Grade: 1

Date: ___________________________

Subject: Mathematics

Duration: 1×5 days

Unit title: Who am I?

Focus Question: How do you know me?

Attainment targets: To enable students to:

- Explore the attributes of people and objects in order to classify and make comparisons.
- Represent and interpret numerical/pictorial information.

Specific Objectives: Pupils should be able to:

- Use the word ‘set’ to describe a group.
- Identify at least ten numerals and associate them with their number names.
- Tell that 4 is more than/greater than three.
- Count names starting with the letter ‘s’.
- Identify at least three shapes.
- Tell the number of sides each shape has.
- Construct at least two shapes in their book or on the computer and colour it.
- Find at least one shape in their classroom, feel it and describe how it feels.
- Cut out pictures of shapes to make a shape girl or a shape boy.
- Write the name of two shapes that they can find in their home.
- Make the following sets and write the numbers.

  1 and 1 makes two
  3 and 1 makes four
  3 and 2 makes five
  1 and 4 makes five

**Key Vocabulary:** Numbers, shapes and set.

**Skills:** Counting, drawing, writing, matching, grouping, feeling, reading, speaking, comparing, problem solving, adding, viewing and inferencing.

**Resource Materials:** Shapes, counters, handouts, scissors, glue, cartridge paper, computer and play dough.

**Content Summary:** A shape is a pattern or area or form with a definite outline. The shape that has four equal sides is called a square. The shape that is round and has no sides is called a circle. The shape with 3 sides is called a triangle. The shape with two long sides and two short sides is called a rectangle.

**Day One**

**Introduction:** Students will sing the song “1, 2, 3 Jesus loves me” and tell the numbers that they heard in the song and find each in the classroom.

**Development:** The learners will then count from 0-10 and use the word set to describe a group of cherries on the board.

**Step 2:** The children will use play dough to make the numerals 0, 1, 2, 3, 4, 5 and write the number name for each on flash cards and paste them on the word tree.
Step 3: The children will identify numerals and associate them with their names on the chalkboard by matching the numerals with their number names.

Step 5: The learners will count the following and tell that:

\[
\begin{array}{c@{ }c@{ }c@{ }c}
S & S & S & S \\
S & S & S & S
\end{array}
\]

5 is more than 4

Assessment: Students will make the following sets, write the numbers and complete the following (the accelerated learners will use the plus sign + to complete this activity).

1 and 1 makes two
3 and 1 makes four
3 and 2 makes five
1 and 4 makes five
Evaluation:
**Day Two**

**Introduction:** Students will sing the following song:

Two long sides, two short (repeat)

I’m a rectangle that’s what I am

Two long sides and two short sides (hoo).

They will touch the shape in the classroom with two long sides and two short sides. Pupils will look on Mr. Shape. They will tell the shapes that they see and compare each shape.

**Development:** The facilitator will allow students to count each side of the shapes (except the circle because it has no sides). Then they will feel the shapes given to them and describe how each shape feels.

Step 2: The facilitator will tell them the name of each shape and allow the students to construct two shapes and write their names using play dough.

Step 3: Pupils will then look around and identify different shapes in their classroom.

Step 4: The students will close their eyes, feel a shape given to them and tell the name of the shape based on how it feels.

**Assessment:** Students will read and complete the following:

1. I am round. I have no side. I am a ________________.

2. I have two long sides and two short sides. I am a ________________.

3. I have four sides that are the same. I am a ________________.
4. I have three sides. I am a ______________________.

Evaluation:
Day Three

Introduction: The students will stand and use their fingers to form a circle. Then they will use play dough to make a square and a triangle.

Development: Then they will draw and cut paper in at least three shapes to form a picture of themselves or their friends.

Step 2: Write the name of two shapes that are found in the home.

Step 3: Pupils will tell what they think will happen to each shape that they see in the shape boy story.

Step 4: Pupils will listen to the story and identify shapes that they see and tell their names.

Step 5: The learners will tell their interpretation of the story and say what they would change. They should also tell some colours that they see on the pictures.

Assessment: Students will picture themselves as a shape and tell some things that would do. Then they will:

- Draw a picture of a triangle ________________________
- Draw a picture of a square _______________________
- Draw a picture of a rectangle ___________________
- Draw a picture of a circle ________________________

Evaluation:
Day Four

Introduction: Students will close their eyes and feel a number and tell what the number feels like; after which they will try to find the numeral in the classroom and use their fingers to form the number in the air.

Development: Children will count the amount of things in each set and try to match the numerals with the number name for example.

Step 2: The learners will tell their favourite number. If their favourite number is six they will clap six times and so on. They will also tell what they like about their favourite numeral and identify at least one thing that would happen if we did not have numbers.

Step 3: Students will form a line. Then the person at the front of the line will start to count and do an activity like clapping. The first child will say one then clap one time. Then the next student will say two and do another activity two times. After counting all the numbers students will tell how many students are in the class.
**Assessment:**  Pupils will write the missing numerals in each space.

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**Evaluation:**
Day Five

Introduction: Students will tell what they think will happen in the movie “See and Learn Numbers”. Their responses will be written in a semantic map on the chalkboard.

Development: While watching the movie the facilitator will pause to allow students to tell some numbers that they see and make predictions about things that they think will happen in the movie. The facilitator will allow students to confirm predictions (Russell Stauffer 1969, DVTA).

Step 2: Pupils will stand and sing songs mentioned in the movie and clap.

Step 3: After watching the movie the pupils will tell some numbers that they heard or saw in the movie and identify those numbers in the classroom. Then they will try to spell the number name for each numeral.

Assessment: Pupils will count how many things we have in each set and write the numeral and number name.
Evaluation:
Lesson Plan for the Week

Week #2

Grade: 1

Date: ______________________________

Subject: Mathematics

Duration: 1×5 days

Unit title: Who am I?

Focus Question: How do you know me?

Attainment targets: To enable students to:

- Explore the attributes of people and objects in order to classify and make comparisons.
- Give and receive information.
- Represent and interpret numerical/pictorial information.

Specific Objectives: Pupils should be able to:

- Use the word ‘set’ to describe a group.
- Identify at least four shapes.
- Identify at least ten numerals and associate them with their number names.
- Tell that 4 is more than/greater than three.
- Identify numerals from 0-20.
- Tell the number of sides each shape has.
- Make four shapes in their book and colour it.
- Find at least one shape in their classroom, feel it and describe how it feels.
- Cut out pictures of shapes to make a shape girl or a shape boy.
- Write the name of two shapes that they can find in their home.
- Complete the following using the addition sign.

  1 + 3 = __________

  4 + 3 = __________

  6 + 2 = __________

**Key Vocabulary:** Numbers, shapes, addition and set.

**Skills:** Counting, drawing, writing, matching, grouping, feeling, reading, speaking, comparing, problem solving, adding, viewing and inferencing.

**Resource Materials:** Shapes, counters, handouts, scissors, glue, cartridge paper, computer and play dough.

**Content Summary:** A shape is a pattern or area or form with a definite outline. The shape that has four equal sides is called a square. The shape that is round and has no sides is called a circle. The shape with 3 sides is called a triangle. The shape with two long sides and two short sides is called a rectangle.

**Day One**

**Introduction:** Students will sing the song “Ten little Indian boys” and tell the numbers that they heard in the song and find each in the classroom.

**Development:** The learners will then count from 0-20 and use the word set to describe a group of cherries on the board.
Step 2: The children will use play dough to make the numerals 11, 12, 13, 14, 15 and write the number name for each on flash cards and paste them on the word tree.

Step 3: The children will identify numerals and associate them with their names on the chalkboard by matching the numerals with their number names.

Step 5: The learners will count the following and use the addition sign (+) and equal sign (=) to complete the following:

Assessment: Students will make the following sets, write the numbers and complete the following:

\[
\begin{align*}
3 + 4 &= \quad \quad \quad \quad \quad 7 + 4 &= \quad \quad \\
4+6&= \quad \quad \quad \quad \quad 2+5&= \quad \quad 
\end{align*}
\]
Evaluation:
Day Two

Introduction: Students will sing the following song:

Two long sides, two short (repeat)
I’m a rectangle that’s what I am
Two long sides and two short sides (hoo).

They will touch the shape in the classroom with two long sides and
two short sides. Pupils will look on Mr. Shape. They will tell the
shapes that they see and compare each shape.

Development: The facilitator will allow students to count each side of the shapes
(except the circle because it has no sides). Then they will feel the
shapes given to them and describe how each shape feels.

Step 2: The facilitator will tell them the name of each shape and allow the
students to construct two shapes and write their names using play
dough.

Step 3: Pupils will then look around and identify different shapes in their
classroom.

Step 4: The students will close their eyes, feel a shape given to them and
tell the name of the shape based on how it feels.

Assessment: Students will read and complete the following:

1. What is the name of the shape with four equal sides? _______________

2. What shape has three sides? _______________
3. What is the name of the shape with two long sides and two short sides? __________________

4. What shape has no side? ______________

Evaluation:
Day Three

Introduction: The students will stand and use their fingers to form a circle. Then they will use play dough to make a square and a triangle.

Development: Then they will draw and cut paper in at least three shapes to form a picture of themselves or their friends.

Step 2: Write the name of two shapes that are found in the home.

Step 3: Pupils will tell what they think will happen to each shape that they see in the shape boy story.

Step 4: Pupils will listen to the story and identify shapes that they see and tell their names.

Step 5: The learners will tell their interpretation of the story and say what they would change. They should also tell some colours that they see on the pictures.

Assessment: Students will picture themselves as a shape and tell some things that would do. Then they will match the name with each shape:

- triangle
- square
- rectangle
Evaluation:
Day Four and Five

Introduction: Students will close their eyes and feel a number and tell what the number feels like; after which they will try to find the numeral in the classroom and use their fingers to form the number in the air.

Development: Children will count the amount of things in each set and try to match the numerals with the number name for example.

Step 2: The learners will tell their favourite number. If their favourite number is six they will clap six times and so on. They will also tell what they like about their favourite numeral and identify at least one thing that would happen if we did not have numbers.

Step 3: Students will form a line. Then the person at the front of the line will start to count and do an activity like clapping. The first child will say one then clap one time. Then the next student will say two and do another activity two times. After counting all the numbers students will tell how many students are in the class.
Assessment: Pupils will write the missing numerals in each space.

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The learners will complete the following.

\[
2 + 3 = \_ \_ \_ \_ \_ \_ \_ \_ \_ \\
5 + 4 = \_ \_ \_ \_ \_ \_ \_ \_ \_ \\
9 + 2 = \_ \_ \_ \_ \_ \_ \_ \_ \_ \\
6 + 2 = \_ \_ \_ \_ \_ \_ \_ \_ \_ \\
\]

Evaluation:
Lesson Plan for the Week

Week #3

Grade: 1
Date: __________________________
Subject: Mathematics
Duration: 1×5 days
Unit title: Who am I?
Focus Question: How do you know me?

Attainment targets: To enable students to:
- Give and receive information.
- Know and use basic language skills and the convention of spoken and written language.
- Demonstrate awareness of time and the relationship with occasions or events.
- Represent and interpret numerical/pictorial information.

Specific Objectives: Pupils should be able to:
- Use the ordinal numbers first, second, third, fourth and so on.
- Use the one mathematical symbol for decision making ‘=’.
- Identify the larger or smaller, taller or shorter etc of two objects in any setting (use different orientations and positions).
- Identify objects which are just as large, tall or long as another.
- Identify the months of the year and the days of the week.
- Use a calendar in class and refer it to it at appropriate times.
- List at least three shapes found in the environment.
- Compare two numbers and tell which is greater >.
- Demonstrate an understanding of the serial order of the numbers one through ten (for example, know that six is one more than five and so on).
- Observe and draw at least one natural shape (for example, tree, sun, rock, hill, man and so on).

**Key Vocabulary:** Numbers, equal, shapes and set.

**Skills:** Counting, drawing, writing, matching, grouping, feeling, reading, speaking, comparing, problem solving, adding, viewing and inferencing.

**Resource Materials:** Counters, calendar, handout, textbook, shapes in our classroom, television and DVD player.

**Content Summary:** We can put people and things in order. In order means each has its own place. First is the one that begins or starts. First comes before all others. Last is the one at the end. We are not all the same size. Some people are tall. Some people are short. We know persons by how short or tall they are.

**Day One**

**Introduction:** Students will form lines of six. At the word ‘go’ the first child runs to the starting line. He throws a bean bag to the child who is at the start of the line, then goes to be last. The next child is now the first in line; does the
same thing. Each child takes turn to be first and last. The first line to finish wins.

**Development:** The learners will then comment on the activity as in who came first, second and third.

**Step 2:** Then they will talk about numbers and how they come in order. Then the students will close their eyes and picture themselves in a race with four people and tell the facilitator another word for fourth in a race with four children (last).

**Step 3:** Pupils will then picture themselves winning a race like Mr. Bolt and tell some things they would do. Then they will tell which number they came if they won the race, whether 1st, 2nd, or 3rd.

**Assessment:** Students will read and complete the activity in their getting to know me textbook page 20.

**Evaluation:**
Day Two

Introduction: Pupils will sing the song:

- I am tall (repeat)

I am short (repeat)

But it does not matter at all.

We are friends; we have a lot of fun.

It does not matter if I am tall or short.

Development: The learners will compare themselves finding one person who is taller and shorter than them.

Step 2: Then the students will tell their age and see which child is the oldest.

Step 3: Pupils will look in their textbooks and tell which person is taller.

Step 4: Children will use their hands to tell short and tall. Then they will tell two good things that can happen if they are tall or short.

Assessment: Students will read and complete the activity in their textbook about tall or short (Getting to know me).

Evaluation:
Day Three

Introduction: Students will close their eyes and feel a shape to identify and tell how many sides it has if any.

Development: Pupils will identify at least three shapes in their environment and put their shape man in their portfolio.

Step 2: The learners will indicate their ages on a number strip, count the number of pupils of the same age and make comparisons (discussion to include terms; same age as, older than, younger than and so on).

Step 3: Students will read and complete the following sentences.

My name is ________________________.

I am ________________ years old.

Step 4: Pupils will then go outside and observe natural shapes in their environment for example, tree, sun, rock and so on.

Assessment: Students will draw a natural shape they observed earlier and write a sentence about their natural shape.

Evaluation:
Day Four

Introduction: Pupils will look at an image of different sets projected on the board. They will count each set and tell which one has more if both sets have the same amount of members. For example:

![Image of sets](image1)

Development: Students will listen and sing the following song:

When two sets have the same amount of members we use the equal sign, equal sign (repeat)

The facilitator will use his gingers to make or form the equal sign while singing and the pupils will model the instructor.

Step 2: One student will write the equal sign on the chalkboard =. Then the learners will use play dough to make the equal sign.
Step 3: Pupils will tell when we use the equal or not equal sign. The students will count the amount of girls in figure A and make the numerals in the sandbox.

Assessment: The students will draw each set and write = or ≠ on the line.
Evaluation:
Day Five

Introduction: The students will sing the following song entitled ‘Some sets are greater’.

Some sets are greater!
Some sets are greater!
They have more!
They have more!
Some sets are greater!
They have more!

The learners will then tell what they think greater means.

Development: They will match the numbers in two sets by joining the lines in their textbook. Then they will finish the sentences and write the numeral in each box.

Step 2: Students will read, write and discuss the following sentences:

- Some sets do not have the same number of members. One set can have more members. One set can have less.

Step 3: Pupils will look at two sets in the class and tell which one has more.

Assessment: Pupils will match each cup to a saucer and finish the sentences. Then they will read each sentence aloud and write the correct word on the line.

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| b | e |
The set of numbers has _______________numbers.

The set of letters has______________letters.

The set of numbers is __________________________ than the set of saucers.

       greater/less

Evaluation:
Lesson Plan for the Week

Week #4

Grade: 1
Date: ______________________________
Subject: Mathematics
Duration: 1×5 days
Unit title: Who am I?
Focus Question: To which group do I belong?

Attainment targets: To enable students to:

- Give and receive information.
- Explore the attributes of people and objects in order to classify and make comparisons.
- Represent and interpret numerical/pictorial information.
- Demonstrate awareness of time and the relationship with occasions or events.

Specific Objectives: Pupils should be able to:

- Identify sets that are greater than and less than (< or >).
- Use two mathematical symbols for decision making = or ≠.
- Identify the months of the year and days of the week.
- Compare two numbers and tell which is greater.
- Identify numerals and associate them with their names and numbers.
- Use picture to tell who is younger and older.
Write the month and year in which they were born.

Write two things that they do on Sunday.

Identify persons who are big, bigger and biggest (small, smaller, and smallest).

Compare two things and tell which is taller.

**Key Vocabulary:** Numbers, equal, greater, less, and set.

**Skills:** Counting, drawing, writing, matching, grouping, feeling, reading, speaking, comparing, problem solving, adding, viewing and inferencing.

**Resource Materials:** Counters, hand-out, chart, textbooks, calendar and picture collage.

**Content Summary:** Some sets are more than others. We say they are greater than others. Sets do not always have the same number of members. One set can have less. We get bigger and taller as we grow older. Older means that we have lived for a greater number of years than someone else. There are seven days in one week. The days always come in the same order each week. Each day has a name. We write the first letter of each name with a capital letter.

**Day One**

**Introduction:** Pupils will say the following jingle/poem and use their body movements to show the words highlighted.

- As **tall** as a pole
  
  As **short** as a mole,
  
  As **big** as a house,
  
  As **small** as a house.

**Development:** Students will stand beside each other and tell who is taller.
**Step 2:** The learners will look at three buses and tell which one is big, bigger and biggest. They will also compare three books to tell which one is small, smaller and smallest.

**Step 3:** Pupils will use a crayon to draw around a person’s right hand. Then they will compare it to their hand and tell which one is big and small.

**Step 4:** Students will sit down and put one of their foot on a classmate’s foot and compare to see which one is bigger or smaller (big, bigger or biggest).

**Assessment:** Students will draw a picture of themselves and their best friend and write a sentence to tell who is taller or shorter. Then they will draw pictures to show:

- big
- bigger
- biggest
- small
- smaller
- smallest

**Evaluation:**
Day two

Introduction: Students will close their eyes and feel the numbers from 0-10 and try to identify them.

Development: Pupils will then look at the sets on the chalkboard and count to see which set is more.

Step 2: The learners will read, write and discuss the following sentences.

- Sets do not always have the same number of members. One set can have more members. One set can have less.

  The facilitator will draw a circle and a triangle on the floor using chalk. Then he/she will tell the children to make groups in the triangle and circle; then they will tell which group has more/less males and which group has more/less children.

Step 3: Students will then match the members of each set, join the lines and write more or less on the lines. This activity will be done in their getting to know me text.

Assessment: Pupils will draw things for each set and mark the set that has less.
Evaluation:
Day Three

**Introduction:** Students will sing the days of the week song. Then they will put the days in the correct order on the interactive chart.

Seven days make one week (repeat)

Seven days make one week and we can say them all

Sunday 1, Monday 2, Tuesday 3, Wednesday 4, Thursday 5, Friday 6 and Saturday makes it seven.

**Development:** The learners will tell the days of the week and the amount of days we have in one week. Pupils will tell and show one thing that they can do on each day.

**Step 2:** Children will then look at pictures of things that some children do during one week (page 77 getting to know me). They will talk about each picture.

**Step 3:** Pupils will write the first day of the week and write the name of two days that we do not go to school on the chalkboard.

**Assessment:** Students will look at one month from a calendar and complete the following. They will tell what they think the letters mean and identify each numeral that they see.
- How many days are in one week? __________________________
- One which day does this month end? ________________________
- How many Sundays are in this month? _________________________
- Write the name of the day that starts with ‘W’. ________________
Day Four

Introduction: Pupils will look at pictures that show special things that happen in each month (pages 80-82 getting to know me).

Development: The learners will comment on each picture and tell what they like or dislike. Their responses will be written on a semantic map on the board.

Step 2: Pupils will play a word hunt game. The months of the year will be written on flash cards. The facilitator will call the month and the children will try to find the month hidden in the classroom.

Step 3: Children will read, write and talk about the following sentences.

There are 12 months in one year. Each month has a name. We write the first letter in the name of each month with a capital letter. Special things can happen in each month.

Assessment: Students will read and complete the following sentences:

- Write the name of the first month of the year. ________________
- What is the last month of the year? ________________
- In which month does the new school year start? ________________

Evaluation:
Day Five

**Introduction:** Students will put an elastic band on their right hand. Then they will make the greater than sign with their right hand and sing the following song (>).

This right hand is greater than; this right hand is greater than

I use it to do many things this right hand is greater than.

Then the learners will make sets that are greater in the triangle and circle on the ground and write the greater than sign.

**Development:** Pupils will then raise their left hand and make the less than sign while singing the following song.

This left hand is less than; this left hand is lesser than

I use it to do many things this left hand is lesser than.

The learners will make the < sign in the sandbox and make sets that are less than on the board.

**Step 2:** Students will tell the difference between < and >. The facilitator will tell them that the elbow of each sign always point toward the smaller number.

**Step 3:** The learners will look at two sets and they will write < or > on the line.
Assessment: Students will complete the following by writing < or > on each line.

3_______4 6_______5 9_______4 12_______19

Evaluation:
Lesson Plan for the Week

Week #5

Grade: 1
Date: ______________________________
Subject: Mathematics
Duration: 1×5 days
Unit title: Who am I?
Focus Question: To which group do I belong?

Attainment targets: To enable students to:

- Explore the attributes of people and objects in order to classify and make comparisons.
- Represent and interpret numerical/pictorial information.
- Give and receive information.

Specific Objectives: Pupils should be able to:

- Identify sets that are greater than and less than (< or >).
- Use two mathematical symbols for decision making = or ≠.
- Identify the months of the year and days of the week.
- Compare two numbers and tell which is greater.
- Identify numerals and associate them with their names and numbers.
- Use the word ‘set’ to describe a group.
- Identify a pictograph and the key and use them to answer questions.
- Construct their own pictographs.
- Explain the importance of the title and key on the pictograph.
- Group real and representative objects in many ways.

**Key Vocabulary:** Numbers, equal, greater, less, and set.

**Skills:** Counting, drawing, writing, matching, grouping, feeling, reading, speaking, comparing, problem solving, adding, viewing and inferencing.

**Resource Materials:** Counters, handouts, charts with pictograph, television, DVD entitled numbers, and textbook.

**Content Summary:** A pictograph uses pictures to tell how many there are. A pictograph has a title and a key. The title is the name of the pictograph. They key tells something about the pictograph. Some sets are more than others. We say they are greater (> ) than others. Sets do not always have the same number of members. One set can have more members. One set can have less.

**Day One**

**Introduction:** Students will sing the song entitled “Ten little Indian boys”. Pupils will then show eight fingers and the facilitator will show two. The learners will count and tell which one is less.

**Development:** Pupils will talk about things that are less (<). For example, we have five chalks in our classroom but two chalkboards. Therefore, two is less than five.

**Step 2:** The learners will look at examples in their getting to know me textbook and tell which set is less or greater.

**Step 3:** The facilitator will allow pupils to create sets of their own using things in the classroom and tell which one is less by counting each set.
Assessment: Pupils will complete the following activities.

Make a set that is <.

\[
\begin{array}{ccc}
\text{ } & \text{ } & \\
\text{ } & \text{ } & \\
\text{ } & \text{ } & \\
\end{array}
\]

Make a set that is >.

\[
\begin{array}{ccc}
\text{ } & \text{ } & \\
\text{ } & \text{ } & \\
\text{ } & \text{ } & \\
\end{array}
\]

Write < or > on each line.

\[
\begin{array}{ll}
4 & < 7 \\
3 & > 0 \\
18 & < 19 \\
19 & > 28
\end{array}
\]

Evaluation:
Day Two

Introduction: Pupils will look on a picture of a pictograph in their getting to know me text and count the amount of food items that they see. Then they will count the amount of apples Tom eats for the week and tell how much apple they would eat if they were Tom and spell the number name.

Development: The students will tell the name of each picture and count how many Tom eats per week. They will write the number name in the sandbox then use magnetic letters to spell the word.

Step 2: The learners will sing the song about pictographs.

A pictograph uses pictures to tell how many there are

A pictograph has a title and a key

E-I-E-I-O

With a title here and a key there, here a title there a title, title, title everywhere

A pictograph uses pictures to tell how many there are.

Step 3: The learners will tell what they think a pictograph is and their responses will be written in a semantic map on the chalkboard. Then the students will some other things they heard in the song for example, title and key. The facilitator will show and tell the students about the title and key.

Assessment: Students will use the pictograph in their getting to know me text to complete questions in their textbook.
Evaluation:
Day Three

Introduction: Students will watch a short video about numbers on the television. Then they will tell all the numbers that they saw in the movie and tell one special thing about that number.

Development: Pupils will identify all the numbers that they see in the classroom and attempt to spell the number name.

Step 2: Children will use sand paper to make their favourite numeral in their books. They will write three special things about their number. For example:

Seven is special to me because I am seven years old.

God made seven days.

Seven days make one week.

Step 3: The learners will match each balloon with its number name in their getting to know me textbook.

Assessment: The learners will complete the following activities:

Draw a set of balloons that is fewer than the set of balls.

3 and 3 make __________.

4 and 6 make __________.

6 + 4 = ____________
9 + 2 =__________

Evaluation:
**Day Four**

**Introduction:** Pupils will sing the following song:

A pictograph uses pictures to tell how many there are.

A pictograph has a title and a key.

E-I-E-I-O

With a title here and a key there, here a title there a title, title, title everywhere.

A pictograph uses pictures to tell how many there are.

**Development:** Students will explain the meaning of pictograph. Then they will tell some things that we can put in pictographs and tell what they think the title and key is.

**Step 2:** Pupils will read the following sentences:

The **title** is the name of the pictograph.

The **key** tells us something about the pictograph.

**Assessment:** Students will complete an activity in their getting to know me textbook about pictographs.

**Evaluation:**
Day Five

Introduction: Each student will find a friend in class and find out what their friends like to do. They will tell if they like to do the same thing as their friend.

Development: Students will then ask five of their friends the following questions.

They will draw a 😊 on the pictograph for each child who says ‘yes’ to a question.

Do you like to go to school?

Do you like to go to church?

Do you like to go shopping?

Do you like to play?

Step 2: Pupils will fill out the empty pictograph in their getting to know me text.

Assessment: From their pictograph the students will complete the following.

- How many students like to go to church? ______________
- How many like to go to school? ______________
- What do your friends like to do? Then they will finish the sentence.

My friends like to ____________________________.

Evaluation:
Lesson Plan for the Week

Week #6

Grade: 1

Date: ________________________________

Subject: Mathematics

Duration: 1×5 days

Unit title: Who am I?

Focus Question: To which group do I belong?

Attainment targets: To enable students to:

- Represent and interpret numerical/pictorial information.
- Give and receive information.
- Demonstrate awareness of time and the relationship with occasions or events.

Specific Objectives: Pupils should be able to:

- Recognize and make patterns using various objects. For example, leaves and shapes.
- Read the calendar.
- Make sets that are less and more.
- Tell which set is <, > or =.
- List the days of the week in the correct order.
- Draw two things that they do on Saturday.
- Look on a pictograph and tell whose birthday comes first.
- Identify the months of the year.
- Pretend that they are singers and make up a song to tell about the month in which they were born.
- Identify numerals from 0-20 and associate them with their number names.

**Key Vocabulary:** Numbers, calendar, equal, greater, less, and set.

**Skills:** Counting, drawing, writing, matching, grouping, feeling, reading, speaking, comparing, problem solving, adding, viewing and inferencing.

**Resource Materials:** Shapes, bottles, counters, leaves, textbook, calendar and flash cards.

**Content Summary:** A pattern is a set of things that you see again and again in the same order. Shapes can form a pattern. Colours can form a pattern.

**Day One**

**Introduction:** Children will look at a set of shapes. They will tell what they notice about the pattern.

**Development:** Pupils will use the shapes to make patterns of their own.

**Step 2:** Students will look on leaves and identify the patterns. They will use some big leaves and some small leaves to make patterns.

**Step 3:** The learners will make a pattern. For example, one tall child, one short child; one tall child, one short child and so on.

**Assessment:** Students will complete the activity about pattern in their getting to know me textbook.

**Homework:** Each child will take a picture of themselves to school.
Evaluation:
Day Two

**Introduction:** Children will sing the song entitled “All those born in January skip around”. Then they will tell their birth date. They will write their birth date on a flash card with their name and picture.

**Development:** The learners will pretend that they are singers and make up a song to tell about the month in which they were born.

**Step 2:** Children will look on the birth dates and tell whose birthday comes first and last.

**Step 3:** Pupils will look at a month from a calendar projected on the board. They will tell what they think the letters on the calendar means.

**Step 4:** The facilitator will ask the children to find particular dates for example, August 6 and they will tell the day that it falls on.

**Assessment:** The students will look on the following table and answer the questions below.

<table>
<thead>
<tr>
<th>Lisa and Rory’s birthday</th>
<th>Alex’s birthday</th>
<th>Tom</th>
<th>Kim’s birthday</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 6</td>
<td>March 4</td>
<td>April 16</td>
<td>May 10</td>
</tr>
</tbody>
</table>

- When is Alex’s birthday? ________________________
- Whose birthday is last? ________________________
- Whose birthday is first? ________________________
- Lisa has the same birthday as ________________.

**Evaluation:**
Day Three

Introduction: Children will sing the song entitled “some sets are greater”. Then they will tell what we mean when we say something is greater.

Development: Pupils will make sets of boys and girl and tell which set is greater.

Step 2: Children will make sets that are greater than on the board and use the > sign to show greater than.

Step 3: Pupils will sing the greater than song and use their right hand to make the greater than sign. They will make the < and > sign in the sandbox.

Step 4: Children will then sing the less than song and use their left hand to make the less than sign. The children will use counters to make sets and put the correct sign in the middle (< or >) to show which set is less than or greater than.

Assessment: Students will make sets that are < and >.
Evaluation:
Day Four and Five

Introduction: Students will sing the song entitled “Seven days make one week”. Then they will tell the days of the week and how many days we have in one week.

Development: The learners will show one thing that they do on Saturday. Then they will use construction paper to draw and write about something they can do on Saturday.

Step 2: Pupils will write the days of the week in the correct order.

Friday Monday Tuesday Thursday Saturday Wednesday Sunday

1. _______________________
2. _______________________
3. _______________________
4. _______________________
5. _______________________
6. _______________________
7. _______________________

Step 3: The children will also identify the numerals from 0-20 on number cards. They will then match the numerals to the number names below.

eighteen 13
eleven 12
twelve 16
thirteen 11
sixteen 18
Assessment: Students will make a number book from 0-20. They will write the numeral, number name and draw a picture to represent how many.

Evaluation:
Lesson Plan for the Week

Week #7

Grade: 1

Date: ______________________________

Subject: Mathematics

Duration: 1x5 days

Unit title: My Body (Part 1)

Focus Question: What do I look like and what can I do?

Attainment targets: To enable students to:

- Represent and interpret numerical/pictorial information.

- Give and receive information.

- Explore the attributes of people and objects in order to classify and make comparisons.

Specific Objectives: Pupils should be able to:

- Estimate and measure, using non-standard measurements for units of length.

- Construct and interpret a simple table or pictograph using numbers, pictures and objects.

- Identify numerals from one to ten and associate them with their names.

- Use standard measurement and units of length.

- Count the external parts of the body and use numerals to represent the number of parts.
- Compare measurements of parts of the body, using non-standard and standard measures for example, string and metre strips or rulers.
- Use a meter strip to measure how tall they are.
- Make a balance.

**Key Vocabulary:** Tall, short, measurement, metre, more and less than.

**Skills:** Counting, drawing, writing, matching, grouping, feeling, reading, speaking, comparing, problem solving, adding, viewing and inferencing.

**Resource Materials:** Metre strip, meter ruler, pencils, crayons, hanger, string, dish, laptop and multi-media projector.

**Content Summary:** To measure some things correctly, we use the metre. We use the metre to measure how tall, how long or how wide. Your arm span is about one metre. Our height tells how tall we are. As we grow we get taller. A balance tells us how much something weighs.

**Day One**

**Introduction:** Students will sing the following song:

I am tall (repeat)

I am short (repeat)

But it does not matter at all.

We are friends, we have a lot of fun

It does not matter if I am tall or short.

Pupils will tell if they are taller than they were last year.
**Development:** The learners estimate to see which child is the tallest. Then they will use the metre ruler to measure each other. (The students will be divided into four groups. Each group will get a metre ruler).

**Step 2:** Then the students will measure their friend against the chalkboard. They will mark their friend’s height with a white chalk then they will change places with their friend. Their friend will mark their height on the chalkboard using a different colour chalk.

**Step 3:** Students will then use metre strips to measure both heights on the chalkboard.

**Assessment:** Pupils will read, discuss and write how many metres on the lines.

1. My height is ________________ metres.

2. My friend’s height is ________________ metres.

3. Who is taller? Answer with a sentence. ____________________ taller.

**Evaluation:**
Day Two

Introduction: Pupils will look at a picture projected on the board and tell who is the tallest.

Development: Students will count how many girls they see and count how many boys are in the picture. They will write the number name on the board.

Step 2: The learners will use their hand span to measure the table. They will then use a metre strip to measure the table and compare answers.

Step 3: Pupils will tell one advantage of being tall and one advantage of being short.

Assessment: Students will use the information projected to answer the following:

- Who is one metre tall? Write the name ________________.

- Who is taller than one metre? Write the names.
  ________________ and ________________

- Who is shorter than one metre? Write the name ________________.

Evaluation:
Day Three

Introduction: Students will listen to and say the following jingle:

One, two buckle my shoe

Three, four shut the door

Five, six pick up sticks

Seven, eight lay them straight

Nine, ten a big fat hen

The learners will identify the number names in the classroom and call each.

Development: Pupils will then watch a short movie entitled “Sesame Street numbers” on the computer (image will be projected on the board using the multi-media projector).

Step 2: The facilitator will pause the movie and allow students to tell some numbers that they saw in the movie and let them find the number name in the classroom.

Step 3: After the movie five students will be blindfolded. Each student will be given a number. They will feel the number and try to identify it based on how it feels.

Assessment: Pupils will match each number balloon with its number name.

Evaluation:
Day Four and five

Introduction: Students will look at a balance. They will tell what they think it is used for.

Development: Pupils will put an orange and a small piece of chalk in the balance. Then they will tell which one is heavier.

Step 2: The learners will go into four groups and make a balance. They will use a wire hanger, string, scissors and 2 empty margarine dishes. Each group will punch three holes in each dish and cut 3 pieces of string, all the same length. They will tie the strings to each dish and tie each dish on the hanger.

Step 3: Students will weigh a piece of string and a stone in their balance. They will tell which one is heavier.

Assessment: Pupils will highlight some things we can put in the balance to compare weight. Then they will fill in the following letters and make a sentence with each word.

H_ _ v_ _ r

L_ ght_ r

__________________________________________________________________
__________________________________________________________________

Evaluation:
Lesson Plan for the Week

Week #8

Grade: 1

Date: ____________________________

Subject: Mathematics

Duration: 1×5 days

Unit title: My Body (Part 1)

Focus Question: What do I look like and what can I do?

Attainment targets: To enable students to:

- Represent and interpret numerical/pictorial information.
- Give and receive information.
- Explore the attributes of people and objects in order to classify and make comparisons.

Specific Objectives: Pupils should be able to:

- Estimate and measure, using non-standard measurements for units of length.
- Construct and interpret a simple table or pictograph using numbers, pictures and objects.
- Identify numerals from 20 to 40 associate them with their names.
- Use standard measurement and units of length.
- Complete simple multiplication.
- Compare measurements of parts of the body, using non-standard and standard measures for example, string and metre strips or rulers.
- Make a balance.
- Use a scale to compare weight.

**Key Vocabulary:** Tall, short, measurement, metre, more and less than.

**Skills:** Counting, drawing, writing, matching, grouping, feeling, reading, speaking, comparing, problem solving, adding, viewing and inferencing.

**Resource Materials:** Metre strip, meter ruler, pencils, crayons, hanger, string, dish, laptop and multi-media projector.

**Content Summary:** To measure some things correctly, we use the metre. We use the metre to measure how tall, how long or how wide. Your arm span is about one metre. Our height tells how tall we are. As we grow we get taller. A balance tells us how much something weighs.

**Day One**

**Introduction:** Students will look at a scale. They will tell what they think it is used for. One child from each group will weigh on the scale and write their weight on the board.

**Development:** The learners will then compare each child to see which one is heavier or lighter.

**Step 2:** Pupils will tell another thing that we can use to tell how heavy or light something is.

**Step 3:** The learners will make up a song about weight in groups of four. The facilitator will provide scaffolding for each group.
Assessment: Students will use the weight for each child to complete the following.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Peter</td>
<td>Mary</td>
<td>Alex</td>
<td>Rory</td>
</tr>
<tr>
<td>28kg</td>
<td>40kg</td>
<td>30kg</td>
<td>50kg</td>
</tr>
</tbody>
</table>

Put heavier or lighter on each line.

Peter is __________________ than Mary.

Alex is __________________ than Peter.

Mary is __________________ than Alex.

Evaluation:
Day Two

Introduction: Students will tell some things that we can use to measure. The learners will then use a meter ruler to measure things in the classroom. For example, the door is two metres tall.

Development: The children will look at a table and estimate to tell how much metre we can get by measuring it. Then they will use the metre rule to measure the table.

Step 2: Pupils will use the metre strings to measure things in their school environment. The students will write the name of each thing measured and write their results/findings.

Assessment: The learners will look at pictures of animals and their height. Then they will complete the following.

Which animal is 1 metre tall? Write the name______________________.

Which animal is taller than one metre? Write the names ____________ and __________

Which animal is shorter than 1 metre? __________________

Evaluation:
Day Three

Introduction: Pupils will try to find the numeral hidden in the classroom for each number name shown. For example, the facilitator will show the children the numeral 18 and they must find the number name. Pupils will look the × sign and they will tell what they think it means.

Development: Students will create a poster with numbers from 20-30. They will try to write the numerals and number names.

Step 2; The learners will compare the following numbers by writing < or > on each line.

33_______32  34_______31  38_________39

Step 2: Children will then do the following and then apply doing the same problem using multiplication (×).

2+ 2+2= ________
2×3 =_______

Step 3: The learners will read, write and discuss the following sentence.

Multiplication is a short way to add.

Pupils will then show another way for writing:

2 × 4=______ (2+2+2+2=________)
3 × 2=______ (3+3=____)

Step 4: The children will tell the steps that they should do in completing multiplication problems.

Assessment: Students will complete the following:
\[
2 \times 8 = \underline{\hphantom{0}} \\
3 \times 5 = \underline{\hphantom{0}} \\
4 \times 2 = \underline{\hphantom{0}} \\
\]

**Evaluation:**
Day Four and Five

**Introduction:** The learners will tell what \( \times \) means and what multiplication means.

**Development:** Children will then write a short way to add each.

\[
2+2+2+2+2= \boxed{10} \\
3+3+3= \boxed{9}
\]

**Step 2:** The learners will compare the following numbers by writing < or > on each line.

\[
16 \quad \quad \quad \quad 32 \quad \quad \quad 14 \quad \quad \quad 11 \quad \quad \quad 28 \quad \quad \quad 29
\]

**Step 3:** Pupils will then complete an activity in their text about heavy and light (My body 69 to 70).

**Assessment:** The learners will complete the following:

\[
2 \times 5= \boxed{10} \\
3 \times 7= \boxed{21} \\
3 \times 3= \boxed{9}
\]

**Evaluation:**
Lesson Plan for the Week

Week #9

Grade: 1
Date: ___________________________
Subject: Mathematics
Duration: 1×5 days
Unit title: My Body (Part 1)
Focus Question: How do I take care of my body?

Attainment targets: To enable students to:

- Represent and interpret numerical/pictorial information.
- Give and receive information.
- Explore the attributes of people and objects in order to classify and make comparisons.
- Demonstrate awareness of time and the relationship with occasions or events.

Specific Objectives: Pupils should be able to:

- Estimate and measure, using non-standard measurements for units of length.
- Show and tell the time on the clock.
- Measure using standard units of capacity.
- Complete simple addition/multiplication.
- Write all the numbers that are on the clock.
- Use at least two mathematical symbols for decision making.
- Compare things in their class to see which can hold more things.
- Demonstrate an understanding for the serial order of the numbers one to twenty. For example, know that 23 is one more than 11.

**Key Vocabulary:** Tall, short, measurement, metre, more and less than.

**Skills:** Counting, drawing, writing, matching, grouping, feeling, reading, speaking, comparing, problem solving, adding, viewing and inferencing.

**Resource Materials:** Charts, cups, clocks, bottles, counters and metre ruler.

**Content Summary:** We use clocks and watches to tell the time. They tell us the time of day.

**Day One**

**Introduction:** Children will sing the song entitled “There’s a rush, rush, rush”. They will say the time that they see on the clock.

**Development:** Pupils will tell what the long and short hand means. Then they will complete the following sentence.

When we are telling the hour the long hand always point on ________.

**Step 2:** Children will use their clocks to make time given.

**Step 3:** Each group will be given a picture showing someone taking care of their body. They will look at the clock on the picture and tell the time.

**Assessment:** Students will make the following times.

3 o’clock 6 o’clock 8 o’clock
Evaluation:
**Day Two**

**Introduction:** Children will read the poem entitled *look at Bill* in their textbook.

**Development:** They will count and tell the amount of words that they see in the poem that rhymes with *ill*.

**Step 2:** The learners will look at toy pills given then they will count the amount that they got and spell the number name.

**Step 3:** Pupils will tell the amount of time they go to the dentist for the year.

**Assessment:** Students will read and answer the questions below.

- Each day, Bill gets one pill after breakfast, one pill after lunch and one pill after dinner. How many pills does Bill get each day? 
  
  ____________

- The doctor told Mary to take 2 pills each day. How many pills does Mary take each week? ____________

**Evaluation:**
Day Three

**Introduction:** Pupils will look on objects and tell what they are for example cups and bottles.

**Development:** Children will look at 3 different cups. They will tell if they hold the same amount.

**Step 2:** One child will fill one with water and pour the water with care into another cup. They will look to see if the cup holds all the water.

**Step 3:** Pupils will look at a 2 litre, six litre and one litre bottle. They will tell if a 2 litre bottle of water would hold more or less water than a six litre bottle of water.

**Step 4:** The learners will look in their textbook page 114 and tell which cup holds more liquid.

**Assessment:** Students will complete an activity about litre in their textbook.

**Evaluation:**
Day Four and Five

Introduction: Students will sing the following song:

I like to read my clock every-day tic tock (repeat)
Day time and night time
Hour hand and minute hand
I like to read my clock every-day tick tock.

The learners will then touch the hour hand and minute hand on the clock.

Development: Pupils will identify times given on the clock.

Step 2: They will tell the time that they eat breakfast, lunch and dinner. They will also tell the time that they go to sleep.

Step 3: Each group will be given a round Styrofoam dish to make a clock.

Step 4: Pupils will complete the following:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11 o’clock</td>
<td>2 o’clock</td>
<td>7 o’clock</td>
</tr>
</tbody>
</table>

Step 5: Students will use the metre ruler to measure a book and a table. Then they will tell which one is taller.

Assessment: Pupils will complete the activities in the My Body textbook pages 94 to 95.

Evaluation:
Lesson Plan for the Week

Week #10

Grade: 1

Date: ____________________________

Subject: Mathematics

Duration: 1×5 days

Unit title: My Body (Part 1)

Focus Question: How do I take care of my body?

Attainment targets: To enable students to:

- Represent and interpret numerical/pictorial information.
- Give and receive information.
- Explore the attributes of people and objects in order to classify and make comparisons.
- Demonstrate awareness of time and the relationship with occasions or events.

Specific Objectives: Pupils should be able to:

- Estimate and measure, using non-standard measurements for units of length.
- Show and tell the time on the clock.
- Measure using standard units of capacity.
- Complete simple addition/multiplication.
- Write all the numbers that are on the clock.
- Use at least two mathematical symbols for decision making.
- Compare things in their class to see which can hold more things.
- Demonstrate an understanding for the serial order of the numbers one to twenty. For example, know that 23 is one more than 11.

**Key Vocabulary:** Tall, short, measurement, metre, more and less than.

**Skills:** Counting, drawing, writing, matching, grouping, feeling, reading, speaking, comparing, problem solving, adding, viewing and inferencing.

**Resource Materials:** Charts, cups, clocks, bottles, counters and metre ruler.

**Content Summary:** We use clocks and watches to tell the time. They tell us the time of day.

**Day One**

**Introduction:** Children will sing the song entitled “There’s a rush, rush, rush”. They will say the time that they see on the clock.

**Development:** Pupils will tell what the long and short hand means. Then they will complete the following sentence.

When we are telling the hour the long hand always point on ________.

**Step 2:** Children will use their clocks to make time given.

**Step 3:** Each group will be given a picture showing someone taking care of their body. They will look at the clock on the picture and tell the time.

**Assessment:** Students will make the following times.

| 5 o’clock | 12 o’clock | 6 o’clock |
Evaluation:
Day Two

Introduction: Pupils will look on objects and tell what they are for example cups and bottles.

Development: Children will look at 3 different cups. They will tell if they hold the same amount.

Step 2: One child will fill one with water and pour the water with care into another cup. They will look to see if the cup holds all the water.

Step 3: Pupils will look at a 2 litre, six litre and one litre bottle. They will tell if a 2 litre bottle of water would hold more or less water than a six litre bottle of water.

Assessment: Students will use the following to answer the questions by writing more/less on each line:

<table>
<thead>
<tr>
<th>Cup</th>
<th>bottle</th>
<th>bucket</th>
<th>dish</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 litre</td>
<td>3 litre</td>
<td>6 litre</td>
<td>1 litre</td>
</tr>
</tbody>
</table>

- The cup can hold ________________ water than the ________________.

- The bottle holds ________________ water than the bucket.

The bucket holds ________________ water than the bottle.

Evaluation:
Day Three

Introduction: Children will read the poem entitled look at Bill in their textbook. Another text or poem that is similar can be used.

Development: They will count and tell the amount of words that they see in the poem that rhymes with ill.

Step 2: The learners will look at toy pills given then they will count the amount that they got and spell the number name.

Step 3: Pupils will tell the amount of time they go to the dentist for the year.

Assessment: Students will read and answer the questions below.

- If Bill gets two pills after breakfast, one pill after lunch and two pills after dinner. How many pills does Bill get each day?

_________________

- The doctor told Mary to take 3 pills each day. How many pills does Mary take each week?

__________________

Evaluation:
Day Four and Five

Introduction: Students will sing the following song:

I like to read my clock every-day tic tock (repeat)

Day time and night time

Hour hand and minute hand

I like to read my clock every-day tick tock.

The learners will then touch the hour hand and minute hand on the clock.

Development: Pupils will identify times given on the clock.

Step 2: They will tell the time that they eat breakfast, lunch and dinner. They will also tell the time that they go to sleep.

Step 3: Each group will use their clocks to show times given.

Step 4: Pupils will complete the following:

4 o’clock 1 o’clock 5 o’clock

Assessment: Pupils will complete the activities in the My Body textbook page 92.

Evaluation:
Lesson Plan for the Week

Week #11

REVISION

Grade: 1

Date: ______________________________

Subject: Mathematics

Duration: 1×5 days

Unit title: Who am I?

Focus Question: To which group do I belong?

Attainment targets: To enable students to:

- Give and receive information.
- Explore the attributes of people and objects in order to classify and make comparisons.
- Represent and interpret numerical/pictorial information.
- Demonstrate awareness of time and the relationship with occasions or events.

Specific Objectives: Pupils should be able to:

- Identify sets that are greater than and less than (< or >).
- Use two mathematical symbols for decision making = or ≠.
- Identify the months of the year and days of the week.
- Compare two numbers and tell which is greater.
- Identify numerals and associate them with their names and numbers.
Use picture to tell who is younger and older.

Write the month and year in which they were born.

Write two things that they do on Sunday.

Identify persons who are big, bigger and biggest (small, smaller, and smallest).

Compare two things and tell which is taller.

Key Vocabulary: Numbers, equal, greater, less, and set.

Skills: Counting, drawing, writing, matching, grouping, feeling, reading, speaking, comparing, problem solving, adding, viewing and inferencing.

Resource Materials: Counters, hand-out, chart, textbooks, calendar and picture collage.

Content Summary: Some sets are more than others. We say they are greater than others. Sets do not always have the same number of members. One set can have less. We get bigger and taller as we grow older. Older means that we have lived for a greater number of years than someone else. There are seven days in one week. The days always come in the same order each week. Each day has a name. We write the first letter of each name with a capital letter.

Day One

Introduction: Pupils will say the following jingle/poem and use their body movements to show the words highlighted.

- As tall as a pole

  As short as a mole,

  As big as a house,

  As small as a house.
Development: Students will stand beside each other and tell who is taller.

Step 2: The learners will look at three buses and tell which one is big, bigger and biggest. They will also compare three books to tell which one is small, smaller and smallest.

Step 3: Pupils will use a crayon to draw around a person’s right hand. Then they will compare it to their hand and tell which one is big and small.

Step 4: Students will sit down and put one of their foot on a classmate’s foot and compare to see which one is bigger or smaller (big, bigger or biggest).

Assessment: Students will draw a picture of themselves and their best friend and write a sentence to tell who is taller or shorter. Then they will draw pictures to show:

big  bigger  biggest

small  smaller  smallest

Evaluation:
Day two

Introduction: Students will close their eyes and feel the numbers from 0-10 and try to identify them.

Development: Pupils will then look at the sets on the chalkboard and count to see which set is more.

Step 2: The learners will read, write and discuss the following sentences.
- Sets do not always have the same number of members. One set can have more members. One set can have less.

The facilitator will draw a circle and a triangle on the floor using chalk. Then he/she will tell the children to make groups in the triangle and circle; then they will tell which group has more/less males and which group has more/less children.

Step 3: Students will then match the members of each set, join the lines and write more or less on the lines. This activity will be done in their getting to know me text.

Assessment: Pupils will draw things for each set and mark the set that has less.

four seven

8 4
Evaluation:
Day Three

Introduction: Students will sing the days of the week song. Then they will put the days in the correct order on the interactive chart.

Seven days make one week (repeat)

Seven days make one week and we can say them all

Sunday 1, Monday 2, Tuesday 3, Wednesday 4, Thursday 5, Friday 6 and Saturday makes it seven.

Development: The learners will tell the days of the week and the amount of days we have in one week. Pupils will tell and show one thing that they can do on each day.

Step 2: Children will then look at pictures of things that some children do during one week (page 77 getting to know me). They will talk about each picture.

Step 3: Pupils will write the first day of the week and write the name of two days that we do not go to school on the chalkboard.

Assessment: Students will look at one month from a calendar and complete the following. They will tell what they think the letters mean and identify each numeral that they see.
- How many days are in one week? ___________________________
- On which day does this month end? ________________________
- How many Sundays are in this month? _______________________
- Write the name of the day that starts with ‘F’. ________________
Day Four

**Introduction:** Pupils will look at pictures that show special things that happen in each month (pages 80-82 getting to know me).

**Development:** The learners will comment on each picture and tell what they like or dislike. Their responses will be written on a semantic map on the board.

**Step 2:** Pupils will play a word hunt game. The months of the year will be written on flash cards. The facilitator will call the month and the children will try to find the month hidden in the classroom.

**Step 3:** Children will read, write and talk about the following sentences.

There are 12 months in one year. Each month has a name. We write the first letter in the name of each month with a capital letter. Special things can happen in each month.

**Assessment:** Students will read and complete the following sentences:

- Write the name of the first month of the year. _______________

- What is the last month of the year? __________________

- In which month does the new school year start? ______________

- Write all the months that start with the letter ‘J’. ______________, ______________ and ______________.

**Evaluation:**
Day Five

Introduction: Students will put an elastic band on their right hand. Then they will make the greater than sign with their right hand and sing the following song (>).

This right hand is greater than; this right hand is greater than
I use it to do many things this right hand is greater than.

Then the learners will make sets that are greater in the triangle and circle on the ground and write the greater than sign.

Development: Pupils will then raise their left hand and make the less than sign while singing the following song.

This left hand is less than; this left hand is lesser than
I use it to do many things this left hand is lesser than.

The learners will make the < sign in the sandbox and make sets that are less than on the board.

Step 2: Students will tell the difference between < and >. The facilitator will tell them that the elbow of each sign always point toward the smaller number.

Step 3: The learners will look at two sets and they will write < or > on the line.
Assessment: Students will complete the following by writing < or > on each line.

11_______12  18_______16  34_______43  12_______19

Evaluation:
Lesson Plan for the Week

Week #12

REVISION

Grade: 1

Date: ___________________________

Subject: Mathematics

Duration: 1×5 days

Unit title: My Body (Part 1)

Focus Question: What do I look like and what can I do?

Attainment targets: To enable students to:

- Represent and interpret numerical/pictorial information.
- Give and receive information.
- Explore the attributes of people and objects in order to classify and make comparisons.

Specific Objectives: Pupils should be able to:

- Estimate and measure, using non-standard measurements for units of length.
- Construct and interpret a simple table or pictograph using numbers, pictures and objects.
- Identify numerals from 20 to 40 associate them with their names.
- Use standard measurement and units of length.
- Complete simple multiplication.
- Compare measurements of parts of the body, using non-standard and standard measures for example, string and metre strips or rulers.
- Make a balance.
- Use a scale to compare weight.

**Key Vocabulary:** Tall, short, measurement, metre, more and less than.

**Skills:** Counting, drawing, writing, matching, grouping, feeling, reading, speaking, comparing, problem solving, adding, viewing and inferencing.

**Resource Materials:** Metre strip, meter ruler, pencils, crayons, hanger, string, dish, laptop and multi-media projector.

**Content Summary:** To measure some things correctly, we use the metre. We use the metre to measure how tall, how long or how wide. Your arm span is about one metre. Our height tells how tall we are. As we grow we get taller. A balance tells us how much something weighs.

**Day One**

**Introduction:** Students will look at a scale. They will tell what they think it is used for. One child from each group will weigh on the scale and write their weight on the board.

**Development:** The learners will then compare each child to see which one is heavier or lighter.

**Step 2:** Pupils will tell another thing that we can use to tell how heavy or light something is.

**Step 3:** The learners will make up a song about weight in groups of four. The facilitator will provide scaffolding for each group.
Assessment: Students will use the weight for each child to complete the following.

<table>
<thead>
<tr>
<th></th>
<th>Pat</th>
<th>Bob</th>
<th>Alex</th>
<th>Rory</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>29kg</td>
<td>43kg</td>
<td>35kg</td>
<td>57kg</td>
</tr>
</tbody>
</table>

Put heavier or lighter on each line.

Pat is ______________________ than Bob.

Rory is ______________________ than Pat.

Alex is ______________________ than Bob.

Evaluation:
Day Two

**Introduction:** Students will tell some things that we can use to measure. The learners will then use a meter ruler to measure things in the classroom. For example, the door is two metres tall.

**Development:** The children will look at a table and estimate to tell how much metre we can get by measuring it. Then they will use the metre rule to measure the table.

**Step 2:** Pupils will use the metre strings to measure things in their school environment. The students will write the name of each thing measured and write their results/findings.

**Assessment:** The learners will look at pictures of animals and their height. Then they will complete the following.

Which animal is 1 metre tall? Write the name_____________________.

Which animal is taller than one metre? Write the names ________________ and __________

Which animal is shorter than 1 metre? __________________

**Evaluation:**
Day Three

**Introduction:** Pupils will try to find the numeral hidden in the classroom for each number name shown. For example, the facilitator will show the children the numeral 18 and they must find the number name. Pupils will look the × sign and they will tell what they think it means.

**Development:** Students will create a poster with numbers from 20-30. They will try to write the numerals and number names.

**Step 2:** The learners will compare the following numbers by writing < or > on each line.

39_______37  
33_______30  
36_________39

**Step 2:** Children will then do the following and then apply doing the same problem using multiplication (×).

2+ 2+2+2= ________  
2×4 =________

**Step 3:** The learners will read, write and discuss the following sentence.

Multiplication is a short way to add.

Pupils will then show another way for writing:

2 × 5=______ (2+2+2+2+2=_________)  
3 × 3=______ (3+3+3=_____)  

**Step 4:** The children will tell the steps that they should do in completing multiplication problems.

**Assessment:** Students will complete the following:
2 × 7 = ____________
3 × 4 = ____________
4 × 3 = ____________

Evaluation:
Day Four and Five

**Introduction:** The learners will tell what $\times$ means and what multiplication means.

**Development:** Children will then write a short way to add each.

$2+2+2+2+2=12$

$3+3+3=12$

**Step 2:** The learners will compare the following numbers by writing < or > on each line.

$16 < 32$

$14 > 11$

$28 > 29$

**Step 3:** Pupils will then complete an activity in their text about heavy and light (My body 66 to 67).

**Assessment:** The learners will complete the following:

$2 \times 9 = $

$3 \times 8 =$

$3 \times 6 =$

**Evaluation:**
Lesson Plan for the Week

Week #13

REVISION

Grade: 1

Date: ______________________________

Subject: Mathematics

Duration: 1×5 days

Unit title: My Body (Part 1)

Focus Question: How do I take care of my body?

Attainment targets: To enable students to:

- Represent and interpret numerical/pictorial information.
- Give and receive information.
- Explore the attributes of people and objects in order to classify and make comparisons.
- Demonstrate awareness of time and the relationship with occasions or events.

Specific Objectives: Pupils should be able to:

- Estimate and measure, using non-standard measurements for units of length.
- Show and tell the time on the clock.
- Measure using standard units of capacity.
- Complete simple addition/multiplication.
- Write all the numbers that are on the clock.
- Identify ordinal numbers.
- Write the short form for ordinal numbers.
- Use at least two mathematical symbols for decision making.
- Compare things in their class to see which can hold more things.
- Demonstrate an understanding for the serial order of the numbers one to twenty. For example, know that 23 is one more than 11.

**Key Vocabulary:** Tall, short, measurement, metre, more and less than.

**Skills:** Counting, drawing, writing, matching, grouping, feeling, reading, speaking, comparing, problem solving, adding, viewing and inferencing.

**Resource Materials:** Charts, cups, clocks, bottles, counters and metre ruler.

**Content Summary:** We use clocks and watches to tell the time. They tell us the time of day.

**Day One**

**Introduction:** Children will sing the song entitled “There’s a rush, rush, rush”. They will say the time that they see on the clock.

**Development:** Pupils will tell what the long and short hand means. Then they will complete the following sentence.

When we are telling the hour the long hand always point on _________.

**Step 2:** Children will use their clocks to make time given.

**Step 3:** Each group will be given a picture showing someone taking care of their body. They will look at the clock on the picture and tell the time.

**Assessment:** Students will make the following times.
2 o’clock 5 o’clock 10 o’clock

Evaluation:
Day Two

**Introduction:** Pupils will look on objects and tell what they are for example cups and bottles.

**Development:** Children will look at 3 different cups. They will tell if they hold the same amount.

**Step 2:** One child will fill one with water and pour the water with care into another cup. They will look to see if the cup holds all the water.

**Step 3:** Pupils will look at a 2 litre, six litre and one litre bottle. They will tell if a 2 litre bottle of water would hold more or less water than a six litre bottle of water.

**Assessment:** Students will use the following to answer the questions by writing more/less on each line:

<table>
<thead>
<tr>
<th>Cup</th>
<th>bottle</th>
<th>bucket</th>
<th>dish</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 litre</td>
<td>4 litre</td>
<td>7 litre</td>
<td>2 litre</td>
</tr>
</tbody>
</table>

- The cup can hold ________________ water than the ________________.
- The bottle holds ________________ water than the bucket.
- The bucket holds ________________ water than the bottle.

**Evaluation:**
Day Three

Introduction: Children will have a race and they will tell who comes first, second third, fourth and so on.

Development: The learners will then tell the number that each ordinal number stands for.

Step 2: The pupils will then make a line (with ten children) and tell the ordinal number for each child in the line.

Step 3: Children will look at pictures and tell the order of various pictures. Then they will highlight the two last letters of the ordinal numbers.

Assessment: Students will match ordinal number to its short form.

<table>
<thead>
<tr>
<th>Ordinal Number</th>
<th>Short Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>second</td>
<td>1st</td>
</tr>
<tr>
<td>third</td>
<td>6th</td>
</tr>
<tr>
<td>first</td>
<td>2nd</td>
</tr>
<tr>
<td>fifth</td>
<td>4th</td>
</tr>
<tr>
<td>fourth</td>
<td>5th</td>
</tr>
<tr>
<td>sixth</td>
<td>3rd</td>
</tr>
</tbody>
</table>

Evaluation:
Day Four and Five

Introduction: Students will sing the following song:

I like to read my clock every-day tick tock (repeat)

Day time and night time

Hour hand and minute hand

I like to read my clock every-day tick tock.

The learners will then touch the hour hand and minute hand on the clock.

Development: Pupils will identify times given on the clock.

Step 2: They will tell the time that they eat breakfast, lunch and dinner. They will also tell the time that they go to sleep.

Step 3: Each group will use their clocks to show times given.

Step 4: Pupils will complete the following:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9 o’clock</td>
<td>1 o’clock</td>
<td>8 o’clock</td>
</tr>
</tbody>
</table>

Assessment: Pupils will complete the activities in the My Body textbook page 92.

Evaluation: