 5 using different manipulatives.
3. Learners begin to count the objects around them. (Number of objects ranging from 1 to 5).

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

1. To research about different ways and in order to help learners understand and visualise numbers from 1 to 5
2. To plan out fun learning activities to let the learners understand the concept of numbers from 1 to 5
3. To make sure that learners do not take the concept of numbers as abstract learning

Teaching Aids:

1. Stationery/TL Aids: beads, sports objects, random classroom objects
2. Printed Material/Books: Skillment Mathematics FS-1
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 numbers from 1 to 5

Strategy: The teacher to:

- Place some random objects from the classroom in front of the learners.
- Start counting the number of objects in front of the learners and then randomly ask the learners-how many books, how many pencils and so on.
- Elicit responses from the learners on the number of objects that are being shown.
- Draw some objects on the board to elicit responses from the learners in context of numbers.

Expected Skills achieved by the learners: Visualisation skills

Session/Period 2 (Topic): Visualise Numbers from 1 to 5

Aim: To make the learners visualise numbers from 1 to 5

Strategy: The teacher to:

- Provide beads to the learners (not more than five to each student).
- Ask the learners to represent numbers 1, 2, 3, 4, and 5 using the beads.
- Form group of learners in such a way that there are 1, 2, 3, 4, and 5 learners respectively in each of the groups.

- Ask the learners to count the number of learners in each group.

This will help them understanding how to count.

Expected Skills achieved by the learners: Counting skills, visualisation skills

Session/Period 3 (Topic): Count the Objects/Things (number of Objects/Things not more than 5)

Aim: To make the learners count the objects/things using their understanding of numbers

Strategy: The teacher to:

- Take the learners out in play area/sports area.
- Place random number of objects related to sports like volleyball, tennis ball, etc. (not more than 5) and ask the learners to go and start counting.
- Elicit responses from the learners on- how many tennis balls, how many bats, how many basketballs, and so on.

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

Activities /Project /Integration/Research Work:

1. **Integration:**

Sports:

Play hopscotch with the students and emphasise them to see the numbers written on it.

2. Nil

(To be further elaborated by the teacher)

Class work:

Teacher to do page-28 to 32 of the main book with learners as a 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 do the related pages of the workbook.

Revision:

As a revision, teacher to display random number of classroom objects and ask the learners to count them.

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 33 to 37 as homework.

Assessment Means:

The teacher to ask the learners to draw 3 and 5 objects in their notebook. Also ask the learners to represent the number below.

(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-1

DATE (Date/Period of execution)			
Class Nursery	Section _____ (To be filled by the teacher)	No. of Students (To be filled by the teacher)	_____ learners
Subject	Math	Duration of Period	
THEME/ CONTENT/ CHAPTER	Unit: 4 Numbers 6 to 10 and 0	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Stage 1- Desired Results

General Objective:

1. To make learners identify the different numbers from 6 to 9 by visualising the numbers
2. To let the learners understand the concept of 0 and 10
3. To let the learners observe different objects around them and count them accordingly

Specific Objective:

1. To make learners understand the concept of numbers from 6 to 9
2. To make the learners identify different ways to understand the concept of 0 and 10
3. To make learners understand numbers concept of 6 to 10 and 0 thoroughly

Learning Outcomes:

1. Learners begin to understand the numbers from 6 to 10.
2. Learners start understanding the concept of 0.
3. Learners begin to count the objects around them using their understanding of numbers.

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

1. To research about different ways and activities in order to help learners count the numbers from 6 to 9
2. To help the learners understand the concept of 0 and 10
3. To plan out fun learning activities to let the learners understand the concept of numbers from 6 to 10 and the number 0

Teaching Aids:

1. Stationery/TL Aids: colourful counters
2. Printed Material/Books: Skillment Mathematics FS-1
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 numbers by counting 6 to 9

Strategy: The teacher to:

- Read aloud the rhyme given on page-41 in the textbook and ask the learners also repeat the same.
- Provide colourful counters to the learners on their desk (not more than 9).
- Emphasise the learners on saying the number after counting them.
- Introduce the concept of numbers from 6 to 9.

Expected Skills achieved by the learners: Enumeration skills

Session/Period 2 (Topic): Concept of 0 and 10

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

Strategy: The teacher to:

- Explain the concept of 0 by demonstrating an activity.
- Keep six books on the desk and ask the learners to see and say the number of books on the desk.
- Repeat the same process and at the end, 1 book will also be removed from the desk and then ask the learners to say the number of books left on the desk. (Expected answer would be-nothing)

- Introduce the concept of zero, and emphasise learners on using the term zero that means nothing.
- Write the number 0 on the board.

Expected Skills achieved by the learners: Visualisation skills, Enumeration skills

Session/Period 3 (Topic): Reinforce

Aim: To make learners understand numbers concept of 0 and 6 to 10, thoroughly

Strategy: The teacher to:

- Recapitulate the learnings from the previous sessions.
- Make the learners do page-15 and 16 of workbook to reinforce the concepts that they have learnt.

Expected Skills achieved by the learners: Sensory skills

Activities /Project /Integration/Research Work:

1. Integration:

Sports:

Instruct the learners to do any physical exercise and repeat it for six times. (Age-appropriate)

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 do page-15 and 16 of the workbook with learners as a 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 do related pages of the mainbook.

Revision:

As a revision, teacher to place random objects on the desk and ask them to count.

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:

1. The teacher to ask the learners do related pages of the main book as homework.

Assessment Means:

1. The teacher to draw some of objects on board and ask the learners to count them and say the number and then the teacher will write the numbers on the board.

(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-1

DATE
(Date/Period of execution)

Class Nursery	Section _____ (To be filled by the teacher)	No. of Students (To be filled by the teacher)	_____ learners
Subject	Math	Duration of Period	
THEME/ CONTENT/ CHAPTER	Unit 5: Shapes	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Stage 1- Desired Results

General Objective:

1. To make learners identify different basic shapes around them—square, circle and triangle
2. To make the learners develop their fine motor skills by tracing the basic shapes
3. To let the learners observe different basic shapes in their surroundings

Specific Objective:

1. To make learners understand the concept of basic shapes—square, circle and triangle
2. To make the learners do tracing of the basic shapes
3. To make learners identify various objects around them that forms the basic shapes

Learning Outcomes:

1. Learners begin to understand the concept of basic shapes
2. Learners develop their fine motor skills by tracing the basic shapes
3. Learners start identifying different objects around them in relation to the basic shapes

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

1. To research about different ways and activities in order to help learners identify the various shapes
2. To help the learners understand various shapes like square, circle and triangle
3. To plan out fun learning activities to let the learners understand the concept of different shapes

Teaching Aids:

1. Stationery/TL Aids: models/cut-outs of square, circle, and triangle (for activity as well depending on the learners strength), glue, chart paper, pictures of real life objects
2. Printed Material/Books: Skillment Mathematics FS-1
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 basic shapes—square, circle and triangle

Strategy: The teacher to:

- Show models/cut-outs of square, circle and triangle to the learners and try to gauge their understanding on the shapes shown.
- Introduce the terms square, circle and triangle in that context.
- Draw the shapes on the board and again emphasise on using the terms related to shapes.

Expected Skills achieved by the learners: Visualisation skills, Linguistic skills

Session/Period 2 (Topic): Tracing of Basic Shapes

Aim: To make the learners do tracing of the basic shapes

Strategy: The teacher to:

- Reiterate the concepts covered in the previous session and elicit learners, understanding on shapes.
- Take up page-58, 59, and 60 from the main book and do them in the class (only the tracing part of shapes).
- Observe and guide the learners wherever required.

Expected Skills achieved by the learners: Fine Motor skills

Session/Period 3 (Topic): Identify Various Objects in Terms of Basic Shapes

Aim: To make learners identify various objects around them that form the basic shapes

Strategy: The teacher to:

- Show the learners the whiteboard/green board, any shape that is triangle and square shape from the classroom environment.
- Brainstorm the learners to think about different basic shapes that they see in their surroundings.
- Note down their responses on the board.

Expected Skills achieved by the learners: Observation skills, Real-life connection

Activities /Project /Integration/Research Work:

1. Integration:

Art and Craft:

Divide the learners into groups and provide them with square, circle and triangle cut-outs, glue, and a chart paper. Label square, circle, and triangle. Ask them to sort out the same and stick the shapes under respective label.

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 do the related pages 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 do related pages of the workbook.

Revision:

As a revision, teacher to display pictures of different real-life objects on the board and discuss the same with the learners.

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 draw the basic shapes in their notebook and write their names.

Assessment Means:

The teacher to show some pictures of real-life objects to the learners and ask them to identify their shapes.

(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-1

DATE
(Date/Period of execution)

Class Nursery	Section _____ (To be filled by the teacher)	No. of Students (To be filled by the teacher)	_____ learners
Subject	Math	Duration of Period	
THEME/ CONTENT/ CHAPTER	Unit 6: Numbers 11 to 20	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Stage 1- Desired Results

General Objective:

1. To make the learners understand the concept of numbers 11 to 20
2. To let the learners understand counting of different objects/things around them up to number 20

Specific Objective:

1. To make the learners understand and identify the numbers 11 to 20
2. To make the learners count different objects/things up to number 20

Learning Outcomes:

1. Learners begin to understand the concept of numbers 11 to 20.
2. Learners begin to count objects/things (up to 20).

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

1. To research about different ways in order to help learners understand the concept of numbers 11 to 20
2. To plan out experiential activities to understand the concept of numbers 11 to 20

Teaching Aids:

1. Stationery/TL Aids: bamboo sticks, rubber bands, a chart displaying birds sitting on the branch of a tree
2. Printed Material/Books: Skillment Mathematics FS- 1
3. Worksheets/Workbook: Workbook
4. Multi media/Video link: <https://youtu.be/DrMZreIOelU>

Methodology:

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

Aim: To make the learners understand the concept of numbers 11 to 20

Strategy: The teacher to:

- Take the learners outside in the open space and ask them to form groups of 11.
- Repeat the same by calling out different numbers from 11 to 20.
- Take the learners back to the class and introduce the numbers 11 to 20 by writing the same on the board.
- Read aloud the numbers and also ask the learners to repeat them after you.

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

Session/Period 2 (Topic): Count Different Objects/Things Up to Number 20

Aim: To make the learners count different objects/things up to number 20

Strategy: The teacher to:

- Provide bamboo sticks and rubber bands to the learners.
- Instruct them to form a group of ten bamboo sticks and tie a rubber band around it.
- Show two such groups to the learners and say them that these are '20 sticks'.
- Ask the learners to count those sticks and represent different numbers as instructed by the teacher.

Expected Skills achieved by the learners: Fine Motor skills

Activities /Project /Integration/Research Work:

1. Integration:

Narrate a number story to the learners.

Reference link: <https://youtu.be/DrMZreIOelU>

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 conduct the related pages of the textbook as the classwork.

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

Reinforcement of Contents:

1. Teacher will reinforce the concept of numbers 11 to 20 and to read and write them.

2. She/He will take ask the learners to count the number of books in their partner's bag.

Revision:

As a revision, teacher to display image of birds sitting on branch and ask learners to count the numbers.

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 the related pages of the workbook as homework.

Assessment Means:

The teacher to assess the learners by asking them to dictate the numbers 11 to 20 orally.

(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