

30 Lessons					
	Objective	Do together	Spot the Mistake	Independent Task	Equipment
1	Counting Objects Count, read, and write numbers to 20.	Show a group of objects (e.g., pencils, blocks, or counters) and ask pupils to count them with you. Encourage pupils to point to each object as they count. Write the corresponding number on the board or on a whiteboard.	Display a set of objects (e.g., 8 crayons) and count them incorrectly (e.g., "1, 2, 3, 4, 5, 6, 7, 9"). Ask pupils to identify the mistake and correct you.	Provide pupils with a set of objects (e.g., buttons, pom-poms, or small toys). Ask them to count the objects and write the corresponding number on a sheet of paper.	Various small objects (pencils, blocks, counters, crayons, buttons, pom-poms, or small toys), whiteboard or chalkboard, and pencils or markers.
2	Representing Numbers with Objects Represent numbers using concrete objects and pictorial representations (0-10).	Show a number card (e.g., 6) and ask pupils to represent that number using objects (e.g., counters or blocks). Encourage pupils to count out the objects as they represent the number. Draw a pictorial representation of the number on the board or whiteboard.	Display a number card (e.g., 4) and represent it incorrectly with objects (e.g., 5 counters). Ask pupils to identify the mistake and correct you.	Provide pupils with number cards (0-10) and a set of objects (e.g., counters or blocks). Ask them to represent each number card using the objects and draw a pictorial representation on a worksheet.	Number cards (0-10), various small objects (counters, blocks, or small toys), whiteboard or chalkboard, and pencils or markers.
3	Comparing and Ordering Numbers to 10 Compare and order numbers to 10.	Show two number cards (e.g., 3 and 7) and ask pupils to identify which number is greater or less. Use concrete objects or pictorial representations to compare the numbers. Arrange the number cards in order from smallest to largest or largest to smallest.	Display three number cards (e.g., 2, 5, 8) and arrange them in an incorrect order. Ask pupils to identify the mistake and correct you.	Provide pupils with a set of number cards (0-10) and ask them to arrange the cards in order from smallest to largest or largest to smallest. Ask them to compare and order numbers using concrete objects or pictorial representations.	Number cards (0-10), various small objects (counters, blocks, or small toys), and pencils or markers.

4	<p>Understanding Conservation of Number Understand conservation of number.</p>	<p>Show pupils a group of objects (e.g., 6 counters) and ask them to count the objects. Rearrange the objects, spreading them out or bringing them closer together. Ask pupils if the number of objects has changed or if it is still the same.</p>	<p>Display a set of objects (e.g., 8 blocks) and ask pupils to count them. Rearrange the objects, spreading them out or bringing them closer together. Claim that the number of objects has changed, even though it hasn't. Ask pupils to identify the mistake and explain why the number of objects remains the same.</p>	<p>Provide pupils with a set of objects (e.g., counters, blocks, or small toys). Ask them to count the objects and write down the number. Instruct them to rearrange the objects in different ways (e.g., spreading them out, bringing them closer together, or forming a line). Ask them to count the objects again and confirm that the number remains the same.</p>	<p>Various small objects (counters, blocks, or small toys), and pencils or markers.</p>
5	<p>Composing and Decomposing Numbers within 10 Compose and decompose numbers within 10 (e.g., 5 is 4 and 1, 2 and 3, etc.).</p>	<p>Show a number card (e.g., 7) and ask pupils to represent that number using concrete objects (e.g., counters or blocks). Encourage pupils to break the number into different combinations (e.g., 7 can be represented as 4 and 3, or 5 and 2, etc.). Write the different combinations on the board or whiteboard.</p>	<p>Display a number card (e.g., 6) and represent it using concrete objects. Intentionally decompose the number incorrectly (e.g., $6 = 4$ and 3). Ask pupils to identify the mistake and correct you.</p>	<p>Provide pupils with number cards (0-10) and a set of objects (e.g., counters or blocks). Ask them to represent each number using the objects and write down different ways to decompose the number.</p>	<p>Number cards (0-10), various small objects (counters, blocks, or small toys), whiteboard or chalkboard, and pencils or markers.</p>
6	<p>Identifying One More and One Less</p>	<p>Show a number card (e.g., 5) and ask pupils to represent that number using concrete</p>	<p>Display a number card (e.g., 7) and represent it using concrete objects.</p>	<p>Provide pupils with number cards (0-10) and a set of objects (e.g., counters or blocks).</p>	<p>Number cards (0-10), various small objects (counters, blocks, or small toys), and pencils or markers.</p>

	Identify one more and one less than a given number (0-10).	objects (e.g., counters or blocks). Ask pupils to add one more object and identify the new number. Then, ask them to remove one object and identify the new number.	Add one more object and state an incorrect number (e.g., say "9" instead of "8"). Ask pupils to identify the mistake and correct you.	Ask them to represent each number using the objects. Instruct them to write down the number, then add one more object and write the new number, and then remove one object and write the new number.	
7	Addition with Concrete Objects (Part 1) Add within 10 using concrete objects and pictorial representations.	Show two groups of objects (e.g., 3 counters and 2 blocks) and ask pupils to count the total number of objects. Model combining the two groups and counting the total. Draw a pictorial representation of the addition problem on the board or whiteboard.	Display two groups of objects (e.g., 4 counters and 3 blocks) and combine them. Intentionally miscount the total number of objects. Ask pupils to identify the mistake and correct you.	Provide pupils with various small objects (e.g., counters, blocks, or small toys). Give them addition problems within 10 (e.g., $2 + 3$, $5 + 2$, etc.). Ask them to represent the addition problem using the objects and draw a pictorial representation on a worksheet.	Various small objects (counters, blocks, or small toys), whiteboard or chalkboard, and pencils or markers.
8	Addition with Concrete Objects (Part 2) Add within 10 using concrete objects and pictorial representations.	Show two groups of objects (e.g., 4 counters and 3 blocks) and ask pupils to count the total number of objects. Model combining the two groups and counting the total. Draw a pictorial representation of the	Display two groups of objects (e.g., 5 counters and 2 blocks) and combine them. Intentionally miscount the total number of objects. Ask pupils to identify the mistake and correct you.	Provide pupils with various small objects (e.g., counters, blocks, or small toys). Give them addition problems within 10 (e.g., $4 + 3$, $6 + 1$, etc.). Ask them to represent the addition problem using the objects and draw a pictorial	Various small objects (counters, blocks, or small toys), whiteboard or chalkboard, and pencils or markers.

		addition problem on the board or whiteboard.		representation on a worksheet.	
9	Subtraction with Concrete Objects (Part 1) Subtract within 10 using concrete objects and pictorial representations.	Show a group of objects (e.g., 7 counters) and ask pupils to count the total number of objects. Remove a few objects (e.g., 3 counters) and ask pupils to count the remaining objects. Draw a pictorial representation of the subtraction problem on the board or whiteboard.	Display a group of objects (e.g., 8 blocks) and ask pupils to count the total. Remove a few objects (e.g., 4 blocks) and intentionally miscount the remaining objects. Ask pupils to identify the mistake and correct you.	Provide pupils with various small objects (e.g., counters, blocks, or small toys). Give them subtraction problems within 10 (e.g., $8 - 2$, $6 - 4$, etc.). Ask them to represent the subtraction problem using the objects and draw a pictorial representation on a worksheet.	Various small objects (counters, blocks, or small toys), whiteboard or chalkboard, and pencils or markers.
10	Subtraction with Concrete Objects (Part 2) Subtract within 10 using concrete objects and pictorial representations.	Show a group of objects (e.g., 9 counters) and ask pupils to count the total number of objects. Remove a few objects (e.g., 5 counters) and ask pupils to count the remaining objects. Draw a pictorial representation of the subtraction problem on the board or whiteboard.	Display a group of objects (e.g., 10 blocks) and ask pupils to count the total. Remove a few objects (e.g., 3 blocks) and intentionally miscount the remaining objects. Ask pupils to identify the mistake and correct you.	Provide pupils with various small objects (e.g., counters, blocks, or small toys). Give them subtraction problems within 10 (e.g., $10 - 3$, $7 - 5$, etc.). Ask them to represent the subtraction problem using the objects and draw a pictorial representation on a worksheet.	Various small objects (counters, blocks, or small toys), whiteboard or chalkboard, and pencils or markers.
11	Simple Word Problems (Addition) Solve simple word problems involving	Read a simple addition word problem (e.g., "Sam had 3 apples. His friend gave him 2 more apples. How many apples does Sam have now?").	Read a simple addition word problem and intentionally solve it incorrectly.	Provide pupils with simple addition word problems within 10. Ask them to represent the problem using concrete	Various small objects (counters, blocks, or small toys), whiteboard or chalkboard, and pencils or markers.

	addition within 10.	Model representing the problem using concrete objects or a pictorial representation. Solve the problem together by combining the objects and counting the total.	Ask pupils to identify the mistake and correct you.	objects or a pictorial representation on a worksheet. Instruct them to solve the problem and write the answer.	
12	Simple Word Problems (Subtraction) Solve simple word problems involving subtraction within 10.	Read a simple subtraction word problem (e.g., "Jessica had 8 marbles. She gave 3 marbles to her friend. How many marbles does Jessica have left"). Model representing the problem using concrete objects or a pictorial representation. Solve the problem together by removing objects and counting the remaining ones.	Read a simple subtraction word problem and intentionally solve it incorrectly. Ask pupils to identify the mistake and correct you.	Provide pupils with simple subtraction word problems within 10. Ask them to represent the problem using concrete objects or a pictorial representation on a worksheet. Instruct them to solve the problem and write the answer.	Various small objects (counters, blocks, or small toys), whiteboard or chalkboard, and pencils or markers.
13	Understanding Equality (Part 1) Develop an understanding of equality using concrete materials (e.g., $4 + 3 = 5 + 2$).	Show two different combinations of objects (e.g., 4 counters and 3 blocks, 5 counters and 2 blocks). Ask pupils to count the total number of objects in each combination. Discuss how both combinations represent the same total (e.g., 7 objects). Write the equality statement on the board or whiteboard (e.g., $4 + 3 = 5 + 2$).	Display two different combinations of objects (e.g., 6 counters and 2 blocks, 5 counters and 3 blocks). Intentionally write an incorrect equality statement (e.g., $6 + 2 = 7 + 1$). Ask pupils to identify the mistake and correct you.	Provide pupils with various small objects (e.g., counters, blocks, or small toys). Give them different combinations of objects (e.g., 3 counters and 4 blocks, 5 counters and 2 blocks). Ask them to count the total number of objects in each combination and write an equality statement on a worksheet.	Various small objects (counters, blocks, or small toys), whiteboard or chalkboard, and pencils or markers.

14	<p>Understanding Equality (Part 2) Develop an understanding of equality using concrete materials (e.g., $4 + 3 = 5 + 2$).</p>	<p>Show two different combinations of objects (e.g., 6 counters and 1 block, 4 counters and 3 blocks). Ask pupils to count the total number of objects in each combination. Discuss how both combinations represent the same total (e.g., 7 objects). Write the equality statement on the board or whiteboard (e.g., $6 + 1 = 4 + 3$).</p>	<p>Display two different combinations of objects (e.g., 7 counters and 2 blocks, 6 counters and 3 blocks). Intentionally write an incorrect equality statement (e.g., $7 + 2 = 8 + 1$). Ask pupils to identify the mistake and correct you.</p>	<p>Provide pupils with various small objects (e.g., counters, blocks, or small toys). Give them different combinations of objects (e.g., 5 counters and 3 blocks, 2 counters and 6 blocks). Ask them to count the total number of objects in each combination and write an equality statement on a worksheet.</p>	<p>Various small objects (counters, blocks, or small toys), whiteboard or chalkboard, and pencils or markers.</p>
15	<p>Counting to 20 Count, read, and write numbers to 20.</p>	<p>Lead a counting exercise with the class, counting from 1 to 20 together. Write the numbers on the board or whiteboard as you count. Ask pupils to identify specific numbers or point to them on a number line or chart.</p>	<p>Count from 1 to 20 while intentionally skipping or repeating a number. Ask pupils to identify the mistake and correct you.</p>	<p>Provide pupils with a worksheet containing number sequences with missing numbers (e.g., 1, 2, __, 4, __, 6, ...). Ask them to fill in the missing numbers and write the complete sequence.</p>	<p>Whiteboard or chalkboard, number line or chart</p>
16	<p>Representing Numbers to 20 Represent numbers using concrete objects and pictorial</p>	<p>Show a number card (e.g., 13) and ask pupils to represent that number using objects (e.g., counters or blocks). Encourage pupils to count out the objects as they represent the number.</p>	<p>Display a number card (e.g., 17) and represent it incorrectly with objects (e.g., 15 counters). Ask pupils to identify the mistake and correct you.</p>	<p>Provide pupils with number cards (0-20) and a set of objects (e.g., counters or blocks). Ask them to represent each number card using the objects and draw a pictorial</p>	<p>Number cards (0-20), various small objects (counters, blocks, or small toys), whiteboard or chalkboard, and pencils or markers.</p>

	representations (0-20).	Draw a pictorial representation of the number on the board or whiteboard.		representation on a worksheet.	
17	Comparing and Ordering Numbers to 20 Compare and order numbers to 20.	Show two number cards (e.g., 9 and 15) and ask pupils to identify which number is greater or less. Use concrete objects or pictorial representations to compare the numbers. Arrange the number cards in order from smallest to largest or largest to smallest.	Display three number cards (e.g., 11, 18, 6) and arrange them in an incorrect order. - Ask pupils to identify the mistake and correct you.	Provide pupils with a set of number cards (0-20) and ask them to arrange the cards in order from smallest to largest or largest to smallest. Ask them to compare and order numbers using concrete objects or pictorial representations.	Number cards (0-20), various small objects (counters, blocks, or small toys), and pencils or markers.
18	Composing and Decomposing Numbers within 20 Compose and decompose numbers within 20 (e.g., 15 is 10 and 5, 7 and 8, etc.).	- Show a number card (e.g., 14) and ask pupils to represent that number using concrete objects (e.g., counters or blocks). - Encourage pupils to break the number into different combinations (e.g., 14 can be represented as 10 and 4, or 8 and 6, etc.). - Write the different combinations on the board or whiteboard.	Display a number card (e.g., 12) and represent it using concrete objects. - Intentionally decompose the number incorrectly (e.g., $12 = 8$ and 5). - Ask pupils to identify the mistake and correct you.	- Provide pupils with number cards (0-20) and a set of objects (e.g., counters or blocks). - Ask them to represent each number using the objects and write down different ways to decompose the number.	Number cards (0-20), various small objects (counters, blocks, or small toys), whiteboard or chalkboard, and pencils or markers.

19	Identifying One More and One Less to 20 Identify one more and one less than a given number (0-20).	Show a number card (e.g., 11) and ask pupils to represent that number using concrete objects (e.g., counters or blocks). - Ask pupils to add one more object and identify the new number. - Then, ask them to remove one object and identify the new number.	- Display a number card (e.g., 16) and represent it using concrete objects. - Add one more object and state an incorrect number (e.g., say "19" instead of "17"). - Ask pupils to identify the mistake and correct you.	- Provide pupils with number cards (0-20) and a set of objects (e.g., counters or blocks). - Ask them to represent each number using the objects. - Instruct them to write down the number, then add one more object and write the new number, and then remove one object and write the new number.	Number cards (0-20), various small objects (counters, blocks, or small toys), and pencils or markers.
20	Addition within 20 (Part 1) Add within 20 using concrete objects and pictorial representations.	- Show two groups of objects (e.g., 8 counters and 5 blocks) and ask pupils to count the total number of objects. - Model combining the two groups and counting the total. - Draw a pictorial representation of the addition problem on the board or whiteboard.	- Display two groups of objects (e.g., 9 counters and 6 blocks) and combine them. - Intentionally miscount the total number of objects. - Ask pupils to identify the mistake and correct you.	- Provide pupils with various small objects (e.g., counters, blocks, or small toys). - Give them addition problems within 20 (e.g., $7 + 6$, $11 + 4$, etc.). - Ask them to represent the addition problem using the objects and draw a pictorial representation on a worksheet.	Various small objects (counters, blocks, or small toys), whiteboard or chalkboard, and pencils or markers.
21	Addition within 20 (Part 2) Add within 20 using concrete objects and pictorial representations.	- Show two groups of objects (e.g., 12 counters and 3 blocks) and ask pupils to count the total number of objects. - Model combining the two groups and counting the total.	- Display two groups of objects (e.g., 10 counters and 7 blocks) and combine them. - Intentionally miscount the total number of objects.	- Provide pupils with various small objects (e.g., counters, blocks, or small toys). - Give them addition problems within 20 (e.g., $9 + 8$, $13 + 2$, etc.).	Various small objects (counters, blocks, or small toys), whiteboard or chalkboard, and pencils or markers.

		<ul style="list-style-type: none"> - Draw a pictorial representation of the addition problem on the board or whiteboard. 	<ul style="list-style-type: none"> - Ask pupils to identify the mistake and correct you. 	<ul style="list-style-type: none"> - Ask them to represent the addition problem using the objects and draw a pictorial representation on a worksheet. 	
22	Subtraction within 20 (Part 1) Subtract within 20 using concrete objects and pictorial representations.	<ul style="list-style-type: none"> - Show a group of objects (e.g., 15 counters) and ask pupils to count the total number of objects. - Remove a few objects (e.g., 7 counters) and ask pupils to count the remaining objects. - Draw a pictorial representation of the subtraction problem on the board or whiteboard. 	<ul style="list-style-type: none"> - Display a group of objects (e.g., 18 blocks) and ask pupils to count the total. - Remove a few objects (e.g., 9 blocks) and intentionally miscount the remaining objects. - Ask pupils to identify the mistake and correct you. 	<ul style="list-style-type: none"> - Provide pupils with various small objects (e.g., counters, blocks, or small toys). - Give them subtraction problems within 20 (e.g., 17 - 6, 14 - 8, etc.). - Ask them to represent the subtraction problem using the objects and draw a pictorial representation on a worksheet. 	Various small objects (counters, blocks, or small toys), whiteboard or chalkboard, and pencils or markers.
23	Subtraction within 20 (Part 2) Subtract within 20 using concrete objects and pictorial representations.	<ul style="list-style-type: none"> - Show a group of objects (e.g., 19 counters) and ask pupils to count the total number of objects. - Remove a few objects (e.g., 11 counters) and ask pupils to count the remaining objects. - Draw a pictorial representation of the subtraction problem on the board or whiteboard. 	<ul style="list-style-type: none"> - Display a group of objects (e.g., 16 blocks) and ask pupils to count the total. - Remove a few objects (e.g., 7 blocks) and intentionally miscount the remaining objects. - Ask pupils to identify the mistake and correct you. 	<ul style="list-style-type: none"> - Provide pupils with various small objects (e.g., counters, blocks, or small toys). - Give them subtraction problems within 20 (e.g., 20 - 9, 13 - 5, etc.). - Ask them to represent the subtraction problem using the objects and draw a pictorial representation on a worksheet. 	Various small objects (counters, blocks, or small toys), whiteboard or chalkboard, and pencils or markers.
24	Word Problems (Addition and	<ul style="list-style-type: none"> - Read a word problem involving addition or subtraction within 20 (e.g., 	<ul style="list-style-type: none"> - Read a word problem and intentionally solve it incorrectly. 	<ul style="list-style-type: none"> - Provide pupils with word problems involving addition and subtraction within 20. 	Various small objects (counters, blocks, or small toys), whiteboard

	<p>Subtraction within 20) Solve word problems involving addition and subtraction within 20.</p>	<p>"Tom had 12 marbles. His friend gave him 5 more marbles. How many marbles does Tom have now?").</p> <ul style="list-style-type: none"> - Model representing the problem using concrete objects or a pictorial representation. - Solve the problem together by combining or removing objects and counting the total. 	<ul style="list-style-type: none"> - Ask pupils to identify the mistake and correct you. 	<ul style="list-style-type: none"> - Ask them to represent the problem using concrete objects or a pictorial representation on a worksheet. - Instruct them to solve the problem and write the answer. 	<p>or chalkboard, and pencils or markers.</p>
25	<p>Understanding Equality (Part 3) Develop an understanding of equality using concrete materials (e.g., $8 + 5 = 10 + 3$).</p>	<ul style="list-style-type: none"> - Show two different combinations of objects (e.g., 8 counters and 5 blocks, 10 counters and 3 blocks). - Ask pupils to count the total number of objects in each combination. - Discuss how both combinations represent the same total (e.g., 13 objects). - Write the equality statement on the board or whiteboard (e.g., $8 + 5 = 10 + 3$). 	<ul style="list-style-type: none"> - Display two different combinations of objects (e.g., 9 counters and 6 blocks, 12 counters and 3 blocks). - Intentionally write an incorrect equality statement (e.g., $9 + 6 = 14 + 1$). - Ask pupils to identify the mistake and correct you. 	<ul style="list-style-type: none"> - Provide pupils with various small objects (e.g., counters, blocks, or small toys). - Give them different combinations of objects (e.g., 7 counters and 8 blocks, 11 counters and 4 blocks). - Ask them to count the total number of objects in each combination and write an equality statement on a worksheet. 	<p>Various small objects (counters, blocks, or small toys), whiteboard or chalkboard, and pencils or markers.</p>
26	<p>Understanding Equality (Part 4) Develop an understanding of equality using concrete materials (e.g.,</p>	<ul style="list-style-type: none"> - Show two different combinations of objects (e.g., 12 counters and 3 blocks, 10 counters and 5 blocks). - Ask pupils to count the total number of objects in each combination. 	<ul style="list-style-type: none"> - Display two different combinations of objects (e.g., 14 counters and 2 blocks, 11 counters and 5 blocks). - Intentionally write an incorrect equality 	<ul style="list-style-type: none"> - Provide pupils with various small objects (e.g., counters, blocks, or small toys). - Give them different combinations of objects (e.g., 9 counters and 7 	<p>Various small objects (counters, blocks, or small toys), whiteboard or chalkboard, and pencils or markers.</p>

	12 + 3 = 10 + 5).	<ul style="list-style-type: none"> - Discuss how both combinations represent the same total (e.g., 15 objects). - Write the equality statement on the board or whiteboard (e.g., $12 + 3 = 10 + 5$). 	<p>statement (e.g., $14 + 2 = 15 + 1$).</p> <ul style="list-style-type: none"> - Ask pupils to identify the mistake and correct you. 	<p>blocks, 11 counters and 5 blocks).</p> <ul style="list-style-type: none"> - Ask them to count the total number of objects in each combination and write an equality statement on a worksheet. 	
27	Counting Backwards from 20 Count backwards from 20.	<ul style="list-style-type: none"> - Lead a counting exercise with the class, counting backwards from 20 to 0. - Write the numbers on the board or whiteboard as you count backwards. - Ask pupils to identify specific numbers or point to them on a number line or chart. 	<ul style="list-style-type: none"> - Count backwards from 20 to 0 while intentionally skipping or repeating a number. - Ask pupils to identify the mistake and correct you. 	<ul style="list-style-type: none"> - Provide pupils with a worksheet containing number sequences with missing numbers (e.g., 20, 19, __, 17, __, 15, ...). - Ask them to fill in the missing numbers and write the complete sequence counting backwards. 	Whiteboard or chalkboard, number line or chart.
28	Exploring Number Patterns Explore and identify patterns in number sequences.	<ul style="list-style-type: none"> - Show a number pattern on the board or whiteboard (e.g., 2, 4, 6, 8, ...). - Ask pupils to identify the pattern and predict the next few numbers in the sequence. - Discuss the rule or pattern that governs the sequence. 	<ul style="list-style-type: none"> - Display a number pattern (e.g., 5, 10, 15, 25, ...) and intentionally include an incorrect number. - Ask pupils to identify the mistake and correct the sequence. 	<ul style="list-style-type: none"> - Provide pupils with a worksheet containing different number patterns with missing numbers. - Ask them to identify the pattern, fill in the missing numbers, and write the rule or pattern governing the sequence. 	Whiteboard or chalkboard, and pencils or markers.
29	Number Games and Activities Reinforce number skills through engaging games and activities.	<p>Play a number game or activity with the class, such as:</p> <ul style="list-style-type: none"> - Number Bingo - Number Scavenger Hunt - Number Hopscotch - Number Memory Game 	<ul style="list-style-type: none"> - During the game or activity, intentionally make a mistake related to numbers, counting, or operations. 	<ul style="list-style-type: none"> - Provide pupils with various number-based puzzles, mazes, or worksheets to complete independently or in small groups. 	Depending on the game or activity, you may need number cards, dice, game boards, or other materials. Additionally, provide pencils or markers for independent tasks.

			- Ask pupils to identify the mistake and correct you.	- Encourage them to practice their number skills while having fun.	
30	Assessment and Review Assess pupils' understanding of the covered objectives and review concepts as needed.	- Review key concepts and skills covered throughout the lessons, such as counting, representing numbers, comparing and ordering, addition and subtraction, and understanding equality. - Encourage pupils to ask questions and clarify any misunderstandings.	- Intentionally make mistakes related to the covered concepts and ask pupils to identify and correct them.	- Provide pupils with a comprehensive assessment worksheet or test covering the various objectives. - Allow them to work independently and demonstrate their understanding of the concepts.	Whiteboard or chalkboard, assessment worksheets or tests, and pencils or markers.