

Grade: 1

Topic: Numbers from twenty-one – fifty






Learning Objectives:

- Counting the numbers up to 50.
- Writes the numerals from 21 to 50.
- Ordering of numbers from 21 to 50.

Activity 1: Using Ice cream sticks – CRA.

LO: Counting the numbers up to 50

Writes the numerals from 21 to 50.

<p>Suggested Strategies (How am I teaching)</p>	<p>Continuous Review (How do I know they have learnt?)</p>	<p>Resources (What do I need?)</p>																								
<p><i>Ice cream sticks is used for counting numbers.</i></p> <p>Concrete Part:</p> <ul style="list-style-type: none"> • Ask the students to count the sticks up to fifty first. • Then select a particular number in random fashion and ask the students to count the number. <p>Pictorial Representation:</p> <ul style="list-style-type: none"> • Ask the students to draw pictures of their liking with the given number as their quantity. • Or the teacher can draw some quantity of picture and ask the students to count and tell the answer <p>Verbal Representation:</p> <ul style="list-style-type: none"> • Questions can be given to students relating to real life like buying chocolates or vegetables. • If the students are feeling difficult they can use the ice cream stick also. 	<p>Discussion:</p> <ol style="list-style-type: none"> 1. If there are ten chocolates in your hand and I give another fifteen chocolates, how many chocolates are there in your hand now? 2. If there are 32 beads in your hand and I give 7 more, how many will you have? <p>Note: This can also be done using abstract part of representing it in tens and ones.</p>	<ol style="list-style-type: none"> 1. Ice Cream Sticks. 2. Tens and ones chart. <table border="1" data-bbox="1031 992 1493 1240"> <thead> <tr> <th>TENS</th> <th>ONES</th> </tr> </thead> <tbody> <tr> <td style="height: 80px;"></td> <td></td> </tr> </tbody> </table> <ol style="list-style-type: none"> 3. Worksheet. <div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <table border="1" style="margin-left: 10px;"> <tr><td>Tens</td><td>Ones</td></tr> <tr><td> </td><td> </td></tr> </table> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <table border="1" style="margin-left: 10px;"> <tr><td>Tens</td><td>Ones</td></tr> <tr><td> </td><td> </td></tr> </table> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <table border="1" style="margin-left: 10px;"> <tr><td>Tens</td><td>Ones</td></tr> <tr><td> </td><td> </td></tr> </table> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <table border="1" style="margin-left: 10px;"> <tr><td>Tens</td><td>Ones</td></tr> <tr><td> </td><td> </td></tr> </table> </div> <div style="display: flex; align-items: center;">  <table border="1" style="margin-left: 10px;"> <tr><td>Tens</td><td>Ones</td></tr> <tr><td> </td><td> </td></tr> </table> </div> </div>	TENS	ONES			Tens	Ones			Tens	Ones			Tens	Ones			Tens	Ones			Tens	Ones		
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<ul style="list-style-type: none"> • Language – students have learnt words “tens and ones”. Ask them to make sentences using the words. For example – 31 has 3 tens and 1 one. <p>Abstract Part:</p> <ul style="list-style-type: none"> • This is a continuous part with the concrete and representation, along with the concrete and representation part ask the students to write the answer they have found on the board. • Ask them to group the sticks in tens and then ask the students to write how many ten groups are there and how many one group are there. 		
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Game 1: Using Ice cream sticks – GBL.

LO: Counting numbers up to 50

<p>Suggested Strategies <i>(How am I teaching)</i></p>	<p>Continuous Review <i>(How do I know they have learnt?)</i></p>	<p>Resources <i>(What do I need?)</i></p>
<p><i>Here the ice cream sticks is used for counting numbers as a Game.</i></p> <p>Game Based Learning:</p> <p>Instruction:</p> <ul style="list-style-type: none"> - Prepare a chart or a file board drawn with many rings using 5 colours (each colour must contain at most 5 rings) and ice cream sticks and coins also. - Divide the class into groups of 5 – see to that each group has a chart for them. 	<p>This is a game and hence not evaluated.</p>	<ol style="list-style-type: none"> 1. Ice cream sticks. 2. Coins. 3. Sketch any 5 colours. 4. File board or chart.

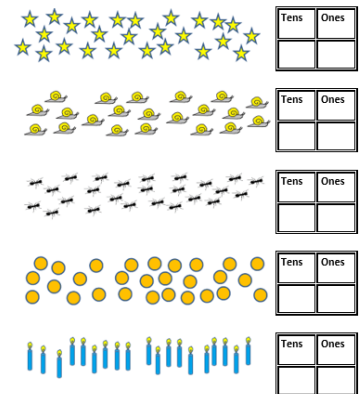
<ul style="list-style-type: none"> - Each student in a group is given a colour (same is done for the other groups). - Number will be given to everyone in common for example 23, 35 and so on. - The students have to collect maximum number of sets of the number given using ice cream sticks - For each set the student makes, he/she must place a coin in their respective coloured ring which represents their number of sets they have collected. - Time duration will be 5 min and then for each colour the number of the sets the students created is counted and listed and then the winner is decided based on the colour and team. 		
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Activity 2: Using base 10 blocks - CRA.

LO: Counting the numbers up to 50.

Writes the numerals from 21 to 50.

Suggested Strategies <i>(How am I teaching)</i>	Continuous Review <i>(How do I know they have learnt?)</i>	Resources <i>(What do I need?)</i>				
<p><i>The Base ten blocks is a concrete material which is used to represent numbers in groups or as separate.</i></p> <p>Concrete Part:</p> <ul style="list-style-type: none"> • With the help of the single blocks ask the students to represent the numbers given by the teacher. • After practicing with the single blocks ask the students to use the 	<ul style="list-style-type: none"> - The review can be done by observing the students by giving a series of numbers to represent in tens and ones. - Even the tens and ones chart can also be used to check the student whether they 	<ol style="list-style-type: none"> 1. Base 10 blocks. 2. Tens and ones chart <table border="1" data-bbox="1029 1592 1493 1843" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="width: 50px; text-align: center;">TENS</th> <th style="width: 50px; text-align: center;">ONES</th> </tr> </thead> <tbody> <tr> <td style="height: 80px;"></td> <td style="height: 80px;"></td> </tr> </tbody> </table>	TENS	ONES		
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<p>tens blocks and one blocks to represent the number – this will help them to group and represent tens and ones easily.</p> <p>Verbal Representation:</p> <ul style="list-style-type: none"> The teachers can also ask the students to explain in their own words or can ask to tell a story of their own. If the students are feeling difficult they can use the Blocks also. <p>Abstract Part:</p> <ul style="list-style-type: none"> Ask the students to write the number they have counted using blocks or the answer that they have given to the teacher’s question. 	<p>are able to separate and write ones and tens.</p> <p>- The verbal representation part can also be used as an review which can be done in between or after the activity</p>	<p>3. Worksheet.</p> 
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Activity 3: Using Number cards - CRA.

LO: Ordering the Numbers from 21 to 50

<p>Suggested Strategies <i>(How am I teaching)</i></p>	<p>Continuous Review <i>(How do I know they have learnt?)</i></p>	<p>Resources <i>(What do I need?)</i></p>																																																		
<p><i>The number cards can be taken from 1 to 50 for making the students to give a clear picture on order of numbers.</i></p> <p>Concrete Part:</p> <ul style="list-style-type: none"> Introduce the number cards to the students and take any number in random and ask them to say the number – which can be warm up. Then shuffle the cards and place them in the table. Make a group activity by up to five students to 	<p>Teachers can ensure that the students have learnt the order by asking missing number questions and also Before or after number questions</p> <p>Worksheets can also be used to see whether the students are understanding the ordering.</p>	<ul style="list-style-type: none"> Number cards Missing number worksheet <p>Name _____ Date _____</p> <table border="1" data-bbox="1018 1579 1465 1848"> <tr> <td>1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>10</td> </tr> <tr> <td>11</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>19</td> </tr> <tr> <td>21</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>29</td> </tr> <tr> <td>31</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>40</td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>49</td> </tr> </table>	1									10	11									19	21									29	31									40										49
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arrange the shuffle cards and ask them to make use of the table to show the ordered card.

- This group activity will help in peer learning for the students.

Verbal Representation:

- Questions can be asked to the students in between the activity for example: what come after the number 23 and what will come before the number 25.

Abstract Part:

- Missing number questions can be given to the students which they can answer it in a worksheet.

Write each missing number.

1		3		5		8
9		11		13		16
17		19		21		24
25		27		29		32
33		35		37		40
41		43		45		48
		49		50		

Game 2: Using Number cards – GBL.

LO: Ordering the Numbers from 21 to 50

Suggested Strategies <i>(How am I teaching)</i>	Continuous Review <i>(How do I know they have learnt?)</i>	Resources <i>(What do I need?)</i>
<p><i>The number cards can be taken from 1 to 50 for making the students to give a clear picture on order of numbers.</i></p> <p>Game Base Learning:</p> <p>Instruction:</p> <ul style="list-style-type: none"> - This game consists of two members for each round. - The cards are shuffled and placed in the table (each set for each person). - The limits for the numbers to be arranged in order is set to the participants, for example: between 21 to 30. - The time limit is given as 1 min and the students who finishes the correct order first will be the winner. 	<p>This is a game and hence not evaluated.</p>	<ul style="list-style-type: none"> - Number cards.