Beads 1 Term 2

Numbers (21-50)

LESSON PLAN

SPECIFIC OBJECTIVES

The students will
- ❍ know the numbers up to 50 in words and figures.
- ❍ write the number in expanded from by splitting it into tens and ones.
- ❍ learn forward and backward counting from 1 to 50 and 50 to 1, respectively.
- ❍ be able to say what comes before or after a given number from 1 to 50.
- ❍ be able to say what comes in between two given numbers.
- ❍ recognise the digits at ones and tens places and about place value of the digits of a given number.
- ❍ know about comparing and ordering numbers.
- ❍ form smallest and greatest numbers using given digits.

CONTENTS EXPLAINED INSIDE THE CHAPTER
- ❍ Numbers Twenty-one to Thirty (pages 42–43)
- ❍ Numbers Thirty-one to Forty (pages 44–45)
- ❍ Numbers Forty-one to Fifty (pages 46–47)
- ❍ Expanded Form (page 48)
- ❍ Forward and Backward Counting (page 49)
- ❍ Number Names and Numerals (page 50)
- ❍ After, Before, In Between (page 51)
- ❍ Ones and Tens Places and Place Value of Digits (pages 52–53)
- ❍ Comparing Numbers/Ascending and Descending Order (page 54)
- ❍ Smallest and Greatest Numbers Using Given Digits (page 55)

TEACHING AIDS

Few sets of 10 items or loose things like matchsticks, toothpicks, etc.

TEACHING STRATEGY

❍ Students have learnt how to make bundles of 10 in the previous chapter. Here the teacher should show 1 bundle, 2 bundles, 3 bundles, 4 bundles and 5 bundles together in the class and ask the students about the number they represent. Also, she should ask the number of few bundles and loose sticks showing one at a time. Thereafter, she should go through the text and exercises given on pages 42–47 and instruct the students to practise these exercises. Later she should explain the expanded form of the numbers and go through page 48 for providing more practice to the students.

❍ Again, she should assist the students in doing 'forward and backward counting' and 'number names and numerals' given on pages 49–50 as discussed earlier in previous chapter.

❍ Now, the teacher should explain the students, how to recognise the digits at ones and tens places and about place value of the digits of a given number as given on pages 52–53 with the help of bundles of tens and ones.

❍ Again the teacher should recall the comparison of numbers using the number tape and hence, explore ordering of numbers up to 50. Further, she should assist the students in forming smallest and greatest numbers up to 50 using given digits in which repetition of digits may be allowed or not. Thereafter, she should go through the pages 54–55 for providing more practice to the students.

EXPECTED LEARNING OUTCOMES

The students are able to

❍ read and write numbers up to 50.

❍ expand a 2-digit number in tens and ones.

❍ to find the place value of digits of a given 2-digit number.

❍ compare the given numbers.

❍ arrange them in ascending and descending order.

❍ make smallest and greatest numbers using given digits.