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 das 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 <.

Make a set that is >.

Write < or > on each line.

4_______7 
3____________0

18________19 
19____________28

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:
Grade: 1

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.

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**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 >.

![Graphs showing < (less) and > (greater) signs]
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:
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 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 the are taller than how 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: