Lesson-2: Numbers up to 20

Theme 2: | Dress **Smartly**



13 Periods (40 minutes each)

Learn Better (Main Course Book), Stay Ahead (Workbook), Book of Holistic Teaching, CRM signs, Poster, Blackboard.



Animated activities, Dictionary, eBook, Explainer video, Hots, I Explain, Infographic, Mental Maths, Quiz, Quick Maths

Curricular Goals and Objectives (NCF-FS)

To enable the students:

- to count up to 20 and recognise number names.
- to compare numbers using 'greater than,' 'less than,' and 'equal to.'
- to arrange numbers in ascending and descending order. •
- to form two-digit numbers by understanding tens and ones.
- to engage in group activities that foster collaboration and social skills.

Methodology

Period 1



Teacher: Good morning, students. How are you all today?

Teacher: Let us start by standing tall. Stretch your arms up like you are reaching for the sky. Reach, reach, reach.

Teacher: Now, wigale your fingers like little twinkling stars. Wiggle, wiggle, wiggle.

Teacher: Move your feet now. March in place like a soldier. Lift your knees high. One, two, three - march, march, march.

Teacher: Let us try something fun. Pretend you are a butterfly. Flap your arms gently and fly around the room. Flutter, flutter, flutter.

Confirming Better



Teacher: Before we dive into the lesson, Let us discuss why is it important to keep our clothes clean?



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Teacher: Yes, keeping clothes clean helps us stay healthy because dirty clothes carry germs.

Teacher: What happens if we do not wash clothes reaularly?

Teacher: Exactly, they can smell bad and cause skin problems.

Teacher: What else can we do to take care of clothes? Teacher: Right, folding and storing them neatly prevents wrinkles and dust.

Teacher: How can we avoid damaging our clothes? Teacher: Yes, being careful while eating and playing helps keep them clean.

Teacher: Why should we wear proper clothes for occasions?

Teacher: Correct, clean uniforms and proper clothes show respect and discipline.

Teacher: How does caring for our clothes show responsibility?

Teacher: Absolutely, it shows we value and are grateful for what we have.

Teacher: Let us all promise to take care of my clothes and keep them clean.

Teacher: We will begin a new chapter 'Numbers upto 20'. We are going to use a KWL chart to help us organise our thoughts and learning. I have made



a KWL format on the blackboard. Please take out your notebooks and draw the same format in your notebook.

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Teacher: Take a few minutes to think and write. If you have any questions, feel free to ask.

(Guide the learners as required.)

Teacher: You all did an amazing job in this activity. Let us move to Re-KAP activities. We will use Kinaesthetic, Auditory and Pictorial activities today to make our learning exciting. Let us start with the Kinaesthetic activity.

Kinaesthetic

Kinaesthetic

Raise your hands and clap.

Count as you clap. Say 1 aloud and clap once. Say 2 aloud and clap twice. Clap and count till you reach 10. 14

Teacher: Who will read and explain the activity?

Teacher: Yes, count and clap.

(Give students time to perform the activity and provide assistance as needed.)

Teacher: Well done, everyone.



Auditory*

Listen to your teacher carefully. Answer the questions.

Teacher: Now, let us move to the auditory activity. Listen carefully to the following questions and solve the addition problems.



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Teacher: Lily, the ladybug counted 15 flowers in the garden. Tim, the ant counted 12 flowers in the same garden. Answer the following questions.

1. Who counted more flowers, Lily or Tim?

2. How many flowers did Tim count?

Teacher: Great work. Now, let us check our answers together.





Teacher: Now, let us look at this picture of our friends. Who will tell me what to do in this activity?



Teacher: Yes, quickly count and write.

Teacher: Let us have a huge round of applause. I will see you in the next class.

Differentiated Activities:

Write numbers 1 to 10 on the floor using chalk or paper. Call out a number and students will hop to it.

110 km/hr



Call out a sequence of numbers (e.g., 3, 5, 8). Students must hop to each number in the correct order.

80 km/hr



Pair students. One student calls out a number and the other hops to it, then they switch roles.

40 km/hr



Call out a number and students hop to it while repeating the number aloud.

Home Task

Visit a parking area near your home or school. Count how many cars are parked there. Write the number in your notebook.

Period 2



Teacher: Good morning, students. How are you all feeling today?

Teacher: That is wonderful to hear. Let us start with something fun. Are you ready for a quick game?

Teacher: Let us warm up. Clap your hands three times. Teacher: Now touch your toes and jump up high.

Teacher: Great. Now spin around once and give your neighbour a high-five.

Teacher: Fantastic. Now let us dive into today's lesson. (Use **CRM signs** to settle down the class.)

Interacting better



Interacting better Ask your partner, "How old are you?"

Teacher: Let us start with a fun activity.

Given on page 15 'Interacting better'.

ICL PMD Draw a number candle of their age on 15 the cake. Colour the picture.

(Guide students to interact and assist them in drawing and colouring if needed.)

Teacher: Who likes to listen story?

Teacher: Let us read about Lina's day at home.



Teacher: Lina is wearing her sports uniform. Do you know why sports uniforms are important?



Teacher: Lina learned a lovely poem at school. Let us read it together:

'One bright Sun in the sky,

Two little birds chirp as they fly...'

(Guide students in reading aloud and explain the meaning of the poem as needed.)

Teacher: Now, let us find and count the numbers in the poem:

- How many birds are chirping? (Answer: 2)
- How many puppies are jumping around? (Answer: 3)
- How many children are playing cricket? (Answer: 4)

Teacher: Excellent. Numbers are everywhere, even in poems.

Teacher: Lina's grandmother, whom she lovingly calls Aita, says, 'Wearing sports uniforms helps us stay disciplined and united.'

Teacher: That is wonderful. What do you call your grandmother?

(Encourage students to share what they call their grandmothers in their own languages or traditions. Appreciate diversity by responding with enthusiasm to unique names.)

Teacher: Lina calls her mother Mama. What do you call your mother?

(Encourage responses and show appreciation for different terms, such as Mom, Ammi, Mummy, Aai, etc.)

Teacher: It is beautiful that we all have unique ways to address our family members. These names show love and respect in every culture.

(1) You may show the Animation of the story given on digital platform.

SDG 12: Responsible Consumption and Production



Teacher: What can we do with clothes that no longer fit us?

(Accept responses such as 'We can donate them' or 'We can reuse them for other purposes.')

Teacher: Great ideas. Lina's story also reminds us to reuse and donate old clothes, which can help others in need.

() You may show the **Dictionary** on digital platform to discuss the key terms of this chapter.

Teacher: Sit comfortably, close your COULD DO eyes, and take a deep breath in... and out.



Teacher: Imagine a peaceful garden with bright flowers and a cool breeze.

Teacher: Listen to birds chirping and feel the warmth of the sun.

Teacher: Take another deep breath in and out. Slowly open your eyes.

Teacher: How do you feel? Relaxed and refreshed? Teacher: Well done, everyone. Let us end with a big round of applause for your hard work. See you in next class.

Differentiated Activity

110 km/hr

Write a short poem or a sentence using numbers, similar to the one in Lina's story (e.g., 'Three puppies play, four flowers bloom').

80 km/hr



Draw a rainbow and count the number of colours. Write the total number of colours.

40 km/hr



Count the items on Lina's breakfast table (e.g., glasses, plates). Write the total number.

Home Task

Look around your home and count the following things. Write the number in your notebook

Number of windows in your home.

Number of doors in your home.

Number of curtains in your home.

Number of almirahs in your home.

Note for the Teacher: Arrange bundles of ice cream sticks for next Period activity.

Period 3



Teacher: Good morning students, how are you?

Teacher: Let us begin with some fun movements to wake up our bodies.

Teacher: First, imagine you are a tall tree. Stand straight and stretch your arms out like branches. Sway gently side to side as if the wind is blowing. Sway, sway, sway.

Teacher: Now, pretend you are a bouncing ball. Bend your knees slightly and jump up and down. Bounce, bounce, bounce.

Teacher: Next, let us act like a train. Place your hands in front of you like a steering wheel and march forward while making a 'choo-choo' sound. March, march, march.

Teacher: Great. Let us work in groups. Each group will receive a bundle of 10 ice cream sticks. Count the sticks and confirm the total.



(Students count sticks in groups.)

Teacher: Excellent. Now, let us draw objects that match these numbers. For example:

- 1 for the Sun,
- 2 for eyes,
- 3 for birds and so on up to 10.

Teacher: Once you finish, show your drawings to your group, help each other. Now, listen as I read a poem from page 15. Repeat after me.

(Read Lina's poem given on page 15 in Main Course Book.)

Teacher: Now, let us practise more with numbers. Open

your books and look at Exercise 1, given on page 16. Count the caps in each row and write the correct number in the boxes.



Teacher: After you finish, trace the numbers and make them neat. I will walk around and check your work.



Teacher: Let us count objects in Exercise 2. Look at the pictures and colour the correct number of objects in the circles.

Teacher: Check each other's work.

Zero



Teacher: Now, let us learn about something special -Zero. Let us split into two groups. Group 1, I will give you five pencils.

Teacher: Please hand over all five pencils to Group 2.

Teacher: Group 1, how many pencils do you have left?

Students: Nothina.

Teacher: That is correct. When there is nothing left, we call it Zero. Zero means 'nothing.' Now trace and write Zero in your books.



Teacher: Everybody please open page 17 in your Main Course Book and trace the zero.

(I) You may show the Quick Maths given on digital platform to discuss the concept of zero.

Teacher: Let us have a huge round of applause for all your hard work today. I will see you next time. Have a wonderful day. Keep practising your numbers.

Differentiated Activity

Hide numbers (1 to 10) around the classroom. Students have to find them and place them in the correct sequence on a number line.

110 km/hr



Give students a timer and challenge them to find all the numbers in a limited amount of time, then arrange them correctly.

80 km/hr



Hide numbers 1 to 10. Students find and place them in the correct sequence on the number line.

40 km/hr



Pair students, where one helps the other find the numbers and arrange them in sequence.

Home Task

Write the number names up to 10. Paste old bindis on a sheet to show each number.

Note for the Teacher: Arrange bundles of ice cream sticks and crayons for the next Period activity.

Period 4

SHOULD DO Teacher: Good morning, students. ID MIN.

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How are you all feeling today? Teacher: That is wonderful to hear. Let us wake up our minds and bodies with a quick activity.

Teacher: Let us imagine we are birds flying in the sky. Flap your wings gently and fly around

Teacher: Now, pretend you are balloons floating higher and higher. Stretch your arms up and rise on your toes. Excellent. Now we are ready to start today's lesson.

Making Ten



Teacher: Today, we will learn about the number 10 and how to make it.

Teacher: I have 10 ice cream sticks

here. Let us count them together. Ready?

Students: Yes.

Teacher: One, two, three, four... ten. Excellent work.

Teacher: Now, let us group these 10 sticks together. Do you see? 10 ones make 1 ten.

Teacher: Now let us use some crayons. Take 10 crayons and count them with me.

Students: One, two, three, four... ten.

Teacher: What if I add 1 more crayon to this group of 10? What number do we get?

Students: Eleven.

Teacher: That is correct. 10 + 1 = 11.

Teacher: Let us look at page 17 in your books. See how we group 10 ones to make 1 ten. Follow along as I explain.

Note for the Teacher: You can adjust the activities based on the materials you have. Use coins, paper, or drawings if needed. Make it fun and simple for the students.

Building 2 – digit numbers



Teacher: Now, we will learn to make 2-digit numbers using

ice cream sticks and crayons.

Teacher: Watch carefully, I will take 1 stick for tens and 1 button for ones. What number do we have?



Students: Eleven.

Teacher: Perfect. Now let us add another button. What number is this now?

Students: Twelve.

Teacher: Let us do this as a group activity. I will give each group some sticks and crayons. Work together to build numbers from 11 to 20.

Teacher: For example:

- 1 stick and 2 crayons make 12.
- 1 stick and 3 crayons make 13.

Teacher: Who can tell me how many tens and ones we need to make the number 20?

Students: Two tens and zero ones.

Teacher: Excellent. Two tens make 20.

(Ask students to build different numbers.)

(💷) You may show the **Explainer Video** given on digital

platform to discuss the concept. Teacher: Sit comfortably, close your eyes, and take a deep breath in and out.



Teacher: Imagine a peaceful garden with bright flowers and a cool breeze.

Teacher: Listen to birds chirping and feel the warmth of the sun.

Teacher: Take another deep breath in... and out. Slowly open your eyes.

Teacher: How do you feel? Relaxed and refreshed?

Teacher: Let us have a big round of applause for all your hard work today. See you next time. Have a wonderful day.

Differentiated Activity

110 km/hr

Provide 10 sticks and crayons. Ask students to group them to make 10, then write equations (e.g., 5 + 5 = 10 or 8 + 2 = 10). Challenge them to find multiple ways to make 10 with different combinations of two numbers.

80 km/hr

Provide 10 sticks and crayons. Ask students to build numbers using them.

40 km/hr

Provide students with exactly 10 sticks or crayons. Guide them to count out loud from 1 to 10 while pointing at each object

Home Task

Practise building numbers up to 20 in your notebook by drawing or pasting stickers or bindis.



Teacher: Good morning, students. How are you all feeling today?



Teacher: Wonderful. Let us begin with a fun activity.

Teacher: I will say a number between 11 and 15. You will clap that many times. Let us start.

Teacher: Eleven.

Students: (Clap 11 times, counting aloud.)

Teacher: Great. Now clap 13 times but pause after 7 claps. Ready? Go.

Students: (Clap and pause as instructed.)

Teacher: Now let us try snapping our fingers. Snap 12 times while counting softly.

Teacher: Fantastic. You are doing so well. Let us move to today's lesson.

Poster



Number Names 1 to 20

(Display the poster for students to see clearly. Point to each number and read it aloud together with the students. Focus on pronunciation and



spelling of the number names, ensuring students repeat after you. Engage students by asking questions, such as:

- What comes after twelve?
- What is the name of the number 17?
- Can you find the number 8 and tell me its name?)

Counting Numbers From 11 to 20

Teacher: Open your Main Course Book to page 19. Trace the numbers and their names in Exercise 4.

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13	13		
14.	14		
16	16		
18	18		
20	20	Twenty	

Teacher: Make sure you write neatly. I will walk around to check your work

Teacher: Look at Exercise 5. Count the Tens and then add the Ones to match the total number.



Teacher: For example, if there is 1 Ten and 5 Ones, what number is it?

Students: Fifteen.

Teacher: Correct. Let us do this together.

(I) You may show the **eBook** given on digital platform to discuss the question and answer.

Teacher: Look at Exercise 6 in your book. Fill in the missing numbers on the number strip.

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		0	1			3	4				8	٩		
	10		1	2				1	6	17	10	2	0	20

Teacher: Think carefully. What comes after 4? What comes before 8?

Teacher: Once you are done, we will check the answers together as a class.

(I) You may show the answers on **eBook** given on digital platform.

()You may show the **Animated Activity** given on digital platform to practise the concept.

Teacher: Let us reflect on what we learned today.



Teacher: Turn to your partner and share one thing you found interesting.

Teacher: Now, tell me one real-life situation where you have seen numbers.

Teacher: Great job, everyone. Let us clap for your hard work today.

Differentiated Activity

110 km/hr



Write numbers 11 to 20 on the board. Ask students to break them into tens and ones without objects.

80 km/hr



Give students objects (e.g., pencils, straws) and ask them to build numbers from 11 to 20 by grouping tens and ones.

40 km/hr



Give different bundles of things and ask student to identify the number.



Home Task

Practise writing numbers and their names up to 20 in your notebook.

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Period 6

Teacher: Good morning, students. How are you all today?

Students: We are great, Teacher.

Teacher: That is wonderful to hear. Let us warm up with a quick question.

Teacher: What number comes after 9?

Students: Ten.

Teacher: Excellent. Today, we will use the abacus to count numbers from 10 to 20.

Numbers On the Abacus



Show the abacus real model or image given on page 20.

(I) You may show the Animated

Activity given on digital platform to practise the concept. Teacher: This is an abacus. It has spikes to hold beads.

Teacher: The spike on the right is called the ones spike and the spike on the left is called the tens spike.

Teacher: Let us start by placing beads on the ones spike. Count aloud as we add beads.

Students: One, two, three... nine.

Teacher: Now, when we add the tenth bead, we move it to the tens spike. This means we now have 1 ten.

Teacher: If I add one bead to the ones spike, we have 1 ten and 1 one. What number is this?

Teacher: Perfect. Now, let us add one more bead to the ones spike. What number do we have?

Teacher: Now, it is your turn. Use your abacus to show the numbers 10, 11 and 12.

Teacher: Open your Main Course Book to Exercise 7, given on page 20. Look at the abacus pictures. Count the



beads on each spike and write the number in the space provided.



Teacher: For example, if there is 1 bead on the tens spike and 5 beads on the ones spike, what number is it?

Teacher: Correct. Now complete the next question on vour own.

Teacher: Before we end the class, let us relax our minds with a short meditation. Sit comfortably, close





your eyes and take a deep breath in and out.

Teacher: Imagine a calm place, like a beach or a park. Count softly in your mind from 1 to 10, then back to 1.

Teacher: Open your eyes slowly. Feel calm and happy. You did great today.

Differentiated Activity

110 km/hr

Ask students to show a number (e.g., 17) on the abacus, break it into tens and ones and write an equation: 17 = 10 + 7.

80 km/hr

Provide numbers (e.g., 12, 15, 18) and ask students to form them on the abacus. Then, write the number and its name in their notebooks.

40 km/hr



Place beads for simple numbers (e.g., 10, 11, 13). (Guided practise.)

Home Task

Complete question (c) and (d) of Exercise 7 given on page 20 in Main Course Book.

Period 7



Teacher: Good morning, students. How are you all today?

Teacher: That is wonderful to hear. Let us start with a fun activity.

Before, After and Between

BEFORE, AFTER AND BETWEEN Jas is standing before Maria. Lina is standing after Maria. Maria is standing between Jas and Lina. In the same way, a number may come before or after another number.



Teacher: I want three volunteers. Who wants to volunteer? **Teacher:** Who is standing in the middle?

Teacher: Who is standing before and after them?

(Confirm their answers and repeat with a few other students. Discuss the number line given on page 21 in Main Course Book.)



(Use **CRM signs** to settle down the class.)

(I) You may show the Infographics SHOULD DO given on digital platform to discuss the concept.



Teacher: Let us play a walking game to learn before and after numbers.

Teacher: I will say a number. If I say 'before,' take one step backward and say the number. If I say 'after,' take one step forward and say the number.

Teacher: Let us try. What comes before 6? (Students step backward and say 5)

Teacher: What comes after 6? (Students step forward and say 7)

Teacher: Great. Let us try more:

- What comes before 10? (Students step back and say 9)
- What comes after 13? (Students step forward and say 14)

Teacher: Now, let us do it faster. Ready?

Teacher: 8 before? (Students say 7)

Teacher: 11 after? (Students say 12)

Teacher: Fantastic. You all are doing great. Keep practicing before and after numbers.

You may show the **I Explain** given on digital platform to explain the concept.

Teacher:OpenyourMainCourseBook to Exercise 8, given on page 21.Look at the numbers given and write



the number that comes before each one in the blanks.

(8) Write the number that comes just before each number, as shown.

a. 67	b9	°. 5	d10	OTS
e.	f14	^{g.} 12	h20	21

Teacher: For example, what number comes before 9? **Teacher**: Correct. Write it in the blank.

Teacher: Once you finish the Exercise, exchange your books with your partner. I will write the correct answers on the board and you can check your partner's work.

Teacher: Now, let us move on to Exercise 9. Look at the numbers given and write the number that comes after each one in the blanks.



Teacher: For example, what number comes after 5? **Teacher**: That is right. Write it in the blank.

Teacher: Once you finish the Exercise, exchange your books with your partner.

You may show the **eBook** on digital platform to show the answers.

Teacher: Let us now work on Exercise 10. Look at the numbers given and

write the number that comes between the two numbers.

🔟 Write the number that	comes between these nu	umbers, as shown.	L
a. 6 7 8	b. 1 3	c. 8 10	TS
d. 10 12	e. 18 20	f. 14 16	(21)

Teacher: For example, what number comes between 8 and 10?

Students: Nine.

Teacher: Correct. Write it in the blank.

Teacher: Lastly move to Exercise 11 and look at the picture of Lina, Bruno and the cat.



Teacher: Complete this Exercise at your home.

(P) You may show the **eBook** on digital platform to show the answers.

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Teacher: Great job, everyone. Let us take a moment to relax. Close your eyes and take a deep breath in and out.

Teacher: Imagine a calm place, like a park or a beach. Count softly in your mind from one to ten and then back to one.

Teacher: Slowly open your eyes. You all did amazing today. I will meet you in the next class.

Differentiated Activity

110 km/hr

Ask students to break a number into tens and ones (e.g., 14 = 1 ten and 4 ones) and describe its position on the number line.

80 km/hr

Use the number line to identify before, after and between numbers. Students answer and write responses in their notebooks.

40 km/hr

Provide numbers visually (e.g., using objects or drawn dots). Ask students to count and identify the number that comes before or after based on the objects shown.

Home Task

Complete Exercise 11 given on page 21 in your Main Course Book.

Note for the Teacher: Create paper cards, draw dots each card (e.g., 3 dots, 5 dots, 8 dots), for comparison activity which can be done in next class.)

Period 8





Teacher: That is wonderful to hear. Let us start with a fun activity to warm up.

Teacher: I will show you some cards with dots, just like on dice. Look carefully and tell me which card has more dots. **Teacher**: Which card has more dots?



Teacher: That is correct. The card with more dots shows the bigger number. Let us try another one.

(Repeats the activity a few more times and include cards with equal numbers of dots to explain 'equal to.')

(Use **CRM signs** to settle down the class.)

Teacher: Open your books to Exercise 12. Look at the dice in each pair. Compare the number of dots on each dice.



Teacher: Colour the dice with more dots blue.

Teacher: Once you are done, exchange your books with your partner and check each other's work.

Greater than and less than, Equal to

Greater than and less than Lina and her friends play a game. They make teams. Ryan picks Maria. Lina picks Sam and Jas. Which team has more people? Team Lina has 3 people. Team Ryan has 2 people. 3 is more than 2.



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So, Team Lina has more people. We say 3 is **greater than** 2. We write 3 > 2.

Team Ryan has less people We say 2 is **less than** 3. We write 2 < 3.



Sam has to go home. Now, Team Lina has Lina and Jas. Which team has more people now? Both the teams have two people. They have the same number of people. When two numbers are the same, we say they are equal. We say 2 is **equal to** 2. We write 2 = 2. MUST DO

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Teacher: Lina and her friends are playing a game. Team Lina has 3 people and Team Ryan has 2 people. Which

team has more people?

Student: Team Lina.

Teacher: Correct. Three is greater than two. We write it like this: 3 > 2.

Teacher: Now, which team has fewer people? **Student:** Team Ryan.

Teacher: Right. Two is less than three. We write it like this: 2 < 3.

Teacher: Later, both teams have 2 people. What can we say about the teams now?

Student: They are equal.

Teacher: That is correct. When two numbers are the same, we use the equal sign. We write: 2 = 2.

Teacher: Let us quickly practise. I will give you two numbers and you will tell me the correct symbol. Five and three.

Student: Five is greater than three. 5 > 3. **Teacher:** Excellent, Four and four.

Student: They are equal. 4 = 4.

Teacher: Great work. Open your books to the Exercises and complete the comparison questions using the correct symbols.

Teacher: Now let us use the alligator mouths to compare numbers. Remember, the alligator always eats the bigger number because it is hungry.



(Show alligator mouth with two numbers, for example, 15 and 10 and demonstrate placing the alligator's open mouth towards 15.)

Teacher: Let us divide into groups of four. Each group will get numbers Your task is to place the alligator mouth correctly between the two numbers. The group that finishes first will get applause.

(Guides the groups as they complete the activity and provides whole-class feedback.)

You may show the **Mental Maths** given on digital platform to practise the concept.

Teacher: Open your books to Exercise 13, on page. 23. Count the objects

in each set and use the alligator's



mouth to show which number is greater, smaller, or equal.



Teacher: For example, if one set has 5 objects and the other has 7, you will place the alligator's mouth towards 7. **Teacher**: Once you finish, we will discuss the answers together.

You may show the **eBook** given on digital platform to show the answers.

Teacher: Look at the number strip in your book given on 23 in your Main Course Book. Numbers closer to zero



are smaller and numbers closer to twenty are bigger.



Teacher: For example, between 5 and 14, which is smaller? Students: Five.

Teacher: That is correct. Now let us do some quick comparisons using the number strip.



Teacher: What number is greater, 8 or 13? Students: Thirteen.

Teacher: What number is smaller, 17 or 9? Students: Nine.

(Continues with a few more examples and ensures all students participate.)

Teacher: Let us all give a huge round of applause for our hard work today.

Teacher: See you in the next class with more exciting learning.

Differentiated Activity

110 km/hr

Provide a set of three numbers (e.g., 12, 15and 8) and ask students to arrange them in order from smallest to largest. Then, guide them to write sentences comparing the numbers (e.g., 15 > 12, 8 < 12) in their notebooks.

80 km/hr

Write numbers on the board (e.g., 10 and 7). Ask students to compare the numbers and say whether one is greater, smaller, or equal. Guide them to use hand gestures to represent the alligator's mouth. 40 km/hr

Draw objects or dots on the board (e.g., 5 apples and 7 apples). Ask students to count the objects and say which group is greater, smaller, or if they are equal. Use verbal prompts to guide them.

Home Task

Complete Exercise 14 in your book. Compare the numbers and use the correct alligator sign (<, >, =).

Period 9

SHOULD DO **Teacher:** Good morning, students. How are you all today?

Teacher: That is wonderful to hear. Let us begin with a quick activity.

[Place three objects of different sizes (e.g., a small book, a medium notebook and a large textbook) on the table.]

Teacher: Which of these objects is the smallest?

Teacher: That is correct. Now, which is the biggest?

Teacher: Great. Let us arrange them from the smallest to the biggest. This is called ascending order.

(Use **CRM signs** to settle down the class.)

Ascending Order (Smallest to Biggest)



Teacher: Now, let US practise arranging things in ascending order with more objects.



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Teacher: I have placed pencils of different sizes on the table. Can I have two volunteers to arrange these pencils from the smallest to the biggest?

Teacher: Excellent work. When we arrange things from the smallest to the biggest, we call it ascending order or increasing order.

Teacher: Now, let us arrange ourselves in ascending order based on height. Who is the shortest in the class? Please come to the front. Who is the next tallest? Let us form a line from shortest to tallest.

Teacher: Look at how we are arranged now. This is ascending order, just like arranging numbers.

Teacher: Open your books to Exercise 15, given on page 24. Look at the numbers given in each set. Arrange



them in ascending order and write them in the blanks.



Teacher: For example, if the numbers are 5, 2 and 8, the ascending order is 2, 5, 8.

Teacher: Once you finish, raise your hand and I will check your work.

Teacher: Look at question beside Exercise 15. Number the children in the ascending order as per the size of their balloons

(I) You may show the **HOTS** given on digital platform to practise the concept.

Descending order(Biggest to Smallest) Teacher: Now, let us learn about

descending order. This is the opposite



of ascending order. We arrange things from the biggest to the smallest.



Teacher: Here, I have a duster, a chalk, a water bottle and a book. Can I have two more volunteers to arrange these objects from the biggest to the smallest?

Teacher: Wonderful. When we arrange things from the biggest to the smallest, we call it descending order or decreasing order.

Teacher: Now, let us arrange ourselves in descending order based on height. Who is the tallest? Please come to the front. Let us form a line from tallest to shortest.

Teacher: Look at how we are arranged now. This is descending order.

Teacher: Great job today, everyone. Let us take a moment to relax. Close your eyes and take a deep breath in and out. Think about what you learned today. Have a great day and see you in the next class.

Differentiated Activity

110 km/hr

Provide five numbers (e.g., 12, 8, 15, 10 and 5). Ask students to arrange them in ascending order first (5, 8, 10, 12, 15), then in descending order (15, 12, 10, 8, 5). Students should write both orders in their notebooks.

80 km/hr

Write three numbers on the board (e.g., 7, 4 and 9). Ask students to identify the ascending order (4, 7, 9) and descending order (9, 7, 4) verbally.

40 km/hr

Draw objects of different sizes on the board, such as circles of varying sizes. Ask students to identify the smallest and largest objects and arrange them visually in ascending order (smallest to largest). Then, reverse the arrangement for descending order (largest to smallest).

Home Task

Complete Exercise 16 in your Main Course Book, given on page 25.

Period 10

Teacher: Good morning, students. How are you all today? SHOULD DO

Teacher: That is wonderful to hear. Let us begin with a quick recap of what we have learned so far.

(Use CRM signs to settle down the class.)

Recalling better



Teacher: Which is the smaller number: 8 or 5? Yes, 5 is smaller.

Teacher: Which is the greater number: 9 or 4? That is right, 9 is greater.

Teacher: Arrange the series 9, 5, 2, 7 in ascending order. **Teacher:** Now, arrange the series 3, 5, 2, 9 in descending order.

Teacher: Great job, everyone. Let us now move to today's activities.

Teacher: Open your books to Exercise A given on page 25. Look at the missing letters in the number names.



Teacher: Let us read the number names aloud together. I will say the number and you will repeat after me. For example:

- One (O-N-E).
- Two (T-W-O).

Teacher: Now, fill in the missing letters in the blanks. Once you are done, we will check the answers together.

You may show the **eBook** given on digital platform to show the answers.

Teacher: Let us move to next Exercise B. Look at the objects grouped in tens and ones. Count the groups and write the digit for tens and the remaining ones.



26

MUST DO

OS MIN.

(B) Write the digit of tens and ones, as shown. COD Make groups of 10. Count the Tens Ones LOTS remaining ones. 1 1 Λ R R R R R R R **** M **** ****** ***** 7 8 7 Y Y 7 8 8 8 9 8 8 X 8 <u>A A A A A A A A</u> 4 4 4 4 4 4 4 4

Teacher: For example, if there is 1 group of ten and 2 objects remaining, we write 1 in the Tens place and 2 in the Ones place. The number is 12.

Teacher: Let us do the rest together. I will call one of you to answer each question.

MUST DO

ID MIN.

Teacher: Let us revisit the concept of before, after and between. I will place a chalk, duster and book in a line.



Teacher: Which object is in between? Which object is after the chalk? Which is before the book?

Teacher: Now, open your books and complete Exercise C. Write the correct numbers in the blanks.

Teacher: If you have done it, raise your hands. I will come and check it.

Teacher: Excellent work, everyone. Let us take a moment to relax. Close your eyes and take a deep breath in and out. Think about all the numbers we practised today.

Differentiated Activity

110 km/hr

Choose numbers from 11 to 20, write their number names and arrange them in alphabetical order.

80 km/hr

Write numbers (e.g., 12, 15 and 18) on the board. Ask students to spell out the number names aloud, then write them in their notebooks.

40 km/hr

Write incomplete number names on the board (e.g., 'th_teen' for thirteen). Ask students to fill in the missing letters and then write the full number name. Guide them as needed.

Home Task

Complete Exercise D in your Main Course Book, given on page 27.

Bring a thick white square sheet of paper, a pencil, ruler, black marker, and an eraser for doing 'Creating better' activity in the next Period.

Period 11

Teacher: Good morning, students. How are you all today?



Teacher: That is wonderful to hear. Let us begin with a fun activity.

Teacher: Choose one of these colours - red, blue, yellow, or green - as your favourite colour. I have assigned each corner of the classroom to one colour.

Teacher: Walk to the corner of your favourite colour. Let us see how many students are in each corner.

Teacher: Which corner has the most students? Which corner has the fewest? Let us compare and find out.

Teacher: Excellent. The corner with the most students has a greater number and the corner with the fewest students has a smaller number.

Teacher: Open your Main Course Book to Exercise E, given on page 28. Look at the groups of objects in each question.





Teacher: Count the objects in both groups. Circle the group that has the larger number.

Teacher: Complete the Exercise on your own and I will check your work once you are done.

Teacher: Let us play the Alligator game today. Mr. Alligator is very hungry for numbers.



Teacher: Remember, the open mouth of Mr. Alligator faces the bigger number, the closed side faces the smaller number and we use '=' when the numbers are the same. **Teacher:** Open your book to Exercise F. Look at the numbers in each pair and use the correct symbol to compare them.



Teacher: For example, between 12 and 15, Mr. Alligator will face 15 because it is bigger. We write: 12 < 15.

Teacher: Complete the exercise and we will review the answers.

You may show the **eBook** given on digital platform to show the answers.

Teacher: Let us practise arranging numbers in ascending order. I have placed blocks of different sizes on your tables.

MUST DO	\bigcap
OS MIN.	\Box

QD	© Write the numbers in asc	ending order.	
õ	1.83741		
	2 . 17 12 11 15 19		28

Teacher: Arrange the blocks from the smallest to the biggest. This is called increasing or ascending order.



Teacher: Now, open your books to Exercise G. Look at the numbers and arrange them in ascending order.

Teacher: For example, if the numbers are 7, 3 and 5, the ascending order is 3, 5, 7.

Teacher: Once you finish, let us check your answers together MUST DO



· Ask the adult to cut out the squares. Mix them up. Your paper jigsaw (28) puzzle is ready.

(Guide the learners as per the steps given on page 28 in 'Creating Better.')

Teacher: Great work today, everyone. Let us have a huge round of applause for our work.

Book of Holistic Development

(Refer to the Book of Holistic Teaching, COULD DO page number 9, 10 under the title Numbers upto 20.' Complete the



activities mentioned in this section and ensure that the students complete them. These activities are designed to enhance their holistic understanding and engagement with the topic. Provide any necessary support and materials to help the students successfully finish the activities.)

Chapter 2: Numbers up to 20	Theme 2: I Dress Smartly
 English Fill in the blanks with i and o to complete sentences. 1. have s x b g f sh in my p 2. see s x frogs h p on the g. 	HoLL MDA the _nd.
B EVS Lina has 4 cotton t-shirts, 3 woollen sweat raincoat. Write the season in which she w these. cotton t-shirt woollen sweater raincoat	ters and 1 vould wear

Teacher: Let us take a moment to relax. Close your eyes and take a deep breath in and out. See you in the next class.

Differentiated Activity

110 km/hr

Provide a set of five numbers such as 11, 14, 18, 16, 12 on slips of paper. Ask students to work in pairs to arrange the slips in ascending order and then descending order. Challenge them to create a short number story using the numbers and write comparison statements with symbols such as less than, greater than and equal to. For example, the tallest tree is 18 meters tall and the shortest is 11 meters. 18 is greater than 11.

80 km/hr

Write three numbers such as 9, 13 and 7 on the board and draw shapes like stars or hearts to represent each number. Ask students to colour the shapes for each number, arrange them in ascending order and write the number names. Then guide them to compare the numbers using symbols such as less than, greater than and equal to in their notebooks.

40 km/hr

Create a number hunt in the classroom by placing simple number cards like 5, 8 and 3 on desks or walls. Ask students to find the numbers, bring them to the front and identify which is the smallest, largest, or equal. Then guide them to arrange the numbers in ascending order while saying their number names aloud.

Home Task

Complete Exercise H of 'Learning better' given in your Main Course Book.

Period 12



29)

Teacher: Good morning, students. How are you all feeling today?

Teacher: Let us begin with an exciting rhyme and activity. Teacher: Divide into four groups and each group will sing and dance to the rhyme.

Verse 1:

- 1, 2, hop in place,
- 3, 4, spin with grace.
- 5, 6, clap your hands,
- 7, 8, make a dance.

Verse 2:

- 9, 10, jump up high,
- 11, 12, touch the sky.
- 13, 14, twist around,
- 15, 16, tap the ground.

MUST DO **Thinking Better** OS MIN. (Thinking better 21st CS HOTS

Think and answer in your notebook. Draw the face of a clock. Write the numbers correctly on the clock.

Teacher: Everyone please your Main Course Book on page 29. Draw the face of a clock. Write the numbers correctly on the clock. Who will read and explain Thinking better.

Teacher: Yes, we will draw the face of a clock and write the numbers correctly on the clock.

Choosing better



MUST DO

Carlos Ca

(29)

(Choosing better

When getting ready for school, what should you do to dress smartly?

- Wear clean clothes and comb your hair.
- Wear untidy clothes and not comb your hair.

Teacher: Now, we will move to the next question of our lesson: 'Choosing better'. When getting ready for school, what should you do to dress smartly?

Teacher: Perfect, tick the option in your book.

Worksheet 1

	20 MIN.
Theme 2: I Dress Smartly 2. Numbers up to 20	Worksheet 1
A. Write the number names of the t	following numbers.
1. 1	2. 6
3. 3	4. 10
5. 4	
B. Write the numbers for the follow	ing number names.
1. nine	2. seven
3. five	4. two
5. eight	
C. Write the number that comes af	iter the following numbers.
1. 5	2. 11
3. 16	ц. 9
5. 10	14

Teacher: Everyone please open your workbook on page 14. We will complete worksheet 1.

(Take the worksheet as an assessment or revision as per the needs of students.)

Revising better



Teacher: Your home task is to revise the content which we have discussed in the class in your little book of Revision. Bring the book in the next period.

Teacher: Great work today, everyone. Let us have huge round of applause for our work.

Teacher: Let us take a moment to relax. Close your eyes and take a deep breath in and out. See you in the next class.

Differentiated Activity

110 km/hr

Ask the students to draw multiple clocks with different times (e.g., 6:00, 9:00, 12:00) and write down the times in both digital and analog formats. How can we use time management in our daily activities?

80 km/hr

Provide students with three clocks showing different times. Ask them to compare the times using the greater than (>) or less than (<) symbols. Which time is earlier: 2:00 PM or 5:00 PM?

40 km/hr

Provide a clock face with missing numbers. Ask students to fill in the missing numbers from 1 to 12. Can you tell what time it is if the clock shows 9:00?

Home Task

Revise the number names up to 20 from this chapter in your Little Book.

Period 13

Teacher: Good morning, students. How are you all feeling today?



Teacher: That is wonderful to hear. Let us start with something fun. Are you ready for a quick game?

Teacher: Let us warm up. Clap your hands three times.

Teacher: Now touch your toes and jump up high.

Teacher: Great. Now spin around once and give your neighbour a high-five.

Teacher: Fantastic. Now let us dive into today's lesson. (Use **CRM signs** to settle down the class.)

ksheet 2	MUST DO
	Worksheet 2
A. Write the number names of	f the following numbers.
1. 12	2. 11
3. 16	4. 19
5. 20	
B. Write the numbers for the fo	ollowing number names.
1. thirteen	2. fifteen
3. twelve	4. twenty
5. eighteen	
C. Write the number that com	es before the following numbers.
1.	2.
3.	4. 5
5 20	(

Teacher: Everyone please open your

workbook on page 15. We will complete worksheet 2.

(Take the worksheet as an assessment or revision as per needs of students.)

Worksheet 3



Worksheet 3

A. Match the	numbers with their num	ıber names.		
1. 2	٠	•	a. seven	
2. 3	•	•	b. two	
3. 7	•	•	c. six	
4. 0	٠	•	d. three	
5. 6	•	•	e. zero	
B. Fill in the b	lanks.			
1. When noth	ing is left, we say it is			
2. 9 comes b	efore			
3	comes before 20.			
4	comes between 10	and 12.		
5. 15 comes o	after			
C. Write the n	umber that comes betw	veen the two	o given numbers.	
1. 1	3	2. 5	7	
3. 9		4. 14	16	(

Teacher: Everyone please open your workbook on page 16. We will complete worksheet 3.

(Take the worksheet as an assessment or revision as per needs of students.)

column of the KWL chart.



16

Teacher: This column is where we write what we have **learned** in this chapter.

Learning Outcomes

The students will:

Physical Development	 use coordinated movement of fine motor muscles for activities like pencil drawing, colouring, etc.
Socio-Emotional and Ethical Development	enjoy being in the company of their peers
Cognitive Development	 understand the spatial concepts of size and shape by observing and comparing objects of various shapes and sizes. identify different shapes. differentiate more from less quantity by observing given pictures. sort, classify and describe the objects based on their size and other observable properties. identify simple patterns in their surroundings, shapes and numbers.

Teacher: Think about the number names, the number orders and everything else we practised today.

(Wait for student responses and write them on the KWL chart.)

Teacher: Excellent. We have learned to compare numbers, arrange them in ascending and descending order and how to form and write number names.

Teacher: Great work today, everyone. You all did an amazing job. Let us have a huge round of applause for our hard work today.

Differentiated Activity

110 km/hr

Provide students with a set of three numbers (e.g., 10, 12 and 18) and ask them to write the number names for each. Then, have them arrange the number names alphabetically (e.g., 'eighteen,' 'ten,' 'twelve'). Afterward, ask students to compare the numbers using symbols like <, >and =)

80 km/hr

Give students a set of three numbers (e.g., 7, 14 and 9) and ask them to write the number names for each. Next, guide students to arrange the numbers in ascending order based on their number names. Have them then write the correct symbols to compare the numbers (e.g., 7 < 9, 9 < 14)

40 km/hr

Write incomplete number names on the board (e.g., 'f_ve,' 'se_en,' 'n_e'). Ask students to fill in the missing letters, then have them identify the numbers and arrange them in ascending order. Finally, guide students to compare the numbers using symbols like <, > and =, while verbally identifying them.

Home Task

Practise the concepts we have learned in the class.



Language and Literacy Development	 describe the physical features of solid objects in their own language. use 'tall' and 'long' for height and length respectively.
Aesthetic and Cultural Development	draw simple pictures and colour appropriately.
Positive Learning Habits	adopt classroom rules and normsdevelop adequate working memory

Starry Knights

How did your first session go? Could you connect with your learners?

Commendable, indeed...

Reward yourself with a STAR.