

Vision Empower & XRCVC
Teacher Instruction KIT
Digits (1-9)

Syllabus: Karnataka State Board
Subject: Mathematics
Grade: First
Textbook Name:
Chapter Number & Name: 3. Digits (1-9)

1. OVERVIEW

1.1 OBJECTIVE AND PREREQUISITES

Objectives:

- Matching the objects having same objects
- Identify more-less
- Count objects 1-9
- Identify, read and write numbers from 1 to 9
- Identify, read and write numbers before and after

Prerequisite Concept

- Oral numbers
- Counting Skill
- Using a slate & stylus / Braille (If a Braille learner)
- Reading & writing of Braille/Large font alphabets

Content Index

*Kindly Note: Activities marked with * are mandatory*

[OVERVIEW](#)

[1.1 OBJECTIVE AND PREREQUISITES](#)

[2.LEARN](#)

[2.1 KEY POINTS](#)

3. ENGAGE

[3.1 INTEREST GENERATION ACTIVITY](#)

[Introduction to Numbers](#)

Activity 1: Rhyme sing along - One, Two, Three, Four, Five *

[Activity 2: Numbers all around us*](#)

[3.2 CONCEPT GENERATION ACTIVITY](#)

[Comparison & Before and After number](#)

[Activity 3: Story on Comparing Numbers *](#)

Activity 4: Understanding Before and after Numbers *

Identification, Reading and writing numbers (1-9)

[Activity 5: Identify, read and write numbers \(1-9\) *](#)

3.3 LET'S DISCUSS: RELATE TO DAILY LIFE

[The teacher can encourage children to observe, where do we use numbers in our day to day life. We use them in phone numbers, roll numbers, vehicle name plates, room /house numbers, seat numbers, page numbers and so on.](#)

4.EXERCISES & REINFORCEMENT

4.1 REINFORCEMENT

[Activity 6: Count the objects and write the number*](#)

[Activity 7: Place the number of objects*](#)

[Teaching Tips:](#)

4.2 IMPORTANT GUIDELINES

[Perform Textbook Activity](#)

[Provide Homework](#)

2.LEARN

2.1 KEY POINTS

Introduction to numbers

A quantity or amount. expressed by a word, symbol, or figure. They are used in counting and making calculations.

2.2 LEARN MORE: None

3. ENGAGE

3.1 INTEREST GENERATION ACTIVITY

Introduction to Numbers

Activity 1: Rhyme sing along - One, Two, Three, Four, Five *

Materials Required: None

Pre-requisites: None

Activity Flow

The nursery rhyme should be taught with fingers

One, Two, Three, Four, Five,

Once I caught a fish alive.

Six, Seven, Eight, Nine, Ten,
But I let it go again
Why did you let it go?
Because it bit my finger so
Which finger did it bite?
The little finger on the right.

Activity 2: Numbers all around us*

Materials Required: None

Pre-requisites: None

Activity Flow

Introduce the student to numbers all around us and recap counting exercises. Talk about the following:

Numbers used for counting – students, books, chocolates, roll numbers

Numbers used for measuring things at home – 2 spoons of sugar in my tea! And so on

Numbers used for labelling things at home/school – Door numbers, Room numbers, etc.

Bus numbers, Car / Bike number plates, Seat numbers in trains, planes, buses, etc. house numbers, and street numbers. Show the child a toy bus with the bus number brailed on it like it would be on a real bus. Guide the child's hand to identify the front of the bus, the rear, the windows and doors.

Tell the child that we are now going to learn how to read and write those numbers.

3.2 CONCEPT GENERATION ACTIVITY

Comparison & Before and After number

Activity 3: Story on Comparing Numbers *

Materials Required: Pegs and counters

Activity Flow:

Narrate the following story to introduce the concept of comparing numbers

In a pond there lived a crocodile. It loved to eat fish that are bigger in number. On one side of the pond there were 3 fishes, on the other side there were 8 fishes. Which side had more fish?

While narrating the story, encourage the children to either place the rajma beans, counters on either side and ask them to compare. Encourage them to place the cloth pin towards the side that has more fish.

Questions:

Are the number of fingers on the right hand more or less compared to the number of fingers in the left hand?

Activity 4: Understanding Before and after Numbers *

Materials Required: Ganith mala, braille number cards, pegs

Activity Flow:

Introduce Ganith mala to the children saying this is a string of beads which we can use for learning different concepts in math like counting, before after, missing number, addition subtraction.

Give random numbers to the children and ask them to use Ganith mala and form that number using the beads. Once the children are able to represent the numbers given, encourage them to use the braille index card. Give the children a random number between 1 to 9, for example 7 and ask the children what comes before 7? What comes after 7? Ask them to say the answer loudly and using the index card place the number in the Ganith mala using a peg.

Note: The concept can be reinforced using a number line by orienting the children that number line moves from left to right. So the numbers on the left of any number means small and right means bigger. So when I say 4 what number comes before 4 so where will I place number 3 on my left or right?

Questions:

What number comes before 3?

What number comes after 8?

What number comes between 6 and 8?

Identification, Reading and writing numbers (1 to 9)

Activity 5: Identify, read and write numbers (1 to 9) *

Materials Required: Ganith mala, braille number cards, pegs

Activity Flow:

The teacher can teach the children to identify, read and write using the 6-dot marble board. Teachers can go slow by introducing one number at a time. Teachers can allow the children to touch, feel and help children develop the sense of braille number recognition. The teacher can teach the number name to the children correspondingly. Teachers can give a lot of practice by various means. For example: Give 2 objects and

encourage the children to count and braille the number and its corresponding number name using the stylus and slate.

3.3 LET'S DISCUSS: RELATE TO DAILY LIFE

The teacher can encourage children to observe, where do we use numbers in our day to day life. We use them in phone numbers, roll numbers, vehicle name plates, room /house numbers, seat numbers, page numbers and so on.

4. EXERCISES & REINFORCEMENT

4.1 REINFORCEMENT

Activity 6: Count the objects and write the number*

Materials Required: Bowl, coins/ Rajma seeds, slate & stylus

Pre-requisites: None

Activity Flow

The teacher can place a few coins/rajma seeds (1-9) in a bowl or a container and hand it over to students. The teacher can then ask the children to count the number of objects in the bowl/container and write the number in braille and also the corresponding number name using the slate and stylus.

Activity 7: Place the number of objects*

Materials Required: Bowl, coins/ Rajma seeds, slate & stylus

Pre-requisites: None

Activity Flow

The teacher can place around 10 objects (coins, seeds) in a bowl or a container and orally give out a number, for example 4 and then the teacher can ask the children to place the same number of objects from their bowl/container on his/her table/desk/floor.

Teaching Tips:

If there are any additional teaching tips then utilize this section to mention them.

References

4.2 IMPORTANT GUIDELINES

Exercise Reading

It is very important that the children practice their learnings as well as their reading. Hence have the children read out the newly learned concepts from their textbooks or other available resources.

Perform Textbook Activity

It is good practice to have the children perform the textbook activities. Your textbook activities might not be accessible hence go through this resource to learn how to make textbook content accessible

For example

Provide Homework

To evaluate their understanding and to help the student revise and implement the new learnt concept ensure to provide them with homework. Students should perform one or two of the questions mentioned above or from the textbook exercises with the teacher in Class and the remaining may be given for homework. Also, ensure that the student knows their special skills linked to independently using their accessible books as it will be critical to doing homework independently

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