

**Weekly planner**  
**Week- 2**

**Name of the faculty: Farhana Biswas Tania**

**Subject: Mathematics**

**Grade: 1**

Date: 18.08.24 -22.08.24	<b>Learning objective &amp; outcome:</b> Numbers to 100: 2Ni.01, 2Np.01, 2Np.02, 2Nc.04 Counting up tp 100: 2Nc.01, 2Nc.03, 2Nc.04 Cambridge Primary Teacher’s Resource 2(TR), Page 31, 34	
<b>Chapter &amp; topic/concept</b>	<b>Learning engagements:</b>	<b>Tools &amp; Resources</b>
Chap 1: Numbers to 100	<p><b>Day 1</b> <b>Ice breaking:</b> What are rows? (5 mins)</p> <p><b>Development activities:</b></p> <p>Exercise from last weeks activity: Missing numbers, LB, Ex 1.1, Q(1,2,3) WB, Ex 1.1, Q(1,2,3,6,7)</p> <p>TR, Guidance activity:</p>	<p>Cambridge Primary Mathematics Learner’s Book 2 Workbook 2</p>

	<p>100 square activity, TR, Pg-33, Paragraph 5 Ask learners what pattern they notice.</p> <p><b>Closing activities:</b> Diary writing</p> <p><b>Day 2:</b></p> <p><b>Ice breaking:</b> What are columns? (5 mins)</p> <p><b>Development activity:</b></p> <p>Guidance on selected thinking: TR, Pg-33 LB, Pg-16</p> <p>Plenary idea, TR, Pg-33 Rows in 100 square. LB, Pg-17, 18</p> <p><b>Closing activities:</b> Diary writing</p> <p><b>Day 3:</b></p> <p><b>Ice breaking:</b> What does accurate mean? (5</p>	<p>Resource sheet 1H</p>
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	<p style="text-align: center;">mins)</p> <p><b>Development activity:</b></p> <p>Ask learners to count on from 25.</p> <p>Ask learners to write numbers such as 21. Observe how each student responds. Note down their progress.</p> <p>Starter idea, TB,Pg-36 LB Ex 1.2 Q 1 WB Ex 1.2 Q(1,2,3,7)</p> <p><b>Closing activities:</b> Diary writing</p> <p><b>Day 4:</b></p> <p><b>Ice breaking:</b> What is collection? (5 mins)</p> <p><b>Development activity:</b></p> <p>Main Idea,TR, Pg-36</p> <p><b>Closing activities:</b> Diary writing</p>	<p style="text-align: center;">RS 1I</p> <p style="text-align: center;">small shells, pebbles, beans, paper cards, paper cups.</p>
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Differentiation: By content/ <u>process</u> / product	<p>Home work:</p> <p>Ask learners to look out for examples of numbers to 100 at home, as well as on the way to or from school. These might include door or road numbers, some car number plates and on packaging. At home, learners could check how many pages are in a newspaper, magazine or comic. Give learners the opportunity to talk about what they noticed.</p> <p>Invite learners to bring in a story book which has a number in its title. Display the books alongside examples from the class and school library. Give learners time to read the books.</p>	Assessment tools & strategies: worksheet, Formative Reflection (if any):