

DAILY LESSON PLAN

Unit: Whole Numbers

Date: _____

Topic: Concept of Tens (Day 3).

Key Learning Area: 2-digit numbers greater than 20, Numbers in words
up to 60, Missing numbers, bead frame concepts.

Year Level: 1

Outcomes: Understanding of 2-digit numbers, reading, writing and matching

the numbers up to 60, identifying the place value concepts by using beads frame.

Lesson Structure:

Time	Introduction (Set):	Teaching Approaches
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10 min.

Recall the previous lecture. Ask as many questions as you can. Encouraged the students to come and solve the questions on the board.

Counting Practice in words:

When the students understand the concept of nineteen add one more cube to make it twenty.

Reinforce the concept that if we get 10 Ones we will make a bundle. Now give them practices to make bundles of tens only as 20, 30, 40, and 50. Then in the same way introduce the Ones to make numbers like 21, 49 etc.

Practice Format:

Ask the students to work efficiently in the following format. This format will help them to remember not only the place value but the number in words too.

Tens	Ones	Number	Number in words
4	0	40	forty

Unifix Cube/Icy pole

Activity:

Give your students Unifix cubes or icy-pole to build the group of ten. Remaining cubes other than 1 known as Ones. Reinforce the idea of 'how many tens' and 'how many ones'



When the children are comfortable with the numbers beyond twenty, extend some of the activities for developing number sense that were used earlier.

Time	Main Content:	Teaching Approaches
25 min.	<p>Practice of reading, writing and making groups of numbers.</p> <p>Firstly make the numbers 30, 40, 50 with the help of Unifix cubes or sticks. Chant the spellings of these numbers first. It will help them to write the follow up counting easily.</p> <p>Once the students get comfortable while memorizing the words then introduce the Ones with the Tens.</p> <p>Missing numbers:</p> <p>Introduce the missing numbers.</p> <p>Write the missing number sequence up to 50.</p> <p>What comes After, Before and Between practices:</p> <p>Such practices will help the students to improve their speed and accuracy.</p> <p>Mind Games:</p> <p>Ask students questions about counting like:</p> <p>What comes before 30?</p> <p>What comes after 43?</p> <p>What comes in between 21 and 23?</p> <p>Number Song:</p>	<p>Pictorial Number Sequence Puzzles:</p> <p>Puzzles encourage children to discover patterns, think analytically, and devise strategies to put pieces together.</p> <p>Print and cut the picture to make puzzle pieces.</p> <p>Encourage the students to join the picture by number.</p>  <p>Worksheets Activities:</p> <p>Give students different patterns of worksheets to memorize the counting and words.</p>

	You can sing the number song to help them memorize the counting and words.	
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Time	Conclusion:	Teaching Approaches
5 min.	Students will be able to understand the following: Read and write the numbers up to 60. Read and write the numbers in words up to 60. Identify the place value of the numbers. Read and write the number in the bead frame. Match the numbers up to 60. Write down the missing numbers on number line.	Review the lesson with students. Ask students, "what did we learn about numbers today"? Chant the counting in words with the students. Ask for questions.

Resources:

Fun puzzled picture, Unifix cubes, Number songs, Printed or hand made number cards, Sticky notes, Flash/Number cards, Missing numbers worksheets, Incredible Mathematics Grade 1 book, notebooks etc.

Safety Consideration/ Materials

None

Students will be asked to complete a worksheet (independent practice) on counting up to 60.
Students will solve the missing number worksheets or board test or a number line to perfectly learn the counting.

Mind games.

Quiz etc.

Reflection

Students have understood the following:

Read and write the numbers up to 60.

Read and write the numbers in words up to 60.

Identify the place value of the numbers.

Read and write the number in the bead frame.

Match the numbers up to 60.

Write down the missing numbers on number line.