

Numbers (10–20) + ordinal numbers

6

LESSON PLAN

SPECIFIC OBJECTIVES

The students will

- be able to make a group of 10 items for representing Tens.
- understand about 2-digit numbers.
- learn to count and write numbers 10–20 in words and figures.
- learn backward counting.
- be able to say what comes before or after a given number from 10–20.
- be able to say what comes in between two given numbers.
- know about comparing numbers.
- know about ordinal or positioning numbers up to 20.

CONTENTS EXPLAINED INSIDE THE CHAPTER

- Introduction (pages 87–88)
- Writing 10–20 (pages 89–90)
- More on Numerals and Number Names (page 91)
- Backward counting (page 92)
- Before, After, In Between (pages 93–94)
- Greater than, Less than and Equal to (page 95)
- Ordinal Numbers (pages 96–99)

TEACHING AIDS

Pencils, crayons, matchsticks, marbles, dice, empty cups or bowls, sheets of grid paper/white paper, thread or rubber band, number tape, etc.

TEACHING STRATEGY

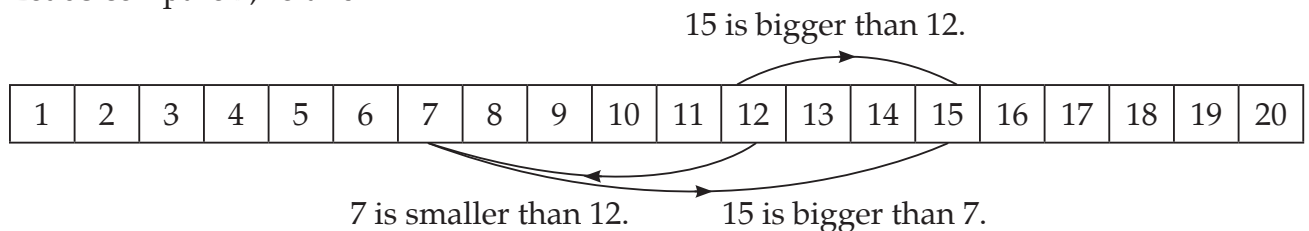
- The teacher should talk about the sets having 10 items like a packet of 10 pencils, a strip of 10 tablets, poppins—a set of 10 toffees, a pack of 10 matchboxes, etc., in the class and then involve the students to form their own bunch of 10s using pencils, crayons or matchsticks and thread or rubber band.

- Thereafter, she should ask them about a 2-digit number, 10, which has tens and ones places by writing it as on the blackboard. Also, mention that 10 is the first 2-digit number.

Tens	Ones
1	0

- Now, motivate them to collect other concrete objects and make a group of tens and count ones from these collections to understand other 2-digit numbers 11, 12, 13, ..., 20. Thereafter, go through the pages 87–88 for clear understanding.
- After that, the teacher should ask the students to write the numbers from 10 to 20 as they have already learnt writing 0–9. For this, ask them to complete the grid given on page 89.
- Further, the teacher should assist the students in writing number names of the numerals from 10–20 and learn backward counting. Then, go through the pages 90–92 for providing more practice to the students.
- Now, the teacher should use number tape or number line to explain the fact that which number comes before, or after a given number and which number comes in between two given numbers as given on page 93. Now go through the page 94 to check their understanding.
- Again, she should use number tape or number line for comparing two or more numbers. While moving from left to right, we get a bigger number and while moving from right to left, we get a smaller number on a number tape.

Let us compare 7, 15 and 12.



Thus, the numbers 7, 12 and 15 are in increasing order or the numbers 15, 12 and 7 are in decreasing order. After this, go through the page 95 for providing more practice to the students.

- The teacher should create any practical situation to conceptualise the positioning or ordinal numbers. After that, go through the text and exercise given on pages 96–99.

EXPECTED LEARNING OUTCOMES

Students are able to

- form bundles/groups of 10 items to show the number 10.
- know a 2-digit number using Tens and Ones places.
- learn the numbers 10–20 in words and figures.
- compare the given numbers.
- understand the positions of things from 1st to 20th positions.