



THE PRESIDENT'S
RECOVERY
PRIORITIES

Education

Ministry of
Education,
Science and
Technology

Lesson plans for
PRIMARY
Mathematics

1
CLASS

1
TERM

Foreword

Our country's future lies in the education of our children. The Government of Sierra Leone is committed to doing whatever it takes to secure this future.

As Minister of Education, Science and Technology since 2007, I have worked every day to improve our country's education. We have faced challenges, not least the Ebola epidemic which as we all know hit our sector hard. The Government's response to this crisis – led by our President – showed first-hand how we acted decisively in the face of those challenges, to make things better than they were in the first place.

One great success in our response was the publication of the Accelerated Teaching Syllabi in August 2015. This gave teachers the tools they needed to make up for lost time whilst ensuring pupils received an adequate level of knowledge across each part of the curriculum. The Accelerated Teaching syllabi also provided the pedagogical resource and impetus for the successful national radio and TV teaching programs during the Ebola epidemic.

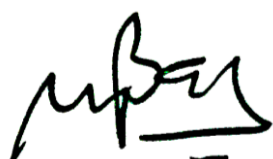
It is now time to build on this success. I am pleased to issue new lesson plans across all primary and JSS school grades in Language Arts and Mathematics. These plans give teachers the support they need to cover each element of the national curriculum. In total, we are producing 2,700 lesson plans – one for each lesson, in each term, in each year for each class. This is a remarkable achievement in a matter of months.

These plans have been written by experienced Sierra Leonean educators together with international experts. They have been reviewed by officials of my Ministry to ensure they meet the specific needs of the Sierra Leonean population. They provide step-by-step guidance for each learning outcome, using a range of recognised techniques to deliver the best teaching.

I call on all teachers and heads of schools across the country to make best use of these materials. We are supporting our teachers through a detailed training programme designed specifically for these new plans. It is really important that these Lesson Plans are used, together with any other materials you may have.

This is just the start of education transformation in Sierra Leone. I am committed to continue to strive for the changes that will make our country stronger.

I want to thank our partners for their continued support. Finally, I also want to thank you – the teachers of our country – for your hard work in securing our future.



Dr. Minkailu Bah

Minister of Education, Science and Technology

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Introduction

to the Lesson Plan Manual

These lesson plans are based on the National Curriculum and meet the requirements established by the Ministry of Education, Science and Technology.

- 1  The lesson plans will not take the whole term, so use spare time to review material or prepare for exams
 - 2  Teachers can use other textbooks alongside or instead of these lesson plans.
 - 3  Read the lesson plan before you start the lesson. Look ahead to the next lesson, and see if you need to tell pupils to bring materials for next time.
 - 4  Make sure you understand the learning outcomes, and have teaching aids and other preparation ready – each lesson plan shows these using the symbols on the right.
 - 5  Quickly review what you taught last time before starting each lesson.
 - 6  Follow the suggested time allocations for each part of the lesson. If time permits, extend practice with additional work.
 - 7  Lesson plans have a mix of activities for the whole class and for individuals or in pairs.
 - 8  Use the board and other visual aids as you teach.
 - 9  Interact with all students in the class – including the quiet ones.
 - 10  Congratulate pupils when they get questions right! Offer solutions when they don't, and thank them for trying.
-  Learning outcomes
 Teaching aids
 Preparation

Lesson Title: Counting Up to 5 Objects	Theme: Numbers and Numeration: Knowing and Understanding Numbers Up to 10	
Lesson Number: M_01_001	Class/Level: Class 1	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Count up to 5 objects. 2. Name numbers up to 5. 		<p>Teaching Aids 5 plastic bottles</p>		<p>Preparation Gather 5 plastic bottles</p>
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Opening (3 minutes)

1. **Say:** Today we start our Class 1 journey in mathematics by learning how to count.
2. **Ask:** Does anyone know what a number is?
3. Record answers on the board.

Introduction to the New Material (10 minutes)

1. Write the following on the board: 1 2 3 4 5
2. **Say:** These are called numbers. These numbers each have a name.
3. **Say:** I will say their name and you will repeat.
4. **Say:** 1.
5. **Say:** 2.
6. **Say:** 3.
7. **Say:** 4.
8. **Say:** 5.
9. **Say:** Let's go through them again. Repeat after me.
10. **Say:** 1.
11. **Say:** 2.
12. **Say:** 3.
13. **Say:** 4.
14. **Say:** 5.
15. **Say:** Now I'm going to use some items to help us see what each number looks like.
16. Hold up 1 plastic bottle and **Say:** This is 1.
17. Hold up 2 plastic bottles and **Say:** This is 2.
18. Hold up 3 plastic bottles and **Say:** This is 3.
19. Hold up 4 plastic bottles and **Say:** This is 4.
20. Hold up 5 plastic bottles and **Say:** This is 5.

Guided Practice (10 minutes)

1. **Say:** Now we will practise together.
2. Hold up 1 bottle and **Ask:** How many bottles am I holding? (Answer: 1)

3. Hold up 3 bottles and **Ask:** How many bottles am I holding? (Answer: 3)
4. Hold up 5 bottles and **Ask:** How many bottles am I holding? (Answer: 5)
5. Hold up 2 bottles and **Ask:** How many bottles am I holding? (Answer: 2)
6. Hold up 4 bottles and **Ask:** How many bottles am I holding? (Answer: 4)
7. Write the number 1 on the board and **Ask:** What is this number? (Answer: 1)
8. Write the number 5 on the board and **Ask:** What is this number? (Answer: 5)
9. Write the number 2 on the board and **Ask:** What is this number? (Answer: 2)
10. Write the number 4 on the board and **Ask:** What is this number? (Answer: 4)
11. Write the number 3 on the board and **Ask:** What is this number? (Answer: 3)




Independent Practice (10 minutes)

1. **Say:** You will now work with a partner to count the numbers from 1 to 5.
2. **Say:** Take turns saying aloud all the numbers from 1 to 5.
3. **Say:** Once one partner has said all the numbers, then it is the other partner's turn.
4. **Say:** Once both of you have said all the numbers in order from 1 to 5, practise saying the numbers together.
5. **Say:** Try to write the numbers in your book.

Closing (2 minutes)

1. **Say:** Today we learnt how to count and name the numbers from 1 to 5.
2. **Say:** In the next lesson we will learn how to count and name the numbers from 1 to 10.

Lesson Title: Counting Up to 10 Objects	Theme: Numbers and Numeration: Knowing and Understanding Numbers Up to 10	
Lesson Number: M_01_002	Class/Level: Class 1	Time: 35 minutes

 <p>Learning Outcomes By the end of the lessons, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Count up to 10 objects. 2. Name numbers up to 10. 	 <p>Teaching Aids 10 plastic bottles</p>	 <p>Preparation Gather 10 plastic bottles</p>
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Opening (1 minute)

1. **Say:** In the previous lesson we learnt how to read and write numbers up to 5.
2. **Say:** Today we will be learning how to read, write and count up to 10.

Introduction to the New Material (8 minutes)

1. Write the following on the board: 1 2 3 4 5
2. **Say:** In our previous lesson, we learnt to count, read and write numbers up to 5.
3. **Say:** We will review those numbers first.
4. **Say:** I will say their name and you will repeat.
5. **Say:** 1.
6. **Say:** 2.
7. **Say:** 3.
8. **Say:** 4.
9. **Say:** 5.
10. **Say:** Let's go through them again. Repeat after me.
11. **Say:** 1.
12. **Say:** 2.
13. **Say:** 3.
14. **Say:** 4.
15. **Say:** 5.
16. **Say:** Now we're going to add the new numbers.
17. Write the following on the board: 6 7 8 9 10
18. **Say:** I will say their name and you will repeat.
19. **Say:** 6.
20. **Say:** 7.
21. **Say:** 8.
22. **Say:** 9.
23. **Say:** 10.
24. **Say:** Let's go through them again. Repeat after me.
25. **Say:** 6.
26. **Say:** 7.
27. **Say:** 8.
28. **Say:** 9.

29. **Say:** 10.
30. I'm going to use some items to help us see what each number looks like.
31. Place 6 bottles on the table and **Say:** This is 6.
32. Add one more to the bottles on the table and **Say:** This is 7.
33. Add one more to the bottles on the table and **Say:** This is 8.
34. Add one more to the bottles on the table and **Say:** This is 9.
35. Add one more to the bottles on the table and **Say:** This is 10.

Guided Practice (10 minutes)

1. **Say:** Now we will practise together.
2. Hold up 1 bottle and **Ask:** How many bottles am I holding? (Answer: 1)
3. Hold up 3 bottles and **Ask:** How many bottles am I holding? (Answer: 3)
4. Hold up 5 bottles and **Ask:** How many bottles am I holding? (Answer: 5)
5. Hold up 2 bottles and **Ask:** How many bottles am I holding? (Answer: 2)
6. Hold up 4 bottles and **Ask:** How many bottles am I holding? (Answer: 4)
7. Write the number 1 on the board and **Ask:** What is this number? (Answer: 1)
8. Write the number 5 on the board and **Ask:** What is this number? (Answer: 5)
9. Write the number 2 on the board and **Ask:** What is this number? (Answer: 2)
10. Write the number 4 on the board and **Ask:** What is this number? (Answer: 4)
11. Write the number 3 on the board and **Ask:** What is this number? (Answer: 3)
12. Point to 10 bottles on the table and **Ask:** How many bottles are on the table? (Answer: 10)
13. Point to 6 bottles on the table and **Ask:** How many bottles are on the table? (Answer: 6)
14. Point to 9 bottles on the table and **Ask:** How many bottles are on the table? (Answer: 9)
15. Point to 7 bottles on the table and **Ask:** How many bottles are on the table? (Answer: 7)
16. Point to 8 bottles on the table and **Ask:** How many bottles are on the table? (Answer: 8)
17. Write the number 6 on the board and **Ask:** What is this number? (Answer: 6)
18. Write the number 7 on the board and **Ask:** What is this number? (Answer: 7)
19. Write the number 8 on the board and **Ask:** What is this number? (Answer: 8)
20. Write the number 9 on the board and **Ask:** What is this number? (Answer: 9)
21. Write the number 10 on the board and **Ask:** What is this number? (Answer: 10)




Independent Practice (14 minutes)

6. **Say:** You will now work with a partner to count the numbers from 1 to 10.
7. **Say:** Take turns saying aloud all the numbers from 1 to 10.
8. **Say:** Once one partner has said all the numbers, then it is the other partner's turn.
9. **Say:** Once both of you have said all the numbers in order from 1 to 10, say the numbers together.
10. **Say:** Try to write the numbers 1 to 10 in your books.

Closing (2 minutes)

1. **Say:** Today we learnt how to read and write the numbers from 1 to 10.
2. **Say:** In the next lesson we will practise counting from 1 to 10 correctly.

Lesson Title: Counting from 1 to 10	Theme: Numbers and Numeration: Knowing and Understanding Numbers Up to 10	
Lesson Number: M_01_003	Class/Level: Class 1	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to count from 1 to 10 correctly.	 Teaching Aids 10 plastic bottles	 Preparation Gather 10 plastic bottles
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Opening (2 minutes)

1. **Say:** Yesterday we learnt how to count objects and name numbers up to 10.
2. **Say:** Today we will be learning how to count from 1 to 10 correctly.

Introduction to the New Material (8 minutes)

1. Write the following on the board: 1 2 3 4 5 6 7 8 9 10
2. **Say:** We will start by reviewing the numbers 1 to 10.
3. **Say:** I will say the number and you will repeat.
4. **Say:** 1.
5. **Say:** 2.
6. **Say:** 3.
7. **Say:** 4.
8. **Say:** 5.
9. **Say:** 6.
10. **Say:** 7.
11. **Say:** 8.
12. **Say:** 9.
13. **Say:** 10.

Guided Practice (8 minutes)

1. Erase the numbers on the board.
2. **Say:** Now we will recite the numbers 1 to 10 from memory.
3. **Say:** I will say the number and you will repeat.
4. **Say:** 1.
5. **Say:** 2.
6. **Say:** 3.
7. **Say:** 4.
8. **Say:** 5.
9. **Say:** 6.
10. **Say:** 7.
11. **Say:** 8.
12. **Say:** 9.

13. **Say:** 10.
14. **Say:** Now let's recite all the numbers in order together using a very quiet voice.
15. **Say:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
16. **Say:** Let's recite all the numbers in order together again, but this time let's use big voices.
17. **Say:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
18. **Ask:** What number comes after 5? (Answer: 6)
19. **Ask:** What number comes after 7? (Answer: 8)
20. **Ask:** What number comes after 4? (Answer: 5)




Independent Practice (15 minutes)

1. **Say:** You will now work with a partner to count the numbers from 1 to 10 from memory.
2. **Say:** Take turns saying aloud all the numbers from 1 to 10.
3. **Say:** Once one partner has said all the numbers, then it is the other partner's turn.
4. **Say:** Once both of you have said all the numbers in order from 1 to 10, say the numbers together.
5. **Say:** Try to write the numbers 1 to 10 in your books.

Closing (2 minutes)

1. **Say:** Today we learnt how to count from 1 to 10 correctly.
2. **Say:** In the next lesson we will count up to 5 forwards and backwards.

Lesson Title: Counting Up to 5 Forwards and Backwards	Theme: Numbers and Numeration: Knowing and Understanding Numbers Up to 10	
Lesson Number: M_01_004	Class/Level: Class 1	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to count up to 5 forwards and backwards.	 Teaching Aids 5 plastic bottles	 Preparation Gather 5 plastic bottles
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Opening (3 minutes)

1. **Say:** In the previous lesson we learnt how to count from 1 to 10 correctly.
2. **Say:** In today's lesson we will count from 1 to 5 forwards and backwards.

Introduction to the New Material (8 minutes)

1. Write the following on the board: 1 2 3 4 5
2. **Say:** I'm going to use our plastic bottles to help us recite the numbers 1 to 5 forwards and backwards.
3. Hold up 1 plastic bottle and **Say:** This is 1.
4. Hold up 2 plastic bottles and **Say:** This is 2.
5. Hold up 3 plastic bottles and **Say:** This is 3.
6. Hold up 4 plastic bottles and **Say:** This is 4.
7. Hold up 5 plastic bottles and **Say:** This is 5.
8. **Say:** Now we'll go backwards.
9. Hold up 5 plastic bottles and **Say:** This is 5.
10. Hold up 4 plastic bottles and **Say:** This is 4.
11. Hold up 3 plastic bottles and **Say:** This is 3.
12. Hold up 2 plastic bottles and **Say:** This is 2.
13. Hold up 1 plastic bottle and **Say:** This is 1.

Guided Practice (10 minutes)

1. **Say:** Now we will work on counting forwards and backwards.
2. **Say:** We will start with forwards.
3. **Say:** Repeat after me.
4. **Say:** 1.
5. **Say:** 2.
6. **Say:** 3.
7. **Say:** 4.
8. **Say:** 5.
9. **Say:** Let's go through them backwards.
10. Write: 5 4 3 2 1
11. **Say:** Repeat after me.

12. **Say:** 5.
13. **Say:** 4.
14. **Say:** 3.
15. **Say:** 2.
16. **Say:** 1.




Independent Practice (12 minutes)

1. **Say:** You will now work with a partner to count the numbers from 1 to 5 forwards and backwards.
2. **Say:** Begin with Partner 1 saying all the numbers from 1 to 5.
3. **Say:** Once Partner 1 has said all the numbers, then it is Partner 2's turn to say the numbers backwards from 5 to 1.
4. **Say:** Once that is finished, switch roles. Partner 2 says the numbers forward from 1 to 5, and Partner 1 says the numbers backwards from 5 to 1.
5. **Say:** Once both of you have said all the numbers in order from 1 to 5, practise saying the numbers together forwards and backwards.

Closing (2 minutes)

1. **Say:** Today we learnt how to count from 1 to 5 forwards and backwards.
2. **Say:** In the next lesson we will count up to 5 objects and write the numbers.

Lesson Title: Counting Up to 5 Objects and Writing the Numbers	Theme: Numbers and Numeration: Knowing and Understanding Numbers Up to 10	
Lesson Number: M_01_005	Class/Level: Class 1	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Count up to 5 objects. 2. Record the objects counted in numbers up to 5. 	 <p>Teaching Aids 5 plastic bottles</p>	 <p>Preparation Gather 5 plastic bottles</p>
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Opening (1 minute)

1. **Say:** In our previous lessons we learnt how to count to 10 forwards and from 5 backwards.
2. **Say:** In today's lesson we will learn how to write the numbers from 1 to 5.

Introduction to the New Material (8 minutes)

1. Write the following on the board: 1 2 3 4 5
2. **Say:** Let's begin by reviewing the numbers 1 to 5.
3. **Say:** I will say their name and you will repeat.
4. **Say:** 1.
5. **Say:** 2.
6. **Say:** 3.
7. **Say:** 4.
8. **Say:** 5.
9. Erase the numbers on the board.
10. **Say:** I'm going to use some items again to help us see what each number looks like.
11. Place 1 bottle on the table and **Say:** This is 1.
12. Write: 1.
13. Add one more to the bottle on the table and **Say:** This is 2.
14. Write: 2.
15. Add one more to the bottles on the table and **Say:** This is 3.
16. Write: 3.
17. Add one more to the bottles on the table and **Say:** This is 4.
18. Write: 4.
19. Add one more to the bottles on the table and **Say:** This is 5.
20. Write: 5.

Guided Practice (10 minutes)

1. **Say:** Now we will practise together.
2. Erase all the numbers on the board.
3. Hold up 1 bottle and **Ask:** How many bottles am I holding? (Answer: 1)

4. Write: 1.
5. **Say:** Please write 1 in your book. You start from the top and go straight down. Demonstrate as you describe how to write 1.
6. Hold up 2 bottles and **Ask:** How many bottles am I holding? (Answer: 2)
7. Write: 2.
8. **Say:** Please write 2 on your paper. You start from the top left, go around and down, then straight along the bottom. Demonstrate as you describe how to write 2.
9. Hold up 3 bottles and **Ask:** How many bottles am I holding? (Answer: 3)
10. Write: 3.
11. **Say:** Please write 3 on your paper. You start from the top left, go around and stop in the middle, then go around again. Demonstrate as you describe how to write 3.
12. Hold up 4 bottles and **Ask:** How many bottles am I holding? (Answer: 4)
13. Write: 4.
14. **Say:** Please write 4 on your paper. You start at the top, go down half way, then turn and go straight to the right. Lift your pencil up and cross the straight line. Demonstrate as you describe how to write 4.
15. Hold up 5 bottles and **Ask:** How many bottles am I holding? (Answer: 5)
16. Write: 5.
17. **Say:** Please write 5 on your paper. You start at the top, go half way down, then go up and around. Take your pencil off and put a hat on the top. Demonstrate as you describe how to write 5.
18. **Say:** We have written the numbers 1 to 5.
19. **Say:** Now you will be working on your own.




Independent Practice (14 minutes)

1. **Say:** You will now practise writing the numbers 1 to 5 on your paper.
2. **Say:** Write one number at a time. After you have written it, say the number aloud.
3. **Say:** Continue writing numbers and saying them aloud until I have told you to stop.

Closing (2 minutes)

1. **Say:** Today we learnt how to read and write the numbers from 1 to 5.
2. **Say:** In the next lesson we will be counting up to 10 forwards and backwards.

Lesson Title: Counting Up to 10 Forwards and Backwards	Theme: Numbers and Numeration: Knowing and Understanding Numbers Up to 10	
Lesson Number: M_01_006	Class/Level: Class 1	Time: 35 minutes

 Learning Outcomes Pupils will be able to count up to 10 forwards and backwards.	 Teaching Aids 10 plastic bottles	 Preparation Gather 10 plastic bottles
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Opening (3 minutes)

1. **Say:** In the previous lesson we learnt how to count up to 5 objects and write the numbers.
2. **Say:** In today's lesson we will learn how to count up to 10 forwards and backwards.

Introduction to the New Material (8 minutes)

1. Write the following on the board: 1 2 3 4 5 6 7 8 9 10
2. **Say:** I'm going to use our plastic bottles to help us recite the numbers 1 to 10 forwards and backwards.
3. Hold up 1 plastic bottle and **Say:** This is 1.
4. Hold up 2 plastic bottles and **Say:** This is 2.
5. Hold up 3 plastic bottles and **Say:** This is 3.
6. Hold up 4 plastic bottles and **Say:** This is 4.
7. Hold up 5 plastic bottles and **Say:** This is 5.
8. Point to 6 plastic bottles and **Say:** This is 6.
9. Point to 7 plastic bottles and **Say:** This is 7.
10. Point to 8 plastic bottles and **Say:** This is 8.
11. Point to 9 plastic bottles and **Say:** This is 9.
12. Point to 10 plastic bottles and **Say:** This is 10.
13. **Say:** Now we'll go backwards.
14. Point to 10 plastic bottles and **Say:** This is 10.
15. Point to 9 plastic bottles and **Say:** This is 9.
16. Point to 8 plastic bottles and **Say:** This is 8.
17. Point to 7 plastic bottles and **Say:** This is 7.
18. Point to 6 plastic bottles and **Say:** This is 6.
19. Hold up 5 plastic bottles and **Say:** This is 5.
20. Hold up 4 plastic bottles and **Say:** This is 4.
21. Hold up 3 plastic bottles and **Say:** This is 3.
22. Hold up 2 plastic bottles and **Say:** This is 2.
23. Hold up 1 plastic bottle and **Say:** This is 1.

Guided Practice (10 minutes)

1. **Say:** Now we will work on counting forwards and backwards.
2. **Say:** We will start with forwards.

3. **Say:** Repeat after me.
4. **Say:** 1.
5. **Say:** 2.
6. **Say:** 3.
7. **Say:** 4.
8. **Say:** 5.
9. **Say:** 6.
10. **Say:** 7.
11. **Say:** 8.
12. **Say:** 9.
13. **Say:** 10.
14. **Say:** Let's go through them backwards.
15. Write: 10 9 8 7 6 5 4 3 2 1
16. **Say:** Repeat after me.
17. **Say:** 10.
18. **Say:** 9.
19. **Say:** 8.
20. **Say:** 7.
21. **Say:** 6.
22. **Say:** 5.
23. **Say:** 4.
24. **Say:** 3.
25. **Say:** 2.
26. **Say:** 1.




Independent Practice (12 minutes)

1. **Say:** You will now work with a partner to count the numbers from 1 to 10 forwards and backwards.
2. **Say:** Begin with Partner 1 saying all the numbers from 1 to 10.
3. **Say:** Once Partner 1 has said all the numbers, then it is the Partner 2's turn to say the numbers backwards from 10 to 1.
4. **Say:** Once that is finished, switch roles. Partner 2 says the numbers forward from 1 to 10, and Partner 1 says the numbers backwards from 10 to 1.
5. **Say:** Once both of you have said all the numbers in order from 1 to 10, practise saying the numbers together forwards and backwards.

Closing (2 minutes)

1. **Say:** Today we learnt how to count from 1 to 10 forwards and backwards.
2. **Say:** In the next lesson we will count up to 10 objects and write the numbers.

Lesson Title: Counting Up to 10 Objects and Writing the Numbers	Theme: Numbers and Numeration: Knowing and Understanding Numbers Up to 10	
Lesson Number: M_01_007	Class/Level: Class 1	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Count up to 10 objects. 2. Record the objects counted in numbers up to 10. 	 <p>Teaching Aids 10 plastic bottles</p>	 <p>Preparation Gather 10 plastic bottles</p>
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Opening (1 minute)

1. **Say:** In our previous lesson we learnt how to count to 10 forwards and backwards.
2. **Say:** In today's lesson we will learn how to write the numbers from 1 to 10.

Introduction to the New Material (8 minutes)

1. Write the following on the board: 1 2 3 4 5 6 7 8 9 10
2. **Say:** Let's begin by reviewing the numbers from 1 to 10.
3. **Say:** I will say the number and you will repeat.
4. **Say:** 1.
5. **Say:** 2.
6. **Say:** 3.
7. **Say:** 4.
8. **Say:** 5.
9. **Say:** 6.
10. **Say:** 7.
11. **Say:** 8.
12. **Say:** 9.
13. **Say:** 10.
14. Erase the numbers on the board.
15. Place 1 bottle on the table and **Say:** This is 1. Write 1 on the board.
16. Add one more to the bottle on the table and **Say:** This is 2. Write 2 on the board.
17. Add one more to the bottles on the table and **Say:** This is 3. Write 3 on the board.
18. Add one more to the bottles on the table and **Say:** This is 4. Write 4 on the board.
19. Add one more to the bottles on the table and **Say:** This is 5. Write 5 on the board.
20. Add one more to the bottles on the table and **Say:** This is 6. Write 6 on the board.
21. Add one more to the bottles on the table and **Say:** This is 7. Write 7 on the board.
22. Add one more to the bottles on the table and **Say:** This is 8. Write 8 on the board.
23. Add one more to the bottles on the table and **Say:** This is 9. Write 9 on the board.
24. Add one more to the bottles on the table and **Say:** This is 10. Write 10 on the board.

Guided Practice (10 minutes)

1. **Say:** Now we will practise together.
2. Erase all the numbers on the board.
3. Hold up 1 bottle and **Ask:** How many bottles am I holding? (Answer: 1)
4. Write: 1. **Say:** Please write 1 on your paper.
5. Hold up 2 bottles and **Ask:** How many bottles am I holding? (Answer: 2)
6. Write: 2. **Say:** Please write 2 on your paper.
7. Hold up 3 bottles and **Ask:** How many bottles am I holding? (Answer: 3)
8. Write: 3. **Say:** Please write 3 on your paper.
9. Hold up 4 bottles and **Ask:** How many bottles am I holding? (Answer: 4)
10. Write: 4. **Say:** Please write 4 on your paper.
11. Hold up 5 bottles and **Ask:** How many bottles am I holding? (Answer: 5)
12. Write: 5. **Say:** Please write 5 on your paper.
13. Point to 6 bottles on the table and **Ask:** How many bottles am I pointing to? (Answer: 6)
14. Write: 6. **Say:** Please write 6 on your paper. You start at the top and curl all the way around until we meet at the middle. Demonstrate as you describe how to write 6.
15. Point to 7 bottles on the table and **Ask:** How many bottles am I pointing to? (Answer: 7)
16. Write: 7. **Say:** Please write 7 on your paper. Start at the top and go straight across to the right, turn and go down so the line is leaning. Demonstrate as you describe how to write 7.
17. Point to 8 bottles on the table and **Ask:** How many bottles am I pointing to? (Answer: 8)
18. Write: 8. **Say:** Please write 8 on your paper. Start at the top and go around, and around, then come back up and cross the line, finish where your started. Demonstrate as you describe how to write 8.
19. Point to 9 bottles on the table and **Ask:** How many bottles am I pointing to? (Answer: 9)
20. Write: 9. **Say:** Please write 9 on your paper. Start at the top, go around in a circle, then go straight down. Demonstrate as you describe how to write 9.
21. Point to 10 bottles on the table and **Ask:** How many bottles am I pointing to? (Answer: 10)
22. Write: 10. **Say:** Please write 10 on your paper. Write a 1. Then take your pencil off. Start at the top and go around in a big circle. Demonstrate as you describe how to write 10.
23. **Say:** We have written the numbers 1 to 10.




Independent Practice (14 minutes)

1. **Say:** You will now practise writing the numbers 1 to 10 on your own.
2. **Say:** Write one number at a time in your book. After you have written it, say the number aloud.
3. **Say:** Continue writing numbers and saying them aloud until I have told you to stop.

Closing (2 minutes)

1. **Say:** Today we learnt how to read and write the numbers from 1 to 10.
2. **Say:** Let's count forwards together.
3. **Say:** In the next lesson we will be using pictures to help us count to 10.

Lesson Title: Using Pictorial Representation to Count and Write Numbers Up to 10	Theme: Numbers and Numeration: Knowing and Understanding Numbers Up to 10	
Lesson Number: M_01_008	Class/Level: Class 1	Time: 35 minutes


 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Count up to 10 objects in pictures. 2. Record the objects counted using numbers up to 10. 	 <p>Teaching Aids None</p>	 <p>Preparation None</p>
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Opening (1 minute)

1. **Say:** In our previous lesson we learnt how to count up to 10 objects and write the numbers.
2. **Say:** In today's lesson we will learn how to count up to 10 using pictures.


Introduction to the New Material (10 minutes)

1. Write the following on the board: 1 2 3 4 5 6 7 8 9 10
2. **Say:** Let's begin by reviewing the numbers 1 to 10.
3. **Say:** I will say their name and you will repeat.
4. Count aloud one number at a time as students repeat.
5. Erase the numbers on the board.
6. Draw a banana.

7. **Say:** Here is 1 banana. 

8. Draw another banana next to the first. 

9. **Say:** Here are 2 bananas.

10. Draw an additional banana. 

11. **Say:** Here are 3 bananas.

12. Draw an additional banana. 

13. **Say:** Here are 4 bananas.

14. Draw an additional banana. 

15. **Say:** Here are 5 bananas.

16. Draw an additional banana. 

17. **Say:** Here are 6 bananas.

18. Draw an additional banana. 

19. **Say:** Here are 7 bananas.

20. Draw an additional banana. 

21. **Say:** Here are 8 bananas.

22. Draw an additional banana. 

23. **Say:** Here are 9 bananas.

24. Draw an additional banana. 

25. **Say:** Here are 10 bananas.

26. **Say:** Now let's practise together.

Guided Practice (8 minutes)

1. Erase the board. Draw 3 oranges.
2. **Ask:** How many oranges have I drawn? (Answer: 3)
3. Draw 5 children.
4. **Ask:** How many children have I drawn? (Answer: 5)
5. Draw 7 houses.
6. **Ask:** How many houses have I drawn? (Answer: 7)
7. Draw 4 limes.
8. **Ask:** How many limes have I drawn? (Answer: 4)
9. Draw 6 snakes.
10. **Ask:** How many snakes have I drawn? (Answer: 6)
11. Draw 8 flowers.
12. **Ask:** How many flowers have I drawn? (Answer: 8)

Independent Practice (14 minutes)




1. **Say:** You will now practise on your own.
2. Erase the board.
3. Draw the following:

8 oranges	4 flowers	6 children
7 houses	3 snakes	5 bananas
4. **Say:** Draw the items on your paper as I have done.
5. **Say:** Count the number of items in each group and write the number next to it.

Closing (2 minutes)

1. **Say:** Today we learnt how to count up to 10 objects in pictures and record the numbers.
2. **Say:** In the next lesson we will learn how to draw pictures to represent numbers.

Lesson Title: Drawing Pictorial Representation to Count and Write Numbers Up to 10	Theme: Numbers and Numeration: Knowing and Understanding Numbers Up to 10	
Lesson Number: M_01_009	Class/Level: Class 1	Time: 35 minutes

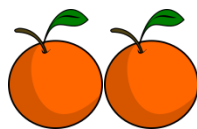
 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Draw pictures for up to 10. 2. Record the number of objects drawn using numbers up to 10. 	 <p>Teaching Aids None</p>	 <p>Preparation None</p>
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Opening (1 minute)

1. **Say:** In our previous lesson we learnt how to count up to 10 objects in pictures.
2. **Say:** In today's lesson we will learn how to draw up to 10 objects to represent numbers.

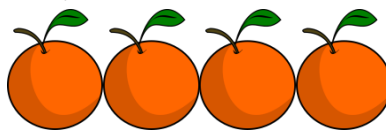
Introduction to the New Material (10 minutes)

1. Write the following on the board: 1 2 3 4 5 6 7 8 9 10
2. **Say:** Let's begin by reviewing the numbers 1 to 10.
3. **Say:** I will say their name and you will repeat.
4. Count aloud one number at a time as pupils repeat.
5. Erase the numbers on the board.



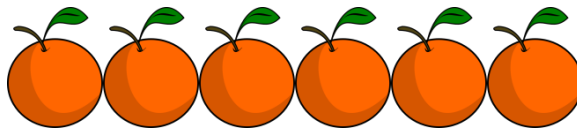
6. Draw 2 oranges.

7. **Say:** Here are 2 oranges. Count with me: 1, 2.



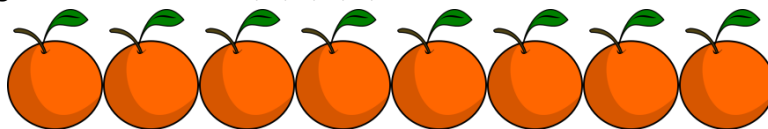
8. Add 2 more oranges next to the first.

9. **Say:** Here are 4 oranges. Count with me: 1, 2, 3, 4.



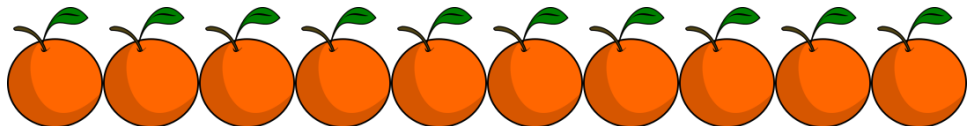
10. Add 2 more oranges.

11. **Say:** Here are 6 oranges. Count with me: 1, 2, 3, 4, 5, 6.



12. Add 2 more oranges.

13. **Say:** Here are 8 oranges. Count with me: 1, 2, 3, 4, 5, 6, 7, 8.



14. Add 2 more oranges.

15. **Say:** Here are 10 oranges. Count with me: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

Guided Practice (8 minutes)

1. **Say:** Now let's practise together.
2. Erase the board.
3. Draw 5 children.
4. **Ask:** How many children have I drawn? (Answer: 5)
5. **Say:** Draw 5 children on your paper.
6. **Say:** Now let's count them together: 1, 2, 3, 4, 5.
7. Draw 3 oranges.
8. **Ask:** How many oranges have I drawn? (Answer: 3)
9. **Say:** Draw 3 oranges on your paper.
10. **Say:** Now let's count them together: 1, 2, 3.
11. Draw 7 snakes.
12. **Ask:** How many snakes have I drawn? (Answer: 7)
13. **Say:** Draw 7 snakes on your paper.
14. **Say:** Now let's count them together: 1, 2, 3, 4, 5, 6, 7.

Independent Practise (14 minutes)




1. **Say:** You will now practise on your own.
2. Erase the board.
3. **Say:** Draw the following:

8 oranges	4 flowers	6 children
7 houses	3 snakes	5 bananas
4. **Say:** Once you have drawn the items, count the number of items aloud and write the number next to them.

Closing (2 minutes)

1. **Say:** Today we learnt how to draw pictures to represent numbers and record the numbers of items.
2. **Say:** In the next lesson we will use counters and our fingers to count up to 10.

Lesson Title: Using Different Representation for Numbers Up to 10	Theme: Numbers and Numeration: Knowing and Understanding Numbers Up to 10	
Lesson Number: M_01_010	Class/Level: Class 1	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Use different counters and fingers to represent whole numbers up to 10. 2. Compare numbers up to 10. 	 <p>Teaching Aids Counters (beads, stones)</p>	 <p>Preparation Gather enough counters for each pupil to have 10.</p>
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Opening (1 minute)

1. **Say:** In our previous lesson we learnt how to use pictures to represent numbers.
2. **Say:** In today's lesson we will learn about other ways to represent numbers.

Introduction to the New Material (10 minutes)

1. **Ask:** What are other things we have that we can use to count?
2. Write pupils' answers on the board.
3. If they have not suggested the following, add them to the board: fingers, pencils, bodies, counters.
4. **Say:** The first things we are going to use are our fingers.
5. Hold one thumb up for the pupils to see.
6. **Say:** Everyone show me one thumb.
7. **Say:** This is 1 finger.
8. Hold up your thumb and your pointer finger. **Say:** Add another finger.
9. **Say:** Now we have 2 fingers.
10. Add your middle finger. **Say:** Add another finger.
11. **Say:** Now we have 3 fingers.
12. Add your ring finger. **Say:** Add another finger.
13. **Say:** Now we have 4 fingers.
14. Add your pinkie finger. **Say:** Add another finger.
15. **Say:** Now we have 5 fingers.
16. **Say:** We can continue counting higher but will need to use our other hand.
17. Hold one thumb up for the pupils to see.
18. **Say:** Everyone show me your other thumb.
19. **Say:** This makes 6.
20. Hold up your thumb and your pointer finger. **Say:** Add another finger.
21. **Say:** Now we have 7 fingers.
22. Add your middle finger. **Say:** Add another finger.
23. **Say:** Now we have 8 fingers.
24. Add your ring finger. **Say:** Add another finger.
25. **Say:** Now we have 9 fingers.
26. Add your pinkie finger. **Say:** Add another finger.

27. **Say:** Now we have 10 fingers.
28. **Say:** We can count to 10 using our fingers.
29. **Say:** Let's start again and count to 10 a bit faster this time.

Guided Practice (12 minutes)

1. **Say:** Let's count aloud together from 1 to 10.
2. **Say:** Each time we say a number, raise another finger.
3. **Say:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
4. **Ask:** Who would like to show us how to count from 1 to 10 using their fingers?
5. Ask 4 volunteers (2 boys and 2 girls) to count aloud.
6. Hold up 3 fingers on one hand.
7. **Say:** Show me 3 fingers.
8. Hold up 5 fingers on your other hand.
9. **Say:** Show me 5 fingers on your other hand.
10. **Ask:** Which hand has more? (Answer: The hand with 5 fingers.)
11. **Say:** Let's try another one.
12. Hold up 2 fingers on one hand.
13. **Say:** Show me 2 fingers.
14. Hold up 4 fingers on your other hand.
15. **Say:** Show me 4 fingers.
16. **Ask:** Which hand has more? (Answer: The hand with 4 fingers.)




Independent Practice (10 minutes)

1. Give each pupil at least 10 counters.
2. **Say:** You are going to use the counters I have given you to count up to 10.
3. **Say:** Count up to 10, one number at a time. If you have more than 10 counters, please put them to the side, as you do not need them.
4. **Say:** Practise counting to 10 using your counters until I have told you time is up.

Closing (2 minutes)

1. **Say:** Today we used our fingers and counters to count and compare numbers up to 10.
2. **Say:** In the next lesson we will use real objects to count and compare numbers up to 10.
3. **Say:** Let's count to 10 together: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

Lesson Title: Using Real Objects to Represent and Count Numbers Up to 10	Theme: Numbers and numeration: Knowing and Understanding Numbers Up to 10	
Lesson Number: M_01_011	Class/Level: Class 1	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to use real objects to:</p> <ol style="list-style-type: none"> 1. Represent whole numbers up to 10. 2. Compare numbers up to 10. 		<p>Teaching Aids 10 leaves, 10 sticks and 10 plastic bottles.</p>		<p>Preparation 1. Gather 10 leaves, 10 sticks and 10 plastic bottles.</p>
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Opening (1 minute)

1. **Say:** In our previous lesson we learnt how to use counters to represent numbers up to 10. We also learnt to compare numbers to determine which was more.
2. **Say:** In today's lesson we will use real objects to represent whole numbers and continue learning how to compare numbers.

Introduction to the New Material (10 minutes)

1. **Say:** Here is one leaf.
2. Place it on the table in front of you.
3. **Say:** Here is another leaf. That makes 2 leaves.
4. Place it on the table in front of you.
5. **Say:** Here is another leaf. That makes 3 leaves.
6. Place it on the table in front of you.
7. **Say:** Here is another leaf. That makes 4 leaves.
8. Place it on the table in front of you.
9. **Say:** As you can see, each time I place a new leaf on the table, the number goes higher.
10. **Say:** 4 is more than 3. 3 is more than 2. 2 is more than 1.
11. Hold up 3 plastic bottles for the pupils to see.
12. **Say:** Here are 3 plastic bottles.
13. Put them down.
14. Hold up 4 plastic bottles.
15. **Say:** Here are 4 plastic bottles.
16. **Say:** 4 bottles is more than 3 bottles.

Guided Practice (12 minutes)

1. **Say:** We are going to go outside and gather some small items to use. We will work in pairs.
2. **Say:** You and your partner need to gather 10 items total to share between you.
3. **Say:** Count aloud together as you gather the items.
4. **Say:** You will have 5 minutes to find and count 10 items with your partner. When you hear my signal you will bring the items into the classroom.

5. Give the pupils 5 minutes to gather items. Walk around and make sure they are counting aloud.
6. At the end of 5 minutes, signal for the pupils to return to the classroom.
7. **Say:** Please sit next to your partner.
8. **Say:** First we're going to start by counting our items.
9. **Say:** Each time we say a number, place the item in a separate pile in front of you.
10. **Say:** 1. Please place 1 item in a new pile.
11. **Say:** 2. Please place another item in the new pile.
12. **Say:** 3. Please place another item in the pile.
13. **Say:** 4. Please place another item in the pile.
14. **Ask:** Is 4 more than 2? (Answer: yes)
15. **Say:** 5. Please place another item in the pile.
16. **Say:** 6. Please place another item in the pile.
17. **Say:** 7. Please place another item in the pile.
18. **Ask:** Is 7 more than 5? (Answer: yes)
19. **Say:** 8. Please place another item in the pile.
20. **Say:** 9. Please place another item in the pile.
21. **Say:** 10. Please place the last item in the pile.
22. **Say:** We now have 10 items in our new pile.
23. **Ask:** Is 8 less than 10? (Answer: yes)




Independent Practice (10 minutes)

1. **Say:** You are now going to take turns with your partner and count your items, one at a time, up to 10.
2. **Say:** Practise counting your items to 10, taking turns, until I have told you time is up.

Closing (2 minutes)

1. **Say:** Today we used real objects to count to 10 and we compared numbers to determine which are more and which are less.
2. **Say:** In the next lesson we will learn to count from any number to 10.
3. **Say:** Let's count to 10 together: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

Lesson Title: Counting on from Any Number Up to 10	Theme: Numbers and Numeration: Knowing and Understanding Numbers Up to 10	
Lesson Number: M_01_012	Class/Level: Class 1	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to count on by 1 from any number up to 10.	 Teaching Aids None	 Preparation None
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Opening (1 minute)

1. **Say:** In our previous lesson we learnt how to use real objects to count numbers up to 10.
2. **Say:** In today's lesson we will learn how to count to 10 from any number.

Introduction to the New Material (5 minutes)

1. Write: 1 2 3 4 5 6 7 8 9 10
2. **Say:** I will start by counting to 10.
3. **Say:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
4. Point to every number as you say it.
5. **Say:** We can start at any number and count up to 10.
6. Point to the 5.
7. **Say:** I will start at 5. 5, 6, 7, 8, 9, 10.
8. Point to every number as you say it.
9. **Say:** Now let's practise together.

Guided Practice (12 minutes)

1. **Say:** Let's count aloud together from 1 to 10.
2. **Say:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
3. Point to every number as you say it.
4. **Say:** Let's start at a different number and count up to 10.
5. **Say:** Let's start at 4.
6. Point to 4.
7. **Say:** 4, 5, 6, 7, 8, 9, 10.
8. **Say:** Now let's start at a different number. Let's start at 6.
9. **Ask:** Who would like to start at 6 and count up to 10?
10. Start by pointing to 6 and point to each number as the pupil says the numbers aloud.
11. **Ask:** Who would like to start at 2 and count up to 10?
12. Start by pointing to 2 and point to each number as the pupil says the numbers aloud.
13. **Ask:** Who would like to start at 3 and count up to 10?
14. Start by pointing to 3 and point to each number as the pupil says the numbers aloud.




Independent Practice (15 minutes)

1. **Say:** You are now going to work with a partner.
2. **Say:** Partner 1 will tell Partner 2 a number between 1 and 10.
3. **Say:** Partner 2 will count up to 10 from that number.
4. **Say:** Then Partner 2 will tell Partner 1 a number between 1 and 10.
5. **Say:** Partner 1 will count up to 10 from that number.
6. **Say:** You will take turns counting up to 10 from different numbers until I tell you that time is up.

Closing (2 minutes)

1. **Say:** Today we learnt how to count up to 10 from any number.
2. **Say:** Let's count together starting at 1.
3. **Say:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

Lesson Title: Counting Objects Up to 10 Outside the Classroom	Theme: Numbers and Numeration: Knowing and Understanding Numbers Up to 10	
Lesson Number: M_01_013	Class/Level: Class 1	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Identify and count up to 10 objects outside the classroom. 2. Record the number of objects drawn using numbers up to 10. 		<p>Teaching Aids 10 plastic bottles</p>		<p>Preparation Gather 10 plastic bottles</p>
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Opening (1 minute)

1. **Say:** In the previous lesson we learnt how to count to 10 from different numbers.
2. **Say:** Today we will be going outside and counting objects up to 10.

Introduction to the New Material (10 minutes)

1. Write the following on the board: 1 2 3 4 5 6 7 8 9 10
2. **Say:** In our previous lessons, we learnt to count, read and write numbers up to 10.
3. **Say:** We will review those numbers first.
4. **Say:** I will say their name and you will repeat.
5. **Say:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
6. **Say:** Let's go through them again. Repeat after me.
7. **Say:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
8. **Say:** We are going to head outside the classroom. Please stay close so you can hear me.
9. **Say:** I am going to count 10 items outside the classroom. I will point to them and say the number.
10. Point to different items and say their name and then a number. For example, this rock is number one.
This leaf is number 2.
11. Count all the way to 10.

Guided Practice (10 minutes)

1. **Say:** Now we will count objects together.
2. **Say:** Raise your hand if you see an item you would like us to add to the count.
3. **Ask:** What do you see?
4. Say the item named and then the next number in order.
5. Continue this until you reach 10.
6. **Say:** That is 10.
7. **Say:** Let's try that again.
8. **Say:** Raise your hand if you see an item you would like us to add to the count.
9. **Ask:** What do you see?
10. Say the item named and then the next number in order.
11. Continue this until you reach 10.




Independent Practice (14 minutes)

1. **Say:** You will now work with a partner to count objects up to 10 around the school.
2. **Say:** Take turns saying the object you see and the next number in order.
3. **Say:** Draw the object you see and write the number next to it.
4. **Say:** Once you reach 10, you may start over.
5. **Say:** Continue this activity until you hear my signal to return to the classroom.

Closing (2 minutes)

1. **Say:** Let's count together from one to 10 in a quiet voice.
2. **Say:** Let's count together from one to 10 in a big voice.
3. **Say:** Well done, you are all getting very good at counting. Thank you class. Pupils say: Thank you.

Lesson Title: Using Counters to Add 2 Numbers Up to 5	Theme: Numbers and Numeration: Addition Up to 10	
Lesson Number: M_01_014	Class/Level: Class 1	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to use counters to add 2 numbers up to 5.</p>	 <p>Teaching Aids Counters (stones or beads)</p>	 <p>Preparation 1. Gather enough counters for each pupil to have 5. 2. Write the sums in the Independent Practice on the board.</p>
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Opening (1 minute)

1. **Say:** In our previous lessons we have learnt how to count to 10.
2. **Say:** We will now begin learning about addition.

Introduction to the New Material (10 minutes)

1. **Say:** I have 1 counter in my hand.
2. Place it on the table in front of you. **Say:** 1.
3. **Say:** I am going to add one more to it.
4. Place the second counter on the table next to the first and **Say:** 1.
5. **Say:** Now I will count how many I have all together. **Say:** 1, 2.
6. **Say:** I have just performed addition.
7. Write: $1 + 1 =$
8. Point to the first 1. **Say:** The 1 represents the first counter I had.
9. Point to the plus sign. **Say:** This is a plus sign. It means I am going to add.
10. Point to the second 1. **Say:** This 1 represents the second counter I had.
11. Point to the equal sign. **Say:** This is an equal sign. It tells me the answer to the sum is going to come next.
12. Write: $1 + 1 = 2$ **Say:** $1 + 1 = 2$
13. **Say:** Let's try another addition sum.
14. Place 1 counter on the table in front of you. **Say:** 1.
15. **Say:** I am going to add two more to it.
16. Place two more counters on the table next to the first and count each as you place it. **Say:** 1, 2.
17. **Say:** Now I will count how many I have all together. **Say:** 1, 2, 3.
18. Write: $1 + 2 = 3$ **Say:** $1 + 2 = 3$

Guided Practice (12 minutes)

1. **Say:** Let's try the next addition sum together.
2. Place 1 counter on the table in front of you. **Say:** Place 1 counter on the table in front of you and count with me. **Say:** 1.
3. **Say:** We are now going to add 3 more to it.

4. Place 3 more counters on the table next to the first and count each as you place it. **Say:** Place 3 counters on the table in front of you, one at a time, and count aloud with me. **Say:** 1, 2, 3.
5. **Say:** Now let's count how many we have all together. **Say:** 1, 2, 3, 4.
6. Write: $1 + 3 = 4$ **Say:** $1 + 3 = 4$
7. **Say:** Let's do another one together.
8. Place 1 counter on the table in front of you. **Say:** Place 1 counter on the table in front of you and count with me. **Say:** 1.
9. **Say:** We are now going to add 4 more to it.
10. Place 4 more counters on the table next to the first and count each as you place it. **Say:** Place 4 counters on the table in front of you one at a time and count aloud with me. **Say:** 1, 2, 3, 4.
11. **Say:** Now let's count how many we have all together. **Say:** 1, 2, 3, 4, 5
12. Write: $1 + 4 = 5$ **Say:** $1 + 4 = 5$
13. **Say:** Let's do one last one together.
14. Place 2 counter on the table in front of you. **Say:** Place 2 counters on the table in front of you and count with me. **Say:** 1, 2.
15. **Say:** We are now going to add 3 more to them.
16. Place 3 more counters on the table next to the first and count each as you place it. **Say:** Place 3 counters on the table in front of you one at a time and count aloud with me. **Say:** 1, 2, 3.
17. **Say:** Now let's count how many we have all together. **Say:** 1, 2, 3, 4, 5.
18. Write: $2 + 3 = 5$ **Say:** $2 + 3 = 5$

Independent Practice (10 minutes)




1. **Say:** You are going to work on your own and use the counters I have given you to add the counters together to solve addition sums up to 5.
2. Tell the pupils to write the following sums on the board:

$1 + 1 =$ (Answer: 2)	$1 + 2 =$ (Answer: 3)	$1 + 3 =$ (Answer: 4)	$1 + 4 =$ (Answer: 5)
$2 + 3 =$ (Answer: 5)	$3 + 2 =$ (Answer: 5)	$4 + 1 =$ (Answer: 5)	$3 + 1 =$ (Answer: 4)
3. **Say:** Try to solve the sums on the board using your counters.
4. **Say:** Just like I did earlier in the lesson. Place the first number of counters on the table and count how many there are.
5. **Say:** Then place the second number of counters on the table.
6. **Say:** Add all the counters that you have.
7. **Say:** Read the sum aloud with the answer, like two plus three equals five.
8. **Say:** Do this for all the sums I have written on the board.

Closing (2 minutes)

1. Write the answers on the board. **Say:** Check your answers and give yourself a clap for each question you got correct.
2. **Say:** Today we learnt how to use counters to perform addition sums.
3. **Say:** In the next lesson we will use objects to perform addition sums.

Lesson Title: Using Real Objects to Add 2 Numbers Up to 5	Theme: Numbers and Numeration: Addition Up to 10	
Lesson Number: M_01_015	Class/Level: Class 1	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to use real objects to add 2 numbers up to 5.</p>	 <p>Teaching Aids 1. 5 pencils 2. Counters (beads, stone)</p>	 <p>Preparation 1. Gather 5 pencils and enough counters for each pupil to have 5. 2. Write the sums in the Independent Practice on the board.</p>
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Opening (1 minute)

1. **Say:** In our previous lesson we learnt how to use counters to add up to 5.
2. **Say:** We will now use other objects to add up to 5.

Introduction to the New Material (10 minutes)

1. **Say:** I have 1 pencil in my hand.
2. Place it on the table in front of you. **Say:** 1.
3. **Say:** I am going to add one more to it.
4. Place the second pencil on the table next to the first and **Say:** 1.
5. **Say:** Now I will count how many I have all together.
6. **Say:** 1, 2.
7. **Say:** I have two pencils.
8. Write: $1 + 1 = 2$
9. **Say:** $1 + 1 = 2$
10. **Say:** I'll try another addition sum.
11. Place 1 book on the table in front of you. **Say:** 1.
12. **Say:** I am going to add three more books to it.
13. Place three more books on the table next to the first and count each as you place it. **Say:** 1, 2, 3.
14. **Say:** Now I will count how many I have all together.
15. **Say:** 1, 2, 3, 4.
16. **Say:** I have 4 books.
17. Write: $1 + 3 = 4$
18. **Say:** $1 + 3 = 4$

Guided Practice (6 minutes)

1. **Say:** Let's try the next addition sum together.
2. **Ask:** Who would like to help me add?
3. Choose 2 pupils with hands raised (1 boy and 1 girl) to come to the front of the class.
4. Point to one pupil. **Say:** This is one pupil.
5. Point to the other pupil. **Say:** Here is another pupil.

6. **Say:** Now let's count how many pupils are standing here.
7. **Say:** 1, 2.
8. Write: $1 + 1 = 2$
9. **Say:** $1 + 1 = 2$
10. **Say:** Let's add 1 more pupil to these two pupils standing here.
11. **Ask:** Who would like to help me?
12. Choose a pupil with their hand raised to come to the front of the class.
13. **Say:** We started with 2 pupils.
14. Write: 2.
15. **Say:** Then we added one more.
16. Write: $2 + 1 =$
17. **Ask:** How many pupils are standing at the front of the room? (Answer: 3)
18. Write: $2 + 1 = 3$
19. **Say:** There are 3 pupils here at the front of the room.




Independent Practice (14 minutes)

1. **Say:** You are going to work in pairs to solve addition sums.
2. **Say:** Try the following sums:
 $1 + 1 =$ (Answer: 2) $1 + 2 =$ (Answer: 3) $1 + 3 =$ (Answer: 4) $2 + 1 =$ (Answer: 3)
 $2 + 3 =$ (Answer: 5) $3 + 1 =$ (Answer: 4) $4 + 1 =$ (Answer: 5) $3 + 2 =$ (Answer: 5)
3. **Say:** Take turns reading the sum aloud.
4. **Say:** Work with your partner to find the answer. You may use any objects close by to help you add.
5. **Say:** When you know the answer, one person should state the sum and the answer aloud. For example: 1 pencil plus 2 pencils equal 3 pencils.
6. **Say:** Do this for all the sums I have written on the board.

Closing (2 minutes)

1. Write the answers on the board. **Say:** Check your answers. Give yourself a clap for each question you got correct. Pat yourself on the back for trying your best.
2. **Say:** Today we learnt how to use objects to add up to 5.
3. **Say:** In the next lesson we will use our fingers to add up to 5.

Lesson Title: Using Fingers to Add 2 Numbers Up to 10	Theme: Numbers and Numeration: Addition Up to 10	
Lesson Number: M_01_016	Class/Level: Class 1	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to use fingers to add 2 numbers up to 10.	 Teaching Aids None	 Preparation Write the sums in the Independent Practice on the board.
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Opening (1 minute)

1. **Say:** In our previous lessons we have learnt how to add using counters and objects adding up to 10.
2. **Say:** Today we will use our ten fingers to solve addition problems.

Introduction to the New Material (8 minutes)

1. Hold three fingers up.
2. **Say:** Here are three fingers. **Say:** 1, 2, 3.
3. **Say:** I am going to add five more to them.
4. Hold five more fingers up one at a time and count aloud. **Say:** 1, 2, 3, 4, 5.
5. **Say:** Now I will count how many I have all together.
6. **Say:** 1, 2, 3, 4, 5, 6, 7, 8.
7. Write: $3 + 5 = 8$
8. **Say:** $3 + 5 = 8$
9. **Say:** Let's try another addition problem.
10. Write: $4 + 4 =$
11. **Say:** Here are four fingers. **Say:** 1, 2, 3, 4.
12. **Say:** I am going to add four more to them.
13. Hold four more fingers up one at a time and count aloud. **Say:** 1, 2, 3, 4.
14. **Say:** Now I will count how many I have all together.
15. **Say:** 1, 2, 3, 4, 5, 6, 7, 8.
16. Write: $4 + 4 = 8$
17. **Say:** $4 + 4 = 8$

Guided Practice (10 minutes)

1. **Say:** Let's try the next addition problems together.
2. Hold 3 fingers up. **Say:** Hold three fingers up and count with me. **Say:** 1, 2, 3.
3. **Say:** Now are we going to add six more fingers.
4. Hold up six more fingers. **Say:** Hold up six more fingers and count with me. **Say:** 1, 2, 3, 4, 5, 6.
5. **Say:** Now let's count how many we have all together.
6. **Say:** 1, 2, 3, 4, 5, 6, 7, 8, 9

7. Write: $3 + 6 = 9$
8. **Say:** $3 + 6 = 9$
9. **Say:** Another addition problem.
10. Hold five fingers up. **Say:** Hold five fingers up and count with me. **Say:** 1, 2, 3, 4, 5.
11. **Say:** Now are we going to add five more fingers.
12. Hold up five more fingers. **Say:** Hold up five more fingers and count with me. **Say:** 1, 2, 3, 4, 5.
13. **Say:** Now let's count how many we have all together.
14. **Say:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
15. Write: $5 + 5 = 10$
16. **Say:** $5 + 5 = 10$
17. **Say:** One last addition problem.
18. Hold up two fingers. **Say:** Hold up two fingers and count with me. **Say:** 1, 2.
19. **Say:** Now are we going to add four more fingers.
20. Hold up four more fingers. **Say:** Hold up four more fingers and count with me. **Say:** 1, 2, 3, 4.
21. **Say:** Now let's count how many we have all together.
22. **Say:** 1, 2, 3, 4, 5, 6.
23. Write: $2 + 4 = 6$
24. **Say:** $2 + 4 = 6$

Independent Practice (15 minutes)




1. **Say:** You are going to work on your own now.
2. **Say:** You are going to use just your fingers to solve addition sums up to 10.
3. **Say:** Try the following sums:

$1 + 5 =$ (Answer: 6)	$2 + 4 =$ (Answer: 6)	$3 + 7 =$ (Answer: 10)	$4 + 4 =$ (Answer: 8)
$6 + 3 =$ (Answer: 9)	$7 + 2 =$ (Answer: 9)	$4 + 6 =$ (Answer: 10)	$3 + 5 =$ (Answer: 8)
4. **Say:** Do as I did earlier in the lesson. Hold the first number of fingers up.
5. **Say:** Then add the second number of fingers.
6. **Say:** Count the total number of fingers you are holding up.
7. **Say:** Read the problem aloud with the answer: two add eight equals ten.
8. **Say:** Do this for all the problems I have written on the board.

Closing (1 minute)

1. **Say:** Today we learnt how to use our fingers to perform addition problems up to 10.
2. **Say:** In the next lesson we will practise writing math symbols for addition.

Lesson Title: Using Counters to Add 2 Numbers Up to 10	Theme: Numbers and Numeration: Addition Up to 10	
Lesson Number: M_01_017	Class/Level: Class 1	Time: 35 minutes

	Learning Outcomes By the end of the lesson, pupils will be able to use counters to add 2 numbers up to 10.		Teaching Aids Counters (stones or beads)		Preparation Gather enough counters for each pupil to have 10.
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Opening (1 minute)

- Say:** We have been practising solving addition sums with answers up to 5 using counters, objects and our fingers.
- Say:** Now we will use counters to solve addition sums with answers up to 10.

Introduction to the New Material (8 minutes)

- Say:** I have 3 counters in my hand.
- Place the counters on the table in front of you, counting one at a time. **Say:** 1, 2, 3.
- Say:** I am going to add 3 more to them.
- Place the counters on the table in front of you, counting one at a time. **Say:** 1, 2, 3.
- Say:** Now I will count how many I have all together.
- Say:** 1, 2, 3, 4, 5, 6.
- Write: $3 + 3 = 6$
- Say:** $3 + 3 = 6$
- Say:** Let's try another addition sums.
- Write: $4 + 5 =$
- Say:** I will start by placing 4 counters on the table. **Say:** 1, 2, 3, 4.
- Say:** I am going to add 5 more to them.
- Place 5 more counters on the table next to the first and count each as you place it. **Say:** 1, 2, 3, 4, 5.
- Say:** Now I will count how many I have all together.
- Say:** 1, 2, 3, 4, 5, 6, 7, 8, 9.
- Finish writing the equation: $4 + 5 = 9$
- Say:** $4 + 5 = 9$

Guided Practice (10 minutes)

- Say:** Let's try the next addition sums together.
- Write: $4 + 3 =$
- Place 4 counters on the table in front of you, counting each as you place it. **Say:** Place 4 counters on the table in front of you, one at a time, and count aloud with me. **Say:** 1, 2, 3, 4.
- Say:** We are now going to add three more to them.
- Place 3 more counters on the table next to the first and count each as you place it. **Say:** Place 3 counters on the table in front of you, one at a time, and count aloud with me. **Say:** 1, 2, 3.

6. **Say:** Now let's count how many we have all together.
7. **Say:** 1, 2, 3, 4, 5, 6, 7.
8. Finish writing the equation: $4 + 3 = 7$.
9. **Say:** $4 + 3 = 7$
10. **Say:** Let's do another one together.
11. Write: $2 + 6 =$
12. Place 2 counters on the table in front of you, counting each as you place it. **Say:** Place 2 counters on the table in front of you, one at a time, and count aloud with me. **Say:** 1, 2.
13. **Say:** We are now going to add 6 more to them.
14. Place 6 more counters on the table next to the first and count each as you place it. **Say:** Place 6 counters on the table in front of you, one at a time, and count aloud with me. **Say:** 1, 2, 3, 4, 5, 6.
15. **Say:** Now let's count how many we have all together.
16. **Say:** 1, 2, 3, 4, 5, 6, 7, 8.
17. Finish writing the equation: $2 + 6 = 8$
18. **Say:** $2 + 6 = 8$

Independent Practice (15 minutes)




1. **Say:** You are going to work on your own and use the counters I have given you to add together to solve addition sums up to 10.
2. **Say:** Try the following sums:

$1 + 5 =$ (Answer: 6)	$2 + 6 =$ (Answer: 8)	$3 + 2 =$ (Answer: 5)	$4 + 4 =$ (Answer: 8)
$6 + 3 =$ (Answer: 9)	$7 + 2 =$ (Answer: 9)	$3 + 6 =$ (Answer: 9)	$3 + 5 =$ (Answer: 8)
3. **Say:** Do as I did earlier in the lesson. Place the first number of counters on the table and count how many there are.
4. **Say:** Then place the second number of counters on the table, counting each one as you place it on the table.
5. **Say:** Add all the counters that you have.
6. **Say:** Read the sums aloud with the answer: one add five equals six.
7. **Say:** Do this for all the sums I have written on the board.

Closing (1 minute)

1. Write the answers on the board. **Say:** Check your answers. Give yourself a clap for each sum you solved correctly. Pat yourself on the back if you tried your best.
2. **Say:** Today we learnt how to use counters to perform addition sums up to 10.
3. **Say:** In the next lesson we will use objects to perform addition sums up to 10.

Lesson Title: Using Real Objects to Add 2 Numbers Up to 10	Theme: Numbers and Numeration: Addition Up to 10	
Lesson Number: M_01_018	Class/Level: Class 1	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to use real objects to add 2 numbers up to 10.</p>		<p>Teaching Aids Leaves</p>		<p>Preparation 1. Gather 10 leaves 2. Write the sums in the Independent Practice on the board.</p>
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Opening (1 minute)

1. **Say:** In our previous lesson we learnt how to use counters to add up to 10.
2. **Say:** We will now use other objects to add up to 10.

Introduction to the New Material (10 minutes)

1. **Say:** I have 1 leaf in my hand.
2. Place it on the table in front of you.
3. **Say:** 1.
4. **Say:** I am going to add 5 more to it.
5. Place the five leaves on the table next to the first and **Say:** 1, 2, 3, 4, 5.
6. **Say:** Now I will count how many I have all together.
7. **Say:** 1, 2, 3, 4, 5, 6.
8. **Say:** I have six leaves.
9. Write: $1 + 5 = 6$
10. **Say:** $1 + 5 = 6$
11. **Say:** I'll try another addition sum.
12. Place 2 leaves on the table in front of you.
13. **Say:** 1, 2.
14. **Say:** I am going to add five more leaves to it.
15. Place five more leaves on the table next to the first and count each as you place it.
16. **Say:** 1, 2, 3, 4, 5.
17. **Say:** Now I will count how many I have all together.
18. **Say:** 1, 2, 3, 4, 5, 6, 7.
19. **Say:** I have 7 leaves.
20. Write: $2 + 5 = 7$
21. **Say:** $2 + 5 = 7$

Guided Practice (6 minutes)

1. **Say:** Let's try the next addition sums together.
2. **Say:** Here are 5 leaves.
3. **Say:** I'm going to add 3 leaves to them.
4. Write: $5 + 3 =$

5. **Say:** Now let's count how many leaves I have.
6. **Say:** Count aloud with me.
7. **Say:** 1, 2, 3, 4, 5, 6, 7, 8.
8. **Ask:** How many leaves do we have? (Answer: 8)
9. **Say:** Let's try the next addition sums together.
10. **Say:** Here are 4 leaves.
11. **Say:** I'm going to add 3 leaves to them.
12. Write: $4 + 3 =$
13. **Say:** Now let's count how many leaves I have.
14. **Say:** Count aloud with me.
15. **Say:** 1, 2, 3, 4, 5, 6, 7.
16. **Ask:** How many leaves do we have? (Answer: 7)

Independent Practice (14 minutes)




1. **Say:** You are going to work with a partner to gather items outside the classroom to help you solve the addition equations.
2. **Say:** I will give you 5 minutes to gather 10 items between the two of you.
3. Take the pupils outside and give them 5 minutes to collect items. At the end of 5 minutes, signal for them to come back in to the classroom.
4. **Say:** Try the following sums:

$1 + 9 =$ (Answer: 10)	$1 + 7 =$ (Answer: 8)	$4 + 3 =$ (Answer: 7)	$2 + 4 =$ (Answer: 6)
$2 + 3 =$ (Answer: 5)	$3 + 6 =$ (Answer: 9)	$5 + 5 =$ (Answer: 10)	$3 + 1 =$ (Answer: 4)
$7 + 1 =$ (Answer: 8)			
5. **Say:** First you will copy down the sums on your paper.
6. **Say:** Then you will use your items to solve the sums.
7. **Say:** Write the answer to the sums on your paper.

Closing (2 minutes)

1. Write the answers on the board. **Say:** Check your answers. Give yourself a clap for each sum you solved correctly. Pat yourself on the back if you tried your best.
2. **Say:** Today we learnt how to use objects to add up to 10.
3. **Say:** Well done, you are getting very good at addition. Thank you class. Pupils say: Thank you.

Lesson Title: Practising Writing Addition Sums Using Correct Mathematical Symbols	Theme: Numbers and Numeration: Addition Up to 10	
Lesson Number: M_01_019	Class/Level: Class 1	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to write addition sums using correct mathematical symbols.</p>	 <p>Teaching Aids Counters (stones or beads)</p>	 <p>Preparation 1. Gather enough counters for each pupil to have 10. 2. Write the sums in the Independent Practice on the board.</p>
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Opening (1 minute)

1. **Say:** We have been practicing solving addition sums up to 10 using counters and our fingers.
2. **Say:** Today we will practise writing addition sums correctly using symbols.

Introduction to the New Material (8 minutes)

1. **Say:** I have 4 counters in my hand.
2. Place the counters on the table in front of you, counting one at a time. **Say:** 1, 2, 3, 4.
3. Write: 4.
4. **Say:** I am going to add 3 more to them.
5. Place the counters on the table in front of you, counting one at a time. **Say:** 1, 2, 3.
6. Write: 3.
7. **Say:** Now I will count how many I have all together. **Say:** 1, 2, 3, 4, 5, 6, 7.
8. **Say:** Now we will learn how to write the addition sums using mathematical symbols.
9. **Say:** The + sign tells us that we are going to add.
10. **Say:** The equal sign tells us that the answer is going to come next.
11. Write: $4 + 3 = 7$
12. **Say:** In the sum I had 4 counters and 3 counters.
13. **Say:** In order to show that we are going to add, I placed a plus sign between them.
14. Point to the plus sign.
15. **Say:** In order to show that the next thing to come was going to be the answer, I wrote an equal sign.
16. Point to the equal sign.
17. **Say:** When the numbers and symbols are put together, we have $4 + 3 = 7$
18. **Say:** Let's try another addition sum.
19. **Say:** I have 6 counters in my hand.
20. Place the counters on the table in front of you, counting one at a time. **Say:** 1, 2, 3, 4, 5, 6.
21. Write: 6.
22. **Say:** I am going to add 4 more to them.
23. Place the counters on the table in front of you, counting one at a time. **Say:** 1, 2, 3, 4.
24. Write: 4.
25. **Say:** Now I will add the correct symbols. I will add a plus sign between the two numbers to show we are adding, and an equal sign at the end.
26. Write: $6 + 4 =$
27. **Say:** Now I will count how many I have all together. **Say:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

28. Write: $6 + 4 = 10$. **Say:** $6 + 4 = 10$

Guided Practice (10 minutes)

1. **Say:** Let's try this together.
2. Write: 3 7. **Say:** We have the numbers 3 and 7.
3. **Say:** Our first number is 3.
4. Place 3 counters on the table in front of you counting each as you place it. **Say:** Place 3 counters on the table in front of you, one at a time, and count aloud with me. **Say:** 1, 2, 3.
5. Write: 3. **Say:** Write 3.
6. **Say:** Our second number is 7.
7. Place 7 counters on the table in front of you, counting each as you place it. **Say:** Place 7 counters on the table in front of you, one at a time, and count aloud with me. **Say:** 1, 2, 3, 4, 5, 6, 7.
8. Write: 7. **Say:** Write 7.
9. **Say:** Now we need to add the plus sign and the equal sign.
10. Write: $3 + 7 =$
11. **Say:** I have placed the plus sign between the 3 and 7, and the equal sign at the end of the sum.
12. **Say:** Please write the plus sign and equal sign in the correct places in your sum.
13. **Say:** Now we will count how many we have all together. **Say:** Please count with me: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
14. Write: $3 + 7 = 10$ **Say:** $3 + 7 = 10$

Independent Practice (15 minutes)




1. **Say:** You are now going to work on your own. You will use the numbers I am going to write on the board and add the plus sign and the equal sign to make addition sums. You will then use the counters I have given you to add the counters together to solve the sums.
2. Write the following on the board and **Say:** Write the following sets of numbers on your paper.

1 5 (Answer: $1 + 5 = 6$)	2 4 (Answer: $2 + 4 = 6$)	3 2 (Answer: $3 + 2 = 5$)
4 4 (Answer: $4 + 4 = 8$)	6 3 (Answer: $6 + 3 = 9$)	7 2 (Answer: $7 + 2 = 9$)
3 6 (Answer: $3 + 6 = 9$)	3 5 (Answer: $3 + 5 = 8$)	8 1 (Answer: $8 + 1 = 9$)
3. **Say:** Add the plus sign and equal sign to each set of numbers and then solve using your counters.
4. **Say:** Make sure to write the answer to the sum after the equal sign.

Closing (1 minute)

1. Write the answers on the board. **Say:** Check your answers. Show me with your fingers how many you got correct. Pat yourself on the back for trying your best.
2. **Say:** Today we learnt how to use mathematical symbols, the plus sign and equal sign, to write and solve addition sums.
3. **Say:** In the next lesson we will continue to practise using symbols and addition.

Lesson Title: Practising Writing Addition Sums Using Correct Mathematical Symbols	Theme: Numbers and Numeration: Addition Up to 10	
Lesson Number: M_01_020	Class/Level: Class 1	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to write addition sums using correct mathematical symbols.	 Teaching Aids Counters (stones or beads)	 Preparation 1. Gather enough counters for each child to have 10. 2. Write the sums in the Independent Practice on the board.
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Opening (1 minute)

1. **Say:** In our previous lesson we learnt how to write addition sums correctly using symbols.
2. **Say:** Today we will continue our practise.

Introduction to the New Material (8 minutes)

1. **Say:** I have 6 counters in my hand.
2. Place the counters on the table in front of you, counting one at a time. **Say:** 1, 2, 3, 4, 5, 6.
3. Write: 6.
4. **Say:** I am going to add 3 more to them.
5. Place the counters on the table in front of you, counting one at a time. **Say:** 1, 2, 3.
6. Write: 3.
7. **Say:** Now I will count how many I have all together. **Say:** 1, 2, 3, 4, 5, 6, 7, 8, 9.
8. **Say:** Now we need to write the addition sum and use the mathematical symbols.
9. **Say:** The plus sign tells us that we are going to add.
10. **Say:** The equal sign tells us that the answer is going to come next.
11. Write: $6 + 3 = 9$
12. **Say:** In the sum I had 6 counters and 3 counters.
13. **Say:** In order to show that we are going to add, I placed a plus sign between them.
14. Point to the plus sign.
15. **Say:** In order to show that the next thing to come was going to be the answer, I wrote an equal sign.
16. Point to the equal sign.
17. **Say:** When the numbers and symbols are put together, we have $6 + 3 = 9$.
18. **Say:** Let's try another addition sum.
19. **Say:** I have 7 counters in my hand.
20. Place the counters on the table in front of you, counting one at a time. **Say:** 1, 2, 3, 4, 5, 6, 7.
21. Write: 7.
22. **Say:** I am going to add 2 more to them.
23. Place the counters on the table in front of you, counting one at a time. **Say:** 1, 2.
24. Write: 2.
25. **Say:** Now I will add the correct symbols. I will add a plus sign between the two numbers to show we are adding, and an equal sign at the end.
26. Write: $7 + 2 =$
27. **Say:** Now I will count how many I have all together. **Say:** 1, 2, 3, 4, 5, 6, 7, 8, 9.

28. Write: $7 + 2 = 9$ **Say:** $7 + 2 = 9$

Guided Practice (10 minutes)

1. **Say:** Let's try this together.
2. Write: 5 1. **Say:** We have the numbers 5 and 1.
3. **Say:** Our first number is 5.
4. Place 5 counters on the table in front of you, counting each as you place it. **Say:** Place 5 counters on the table in front of you, one at a time, and count aloud with me. **Say:** 1, 2, 3, 4, 5.
5. Write: 5. **Say:** Write 5.
6. **Say:** Our second number is 1.
7. Place 1 counter on the table in front of you counting each as you place it. **Say:** Place 1 counter on the table in front of you and count aloud with me. **Say:** 1.
8. Write: 1. **Say:** Write 1.
9. **Say:** Now we need to add the plus sign and the equal sign.
10. Write: $5 + 1 =$
11. **Say:** I have placed the plus sign between the 5 and 1, and the equal sign at the end of the sum.
12. **Say:** Please write the plus sign and equal sign in the correct places in your sum.
13. **Say:** Now we will count how many we have all together. **Say:** Please count with me. 1, 2, 3, 4, 5, 6.
14. Write: $5 + 1 = 6$ **Say:** $5 + 1 = 6$




Independent Practice (15 minutes)

1. **Say:** You are now going to work on your own. You will use the numbers I am going to write on the board and add the plus sign and the equal sign to make addition sums. You will then use the counters I have given you to add the counters together to solve the sums.
2. **Say:** Write the following sets of numbers on your paper.
5 2 (Answer: $5 + 2 = 7$) 2 6 (Answer: $2 + 6 = 8$) 3 3 (Answer: $3 + 3 = 6$)
3 4 (Answer: $3 + 4 = 7$) 6 3 (Answer: $6 + 3 = 9$) 7 3 (Answer: $7 + 3 = 10$)
1 6 (Answer: $1 + 6 = 7$) 5 5 (Answer: $5 + 10 = 7$) 7 1 (Answer: $7 + 1 = 8$)
3. **Say:** Add the plus sign and equal sign to each set of numbers and then solve using your counters.
4. **Say:** Make sure to write the answer to the sum after the equal sign.

Closing (1 minute)

1. Write the answers on the board. **Say:** Check your answers. Show me with your fingers how many you got correct. Well done!
2. **Say:** Today we continued practising writing mathematical symbols and solving the sums with counters.
3. Write: + **Ask:** What is this sign called? (Answer: Plus sign.)
4. Write: = **Ask:** What is this sign called? (Answer: Equal sign.)

Lesson Title: Using Counters, Add 2 Numbers that Sum to 10 to Learn Number Bonds	Theme: Numbers and Numeration: Addition Up to 10	
Lesson Number: M_01_021	Class/Level: Class 1	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to use counters to add 2 numbers that sum to 10 to learn number bonds.</p>	 <p>Teaching Aids Counters (stones or beads)</p>	 <p>Preparation Gather enough counters for each child to have 10.</p>
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Opening (1 minute)

1. **Say:** In our previous lessons we learnt how to practise writing addition sums using mathematical symbols.
2. **Say:** Today we will be learning how to add 2 numbers that equal exactly 10.

Introduction to the New Material (8 minutes)

1. **Say:** I have 5 counters in my hand.
2. Place the counters on the table in front of you, counting one at a time. **Say:** 1, 2, 3, 4, 5.
3. **Say:** Now I need to find out how many counters I need to add to 5 to reach 10. I will put them in a separate pile.
4. Write: $5 + \underline{\quad} = 10$
5. **Say:** 6, 7, 8, 9, 10.
6. **Say:** Now I need to count how many are in the second pile. **Say:** 1, 2, 3, 4, 5.
7. **Say:** I added 5 to 5 to equal 10.
8. Finish writing the sum: $5 + 5 = 10$
9. **Say:** $5 + 5 = 10$
10. **Say:** Let's try another addition sum.
11. **Say:** I will start by placing 3 counters on the table.
12. Place 3 counters on the table and count each as you place it. **Say:** 1, 2, 3.
13. **Say:** Now I need to find out how many counters I need to add to 3 to reach 10. I will put them in a separate pile.
14. Write: $3 + \underline{\quad} = 10$
15. **Say:** 4, 5, 6, 7, 8, 9, 10.
16. **Say:** Now I need to count how many are in the second pile. **Say:** 1, 2, 3, 4, 5, 6, 7.
17. **Say:** I added 7 to 3 to equal 10.
18. Finish writing the sum: $3 + 7 = 10$
19. **Say:** $3 + 7 = 10$

Guided Practice (10 minutes)

1. **Say:** Let's try the next addition sum together.
2. Write: $2 + \underline{\quad} = 10$

3. **Say:** Write this sum on your paper.
4. Place 2 counters on the table in front of you counting each as you place it. **Say:** Place 2 counters on the table in front of you, one at a time, and count aloud with me. **Say:** 1, 2.
5. **Say:** Now we need to find out how many counters we need to add to 2 to reach 10. We will put them in a separate pile.
6. **Say:** Let's count together until we reach 10. **Say:** 3, 4, 5, 6, 7, 8, 9, 10.
7. **Say:** Now we need to count how many counters are in our second pile.
8. **Say:** 1, 2, 3, 4, 5, 6, 7, 8.
9. **Say:** There are 8 counters in our second pile.
10. **Say:** That means we add 8 to 2 to equal 10.
11. Finish writing the sum: $2 + 8 = 10$.
12. **Say:** Finish the sum on your paper by filling in the blank with 8.
13. **Say:** $2 + 8 = 10$.
14. Write: $6 + \underline{\quad} = 10$
15. **Say:** Write this sum on your paper.
16. Place 6 counters on the table in front of you, counting each as you place it. **Say:** Place 6 counters on the table in front of you, one at a time, and count aloud with me. **Say:** 1, 2, 3, 4, 5, 6.
17. **Say:** Now we need to find out how many counters we need to add to 6 to reach 10. We will put them in a separate pile.
18. **Say:** Let's count together until we reach 10. **Say:** 7, 8, 9, 10.
19. **Say:** Now we need to count how many counters are in our second pile.
20. **Say:** 1, 2, 3, 4.
21. **Say:** There are 4 counters in our second pile.
22. **Say:** That means we add 4 to 6 to equal 10.
23. Finish writing the sum: $6 + 4 = 10$
24. **Say:** Finish the sum on your paper by filling in the blank with 4.
25. **Say:** $6 + 4 = 10$

Independent Practice (15 minutes)




1. **Say:** You are going to work on your own and use the counters I have given you to work out what numbers you need to add together to equal 10.
2. Write the following sums on the board:

$3 + \underline{\quad} = 10$ (Answer: 7)	$8 + \underline{\quad} = 10$ (Answer: 2)	$4 + \underline{\quad} = 10$ (Answer: 6)
$1 + \underline{\quad} = 10$ (Answer: 9)	$5 + \underline{\quad} = 10$ (Answer: 5)	$2 + \underline{\quad} = 10$ (Answer: 8)
$6 + \underline{\quad} = 10$ (Answer: 4)	$7 + \underline{\quad} = 10$ (Answer: 3)	
3. **Say:** First you will copy down the sums on your paper.
4. **Say:** Then you will use the counters to solve the sums.
5. **Say:** Write the answer to the sums on your paper.

Closing (1 minute)

1. **Say:** Today we learnt what numbers can be added together to equal 10.
2. **Say:** Well done. Tomorrow we will draw pictures to see addition that equals 10.

Lesson Title: Drawing Pictures to Visualise Addition of 2 Numbers that Sum to 10	Theme: Numbers and Numeration: Addition Up to 10	
Lesson Number: M_01_022	Class/Level: Class 1	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to draw pictures to visualise addition of 2 numbers that sum to 10.	 Teaching Aids None	 Preparation Write the sums in the Independent Practice on the board.
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Opening (1 minute)

- Say:** In our previous lesson we learnt how to use counters to perform addition problems that equal exactly 10.
- Say:** Today we will be drawing pictures to visualise addition problems that equal 10.

Introduction to the New Material (8 minutes)

- Draw 5 bananas. **Say:** Here are 5 bananas.
- Point to each banana one at a time and **Say:** 1, 2, 3, 4, 5.
- Say:** Now I want to find out how many bananas I need to add to 5 to reach 10. I will draw them separately.
- Write: $5 + \underline{\quad} = 10$
- Draw one banana and **Say:** 6.
- Draw another banana and **Say:** 7.
- Draw another banana and **Say:** 8.
- Draw another banana and **Say:** 9.
- Draw another banana and **Say:** 10.
- Say:** Now I need to count how many are in the second group I drew. **Say:** 1, 2, 3, 4, 5.
- Say:** I added 5 bananas to 5 bananas to equal 10.
- Finish the sum: $5 + 5 = 10$. **Say:** $5 + 5 = 10$
- Say:** Let's try another addition problem. **Say:** I will start by drawing 3 oranges.
- Draw 3 oranges, counting each as you draw it. **Say:** 1, 2, 3.
- Say:** Now I want to find out how many oranges I need to add to 3 to reach 10. I will draw them separately.
- Write: $3 + \underline{\quad} = 10$
- Draw one orange and **Say:** 4.
- Draw another orange and **Say:** 5.
- Draw another orange and **Say:** 6.
- Draw another orange and **Say:** 7.
- Draw another orange and **Say:** 8.
- Draw another orange and **Say:** 9.
- Draw another orange and **Say:** 10.
- Say:** Now I need to count how many are in second group of oranges. **Say:** 1, 2, 3, 4, 5, 6, 7.
- Say:** I added 7 oranges to 3 oranges to equal 10.

26. Finish writing the sum: $3 + 7 = 10$. **Say:** $3 + 7 = 10$

Guided Practice (10 minutes)

1. **Say:** Let's try the next addition sums together.
2. Write: $2 + \underline{\quad} = 10$ **Say:** Write this sum on your paper.
3. Draw 2 limes, counting each as you draw it. **Say:** Draw two limes, and count it as you draw it.
4. **Say:** Now we need to find out how many limes we need to add to 2 to reach 10.
5. Draw a lime and **Say:** 3. **Say:** Draw a lime and say the number 4 aloud
6. Draw a lime and **Say:** 4. **Say:** Draw a lime and say the number 5 aloud.
7. Draw a lime and **Say:** 5. **Say:** Draw a lime and say the number 6 aloud.
8. Draw a lime and **Say:** 6. **Say:** Draw a lime and say the number 7 aloud.
9. Draw a lime and **Say:** 7. **Say:** Draw a lime and say the number 8 aloud.
10. Draw a lime and **Say:** 8. **Say:** Draw a lime and say the number 9 aloud.
11. Draw a lime and **Say:** 9. **Say:** Draw a lime and say the number 10 aloud.
12. Draw a lime and **Say:** 10.
13. **Say:** Now we need to count how many limes are in our second group. **Say:** 1, 2, 3, 4, 5, 6, 7, 8.
14. **Say:** There are 8 limes in our second pile. **Say:** That means we add 8 limes to 2 limes to equal 10.
15. Finish writing the sum: $2 + 8 = 10$. **Say:** Finish the sum by filling in the blank with 8. **Say:** $2 + 8 = 10$
16. Write: $6 + \underline{\quad} = 10$. **Say:** Write this sum on your paper.
17. Draw 6 pencils, counting each as you draw it. **Say:** Draw 6 pencils and count it as you draw it.
18. **Say:** Now we need to find out how many pencils we need to add to 6 to reach 10.
19. Draw a pencil and **Say:** 7. **Say:** Draw a pencil and say the number 8 aloud.
20. Draw a pencil and **Say:** 8. **Say:** Draw a pencil and say the number 9 aloud.
21. Draw a pencil and **Say:** 9. **Say:** Draw a pencil and say the number 10 aloud.
22. Draw a pencil and **Say:** 10.
23. **Say:** Now we need to count how many pencils are in our second group. **Say:** 1, 2, 3, 4.
24. **Say:** There are 4 pencils in our second pile. **Say:** That means we add 4 pencils to 6 pencils to equal 10.
25. Finish writing the sum: $6 + 4 = 10$ **Say:** Finish the sum on your paper by filling in the blank with 4. **Say:** $6 + 4 = 10$.




Independent Practice (15 minutes)

1. **Say:** You are going to work on your own and use pictures to solve the sums.
2. **Say:** Try the following sums:
 $7 + \underline{\quad} = 10$ (Answer: 3) $6 + \underline{\quad} = 10$ (Answer: 4) $4 + \underline{\quad} = 10$ (Answer: 6)
 $5 + \underline{\quad} = 10$ (Answer: 5) $1 + \underline{\quad} = 10$ (Answer: 9) $2 + \underline{\quad} = 10$ (Answer: 8)
 $8 + \underline{\quad} = 10$ (Answer: 2) $3 + \underline{\quad} = 10$ (Answer: 7)
3. **Say:** First copy the sums. Then draw pictures to solve them. Write the answer on your paper.

Closing (1 minute)

1. **Say:** Today we learnt what numbers can be added together to equal 10.
2. **Say:** In the next lesson we will start to look at word problems.

Lesson Title: Identifying Numbers and Addition in Word Problems	Theme: Everyday Mathematics: Word Problems Up to 10 (Addition)	
Lesson Number: M_01_023	Class/Level: Class 1	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Identify numbers in word problems. 2. Identify addition in word problems. 	 <p>Teaching Aids None</p>	 <p>Preparation None</p>
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Opening (1 minute)

1. **Say:** We have been practicing solving addition sums up to 10, using sums that I have written on the board.
2. **Say:** We are going to take it a step further today and learn how to work with word problems.

Introduction to the New Material (8 minutes)

1. **Say:** Word problems contain just what they say: words.
2. **Say:** An example of a word problem would be: A hippopotamus sleeps for 4 hours in the morning and 5 hours in the evening. How many hours does she sleep in total?
3. **Say:** There are key words in that word problems I just gave you.
4. **Say:** The phrase '4 hours in the morning' gives us the number 4.
5. **Say:** The phrase '5 hours in the evening' gives us the number 5.
6. **Say:** When I asked the question, how many hours does she sleep in total, the words 'in total' tell me that I need to add.
7. **Say:** I'll give you another example.
8. **Say:** I love to eat mangoes. Yesterday I ate 3 mangoes. Today I ate 6 mangoes. How many mangoes did I eat all together?
9. **Say:** The phrase '3 mangoes' gives us the number 3.
10. **Say:** The phrase '6 mangoes' gives us the number 6.
11. **Say:** The phrase 'all together' tells us that we need to add.

Guided Practice (10 minutes)

1. **Say:** Let's try some together.
2. **Say:** Listen carefully to the word problem. At the end I will ask questions.
3. **Say:** Aminata walked 3 kilometres to school in the morning. In the afternoon she walked 4 more kilometres to her friend's house. How many kilometres did she walk in total?
4. **Ask:** What numbers did you hear in the word problem? (Answer: 3, 4)
5. **Ask:** What words told you that we needed to add? (Answer: In total.)
6. **Say:** Let's try another one.

7. **Say:** The monkey ate 6 bananas for breakfast and 3 bananas for lunch. How many bananas did the monkey eat all together?
8. **Ask:** What numbers did you hear in the word problem? (Answer: 6, 3)
9. **Ask:** What words told you that we needed to add? (Answer: All together.)




Independent Practice (15 minutes)

1. **Say:** You are going to work with a partner to practise identifying numbers and addition in word problems.
2. **Say:** You will each take a turn telling a short word problem to your partner. The partner will have to identify the numbers in the problem and the words that tell them it's an addition problem.
3. **Say:** Take a few minutes to think of word problems and then decide who will go first.
4. **Say:** You will take turns telling word problems and identifying the numbers and words.

Closing (1 minute)

1. **Say:** Today we learnt how to identify numbers in word problems and words that tell us they are addition problems.
2. **Say:** In the next lesson we will begin solving word problems.

Lesson Title: Using One-Step Addition Up to 10 in Word Problems	Theme: Everyday Mathematics: Word Problems Up to 10 (Addition)	
Lesson Number: M_01_024	Class/Level: Class 1	Time: 35 minutes

 Learning Outcomes By the end of the lessons, pupils will be able to solve word problems using addition up to 10.	 Teaching Aids None	 Preparation None
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Opening (1 minute)

- Say:** In our previous lesson we learnt how to identify numbers in word problems and the words telling us they are addition problems.
- Say:** Today we are going to solve the word problems from our previous lesson, including some additional word problems.

Introduction to the New Material (8 minutes)

- Say:** Our first word problem from our previous lesson was the following.
- Say:** A hippopotamus sleeps for 4 hours in the morning and 5 hours in the evening. How many hours does she sleep in total?
- Say:** The phrase '4 hours in the morning' gave us the number 4.
- Say:** The phrase '5 hours in the evening' gave us the number 5.
- Say:** The words 'in total' told us that we need to add.
- Write: $4 + 5 =$
- Say:** I have written the two numbers as well as the plus sign, which tells us we need to add.
- Say:** I will use my fingers to solve the problem. I will start with the number 4.
- Hold up each finger as you say the number. **Say:** 1, 2, 3, 4.
- Say:** Now I will add 5: 1, 2, 3, 4, 5.
- Say:** I am holding up 9 fingers. My answer is 9.
- Write: $4 + 5 = 9$ **Say:** $4 + 5 = 9$
- Say:** I'll solve our second problem.
- Say:** I love to eat mangos. Yesterday I ate 3 mangos. Today I ate 6 mangos. How many mangos did I eat altogether?
- Say:** The phrase '3 mangos' gives us the number 3.
- Say:** The phrase '6 mangos' gives us the number 6.
- Say:** The phrase 'altogether' tells us that we need to add.
- Write: $3 + 6 =$
- Say:** I have written the two numbers as well as the plus sign, which tells us we need to add.
- Say:** I will use my fingers to solve the problem. I will start with the number 3.
- Hold up each finger as you say the number. **Say:** 1, 2, 3.
- Say:** Now I will add 6: 1, 2, 3, 4, 5, 6.
- Say:** I am holding up 9 fingers. My answer is 9.
- Write: $3 + 6 = 9$. **Say:** $3 + 6 = 9$

Guided Practice (10 minutes)

1. **Say:** Let's try some together.
2. **Say:** Listen carefully to the word problem. At the end I will ask questions.
3. **Say:** Sowa walked 5 kilometres to school in the morning. In the afternoon he walked 3 more kilometres to his friend's house. How many kilometres did he walk in total?
4. **Ask:** What numbers did you hear in the word problem? (Answer: 5, 3)
5. **Ask:** What words told you that we needed to add? (Answer: In total)
6. **Ask:** What is the sum I need to write on the board? (Answer: $5 + 3 =$)
7. Write: $5 + 3 =$
8. **Ask:** What is the answer to the sum? (Answer: 8)
9. **Say:** Let's try another one.
10. **Say:** The monkey ate 2 bananas for breakfast and 8 bananas for lunch. How many bananas did the monkey eat altogether?
11. **Ask:** What numbers did you hear in the word problem? (Answer: 2, 8)
12. **Ask:** What words told you that we needed to add? (Answer: Altogether)
13. **Ask:** What is the sum I need to write on the board? (Answer: $2 + 8 =$)
14. Write: $2 + 8 =$
15. **Ask:** What is the answer to the sum? (Answer: 10)




Independent Practice (15 minutes)

1. **Say:** You are going to work with a partner again to practise identifying numbers and addition in word problems, and now solving the word problems.
2. **Say:** You will each take a turn telling a short word problem to your partner. The partner will have to identify the numbers in the problem, write down the sum, and then solve the sum.
3. **Say:** Take a few minutes to think of word problems and then decide who will go first.
4. **Say:** You will take turns telling word problems and solving word problems.
5. Walk around the classroom supporting pupils as necessary.

Closing (1 minute)

1. **Say:** Today we learnt how to solve word problems using the numbers and words we identified.
2. **Say:** In the next lesson we will create word problems using pictures.

Lesson Title: Constructing One-Step Word Problems Using Addition Up to 10 from Pictures	Theme: Everyday mathematics: Word Problems Up to 10 (Addition)	
Lesson Number: M_01_025	Class/Level: Class 1	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Make up one-step word problems using addition from pictures. 2. Record word problems in mathematical symbols. 	 <p>Teaching Aids None</p>	 <p>Preparation None</p>
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Opening (1 minute)

1. **Say:** In our previous lesson we learnt how to solve addition word problems up to 10.
2. **Say:** Today we are going to create word problems using addition from pictures.

Introduction to the New Material (8 minutes)

1. Draw the following:



2. **Say:** Mita went to the market and purchased 3 limes. When she got home her mother sent her back to purchase 4 more limes. How many limes did she purchase in total?
3. Write: $3 + 4 =$
4. **Say:** The 3 represents the 3 limes drawn here. The 4 represents the 4 limes drawn here.
5. **Say:** When they are added together, they equal 7.
6. Write: $3 + 4 = 7$
7. **Say:** $3 + 4 = 7$ Mita purchased 7 limes.
8. Draw the following:



9. **Say:** Sao carried home 5 pineapples from his grandmother's house. He then went back to get 4 more. How many pineapples did he have altogether?
10. Write: $5 + 4 =$
11. **Say:** The 5 represents the 5 pineapples he carried the first time. The 4 represents the second set of pineapples he carried.
12. **Say:** When they are added together they equal 9.
13. Write: $5 + 4 = 9$
14. **Say:** $5 + 4 = 9$ Sao carried 9 pineapples.

Guided Practice (10 minutes)

1. **Say:** Let's try some together.
2. Draw the following:



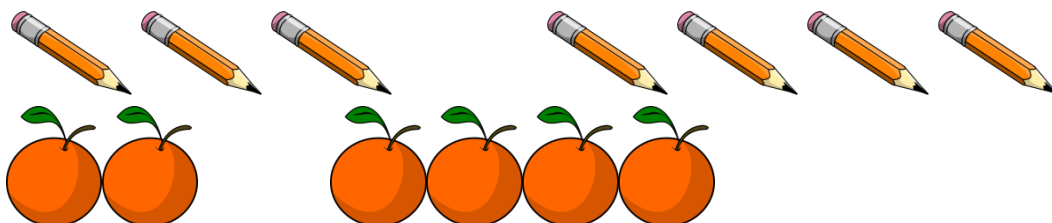
3. **Say:** The monkey ate 4 bananas for lunch and 2 bananas for dinner. How many bananas did she eat altogether?
4. **Ask:** What is the sum for this word problem? (Answer: $4 + 2 =$)
5. Write: $4 + 2 =$
6. **Ask:** What is the answer to the sum? (Answer: 6)
7. Finish writing the sum: $4 + 2 = 6$
8. **Say:** $4 + 2 = 6$ the monkey ate 6 bananas.
9. Draw the following:



10. **Say:** Kumba picked 6 flowers on her way home from school. Then she picked 2 more. How many flowers did she pick altogether?
11. **Ask:** What is the sum for this word problem? (Answer: $6 + 2 =$)
12. Write: $6 + 2 =$.
13. **Ask:** What is the answer to the sum? (Answer: 8)
14. **Say:** $6 + 2 = 8$. Kumba picked 8 flowers.

Independent Practice (15 minutes)

1. Draw the following:






2. **Say:** I have drawn two sets of pictures on the board for you.
3. **Say:** Work together with a partner to create a word problem for each set of pictures.
4. **Say:** After you create the word problem, write a sum for the problem.
5. **Say:** Find the answer for each sum and write it down on your paper.

Closing (1 minute)

1. **Say:** Today we learnt how to create word problems using addition from pictures.
2. **Say:** In the next lesson we will draw pictures that represent word problems.

Lesson Title: Represent Word Problems Using Addition Up to 10 by Drawing	Theme: Everyday Mathematics: Word Problems Up to 10 (Addition)	
Lesson Number: M_01_026	Class/Level: Class 1	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to represent a word problem using addition by drawing a picture of it.</p>	 <p>Teaching Aids None</p>	 <p>Preparation None</p>
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Opening (1 minute)

1. **Say:** In our previous lesson we created word problems using addition from pictures.
2. **Say:** Today we are going to solve word problems by drawing pictures.

Introduction to the New Material (8 minutes)

1. **Say:** Mita went to the market and purchased 5 limes. When she got home her mother sent her back to purchase 4 more limes. How many limes did she purchase in total?
2. Draw the following:



3. **Say:** I have drawn 5 limes for Mita's first trip to the market. Then I drew 4 limes for her second trip to the market.
4. Write: $5 + 4 =$
5. **Say:** The 5 represents the 5 limes drawn here. The 4 represents the 4 limes drawn here.
6. **Say:** When they are added together they equal 9.
7. Write: $5 + 4 = 9$ **Say:** $5 + 4 = 9$ Mita purchased 9 limes.
8. **Say:** Sao carried home 3 pineapples from his grandmother's house. He then went back to get 2 more. How many pineapples did he have altogether?
9. Draw the following:



10. **Say:** I have drawn 3 pineapples for Sao's first trip from his grandmother's house. I then drew 2 more for his second trip from his grandmother's house.
11. Write: $3 + 2 =$.
12. **Say:** The 3 represents the 3 pineapples he carried the first time. The 2 represents the second set of pineapples he carried.
13. **Say:** When they are added together they equal 5.
14. Write: $3 + 2 = 5$. **Say:** $3 + 2 = 5$. Sao carried 5 pineapples.

Guided Practice (10 minutes)

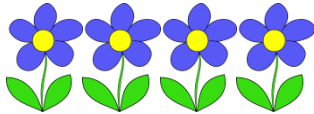
1. **Say:** Let's try some together.
2. **Say:** The monkey ate 4 bananas for lunch and 3 bananas for dinner. How many bananas did she eat altogether?
3. **Ask:** How many bananas am I going to draw in the first group? (Answer: 4) Draw the following:



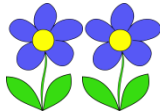
4. **Ask:** How many bananas am I going to draw in the second group? (Answer: 3) Draw the following:



5. **Ask:** What is the equation for this word problem? (Answer: $4 + 3 =$)
6. Write: $4 + 3 =$ **Ask:** What is the answer to the equation? (Answer: 7)
7. Finish writing the equation: $4 + 3 = 7$
8. **Say:** $4 + 3 = 7$ The monkey ate 7 bananas.
9. **Say:** Kumba picked 4 flowers on her way home from school. Then she picked 2 more. How many flowers did she pick altogether?
10. **Ask:** How many flowers am I going to draw in the first group? (Answer: 4) Draw the following:



11. **Ask:** How many flowers am I going to draw in the second group? (Answer: 2) Draw the following:



12. **Ask:** What is the equation for this word problem? (Answer: $4 + 2 =$)
13. Write: $4 + 2 =$ **Ask:** What is the answer to the equation? (Answer: 6)
14. **Say:** $4 + 2 = 6$. Kumba picked 6 flowers.




Independent Practice (15 minutes)

1. **Say:** You will now be working with a partner.
2. **Say:** You will each take a turn telling a short word problem to your partner. Your partner will draw pictures to match the numbers in the word problem, and then write and solve the problem.
3. **Say:** Take a few minutes to think of word problems and then decide who will go first.
4. **Say:** You will take turns telling word problems, and drawing and solving word problems.

Closing (1 minute)

1. **Say:** Today we learnt how to create and solve word problems by drawing pictures.
2. **Say:** In the next lesson we will make up word problems from mathematical expressions.

Lesson Title: Construct Word Problems Using Addition Up to 10	Theme: Everyday Mathematics: Word Problems Up to 10 (addition)	
Lesson Number: M_01_027	Class/Level: Class 1	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to make up one-step word problems using addition up to 10.</p>	 <p>Teaching Aids None</p>	 <p>Preparation None</p>
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Opening (1 minute)

1. **Say:** In our previous lesson we learnt how to solve word problems by drawing pictures.
2. **Say:** Today we are going to create word problems.

Introduction to the New Material (8 minutes)

1. Write: $1 + 5 =$
2. **Say:** I am now going to create a word problem to go with: $1 + 5 =$
3. **Say:** Mohamed carried 1 book from his classroom to the head teacher's office. He then carried 5 more books to the head teacher's office. How many books did he carry in total?
4. **Say:** Now we can solve the word problem. I will use my fingers to help me solve it.
5. **Say:** Here is 1 finger for the first book he carried.
6. Show 1 finger.
7. **Say:** Here are 5 fingers for the 5 books he carried.
8. Show 5 fingers.
9. **Say:** Now we can count them all: 1, 2, 3, 4, 5, 6.
10. Write: $1 + 5 = 6$ **Say:** $1 + 5 = 6$ Mohamed carried 6 books.
11. Write: $2 + 3 =$
12. **Say:** Now I'm going to create a word problem to go along with $2 + 3 =$
13. **Say:** Mamie found 2 flowers on her way to school. She then found 3 more. How many flowers did she find altogether?
14. **Say:** Now we can solve the word problem. I will use my fingers to help me solve it.
15. **Say:** Here are 2 fingers for the first flowers she found.
16. Show 2 fingers.
17. **Say:** Here are 3 fingers for the second flowers she found.
18. Show 3 fingers.
19. **Say:** Now we can count them all: 1, 2, 3, 4, 5.
20. Write: $2 + 3 = 5$ **Say:** $2 + 3 = 5$ She found 5 flowers.

Guided Practice (10 minutes)

1. **Say:** Let's try some together.
2. Write: $2 + 1 =$

3. **Say:** Now we can create a word problem to go with: $2 + 1 =$
4. **Ask:** Who would like to share a word problem to go along with $2 + 1$?
5. Ask a volunteer to share a word problem. Make sure they use the quantities 2 and 1.
6. Restate the word problem shared by the pupil.
7. **Say:** Now we can solve the word problem. We will use our fingers to help us solve it.
8. **Say:** Here are two fingers for _____ (refer to word problem given by pupil).
9. Show two fingers.
10. **Say:** Hold up 2 fingers.
11. **Say:** Here is 1 finger for _____ (refer to word problem given by pupil).
12. Show one finger.
13. **Say:** Hold up 1 finger.
14. **Say:** Now we can count them all: 1, 2, 3.
15. Write: $2 + 1 = 3$ **Say:** $2 + 1 = 3$. Our answer is 3.




Independent Practice (15 minutes)

1. Write the following on the board:
 $4 + 1 =$ (Answer: 5) $5 + 2 =$ (Answer: 7) $6 + 4 =$ (Answer: 10)
2. **Say:** Copy down the sums on the board.
3. **Say:** Work with a partner to create word problems for each of these sums.
4. **Say:** Find the answer for each sum and write it down on your paper.

Closing (1 minute)

1. **Say:** Today we learnt how to create one-step word problems.
2. **Say:** In the next lesson we will begin learning about subtraction.

Lesson Title: Using Fingers to Subtract Up to 10	Theme: Numbers and Numeration: Subtraction Up to 10	
Lesson Number: M_01_028	Class/Level: Class 1	Time: 35 minutes

 Learning Outcomes By the end of the lessons, pupils will be able to use fingers to subtract up to 10.	 Teaching Aids None	 Preparation Write the sums in the Independent Practice on the board.
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Opening (1 minute)

1. **Say:** In our previous lessons we worked with word sums and addition up to 10.
2. **Say:** Today we will be learning how to subtract, first by using our fingers.

Introduction to the New Material (8 minutes)

1. Hold 5 fingers up.
2. **Say:** Here are 5 fingers. **Say:** 1, 2, 3, 4, 5.
3. **Say:** I am going to take away two of them.
4. Take away 2 fingers and count aloud as you do it. **Say:** 1, 2.
5. **Say:** Now I will count how many I have left. **Say:** 1, 2, 3.
6. Write: $5 - 2 = 3$ **Say:** $5 - 2 = 3$.
7. **Say:** We have just performed a subtraction sum. Subtraction is when you take things away.
8. **Say:** Let's try another subtraction sum.
9. Write: $10 - 4 =$
10. **Say:** This sum says ten minus four.
11. Hold up 10 fingers.
12. **Say:** Here are ten fingers. **Say:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
13. **Say:** I am going to subtract 4 fingers.
14. Take away 4 fingers and count aloud as you do it. **Say:** 1, 2, 3, 4.
15. **Say:** Now I will count how many I have left. **Say:** 1, 2, 3, 4, 5, 6.
16. Write: $10 - 4 = 6$ **Say:** $10 - 4 = 6$

Guided Practice (10 minutes)

1. **Say:** Let's try the next subtraction sums together.
2. Write: $8 - 3 =$
3. **Say:** This sum says eight minus three.
4. Hold 8 fingers up.
5. **Say:** Hold eight fingers up and count with me. **Say:** 1, 2, 3, 4, 5, 6, 7, 8.
6. **Say:** Now are we going to take away 3 fingers.
7. **Say:** Take away 3 fingers with me.
8. Take away 3 fingers, counting each one as you take it away. **Say:** 1, 2, 3.
9. **Say:** Now let's count how many we have left.

10. **Say:** 1, 2, 3, 4, 5.
11. Write: $8 - 3 = 5$ **Say:** 8 minus 3 equals 5.
12. **Say:** One more subtraction sum.
13. Write: $9 - 7 =$
14. **Say:** This sum says nine minus seven.
15. Hold 9 fingers up.
16. **Say:** Hold 9 fingers up and count with me. **Say:** 1, 2, 3, 4, 5, 6, 7, 8, 9.
17. **Say:** Now are we going to take away 7 fingers.
18. **Say:** Take away 7 fingers with me.
19. Take away 7 fingers, counting each one as you take it away. **Say:** 1, 2, 3, 4, 5, 6, 7.
20. **Say:** Now let's count how many we have left. **Say:** 1, 2.
21. Write: $9 - 7 = 2$ **Say:** 9 minus 7 equals 2.

Independent Practice (15 minutes)




1. **Say:** You are going to work on your own now.
2. **Say:** You are going to use just your fingers to solve subtraction sums up to 10.
3. **Say:** Try the following sums:

$10 - 5 =$ (Answer: 5)	$8 - 4 =$ (Answer: 4)	$7 - 6 =$ (Answer: 1)	$5 - 1 =$ (Answer: 4)
$6 - 3 =$ (Answer: 3)	$7 - 2 =$ (Answer: 5)	$6 - 4 =$ (Answer: 2)	$5 - 3 =$ (Answer: 2)
$8 - 1 =$ (Answer: 7)			
4. **Say:** Do just like I did earlier in the lesson. Hold the first number of fingers up.
5. **Say:** Then take away the second number of fingers.
6. **Say:** Count the remaining fingers.
7. **Say:** Read the sum aloud with the answer, like 8 minus 2 equals 6.
8. **Say:** Do this for all the sums I have written on the board.

Closing (1 minute)

1. Write the answers on the board. **Say:** Check your answers. Give yourself a clap for each sum you solved correctly.
2. **Say:** Today we learnt how to use our fingers to perform subtraction sums up to 10.
3. **Say:** In the next lesson we will practise subtraction to 10 using counters.

Lesson Title: Using Counters to Subtract Up to 10	Theme: Numbers and Numeration: Subtraction Up to 10	
Lesson Number: M_01_029	Class/Level: Class 1	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to use counters to subtract up to 10.	 Teaching Aids Counters (beads, stones)	 Preparation Gather enough counters for each pupil to have 10.
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Opening (1 minute)

1. **Say:** In our previous lessons we learnt how to subtract by using fingers.
2. **Say:** Today we will be learning how to subtract by using counters.

Introduction to the New Material (8 minutes)

1. **Say:** Here are 8 counters.
2. Place them on the table one at a time as you count aloud. **Say:** 1, 2, 3, 4, 5, 6, 7, 8.
3. **Say:** I am going to take away two of them.
4. Take away one at a time as you count aloud. **Say:** 1, 2.
5. **Say:** Now I will count how many I have left. **Say:** 1, 2, 3, 4, 5, 6.
6. Write: $8 - 2 = 6$
7. **Say:** $8 - 2 = 6$
8. **Say:** Just like in our previous lesson, we can use counters to perform subtraction. Subtraction is when you take things away.
9. **Say:** Let's try another subtraction sum.
10. Write: $9 - 2 =$
11. **Say:** This sum says 9 subtract 2.
12. **Say:** Here are 9 counters.
13. Place them on the table one at a time as you count aloud. **Say:** 1, 2, 3, 4, 5, 6, 7, 8, 9.
14. **Say:** I am going to subtract 2.
15. Take away 1 at a time as you count aloud. **Say:** 1, 2.
16. **Say:** Now I will count how many I have left. **Say:** 1, 2, 3, 4, 5, 6, 7.
17. Write: $9 - 2 = 7$ **Say:** $9 - 2 = 7$

Guided Practice (10 minutes)

1. Give each pupil 10 counters.
2. **Say:** Let's try the next addition sum together.
3. Write: $6 - 3 =$
4. **Say:** This sum says six subtract three.
5. **Say:** Place a counter in a pile one at a time as you count with me. **Say:** 1, 2, 3, 4, 5, 6.
6. **Say:** Now are we going to take away 3 counters.
7. **Say:** Take away one counter at a time as you count aloud with me. **Say:** 1, 2, 3.

8. **Say:** Now let's count how many we have left. **Say:** 1, 2, 3.
9. Write: $6 - 3 = 3$ **Say:** 6 subtract 3 equals 3.
10. **Say:** One more subtraction sum.
11. Write: $10 - 7 =$
12. **Say:** This sum says ten subtract seven.
13. **Say:** Place a counter in a pile one at a time as you count with me. **Say:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
14. **Say:** Now are we going to take away 7 counters.
15. **Say:** Take away one counter at a time as you count aloud with me. **Say:** 1, 2, 3, 4, 5, 6, 7.
16. **Say:** Now let's count how many we have left. **Say:** 1, 2, 3.
17. Write: $10 - 7 = 3$ **Say:** 10 subtract 7 equals 3.

Independent Practice (15 minutes)




1. **Say:** You are going to work on your own now.
2. **Say:** You are going to use your counters to solve subtraction sums up to 10.
3. Write the following on the board and **Say:** Try the following sums:

$9 - 5 =$ (Answer: 4)	$7 - 4 =$ (Answer: 3)	$8 - 6 =$ (Answer: 2)	$6 - 1 =$ (Answer: 5)
$5 - 3 =$ (Answer: 2)	$7 - 2 =$ (Answer: 5)	$8 - 4 =$ (Answer: 4)	$4 - 3 =$ (Answer: 1)
$9 - 1 =$ (Answer: 8)			
4. **Say:** Do as I did earlier in the lesson. Place the first number of counters in a pile.
5. **Say:** Then take away the second number of counters one at a time.
6. **Say:** Count the remaining counters.
7. **Say:** Read the sum aloud with the answer, like nine subtract six equals three.
8. **Say:** Do this for all the sums I have written on the board.

Closing (1 minute)

1. Write the answers on the board. **Say:** Check your answers. Show me with your fingers how many sums you answered correctly.
2. **Say:** Today we learnt how to use counters to perform subtraction sums up to 10.
3. **Say:** In the next lesson we will practise subtraction up to 10 using objects.

Lesson Title: Using Real Objects to Subtract Up to 10	Theme: Numbers and Numeration: Subtraction Up to 10	
Lesson Number: M_01_030	Class/Level: Class 1	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to use real objects to subtract up to 10.	 Teaching Aids Counters (beads, stones)	 Preparation Gather enough counters for each pupil to have 10.
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Opening (1 minute)

1. **Say:** In our previous lessons we learnt how to subtract by using counters.
2. **Say:** Today we will be learning how to subtract by using items like leaves and sticks.

Introduction to the New Material (8 minutes)

1. **Say:** Here are 7 leaves.
2. Place them on the table one at a time as you count aloud. **Say:** 1, 2, 3, 4, 5, 6, 7.
3. **Say:** I am going to take away two of them.
4. Take away one at a time as you count aloud. **Say:** 1, 2.
5. **Say:** Now I will count how many leaves I have left. **Say:** 1, 2, 3, 4, 5.
6. Write: $7 - 2 = 5$ **Say:** $7 - 2 = 5$
7. **Say:** Just like in our previous lesson, we can use real items to perform subtraction. Subtraction is when you take things away.
8. **Say:** Let's try another subtraction sum.
9. Write: $6 - 4 =$
10. **Say:** This sum says 6 subtract 4.
11. **Say:** Here are 6 sticks.
12. Place them on the table one at a time as you count aloud. **Say:** 1, 2, 3, 4, 5, 6.
13. **Say:** I am going to subtract 4.
14. Take away 1 at a time as you count aloud. **Say:** 1, 2, 3, 4.
15. **Say:** Now I will count how many I have left. **Say:** 1, 2.
16. Finish writing the equation: $6 - 4 = 2$
17. **Say:** $6 - 4 = 2$

Guided Practice (10 minutes)

1. **Say:** We are going to go outside and I am going to give you 3 minutes to gather 10 small items.
2. After 3 minutes, signal for the pupils to return to the classroom.
3. **Say:** Let's try the next addition sums together.
4. Write: $8 - 7 =$
5. **Say:** This sum says eight subtract seven.
6. **Say:** Place an item in a pile one at a time as you count with me. **Say:** 1, 2, 3, 4, 5, 6, 7, 8.

7. **Say:** Now are we going to take away 7 items.
8. **Say:** Take away one item at a time as you count aloud with me. **Say:** 1, 2, 3, 4, 5, 6, 7.
9. **Say:** Now let's count how many we have left. **Say:** 1.
10. Finish writing the equation: $8 - 7 = 1$ **Say:** 8 subtract 7 equals 1.
11. **Say:** One more subtraction sum.
12. Write: $6 - 3 =$
13. **Say:** This sum says six minus three.
14. **Say:** Place an item in a pile one at a time as you count with me. **Say:** 1, 2, 3, 4, 5, 6.
15. **Say:** Now are we going to take away 3 items.
16. **Say:** Take away one item at a time as you count aloud with me. **Say:** 1, 2, 3.
17. **Say:** Now let's count how many we have left. **Say:** 1, 2, 3.
18. Write: $6 - 3 = 3$ **Say:** 6 minus 3 equals 3.

Independent Practice (15 minutes)




1. **Say:** You are going to work on your own now.
2. **Say:** You are going to use your counters to solve subtraction sums up to 10.
3. Write the following on the board and **Say:** Try the following sums:

$8 - 5 =$ (Answer: 3)	$10 - 4 =$ (Answer: 6)	$7 - 6 =$ (Answer: 1)	$6 - 4 =$ (Answer: 2)
$5 - 3 =$ (Answer: 2)	$9 - 2 =$ (Answer: 7)	$8 - 4 =$ (Answer: 4)	$4 - 2 =$ (Answer: 2)
$9 - 3 =$ (Answer: 6)			
4. **Say:** Do just like I did earlier in the lesson. Place the first number of items in a pile.
5. **Say:** Then take away the second number of items one at a time.
6. **Say:** Count the remaining items.
7. **Say:** Read the sum aloud with the answer, like 9 minus 6 equals 3.
8. **Say:** Do this for all the sums I have written on the board.

Closing (1 minute)

1. Write the answers on the board. **Say:** Check your answers. Give yourself a pat on the back if you tried your best.
2. **Say:** Today we learnt how to use real objects to perform subtraction sums up to 10.
3. **Say:** In the next lesson we will practise writing subtraction sums using correct mathematical symbols.

Lesson Title: Practising Writing Subtraction Sums Using Correct Mathematical Symbols	Theme: Numbers and Numeration: Subtraction Up to 10	
Lesson Number: M_01_031	Class/Level: Class 1	Time: 35 minutes

 Learning Outcomes By The end of the lesson, pupils will be able to write subtraction sums using correct mathematical symbols.	 Teaching Aids Counters (stones or beads)	 Preparation Gather enough counters for each pupil to have 10.
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Opening (1 minute)

1. **Say:** We have been practising solving subtraction sums up to 10 using counters and our fingers.
2. **Say:** Today we will practise writing subtraction sums correctly using symbols.

Introduction to the New Material (8 minutes)

1. **Say:** I have 8 counters in my hand.
2. Place the counters on the table in front of you, counting one at a time. **Say:** 1, 2, 3, 4, 5, 6, 7, 8.
3. Write: 8.
4. **Say:** I am going to take away 3
5. Take away 3 counters, counting one at a time. **Say:** 1, 2, 3.
6. Write: 3.
7. **Say:** Now I will count how many I have left. **Say:** 1, 2, 3, 4, 5.
8. **Say:** Now we will learn how to write the subtraction sums using mathematical symbols.
9. Write: - **Say:** The - sign tells us that we are going to subtract.
10. Write: = **Say:** The equal sign tells us that the answer is going to come next.
11. Write: $8 - 3 = 5$ **Say:** In the sum I had 8 counters, and I took away 3 counters.
12. **Say:** In order to show that we are going to subtract, I placed a subtraction symbol between them.
13. Point to subtraction symbol.
14. **Say:** In order to show that the next thing to come was going to be the answer, I wrote an equal sign.
15. Point to the equal sign.
16. **Say:** When the numbers and symbols are put together, we have $8 - 3 = 5$
17. **Say:** Let's try another subtraction sum.
18. **Say:** I have 6 counters in my hand.
19. Place the counters on the table in front of you, counting one at a time. **Say:** 1, 2, 3, 4, 5, 6.
20. Write: 6.
21. **Say:** I am going to take away 4
22. Take away 4 counters, counting one at a time. **Say:** 1, 2, 3, 4.
23. Write: 4
24. **Say:** Now I will add the correct symbols. I will add a subtraction symbol between the two numbers to show we are subtracting, and an equal sign at the end.
25. Write: $6 - 4 =$
26. **Say:** Now I will count how many I have left. **Say:** 1, 2.
27. Finish writing the sum: $6 - 4 = 2$ **Say:** $6 - 4 = 2$

Guided Practice (10 minutes)

1. **Say:** Let's try this together.
2. Write: $7 - 3$ **Say:** We have the numbers 7 and 3
3. **Say:** Our first number is 7
4. Place 7 counters on the table in front of you counting each as you place it. **Say:** Place 7 counters on the table in front of you, one at a time, and count aloud with me. **Say:** 1, 2, 3, 4, 5, 6, 7.
5. Write: 7 **Say:** Write 7
6. **Say:** Our second number is 3
7. Take away 3 counters, counting each as you take it away. **Say:** Now we will take away 3 counters, one at a time. Count aloud with me. **Say:** 1, 2, 3.
8. Write: 3 **Say:** Write 3
9. **Say:** Now we need to add the subtraction symbol and the equal sign.
10. Write: $7 - 3 =$
11. **Say:** I have placed the subtraction sign between the 7 and 3, and the equal sign at the end of the sum.
12. **Say:** Please write the subtraction sign and equal sign in the correct places in your sum.
13. **Say:** Now we will count how many we have left.
14. **Say:** Please count with me: 1, 2, 3, 4.
15. Finish writing the sum: $7 - 3 = 4$ **Say:** $7 - 3 = 4$

Independent Practice (15 minutes)




1. **Say:** You are now going to work on your own. You will use the numbers I am going to write on the board and add the subtraction symbol and the equal sign to make subtraction sums. You will then use the counters I have given you to subtract and solve the sums.
2. Write the following on the board and **Say:** Write the following sets of numbers on your paper:

5	1 (Answer: $5 - 1 = 4$)	4	2 (Answer: $4 - 2 = 2$)	3	2 (Answer: $3 - 2 = 2$)
5	4 (Answer: $5 - 4 = 1$)	9	3 (Answer: $9 - 3 = 6$)	7	2 (Answer: $7 - 2 = 5$)
6	3 (Answer: $6 - 3 = 3$)	7	5 (Answer: $7 - 5 = 2$)	8	1 (Answer: $8 - 1 = 7$)
3. **Say:** Add the subtraction symbol and equal sign to each set of numbers, and then solve using your counters.
4. **Say:** Make sure to write the answer to the sum after the equal sign.

Closing (1 minute)

1. Write the answers on the board. **Say:** Check your answers. Show me with your fingers how many you answered correctly. Well done!
2. **Say:** Today we learnt how to use mathematical symbols, the subtraction symbol and equal sign, to write and solve subtraction sums.
3. **Say:** In the next lesson we will continue to practise using symbols and subtraction.

Lesson Title: Practising Writing Subtraction Sums Using Correct Mathematical Symbols	Theme: Numbers and Numeration: Subtraction Up to 10	
Lesson Number: M_01_032	Class/Level: Class 1	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to write subtraction sums using correct mathematical symbols.</p>	 <p>Teaching Aids Counters (stones or beads)</p>	 <p>Preparation Gather enough counters for each pupil to have 10.</p>
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Opening (1 minute)

1. **Say:** In our previous lesson we learnt how to write subtraction sums correctly using symbols.
2. **Say:** Today we will continue our practise.

Introduction to the New Material (8 minutes)

1. **Say:** I have 6 counters in my hand.
2. Place the counters on the table in front of you, counting one at a time. **Say:** 1, 2, 3, 4, 5, 6.
3. Write: 6
4. **Say:** I am going to take away three.
5. Take away one at a time, counting aloud. **Say:** 1, 2, 3.
6. Write: 3
7. **Say:** Now I will count how many I have left. **Say:** 1, 2, 3.
8. **Say:** Now we need to write the subtraction sums and use the mathematical symbols.
9. **Say:** The - sign tells us that we are going to subtract.
10. **Say:** The equal sign tells us that the answer is going to come next.
11. Write: $6 - 3 = 3$ **Say:** In the sum I had 6 counters and took 3 away.
12. **Say:** In order to show that we are going to subtract, I placed a subtraction sign between them.
13. Point to the subtraction symbol.
14. **Say:** In order to show that the next thing to come was going to be the answer, I wrote an equal sign.
15. Point to the equal sign.
16. **Say:** When the numbers and symbols are put together, we have $6 - 3 = 3$.
17. **Say:** Let's try another subtraction sum.
18. **Say:** I have 7 counters in my hand.
19. Place the counters on the table in front of you, counting one at a time. **Say:** 1, 2, 3, 4, 5, 6, 7.
20. Write: 7
21. **Say:** I am going to take 2 away.
22. Take away 1 at a time, counting aloud. **Say:** 1, 2.
23. Write: 2
24. **Say:** Now I will add the correct symbols. I will add a subtraction sign between the two numbers to show we are subtracting, and an equal sign at the end.
25. Write: $7 - 2 =$
26. **Say:** Now I will count how many we have left. **Say:** 1, 2, 3, 4, 5.
27. Finish writing the sum: $7 - 2 = 5$ **Say:** $7 - 2 = 5$

Guided Practice (10 minutes)

1. **Say:** Let's try this together.
2. Write: 5 1 **Say:** We have the numbers 5 and 1.
3. **Say:** Our first number is 5.
4. Place 5 counters on the table in front of you, counting each as you place it. **Say:** Place 5 counters on the table in front of you, one at a time, and count aloud with me. **Say:** 1, 2, 3, 4, 5.
5. Write: 5. **Say:** Write 5.
6. **Say:** Our second number is 1.
7. Take away one. **Say:** Take one away. **Say:** 1.
8. Write: 1. **Say:** Write 1.
9. **Say:** Now we need to add the subtraction symbol and the equal sign.
10. Write: $5 - 1 =$ **Say:** I have placed the subtraction symbol between the 5 and 1, and the equal sign at the end of the sum.
11. **Say:** Please write the subtraction symbol and equal sign in the correct places in your sums.
12. **Say:** Now we will count how many we have left.
13. **Say:** Please count with me: 1, 2, 3, 4.
14. Finish writing the sum: $5 - 1 = 4$ **Say:** $5 - 1 = 4$




Independent Practice (15 minutes)

1. **Say:** You are now going to work on your own. You will use the numbers I am going to write on the board and add the subtraction symbol and the equal sign to make subtraction sums. You will then use the counters I have given you to subtract and solve the sums.
2. Write the following on the board and **Say:** Write the following sets of numbers on your paper:
5 2 (Answer: $5 - 2 = 3$) 6 2 (Answer: $6 - 2 = 4$) 3 1 (Answer: $3 - 1 = 2$)
4 4 (Answer: $4 - 4 = 0$) 6 3 (Answer: $6 - 3 = 3$) 7 3 (Answer: $7 - 3 = 4$)
8 6 (Answer: $8 - 6 = 2$) 9 6 (Answer: $9 - 6 = 3$) 7 1 (Answer: $7 - 1 = 6$)
3. **Say:** Add the subtraction symbol and equal sign to each set of numbers and then solve using your counters.
4. **Say:** Make sure to write the answer to the sums after the equal sign.

Closing (1 minute)

1. Write the answers on the board. **Say:** Check your answers. Show me with your fingers how many you answered correctly.
2. **Say:** Today we continued practising writing mathematical symbols and solving the sums with counters.
3. Write: - **Ask:** What is this sign called? (Answer: Subtraction symbol)
4. Write: = **Ask:** What is this sign called? (Answer: Equal sign)

Lesson Title: Identifying Numbers and Subtraction in Word Problems	Theme: Everyday Mathematics: Word Problems Up to 10 (Addition)	
Lesson Number: M_01_033	Class/Level: Class 1	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Identify numbers in word problems. 2. Identify subtraction in word problems. 	 <p>Teaching Aids None</p>	 <p>Preparation None</p>
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Opening (1 minute)

1. **Say:** We have been practising solving addition word problems, and today we will begin learning how to identify numbers and subtraction in word problems.

Introduction to the New Material (8 minutes)

1. **Say:** Word problems contain just what they say: words.
2. **Say:** An example of a word problem would be: A hippopotamus sleeps for 5 hours in the morning and 4 hours in the evening. How many more hours did he sleep in the morning than in the afternoon?
3. **Say:** There are key words in that word problem I just gave you.
4. **Say:** The phrase '5 hours in the morning' gives us the number 5.
5. **Say:** The phrase '4 hours in the evening' gives us the number 4.
6. **Say:** When I asked the question, 'how many more hours did he sleep?', that told me I needed to find the difference between the two, that I need to use subtraction.
7. **Say:** I'll give you another example.
8. **Say:** I love to eat mangoes. Yesterday I ate 3 mangoes. Today I ate 6 mangoes. How many more mangoes did I eat today than yesterday?
9. **Say:** The phrase '3 mangoes' gives us the number 3.
10. **Say:** The phrase '6 mangoes' gives us the number 6.
11. **Say:** The question, 'how many more?', tells us that we need to find the difference. We need to subtract.

Guided Practice (10 minutes)

1. **Say:** Let's try some together.
2. **Say:** Listen carefully to the word problem. At the end I will ask questions.
3. **Say:** Aminata walked 3 kilometres to school in the morning. In the afternoon, she walked 4 kilometres to her friend's house. How many more kilometres did she walk in the afternoon than in the morning?
4. **Ask:** What numbers did you hear in the word problem? (Answer: 3, 4)
5. **Ask:** What words told you that we needed to subtract? (Answer: How many more)
6. **Say:** Let's try another one.

7. **Say:** The monkey ate 6 bananas for breakfast and 3 bananas for lunch. How many more bananas did the monkey eat at breakfast than at lunch?
8. **Ask:** What numbers did you hear in the word problem? (Answer: 6, 3)
9. **Ask:** What words told you that we needed to subtract? (Answer: How many more)




Independent Practice (15 minutes)

1. **Say:** You are going to work with a partner to practise identifying numbers and subtraction in word problems.
2. **Say:** You will each take a turn telling a short word problem to your partner. The partner will have to identify the numbers in the problem and the words that tell them it's a subtraction problem.
3. **Say:** Take a few minutes to think of word problems and then decide who will go first.
4. **Say:** You will take turns telling word problems and identifying the numbers and words.

Closing (1 minute)

1. **Say:** Today we learnt how to identify numbers in word problems and words that tell us they are subtraction problems.
2. **Say:** In the next lesson we will begin solving word problems with subtraction.

Lesson Title: Using One-Step Subtraction Up to 10 in Word Problems	Theme: Everyday Mathematics: Word Problems Up to 10 (Addition)	
Lesson Number: M_01_034	Class/Level: Class 1	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to solve word problems using subtraction up to 10.	 Teaching Aids None	 Preparation None
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Opening (1 minute)

- Say:** In our previous lesson we learnt how to identify numbers in word problems and the words telling us they are subtraction problems.
- Say:** Today we are going to solve our word problems from our previous lesson, including some additional subtraction word problems.

Introduction to the New Material (8 minutes)

- Say:** Our first word problem from our previous lesson was the following.
- Say:** A hippopotamus sleeps for 5 hours in the morning and 4 hours in the evening. How many more hours did he sleep in the morning than in the afternoon?
- Say:** The phrase '5 hours in the morning' gave us the number 5.
- Say:** The phrase '4 hours in the evening' gave us the number 4.
- Say:** The words 'how many more' told us we needed to find the difference between the two.
- Write: $5 - 4 =$
- Say:** I have written the two numbers as well as the subtract sign, which tells us we need to subtract.
- Say:** I will use my fingers to solve the problem. I will start with the number 5.
- Say:** Now I will subtract 4: 4, 3, 2, 1.
- Say:** I am holding up 1 finger. My answer is 1.
- Finish writing the sum: $5 - 4 = 1$ **Say:** $5 - 4 = 1$
- Say:** Our second word problem was the following.
- Say:** I love to eat mangoes. Yesterday I ate 3 mangoes. Today I ate 6 mangoes. How many more mangoes did I eat today than yesterday?
- Say:** The phrase '3 mangoes' gave us the number 3
- Say:** The phrase '6 mangoes' gave us the number 6
- Say:** The question 'how many more' told us that we needed to find the difference. We need to subtract.
- Write: $6 - 3 =$
- Say:** I have written the two numbers as well as the subtract sign, which tells us we need to subtract.
- Say:** I will use my fingers to solve the problem. I will start with the number 6.
- Say:** Now I will subtract 3: 5, 4, 3.
- Say:** I am holding up 3 fingers. My answer is 3.
- Finish writing the sum: $6 - 3 = 3$ **Say:** $6 - 3 = 3$

Guided Practice (10 minutes)

1. **Say:** Let's try some together.
2. **Say:** Listen carefully to the word problem. At the end I will ask questions.
3. **Say:** Aminata walked 3 kilometres to school in the morning. In the afternoon she walked 4 kilometres to her friend's house. How many more kilometres did she walk in the afternoon than in the morning?
4. **Ask:** What numbers did you hear in the word problem? (Answer: 3, 4)
5. **Ask:** What words told you that we needed to subtract? (Answer: How many more)
6. **Ask:** What is the sum? (Answer: $4 - 3 =$)
7. Write: $4 - 3 =$
8. **Ask:** What is the answer? (Answer: 1)
9. Finish writing the sum: $4 - 3 = 1$ **Say:** $4 - 3 = 1$
10. **Say:** Let's try another one.
11. **Say:** The monkey ate 6 bananas for breakfast and 3 bananas for lunch. How many more bananas did the monkey eat at breakfast than at lunch?
12. **Ask:** What numbers did you hear in the word problem? (Answer: 6, 3)
13. **Ask:** What words told you that we needed to subtract? (Answer: How many more)
14. **Ask:** What is the sum? (Answer: $6 - 3 =$)
15. Write: $6 - 3 =$
16. **Ask:** What is the answer? (Answer: 3)
17. Finish writing the sum: $6 - 3 = 3$ **Say:** $6 - 3 = 3$




Independent Practice (15 minutes)

1. **Say:** You are going to work with a partner again to practise identifying numbers and subtraction in word problems, and then solve the word problems.
2. **Say:** You will each take a turn telling a short word problem to your partner. The partner will have to identify the numbers in the problem, write down the sum, and then solve the sum.
3. **Say:** Take a few minutes to think of word problems and then decide who will go first.
4. **Say:** You will take turns telling word problems and solving word problems.

Closing (1 minute)

1. **Say:** Today we learnt how to solve word problems using the numbers and words we identified.
2. **Say:** In the next lesson we will create subtraction word problems using pictures.

Lesson Title: Constructing One-Step Word Problems Using Subtraction Up to 10 from Pictures	Theme: Everyday Mathematics: Word Problems Up to 10 (Subtraction)	
Lesson Number: M_01_035	Class/Level: Class 1	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Make up one-step word problems using subtraction from pictures. 2. Record word problems in mathematical symbols. 	 <p>Teaching Aids None</p>	 <p>Preparation None</p>
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Opening (1 minute)

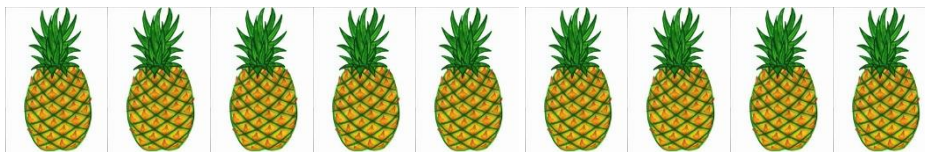
1. **Say:** In our previous lesson we learnt how to solve subtraction word problems up to 10.
2. **Say:** Today we are going to create word problems using subtraction from pictures.

Introduction to the New Material (8 minutes)

1. Draw the following:



2. **Say:** Mita went to the market and purchased 7 limes. When she got home her mother used 4 of the limes. How many limes did she have left?
3. Write: $7 - 4 =$
4. **Say:** The 7 represents the 7 limes she purchased. The 4 represents the 4 limes Mita's mother used.
5. **Say:** When we subtract 4 from 7, we are left with 3.
6. Write: $7 - 4 = 3$ **Say:** $7 - 4 = 3$. 3 limes were left.
7. Draw the following:



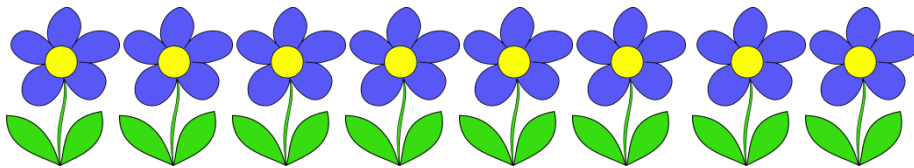
8. **Say:** Sao carried home 9 pineapples from his grandmother's house. He gave 4 pineapples away. How many pineapples did he have left?
9. Write: $9 - 4 =$
10. **Say:** The 9 represents the 9 pineapples he carried home. The 4 represents the number of pineapples he gave away.
11. **Say:** When we take 4 from 9, we are left with 5.
12. Finish writing the sum: $9 - 4 = 5$ **Say:** $9 - 4 = 5$. 5 pineapples were left.

Guided Practice (10 minutes)

1. **Say:** Let's try some together.
2. Draw the following:



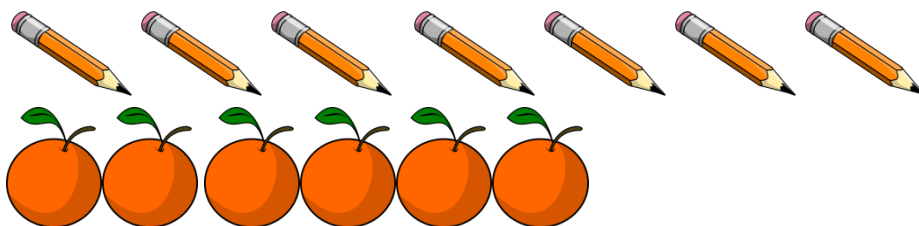
3. **Say:** The monkey had 6 bananas. She ate 2 bananas for dinner. How many bananas did she have left?
4. **Ask:** What is the sum for this word problem? (Answer: $6 - 2 =$)
5. Write: $6 - 2 =$
6. **Ask:** What is the answer to the sum? (Answer: 4)
7. Finish writing the sum: $6 - 2 = 4$ **Say:** $6 - 2 = 4$ The monkey had 4 bananas left.
8. Draw the following:



9. **Say:** Kumba picked 8 flowers on her way home from school. Then she gave 2 away. How many flowers did she have left?
10. **Ask:** What is the sum for this word problem? (Answer: $8 - 2 =$)
11. Write: $8 - 2 =$
12. **Ask:** What is the answer to the sum? (Answer: 6)
13. **Say:** $8 - 2 = 6$ Kumba had 6 flowers left.

Independent Practice (15 minutes)

1. Draw the following on the board:






2. **Say:** I have drawn two sets of pictures on the board for you.
3. **Say:** Work together with a partner to create a subtraction word problem for each set of pictures.
4. **Say:** After you create the word problem, write a sum for the problem.
5. **Say:** Find the answer for each sum and write it down on your paper.

Closing (1 minute)

1. **Say:** Today we learnt how to create word problems using subtraction from pictures.
2. **Say:** In the next lesson we will draw pictures that represent word problems.

Lesson Title: Represent Word Problems Using Subtraction Up to 10 by Drawing	Theme: Everyday Mathematics: Word Problems Up to 10 (Subtraction)	
Lesson Number: M_01_036	Class/Level: Class 1	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to represent a word problem using subtraction by drawing a picture of it.</p>	 <p>Teaching Aids None</p>	 <p>Preparation None</p>
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Opening (1 minute)

1. **Say:** In our previous lesson we created word problems using subtraction from pictures.
2. **Say:** Today we are going to solve word problems by drawing pictures.

Introduction to the New Material (8 minutes)

1. **Say:** Jusu went to the market and purchased 5 limes. When he got home, his mother used 4 of the limes. How many limes were left?
2. Draw the following:



3. **Say:** I have drawn 5 limes to show how many limes Jusu purchased at the market.
4. Erase 4 limes.
5. **Say:** Then I erased 4 limes to show how many were used.
6. Write: $5 - 4 =$
7. **Say:** The 5 represents the 5 limes Jusu originally bought. The 4 represents the 4 limes that were used.
8. **Say:** When we subtract 4 from 5, we end up with 1.
9. Write: $5 - 4 = 1$ **Say:** $5 - 4 = 1$ One lime was left over.
10. **Say:** Bintu and Jeneba picked 3 pineapples. They only took 2 home with them. How many pineapples did they leave behind?
11. Draw the following:



12. **Say:** I have drawn 3 pineapples to show how many pineapples they picked.
13. Erase 2 pineapples.
14. **Say:** Then I erased 2 pineapples to show how many they took home with them.
15. Write: $3 - 2 =$
16. **Say:** The 3 represents the 3 pineapples they picked. The 2 represents the number of pineapples they took home with them.

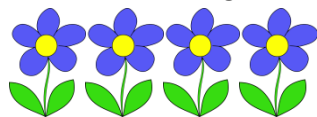
17. **Say:** When we subtract 2 from 3, we end up with 1.
18. Finish writing the sum: $3 - 2 = 1$ **Say:** $3 - 2 = 1$ One pineapple was left behind.

Guided Practice (10 minutes)

1. **Say:** Let's try some together.
2. **Say:** The monkey had 4 bananas. He ate 2 bananas for dinner. How many bananas did he have left?
3. **Ask:** How many bananas am I going to draw? (Answer: 4)
4. Draw the following:



5. **Ask:** How many bananas am I going to erase? (Answer: 2)
6. **Ask:** What is the sum for this word problem? (Answer: $4 - 2 =$)
7. Write: $4 - 2 =$
8. **Ask:** What is the answer to the sum? (Answer: 2)
9. Finish the sum: $4 - 2 = 2$ **Say:** $4 - 2 = 2$ The monkey had 2 bananas left.
10. **Say:** Kumba picked 4 flowers on her way home from school. She gave 1 away. How many flowers did she have left?
11. **Ask:** How many flowers am I going to draw? (Answer: 4)
12. Draw the following:



13. **Ask:** How many flowers am I going to erase? (Answer: 1)
14. **Ask:** What is the sum for this word problem? (Answer: $4 - 1 =$)
15. Write: $4 - 1 =$
16. **Ask:** What is the answer to the sum? (Answer: 3) **Say:** $4 - 1 = 3$ Kumba had 3 flowers left.




Independent Practice (15 minutes)

1. **Say:** You will now be working with a partner.
2. **Say:** You will each take a turn telling a short word problem with subtraction to your partner. Your partner will draw pictures to match the numbers in the word problem, and then write and solve the problem.
3. **Say:** Take a few minutes to think of word problems and then decide who will go first.
4. **Say:** You will take turns telling word problems, and drawing and solving word problems.

Closing (1 minute)

1. **Say:** Today we learnt how to create and solve subtraction word problems by drawing pictures.
2. **Say:** In the next lesson we will make up subtraction word problems from mathematical expressions.

Lesson Title: Construct Word Problems Using Subtraction Up to 10	Theme: Everyday Mathematics: Word Problems Up to 10 (Subtraction)	
Lesson Number: M_01_037	Class/Level: Class 1	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to make up one-step word problems using subtraction up to 10.	 Teaching Aids None	 Preparation None
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Opening (1 minute)

1. **Say:** In our previous lesson we learnt how to solve word problems by drawing pictures.
2. **Say:** Today we are going to create word problems using subtraction.

Introduction to the New Material (8 minutes)

1. Write: $5 - 1 =$
2. **Say:** I am now going to create a word problem to go with: $5 - 1 =$
3. **Say:** Mohamed carried five books from his classroom to the head teacher's office. He then took 1 book back with him to his classroom. How many books were left at the head teacher's office?
4. **Say:** Now we can solve the word problem. I will use my fingers to help me solve it.
5. **Say:** Here are five fingers for the books he carried first.
6. Show five fingers.
7. **Say:** Now I will take away one finger for the one book he carried back.
8. Take away one finger.
9. **Say:** Now we can count how many are left: 1, 2, 3, 4.
10. Write: $5 - 1 = 4$
11. **Say:** $5 - 1 = 4$. 4 books were left at the head teacher's office.
12. Write: $3 - 2 =$
13. **Say:** Now I'm going to create a word problem to go along with: $3 - 2 =$
14. **Say:** Mamie found 3 flowers on her way to school. She then gave 2 away. How many flowers did she have left?
15. **Say:** Now we can solve the word problem. I will use my fingers to help me solve it.
16. **Say:** Here are 3 fingers for the flowers she found.
17. Show 3 fingers.
18. **Say:** Now I will take away two fingers for the flowers she gave away.
19. Take away 2 fingers.
20. **Say:** Now we can count how many are left. There is just one left.
21. Write: $3 - 2 = 1$

Guided Practice (10 minutes)

1. **Say:** Let's try some together.

2. Write: $4 - 2 =$
3. **Say:** Now we can create a word problem to go with: $4 - 2 =$
4. **Ask:** Who would like to share a word problem?
5. Call on a pupil to share a word problem. Make sure they use the quantities 4 and 2.
6. Restate the word problem shared by the pupil.
7. **Say:** Now we can solve the word problem. We will use our fingers to help us solve it.
8. **Say:** Here are four fingers for _____ (refer to word problem given by pupil).
9. Show four fingers. **Say:** Hold up 4 fingers.
10. **Say:** Now we will take away 2 fingers for _____ (refer to word problem given by pupil).
11. Take away 2 fingers. **Say:** Take away 2 fingers.
12. **Say:** Now we can count how many are left.
13. Write: $4 - 2 = 2$
14. **Say:** $4 - 2 = 2$. Our answer is 2.




Independent Practice (15 minutes)

1. Write the following on the board:
 $6 - 1 =$ (Answer: 5) $5 - 2 =$ (Answer: 3) $6 - 5 =$ (Answer: 1)
2. **Say:** Copy down the sums written on the board.
3. **Say:** Work with a partner to create word problems for each of the sums.
4. **Say:** Find the answer for each problem and write it down on your paper.

Closing (1 minute)

1. **Say:** Today we learnt how to create one-step word problems using subtraction.
2. **Say:** In the next lesson we will begin learning about measurement and estimation.

Lesson Title: Naming Things in the Class that are Big and Small	Theme: Measurement and Estimation: Length	
Lesson Number: M_01_038	Class/Level: Class 1	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Identify objects in the classroom. 2. Classify objects as big and small. 	 <p>Teaching Aids A seed, a pencil, a leaf.</p>	 <p>Preparation Gather a seed, a pencil, a leaf.</p>
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Opening (1 minute)

1. **Ask:** Is a hippopotamus big or small? (Answer: big)
2. **Ask:** Is a seed big or small? (Answer: small)
3. **Say:** Today we are going to learn how to identify objects in our classroom as big or small.

Introduction to the New Material (8 minutes)

1. Hold up a pencil.
2. **Say:** This is a pencil. It is small.
3. Point to a desk.
4. **Say:** That is a desk. It is big.
5. Hold up a seed.
6. **Say:** This is a seed. It is small.
7. Point to a door.
8. **Say:** That is a door. It is big.
9. Point to your hand.
10. **Say:** This is my hand. It is small.
11. Point to a window.
12. **Say:** That is a window. It is big.
13. Hold up a leaf.
14. **Say:** This is a leaf. It is small.

Guided Practice (5 minutes)

1. **Ask:** What are some things you see in the room that are small?
2. Record pupils' answers on the board.
3. **Ask:** What are some things you see in the room that are big?
4. Record pupils' answers on the board.




Independent Practice (20 minutes)

1. **Say:** We are going to go outside the classroom and look for things that are big and small.
2. **Say:** Before we go out, we will get a piece of paper ready to take with us.
3. **Say:** On one side write the word big.
4. Write: big.
5. **Say:** On the other side write the word small.
6. Write: small.
7. **Say:** If you know the name of the item you see, you may write the word. If you do not know the name, please draw the item you see.
8. **Say:** Make sure to put big items on the big side of the paper and small items on the small side of the paper.
9. **Say:** Please do not go into any other classrooms. You must stay where I can see you.
10. **Say:** When it's time to come in, you will hear my signal.

Closing (1 minute)

1. **Say:** Today we learnt about big and small items inside and outside of our classroom.
2. **Say:** In the next lesson we will be learning about long and short.

Lesson Title: Comparing and Sorting Long and Short Objects	Theme: Measurement and Estimation: Length	
Lesson Number: M_01_039	Class/Level: Class 1	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to use the terms 'longer' and 'shorter' to compare different objects.</p>	 <p>Teaching Aids A long piece of string or thread.</p>	 <p>Preparation Gather a long piece of string or thread.</p>
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Opening (1 minute)

1. **Say:** In our previous lesson we learnt about things that are big and small.
2. **Say:** Today we will be learning about things that are longer and shorter.

Introduction to the New Material (8 minutes)

1. Hold up a long piece of thread/string.
2. **Say:** This is long.
3. Write: long.
4. Hold up your pinkie finger.
5. **Say:** This is short.
6. Write: short.
7. Point to the wall.
8. **Say:** This wall is long.
9. Point to your thumb.
10. **Say:** This thumb is short.
11. **Say:** We are going to learn how to compare things using the words 'longer' and 'shorter'.
12. **Say:** When I compare my pinkie and this piece of string, I can say that the string is 'longer' than my pinkie.
13. Write: longer.
14. **Say:** When I compare my pinkie and this piece of string, I can say that my pinkie is 'shorter' than the piece of string.
15. Write: shorter.
16. Hold up your arm and your hand so the pupils can see.
17. **Say:** My arm is 'longer' than my hand.
18. **Say:** My hand is 'shorter' than my arm.

Guided Practice (10 minutes)

1. **Ask:** What things in our classroom are 'shorter' than this piece of string?
2. Record pupils' answers on the board.
3. **Ask:** What are some things you see in the room that are 'longer' than this piece of string?
4. Record pupils' answers on the board.

5. **Ask:** What things in our classroom are 'longer' than your hand?
6. Record pupils' answers on the board.
7. **Ask:** What things in our classroom are 'shorter' than your hand?
8. Record pupils' answers on the board.




Independent Practice (15 minutes)

1. **Say:** We are going to go outside the classroom and look for things that we can compare as 'longer' and 'shorter'.
2. **Say:** Find two items and write the names or draw pictures of them.
3. **Say:** Next to the item write 'longer' or 'shorter'.
4. **Say:** Please do not go into any other classrooms. You must stay where I can see you.
5. **Say:** When it is time to come in, you will hear my signal.

Closing (1 minute)

1. **Say:** Hold up your work for me to see.
2. **Say:** Today we learnt how to compare items using 'longer' and 'shorter'.
3. **Say:** In the next lesson we will learn about 'taller and shorter'.

Lesson Title: Comparing and Sorting Tall and Small Objects	Theme: Measurement and Estimation: Length	
Lesson Number: M_01_040	Class/Level: Class 1	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to use the terms taller and shorter to compare different objects.	 Teaching Aids None	 Preparation None
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Opening (1 minute)

1. **Say:** In our previous lesson we learnt about things that are longer and shorter.
2. **Say:** Today we will be learning about things that are taller and shorter.

Introduction to the New Material (8 minutes)

1. Point to the doorframe.
2. **Say:** This is tall.
3. Write: tall.
4. Point to a chair.
5. **Say:** This is short.
6. Write: short.
7. Point to the ceiling.
8. **Say:** The classroom is tall.
9. Hold up your pointer finger.
10. **Say:** This finger is short.
11. **Say:** We are going to learn how to compare things using the words taller and shorter.
12. **Ask:** Can I get two volunteers to come to the front of the room and help?
13. Choose 2 pupils (1 boy and 1 girl) with hands raised.
14. **Say:** We will use our fellow pupils to learn about taller and shorter.
15. Point to the taller pupil.
16. **Say:** _____ is taller than _____.
17. Write: taller.
18. Point to the shorter pupil.
19. **Say:** _____ is shorter than _____.
20. Write: shorter.

Guided Practice (10 minutes)

1. **Ask:** What things in our classroom are taller than the desks?
2. Record pupils' answers on the board.
3. **Ask:** What are some things you see in the room that are shorter than the desks?
4. Record pupils' answers on the board.

5. **Ask:** What things in our classroom are taller than me?
6. Record pupils' answers on the board.
7. **Ask:** What things in our classroom are shorter than me?
8. Record pupils' answers on the board.




Independent Practice (15 minutes)

1. **Say:** We are going to go outside the classroom and look for things that we can compare as taller and shorter.
2. **Say:** Find two items and write the names or draw pictures of them.
3. **Say:** Next to the item write taller or shorter.
4. **Say:** Please do not go into any other classrooms. You must stay where I can see you.
5. **Say:** When it is time to come in, you will hear my signal.

Closing (1 minute)

1. **Say:** Today we learnt how to compare items using taller and shorter.
2. **Say:** In the next lesson we will start to use the words we have learnt to describe lengths.

Lesson Title: Using Long, Tall and Short to Describe Lengths	Theme: Measurement and Estimation: Length	
Lesson Number: M_01_041	Class/Level: Class 1	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to identify long and short objects accurately.	 Teaching Aids None	 Preparation None
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Opening (1 minute)

1. **Say:** In our previous lesson we learnt the terms big and small, longer and shorter, and taller and smaller.
2. **Say:** Today we will be reviewing how the terms are used so we can use them accurately.

Introduction to the New Material (8 minutes)

1. **Say:** My arm is long.
2. **Say:** My finger is short.
3. **Say:** These words: long and short can be used when we are describing items.
4. **Say:** Longer and shorter are used when we compare the length of two things.
5. **Say:** When we say her hair (point to a female pupil) is longer than his hair (point to a male pupil) or his hair (point to a male pupil) is shorter than her hair (point to a female pupil),
6. **Say:** We used the words longer and shorter to compare the length of hair.
7. **Say:** Taller and shorter are used when we compare the height of two things.
8. **Say:** When we say he (point to a male pupil) is taller than her (point to a female pupil) or she (point to a female pupil) is shorter than him (point to a male pupil),
9. **Say:** We used the words taller and shorter to compare height.

Guided Practice (10 minutes)

1. **Ask:** What are 2 things you can compare using longer and shorter?
2. Record pupils' answers on the board.
3. **Ask:** What can be described as short?
4. Record pupils' answers on the board.
5. **Ask:** What can be described as long?
6. Record pupils' answers on the board.

Independent Practice (15 minutes)




1. **Say:** We are going to go outside the classroom and look for things that we can describe as long and short.
2. **Say:** Draw a line down the middle of a piece of paper.

3. **Say:** On one half of the paper write long.
4. Write: long on the board.
5. **Say:** On the other half of the paper write short.
6. Write: short on the board.
7. **Say:** When you see an item outside, decide whether it is long or short.
8. **Say:** Write the name of the item or draw a picture of it in the area where it belongs.
9. **Say:** Please do not go into any other classrooms. You must stay where I can see you.
10. **Say:** When it is time to come in, you will hear my signal.

Closing (1 minute)

1. **Say:** Today we reviewed the terms long and short.
2. **Say:** In the next lesson we will learn about high and low.

Lesson Title: Comparing Length as High and Low	Theme: Measurement and Estimation: Length	
Lesson Number: M_01_042	Class/Level: Class 1	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to observe high and low objects.	 Teaching Aids None	 Preparation None
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Opening (1 minute)

1. **Say:** In our previous lesson we reviewed the terms tall, short and long.
2. **Say:** Today we will be learning about high and low.

Introduction to the New Material (5 minutes)

1. **Say:** The ceiling is high.
2. Point up.
3. **Say:** The floor is low.
4. Point down.
5. **Say:** Clouds are high.
6. **Say:** Grass is low.
7. **Say:** Things that are high are up.
8. **Say:** Things that are low are down.

Guided Practice (8 minutes)

1. **Ask:** What are things that you know of that are high?
2. Record pupils' answers on the board.
3. **Ask:** What are things that you know of that are low?
4. Record pupils' answers on the board.

Independent Practice (20 minutes)




1. **Say:** We are going to go outside the classroom and look for things that are high and low.
2. **Say:** Before we go out, we will get a piece of paper ready to take with us.
3. **Say:** On one side write the word high.
4. Write: high.
5. **Say:** On the other side write the word low.
6. Write: low.
7. **Say:** If you know the name of the item you see, you may write the word. If you do not know the name, please draw the item you see.
8. **Say:** Make sure to put high items on the high side of the paper and low items on the low side of the paper.
9. **Say:** Please do not go into any other classrooms. You must stay where I can see you.

10. **Say:** When it's time to come in, you will hear my signal.

Closing (*1 minute*)

1. **Say:** Point to something that is high.
2. **Say:** Point to something that is low.
3. **Say:** Today we learnt about the terms high and low.
4. **Say:** In the next lesson we will learn how to measure items.

Lesson Title: Measuring Small Objects Using a Thumb	Theme: Measurement and Estimation: Length	
Lesson Number: M_01_043	Class/Level: Class 1	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to measure the length of a small object using a thumb.	 Teaching Aids None	 Preparation None
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Opening (5 minutes)

1. Play a game of 'I Spy' with the pupils.
2. Choose a small object and do not say it aloud.
3. **Say:** I spy something _____. (Fill in the blank with the colour of the object.)
4. **Say:** Your job is to raise your hand and ask 'Is it ___?' and then say your guess.
5. Pupils may need help phrasing the question 'Is it ___?'
6. Keep calling on pupils until a pupil has guessed the correct object.
7. **Say:** I chose a small object because today we are going to learn to measure small objects in the classroom.

Introduction to the New Material (7 minutes)

1. **Ask:** What are the small objects you see in the classroom?
2. Record pupils' answers on the board.
3. If an object is too big (like a window or a door) **Say:** I am looking for small objects.
4. Write down at least 10 small objects that they have identified.
5. The objects can be part of the classroom or on a person, for example eyes, ears, fingers.
6. **Say:** Small objects require small units of measurement.

Guided Practice (8 minutes)

1. Choose one of the objects the pupils have identified.
2. **Say:** I am going to measure the length of this object using my thumb.
3. **Ask:** How many thumbs long do you think it will be?
4. Write pupil estimates on the board.
5. Show pupils how to use two thumbs to measure. Alternating thumbs as you count aloud. Ensure pupils note the importance of placing the thumbs carefully one in front of the other without gaps to measure accurately.
6. **Say:** This _____(object) is _____ thumbs long.
7. Record the length on the board.
8. Choose a book and hold it up for the class to see.
9. **Say:** I am going to measure the length of this book using my thumb.
10. **Ask:** How many thumbs long do you think it might be?

11. Record pupil estimates on the board.
12. Show pupils how to use two thumbs to measure. Alternating thumbs as you count aloud.
13. **Say:** This book is _____ thumbs long.
14. Record the length of the book on the board.




Independent Practice (12 minutes)

1. **Say:** In pairs, choose 5 – 6 small objects in the room to draw on a piece of paper.
2. **Say:** Make a guess as to how many thumbs long each item will be. Record the guesses on your paper.
3. **Say:** Take turns measuring the items, and record the measurements as you measure each item.
4. Give the pupils time to measure the objects and record their answers.
5. Walk around the room to support pupils to measure carefully.

Closing (3 minutes)

1. Ask pairs of pupils to share one small item they chose to measure and how many thumbs long the item was.
2. Record the pupils' responses on the board.

Lesson Title: Measuring and Comparing the Length of Spaces Using Footsteps	Theme: Measurement and Estimation: Length	
Lesson Number: M_01_044	Class/Level: Class 1	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Measure the length of spaces using footsteps. 2. Use the terms longer than and shorter than to describe length. 	 <p>Teaching Aids None</p>	 <p>Preparation None</p>
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Opening (5 minutes)

1. **Say:** In the previous lesson we learnt how to measure the length of small objects using our thumbs.
2. **Ask:** If I wanted to measure the length of something large, like the length of this room, what could I use?
3. Record pupils' answers on the board.
4. **Say:** We can use our feet! Today we will learn how to use our feet to measure large lengths.

Introduction to the New Material (5 minutes)

1. **Say:** Our feet are larger than our thumbs; therefore, the things we measure have to be larger.
2. **Say:** I can measure the length of this table using my feet.
3. **Say:** I will measure it by putting one foot directly in front of the other.
4. **Say:** As you can see I am putting my heel to my toe and alternating feet.
5. Count aloud as you measure with your feet.
6. **Say:** The length of this table is ____ feet.
7. Write the number on the board.

Guided Practice (8 minutes)

1. **Ask:** What are some other things we could measure with our feet?
2. Write pupil answers on the board.
3. **Say:** Let's measure the width of the room with our feet.
4. **Ask:** Who would like to volunteer?
5. Choose a pupil with hand raised.
6. **Say:** _____ will measure the width of the room using his/her feet. S/he will place one foot in front of the other and we will all count aloud.
7. **Say:** It is important that s/he is careful to make sure the feet are touching when measuring.
8. Lead the pupils in counting aloud as the pupil measures the width of the room heel to toe.
9. **Say:** _____ has measured the room and the room is ____ feet wide.




Independent Practice (14 minutes)

1. **Say:** You will now be working with a partner for our next activity.
2. **Say:** We will be going outside to practice measuring with our feet.
3. **Say:** Together with your partner, choose 5 distances to measure. Write the places you will be measuring between.
4. Write: Classroom to tree, or draw a picture.
5. **Say:** For example, if you are measuring from the classroom to the tree, you will write it on your paper as I have on the board.
6. **Say:** One partner will use their feet to measure while the other counts aloud.
7. **Say:** Remember to write the number of feet when you are done measuring.
8. **Say:** Take turns measuring the distances you have identified.
9. **Say:** You must stay where I can see you and do not enter other classrooms. I will signal when it is time to return here to the classroom.
10. Walk around outside the classroom assisting pupils with choosing distances to measure and then with measuring.

Closing (3 minutes)

1. Ask pairs of pupils to share the distances they chose to measure and how many feet they counted.
2. Record the pupils' responses on the board.

Lesson Title: Measuring and Comparing Heights of Pupils Using Hands	Theme: Measurement and Estimation: Length	
Lesson Number: M_01_045	Class/Level: Class 1	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Measure heights of other pupils in class using hands. 2. Use the terms 'shorter than' and 'taller than' to describe height. 	 <p>Teaching Aids None</p>	 <p>Preparation None</p>
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Opening (5 minutes)

1. **Say:** In the previous lesson we learnt how to measure using our feet.
2. **Ask:** Is there another part of our body we can use to measure?
3. **Say:** We can use our hands!

Introduction to the New Material (5 minutes)

1. **Say:** Our hands can be used to measure many things.
2. **Say:** I can measure the length of this desk with my hands.
3. Demonstrate measuring desk with your hands, making sure to place them finger to bottom of hand.
4. **Say:** This desk is _____ hands long.
5. **Say:** When I measure using my hands, I have to be careful to place one hand over the other. My hands can't overlap and there can't be any gaps.

Guided Practice (8 minutes)

1. **Ask:** Who would like to volunteer to help me today?
2. Choose 2 pupils of different heights to come to the front.
3. **Say:** We can use our hands to measure people.
4. **Say:** I am going to demonstrate by measuring _____ (pupil's name).
5. **Say:** Count with me as I measure.
6. Place one hand over the other and count aloud as you measure from foot to top of head.
7. **Say:** _____ (pupil's name) is _____ hands tall.
8. **Say:** Now I am going to measure _____ (other pupil's name).
9. **Say:** Count with me as I measure.
10. Place one hand over the other and count aloud as you measure from foot to top of head.
11. **Say:** _____ (pupil's name) is _____ hands tall.
12. **Say:** _____ (taller pupil) is taller than _____.
13. Write: taller than.
14. **Say:** _____ (shorter pupil) is shorter than _____.

15. Write: shorter than.
16. **Say:** We can compare height by using the phrases taller than and shorter than.
17. **Say:** Now it is your turn to try.




Independent Practice (14 minutes)

1. **Say:** You will now be working on your own to practise measuring your fellow pupils.
2. **Say:** Before measuring, write the pupil's name on your paper.
3. **Say:** Then you may measure from their hands up to the top of their head.
4. **Say:** Write down how many hands your fellow pupil measured next to their name.
5. **Say:** Once you have taken turns measuring each other, you may find another pupil to measure.

Closing (3 minutes)

1. **Say:** Today you learnt how to measure your fellow pupils using your hands.
2. **Say:** You also learnt the phrases taller than and shorter than.
3. **Say:** In the next lesson we will learn how to put things in order by their length.

Lesson Title: Ordering Objects According to their Length	Theme: Measurement and Estimation: Length	
Lesson Number: M_01_046	Class/Level: Class 1	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Order objects according to their lengths. 2. Use every day and comparative language to describe length. 	 <p>Teaching Aids None</p>	 <p>Preparation None</p>
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Opening (2 minutes)

1. **Say:** In the previous lesson you learnt how to measure your fellow pupils using your hands.
2. **Say:** Today we will learn how to put objects in order according to their length.

Introduction to the New Material (5 minutes)

1. **Say:** I am going to compare the lengths of different objects.
2. **Say:** I have here a book and a pencil.
3. **Say:** I can hold the two items next to each other and I can see that the book is longer than the pencil.
4. Write: longer.
5. **Say:** I can also see that the pencil is shorter than the book.
6. Write: shorter.
7. **Say:** I can hold the pencil next to the table and I can see that the table is longer than the pencil.
8. Write: longer.
9. **Say:** I can also see that the pencil is shorter than the table.
10. Write: shorter.
11. **Say:** I can order the three items from smallest to longest.
12. Write: pencil book table.
13. **Say:** The pencil was the smallest and the table was the longest.
14. Write next to pencil: smallest.
15. Write next to table: longest.

Guided Practice (8 minutes)

1. **Ask:** What in this room is longer than this pencil?
2. Record pupils' answers on the board.
3. **Ask:** What in this room is shorter than me?
4. Record pupils' answers on the board.




Independent Practice (15 minutes)

1. **Say:** We are going to go outside for our next activity.
2. **Say:** You will be working with a partner to find 10 objects.
3. **Say:** Once you find 10 objects, you need to put them in order from shortest to longest.
4. **Say:** You may need to use your thumbs or hands to measure the length if you are not sure which items are longer or shorter.
5. **Say:** Please stay where I can see you and do not go into any other classrooms.
6. **Say:** When it is time to come back into the classroom, you will hear my signal.

Closing (5 minutes)

1. **Ask:** What are some of the items you found and compared?
2. Record pupils' answers on the board.
3. **Ask:** Which items were longer and which items were shorter?
4. Record pupils' answers on the board.
5. **Say:** Today you learnt how to put things in order according to length.
6. **Say:** In the next lesson we will make up our own units of measurement to measure length.

Lesson Title: Invent Non-Standard Units to Measure Length	Theme: Measurement and Estimation: Length	
Lesson Number: M_01_047	Class/Level: Class 1	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Invent their own non-standard units of measurements. 2. Measure objects and spaces using their own non-standard measurements. 	 <p>Teaching Aids None</p>	 <p>Preparation None</p>
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Opening (2 minutes)

1. **Say:** In the previous lessons we used thumbs, hands and feet to measure length.
2. **Say:** Today we will invent our own non-standard units of measurement.

Introduction to the New Material (5 minutes)

1. **Ask:** What are some other things we can use to measure length?
2. Write pupil answers on the board.
3. If they do not say the following, you can add: fingers, fingernails, buttons, erasers, counters, stones, arms, heads, pencils, books, and marker caps.

Guided Practice (8 minutes)

1. **Say:** I want to measure the length of this window.
2. **Ask:** Which of the units of measurement listed here should I use?
3. Record pupils' answers on the board.
4. **Say:** We will use 2 different measurements.
5. Measure the length of the window using 2 different units of measurement.
6. After each measurement, write the number and the unit on the board.
7. State the length of the window in both units of measurement.
8. For example, the window is 5 books long; the window is 8 pencils long.

Independent Practice (15 minutes)




1. **Say:** We are going to work inside and outside the classroom for our next activity.
2. **Say:** You will be working with a partner.
3. **Say:** Choose 5 objects that you would like to measure.
4. **Say:** Before you measure each object, choose 2 different units of measurement you would like to use.

5. **Say:** Measure the object using the first unit of measurement. Write down the length and the unit of measurement.
6. **Say:** Then measure the object with the second unit of measurement. Write down the length and the unit of measurement.
7. **Say:** You may then go on to measure your next object.
8. **Say:** Please stay where I can see you and do not go into any other classrooms.
9. **Say:** When it is time to come back into the classroom, you will hear my signal.

Closing (*5 minutes*)

1. **Ask:** What are some of the items that you measured and how long were they?
2. Record pupils' answers on the board.

Lesson Title: Knowing Words to Describe Position of an Object or Person	Theme: Geometry: Location to Describe Position, Direction and Movement	
Lesson Number: M_01_048	Class/Level: Class 1	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to use correct words to describe the position of an object.	 Teaching Aids None	 Preparation None
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Opening (3 minutes)

1. **Say:** Please point to the ceiling.
2. **Say:** The ceiling is above us.
3. **Say:** Please point to the floor.
4. **Say:** The floor is below us.
5. **Say:** Today we will be learning about things that are 'above us' and 'below us'.

Introduction to the New Material (3 minutes)

1. **Say:** The ceiling is above us.
2. Point up.
3. **Say:** The floor is below us.
4. Point down.
5. **Say:** Clouds are above us.
6. **Say:** Grass is below us.
7. Write: 'above' on the board.
8. **Say:** Things that are up are 'above us'.
9. Write: 'below' on the board.
10. **Say:** Things that are down are 'below us'.

Guided Practice (8 minutes)

1. **Ask:** What things are 'above us'?
2. Record pupils' answers on the board.
3. **Ask:** What things are 'below us'?
4. Record pupils' answers on the board.

Independent Practice (20 minutes)

1. **Say:** We are going to go outside the classroom and look for things that are 'above us' and 'below us'.
2. **Say:** Before we go out, we will get a piece of paper ready to take with us.
3. **Say:** On one side write the word 'above'. Point to the board.
4. **Say:** On the other side write the word 'below'. Point to the board.




Say: If you know the name of the item you see, you may write the word. If you do not know the name, draw the item you see.

5. **Say:** Make sure to put the items 'above us' on the 'above' side of the paper and the items 'below us' on the 'below' side of the paper.
6. **Say:** Please do not go into any other classrooms. You must stay where I can see you.
7. **Say:** When it's time to come in, you will hear my signal.

Closing (1 minute)

1. **Say:** Today we learnt about above and below.
2. **Say:** Point to something that is above us.
3. **Say:** Point to something that is below us.
4. **Say:** In the next lesson we will learn about 'on' and 'under'.

Lesson Title: Knowing Words to Describe the Position of an Object or Person	Theme: Geometry: Location to Describe Position, Direction and Movement	
Lesson Number: M_01_049	Class/Level: Class 1	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to use correct words to describe the position of an object.	 Teaching Aids None	 Preparation None
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Opening (2 minutes)

1. Place a book on the table.
2. **Say:** The book is on the table.
3. Place the book under the table.
4. **Say:** The book is under the table.
5. **Say:** Today we will be learning about things that are 'on' and 'under'.

Introduction to the New Material (4 minutes)

1. **Say:** We are under the ceiling.
2. Point up.
3. **Say:** My feet are on the floor.
4. Point down.
5. Point to a female student.
6. **Say:** She is sitting on the chair/bench.
7. Point to a male student.
8. **Say:** His feet are under the desk.
9. Write: 'on' on the board.
10. **Say:** Things that are on top of something are on.
11. Write: 'under' on the board.
12. **Say:** Things that are underneath something are under.

Guided Practice (8 minutes)

1. **Ask:** What things in our classroom are 'on' something else?
2. Record pupils' answers on the board.
3. **Ask:** What things in our classroom are 'under' something else?
4. Record pupils' answers on the board.

Independent Practice (20 minutes)




1. **Say:** We are going to go outside the classroom and look for things that are 'on' and 'under'.
2. **Say:** Before we go out, we will get a piece of paper ready to take with us.

3. **Say:** On one side write the word 'on'. Point to the board.
4. **Say:** On the other side write the word 'under'. Point to the board.
5. **Say:** Please draw the items you see. Write the word 'on' next to the item that is on top of something. Write the word 'under' next to the item that is under something.
6. **Say:** Make sure to use 'on' and 'under' correctly.
7. **Say:** Please do not go into any other classrooms. You must stay where I can see you.
8. **Say:** When it's time to come in, you will hear my signal.

Closing (1 minute)

1. **Say:** Put your book on your desk.
2. **Say:** Put your book under your desk.
3. **Say:** Today we learnt about 'on' and 'under'.
4. **Say:** In the next lesson we will learn about 'in front of' and 'behind'.

Lesson Title: Knowing Words to Describe the Position of an Object or Person	Theme: Geometry: Location to Describe Position, Direction and Movement	
Lesson Number: M_01_050	Class/Level: Class 1	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to use correct words to describe the position of an object.	 Teaching Aids None	 Preparation None
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Opening (2 minutes)

- Stand in front of the desk.
- Say:** I am standing in front of the desk.
- Stand behind the desk.
- Say:** I am standing behind the desk.
- Say:** Today we will be learning about the terms 'in front of' and 'behind'.

Introduction to the New Material (6 minutes)

- Ask:** Who would like to volunteer to help me?
- Choose 2 pupils (1 boy and 1 girl) to come to the front of the room.
- Place one pupil in front of the other.
- Point to the pupil in front.
- Say:** _____ is standing 'in front of' _____.
- Point to the pupil in back.
- Say:** _____ is standing 'behind' _____.
- Direct the pupils to sit down.
- Point to a female pupil.
- Say:** She is sitting 'behind' the desk.
- Say:** I am standing 'in front of' the desk.

Guided Practice (6 minutes)

- Ask:** What are things in our classroom that are 'in front of' something else?
- Record pupils' answers on the board.
- Ask:** What are things in our classroom that are 'behind' something else?
- Record pupils' answers on the board.

Independent Practice (20 minutes)




- Say:** We are going to go outside the classroom and look for things that are 'in front of' or 'behind'.
- Say:** Before we go out, we will get a piece of paper ready to take with us.
- Write: 'in front of' on the board.

4. **Say:** Write 'in front of' on your paper.
5. Write: 'behind' on the board.
6. **Say:** Write 'behind' on your paper.
7. **Say:** When we are outside the classroom, please draw the items you see. Write the words 'in front of' next to the item that is 'in front of' something. Write the word 'behind' next to the item that is 'behind' something.
8. **Say:** Make sure to use 'in front of' and 'behind' correctly.
9. **Say:** Please do not go into any other classrooms. You must stay where I can see you.
10. **Say:** When it's time to come in, you will hear my signal.

Closing (1 minute)

1. **Say:** Today we learnt about in front of and behind.
2. **Say:** Look to see who is sitting 'in front of' you. Look to see who is 'behind' you.
3. **Say:** In the next lesson we will learn about distance.

Lesson Title: Knowing Words to Describe Distance Away from Objects or Persons	Theme: Geometry: Location to Describe Position, Direction and Movement	
Lesson Number: M_01_051	Class/Level: Class 1	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to use the words far and near to identify distance of objects.	 Teaching Aids None	 Preparation None
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Opening (3 minutes)

- Stand near the door.
- Say:** I am standing near the door.
- Stand far away from the door.
- Say:** I am standing far from the door.
- Say:** Today we will be learning about the terms 'near' and 'far'.

Introduction to the New Material (5 minutes)

- Ask:** Who would like to volunteer to help me?
- Choose 2 pupils (1 boy and 1 girl) to come to the front of the room.
- Have both pupils stand side by side.
- Say:** The pupils are standing near each other.
- Write: 'near' on the board.
- Have both pupils stand as far apart as possible.
- Say:** The pupils are standing far from each other.
- Write: 'far' on the board.
- Direct the pupils to return to their seats.
- Point to something across the room.
- Say:** The ____ is 'far' from me.
- Stand near the window.
- Say:** I am standing 'near' the window.

Guided Practice (6 minutes)

- Ask:** What things in our classroom are 'near' the door?
- Record pupils' answers on the board.
- Ask:** What things in our classroom are 'far' from the door?
- Record pupils' answers on the board.

Independent Practice (20 minutes)




- Say:** We are going to go outside the classroom and look for things that are near each other and far from each other.

2. **Say:** Before we go out, we will get a piece of paper ready to take with us.
3. **Say:** On one side write 'near'. Point to the board.
4. **Say:** On one side write 'far'. Point to the board.
5. **Say:** When we are outside the classroom, please draw two items you see. Write 'near' or 'far' to describe whether the items are near to or far from each other.
6. **Say:** Make sure to use 'near' and 'far' correctly.
7. **Say:** Please do not go into any other classrooms. You must stay where I can see you.
8. **Say:** When it's time to come in, you will hear my signal.

Closing (1 minute)

1. **Say:** Today we learnt about near and far.
2. **Say:** In the next lesson we will learn about 'close to' and 'far away'.

Lesson Title: Knowing Words to Describe Distance Away from Objects or Persons	Theme: Geometry: Location to Describe Position, Direction and Movement	
Lesson Number: M_01_052	Class/Level: Class 1	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to use the words far away and close to identify the distance of objects.	 Teaching Aids None	 Preparation None
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Opening (3 minutes)

1. Stand near the door.
2. **Say:** I am standing close to the door.
3. Stand far away from the door.
4. **Say:** I am standing far away from the door.
5. **Say:** Today we will be learning about the phrases 'close to' and 'far away'. They are similar to 'near' and 'far'.

Introduction to the New Material (5 minutes)

1. **Ask:** Who would like to volunteer to help me?
2. Choose 2 pupils (1 boy and 1 girl) to come to the front of the room.
3. Have both pupils stand side by side.
4. **Say:** The pupils are standing close to each other.
5. Write: 'close to' on the board.
6. Have both pupils stand as far apart as possible.
7. **Say:** The pupils are standing far away from each other.
8. Write: 'far away' on the board.
9. Direct the pupils to return to their seats.
10. Point to something across the room.
11. **Say:** The ____ is 'far away' from me.
12. Stand near the window.
13. **Say:** I am standing 'close to' the window.

Guided Practice (6 minutes)

1. **Ask:** What things in our classroom are 'close to' the window?
2. Record pupils' answers on the board.
3. **Ask:** What things in our classroom are 'far away' from the window?
4. Record pupils' answers on the board.




Independent Practice (20 minutes)

1. **Say:** We are going to go outside the classroom and look for things that are 'close to' each other and 'far away' from each other.
2. **Say:** Before we go out, we will get a piece of paper ready to take with us.
3. **Say:** On one side write 'close to'. Point to the board.
4. **Say:** On one side write 'far away'. Point to the board.
5. **Say:** When we are outside the classroom, please draw two items you see. Write 'close to' or 'far away' to describe whether the items are 'close to' or 'far away' from each other.
6. **Say:** Make sure to use 'close to' and 'far away' correctly.
7. **Say:** Please do not go into any other classrooms. You must stay where I can see you.
8. **Say:** When it's time to come in, you will hear my signal.

Closing (1 minute)

1. **Say:** Today we learnt about 'close to' and 'far away'.
2. **Say:** In the next lesson we will learn about moving objects.

Lesson Title: Comparing Objects that Can Easily be Moved and those that Cannot	Theme: Geometry: Location to Describe Position, Direction and Movement	
Lesson Number: M_01_053	Class/Level: Class 1	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to differentiate between objects that can be moved and those that cannot.	 Teaching Aids None	 Preparation None
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Opening (2 minutes)

1. **Say:** In the previous lessons we learnt about distance between objects and the positions of objects and people.
2. **Ask:** Have any of you ever moved from one house to another?
3. **Say:** Today we will be learning about things that move.

Introduction to the New Material (3 minutes)

1. Push against the wall.
2. **Say:** I can't move this wall.
3. Push a chair.
4. **Say:** I can move this chair.
5. Move a pencil from one spot to another.
6. **Say:** I can move this pencil.
7. Point to the ceiling.
8. **Say:** I can't move the ceiling.

Guided Practice (8 minutes)

1. **Ask:** What things inside our classroom can we move?
2. Record pupils' answers on the board.
3. **Ask:** What things inside our classroom can we not move?
4. Record pupils' answers on the board.

Independent Practice (20 minutes)




1. **Say:** We are going to go outside the classroom and look for things that we 'can move' and things we 'cannot move'.
2. **Say:** Before we go out, we will get a piece of paper ready to take with us.
3. **Say:** On one side write 'can move' point to the board.
4. **Say:** On one side write 'cannot move'. Point to the board
5. **Say:** When we are outside the classroom, look for items that you 'can move' and items you 'cannot move'.

6. **Say:** Draw the items that can be moved on the 'can move' side of your paper.
7. **Say:** Draw the items that cannot be moved on the 'cannot move' side of your paper.
8. **Say:** Please do not go into any other classrooms. You must stay where I can see you.
9. **Say:** When it's time to come in, you will hear my signal.

Closing (2 minutes)

1. **Say:** Today we learnt about things that 'can be moved' and things that 'cannot be moved'.
2. **Say:** In the next lesson we will learn about moving things 'up' and 'down'.

Lesson Title: Knowing Words to Describe Movement to a New Position of an Object or Person	Theme: Geometry: Location to Describe Position, Direction and Movement	
Lesson Number: M_01_054	Class/Level: Class 1	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to use correct words to describe movement to a new position of an object or person.	 Teaching Aids None	 Preparation None
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Opening (2 minutes)

1. **Say:** In the previous lesson we learnt about moving objects.
2. **Say:** Today we will be learning about movement using the words 'up' and 'down'.

Introduction to the New Material (3 minutes)

1. Point to the ceiling.
2. **Say:** This is up.
3. Write: 'up' on the board.
4. Point to the floor.
5. **Say:** This is down.
6. Write: 'down' on the board.
7. Raise your hand up.
8. **Say:** My hand is 'up'.
9. Put your hand down.
10. **Say:** My hand is 'down'.
11. **Say:** Move your hand 'up'.
12. **Say:** Move your hand 'down'.

Guided Practice (6 minutes)

1. **Ask:** What things inside or outside our classroom can move 'up'?
2. Record pupils' answers on the board.
3. **Ask:** What things inside or outside our classroom can move 'down'?
4. Record pupils' answers on the board.
5. **Ask:** What things inside or outside our classroom can move 'up AND down'?
6. Record pupils' answers on the board.

Independent Practice (18 minutes)




1. **Say:** We are going to go outside the classroom and look for things that we can move up or move down.
2. **Say:** Before we go out, we will get a piece of paper ready to take with us. Fold the paper in half.

3. Demonstrate folding the paper in half.
4. **Say:** On one half write 'up'. Point to the board.
5. **Say:** On the other half write 'down'. Point to the board
6. **Say:** Turn the paper over and write the words 'up and down'.
7. **Say:** When we are outside the classroom, look for items that can move 'up', items that can move down' and items that can move 'up and down'.
8. **Say:** Draw the items that can move 'up' in the 'up' section of your paper.
9. **Say:** Draw the items that can move 'down' in the 'down' section of your paper.
10. **Say:** Draw the items that can move 'up AND down' in the 'up and down' section of your paper.
11. **Say:** Please do not go into any other classrooms. You must stay where I can see you.
12. **Say:** When it's time to come in, you will hear my signal.

Closing (7 minute)

1. **Ask:** What items did you find that can move 'up'?
2. Record pupils' answers on the board.
3. **Ask:** What items did you find that can move 'down'?
4. Record pupils' answers on the board.
5. **Ask:** What items did you find that can move 'up and down'?
6. Record pupils' answers on the board.
7. **Say:** In the next lesson we will learn about things that move 'backward' and 'forward'.

Lesson Title: Knowing Words to Describe Movement to a New Position of an Object or Person	Theme: Geometry: Location to Describe Position, Direction and Movement	
Lesson Number: M_01_055	Class/Level: Class 1	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to use correct words to describe movement to a new position of an object or person.	 Teaching Aids None	 Preparation None
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Opening (2 minutes)

1. **Say:** In the previous lesson we learnt about objects that move up and down.
2. **Say:** Today we will be learning about movement using the words 'forward' and 'backward', 'to' and 'from'.

Introduction to the New Material (4 minutes)

1. Walk forward.
2. **Say:** I am walking 'forward'.
3. Write: 'forward' on the board.
4. Walk backward.
5. **Say:** I am walking 'backward'.
6. Write: 'backward' on the board.
7. Walk to the door and **Say:** I am walking 'to' the door.
8. Walk from the door and **Say:** I am walking 'from' the door.

Guided Practice (10 minutes)

1. **Ask:** Where are places you walk 'to'?
2. Record pupils' answers on the board.
3. **Ask:** Where are places you walk 'from'?
4. Record pupils' answers on the board.
5. **Ask:** What moves 'forward'?
6. Record pupils' answers on the board.
7. **Ask:** What moves 'backward'?
8. Record pupils' answers on the board.

Independent Practice (16 minutes)




1. **Say:** We are going to go outside the classroom and play a game.
2. **Say:** You are going to have to listen very carefully to my voice. I will speak as loud as I can.
3. **Say:** Follow my directions. Spread out.

4. **Say:** Walk 'forward' 5 steps.
5. **Say:** Walk 'backward' 4 steps.
6. **Say:** Walk 'to' the front of the school.
7. Wait 3 seconds and **Say:** Stop.
8. **Say:** Walk 'from' the front of the school to the classroom.
9. Wait 3 seconds and **Say:** Stop.
10. **Say:** Walk 'forward' 10 steps.
11. **Say:** Walk backward 5 steps.
12. **Say:** Find a partner. For the next 5 minutes take turns giving each other directions using the words 'forward', 'backward', 'to' and 'from'.
13. **Say:** Stay where I can see you and do not go into any classrooms.
14. **Say:** When you hear my signal, please return to the classroom.

Closing (3 minutes)

1. **Say:** Today we learnt the words 'forward' and 'backward' and 'to' and 'from'.
2. **Say:** In the next few lessons we will practice using all the words we have learnt to describe movement.

Lesson Title: Practicing the Vocabulary Learnt to Describe Position, Direction and Movement	Theme: Geometry: Location to Describe Position, Direction and Movement	
Lesson Number: M_01_056	Class/Level: Class 1	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to use the vocabulary learnt to describe position, direction and movement.	 Teaching Aids None	 Preparation None
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Opening (2 minutes)

1. **Say:** In the previous lessons we learnt new words and phrases to describe movement.
2. **Say:** Today we will practice using those words and phrases.

Introduction to the New Material (0 minutes)

Guided Practice (12 minutes)

1. **Say:** We will first review the words 'above' and 'below'.
2. **Say:** The sky is above us.
3. Write: 'above' on the board.
4. **Ask:** What else is above us? (Example answers: clouds; the roof)
5. **Say:** The ground is below us.
6. Write: 'below' on the chalkboard.
7. **Ask:** What else is below us? (Example answers: our chairs; stones on the floor)
8. Place a book on the table.
9. **Ask:** Is the book 'on' or 'under' the table? (Answer: on)
10. Write: 'on' on the board.
11. Place a pencil under the table.
12. **Ask:** Is the pencil 'on' or 'under' the table? (Answer: under)
13. Write: 'under' on the board.
14. Stand in front of the table.
15. **Ask:** Am I 'in front of' or 'behind' the table? (Answer: in front of)
16. Write: 'in front of' on the board.
17. Write: 'behind' on the board.

Independent Practice (20 minutes)




1. **Say:** Draw a picture of the classroom and objects inside the classroom.
2. **Say:** Use the words we have learnt – 'above', 'below', 'on', 'under', 'in front of', 'behind' – to describe position, direction and movement in your picture.
3. **Say:** The words and phrases we have used are listed here on the board.

4. Give pupils 18 minutes to draw and write. Walk around the classroom supporting pupils to accurately label their drawings.
5. **Say:** Hold your work up for me to see.

Closing (*1 minute*)

1. **Say:** Today we reviewed some of the words and phrases we use to describe position, direction and movement.
2. **Say:** In the next lesson we will continue our review.

Lesson Title: Practicing the Vocabulary Learnt to Describe Position, Direction and Movement	Theme: Geometry: Location to Describe Position, Direction and Movement	
Lesson Number: M_01_057	Class/Level: Class 1	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to use the vocabulary learned to describe position, direction and movement.</p>	 <p>Teaching Aids None</p>	 <p>Preparation None</p>
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Opening (2 minutes)

1. **Say:** In the previous lesson we began our review of words and phrases to describe position, direction and movement.
2. **Say:** Today we will review other words and phrases we have learnt.

Introduction to the New Material (0 minutes)

Guided Practice (10 minutes)

1. Stand near the door.
2. **Ask:** Am I 'near' the door or 'far' from the door? (Answer: Near the door.)
3. Write: 'near' on the board.
4. Write: 'far' on the board.
5. **Ask:** Am I 'close' to the window or 'far' from the window? (Answer will depend on location of window.)
6. Write: 'close' on the board.
7. **Ask:** Is the sun 'up' in the sky or 'down' under the ground? (Answer: Up in the sky.)
8. Write: 'up' on the board.
9. Write: 'down' on the board.
10. Walk forward.
11. **Ask:** Am I walking 'forward' or 'backward'? (Answer: Forward)
12. Write: 'forward' on the board.
13. Write: 'backward' on the board.

Independent Practice (18 minutes)




1. **Say:** Draw a picture of the classroom and objects inside the classroom.
2. **Say:** Use the words we have learnt – 'near', 'far', 'close', 'up', 'down', 'forward', and 'backward' – to describe position, direction and movement in your picture.
3. **Say:** The words and phrases we have used are listed here on the board.
4. Give pupils 15 minutes to draw and write. Walk around the classroom supporting pupils to accurately label their pictures.

5. **Say:** Hold your picture up for me to see.

Closing (*5 minutes*)

1. **Say:** Today we reviewed the rest of the words and phrases we use to describe position, direction and movement.
2. **Ask:** Who would like to share the pictures they drew during the last two lessons with us?
3. **Say:** Please use the words and phrases we learnt to describe position, direction and movement in your picture.

Lesson Title: Counting Up to 100 in Ones	Theme: Numbers and Numeration: Knowing and Understanding Numbers Up to 100	
Lesson Number: M_01_058	Class/Level: Class 1	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to count from any number onwards in ones for numbers up to 100.</p>	 <p>Teaching Aids 1. 100 chart at the end of the plan. 2. Display of numbers 1 to 100.</p>	 <p>Preparation 1. Draw a 100 chart, at the end of the plan, on the board. 2. Display of number 1 to 100.</p>
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Opening (2 minutes)

1. Lead class in counting from 1 to 10.
2. **Say:** Today you will be learning to count from 1 to 100.
3. Point to the numbers 1 to 100 on display.
4. Point to the 100 chart on the board.
5. **Say:** You will be learning the names of numbers up to 100.

Introduction to the New Material (7 minutes)

1. Point to the 100 chart.
2. **Say:** Each number has a name.
3. **Say:** Numbers go in order and have a pattern.
4. Point to the numbers that all have '0' at the end.
5. Point to the numbers that all have '3' at the end.
6. Point to all the numbers that have '7' at the end.
7. Point to number 11 and **Say:** 11.
8. **Say:** Now repeat after me: 11.
9. Point to number 12 and **Say:** 12.
10. Continue to say the numbers and have students repeat until you have reached the number 100.

Guided Practice (10 minutes)

1. **Say:** Let's count together in very, very quiet voices.
2. Point to the numbers as you count quietly with the pupils.
3. **Say:** Boys, count for the girls. Girls, make sure the boys don't make any mistakes!
4. Point to the numbers as the boys count.
5. **Say:** Girls, count for the boys. Boys, make sure the girls don't make any mistakes!
6. Point to the numbers as the girls count.
7. **Say:** Let's all count together again, this time in big voices!
8. Point to the numbers as you count loudly with the pupils.
9. **Say:** You will now be working with a partner.

Independent Practice (13 minutes)

- Write this list of numbers in a line down the board:
2 (Answer: 3, 4, 5, 6, 7, 8, 9, 10)
23 (Answer: 24, 25, 26, 27, 28, 29, 30)
44 (Answer: 45, 46, 47, 48, 49, 50)
63 (Answer: 64, 65, 66, 67, 68, 69, 70)
81 (Answer: 82, 83, 84, 85, 86, 87, 88, 89, 90)
- Say:** Write each number on your paper the same as I have done.
- Say:** Repeat after me.
- Say each number aloud and wait for the students to repeat.
- Point to the number 2.
- On the board, write all the numbers in the line after 2: 3, 4, 5, 6, 7, 8, 9, 10.
- Say:** Use the 100 chart with your partner and say aloud the numbers in the same line on the 100 chart after the number on your paper. Stop when you get to the last number on the right.
- During this time, walk around checking on pupils to make sure they are writing the numbers correctly.
- Check for understanding by pointing to numbers they have written and asking them to name the number.




Closing (3 minutes)

- Using the 100 chart, point to a number.
- Say:** Raise your hand and name the number.
- Repeat this process 5-7 times with different numbers.
- Close the lesson by having the class recite the numbers 1 to 100 as you point to each number.

[100 CHART]

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Lesson Title: Counting in 2s Up to 100, Using Counters	Theme: Numbers and Numeration: Knowing and Understanding Numbers Up to 100	
Lesson Number: M_01_059	Class/Level: Class 1	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to count in 2s up to 100.</p>	 <p>Teaching Aids 1. 100 chart (at the end of the plan) 2. Counters (beads, stones)</p>	 <p>Preparation 1. Draw a 100 chart on the board. Cover, or erase, all odd numbers. 2. Gather enough counters for each pair to have a handful each.</p>
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Opening (5 minutes)

1. **Say:** The head teacher would like to know how many pupils are in class today.
2. **Ask:** Who would like to volunteer to count the number of pupils in the class?

Introduction to the New Material (4 minutes)

1. **Say:** Is there is a faster way to count pupils.
2. If they don't suggest 'count by 2s', **Ask:** Wouldn't it be faster to count by 2s?
3. Show the pupils the number chart and **Say:** The uncovered numbers increase by 2 over the previous number.
4. **Say:** Together we will practise counting numbers by 2s. Say the number as I point to it.
5. Point to a number and wait for the pupils to say the number.

Guided Practice (15 minutes)

1. **Say:** Find a partner and link arms.
2. If one child is alone, tell them it is okay that they do not have a partner and they will soon find out why.
3. Point to a pair of students and **Say:** Raise your hands over your head.
4. **Say:** 2
5. Have the children lower their hands.
6. Point to the next set of children and **Say:** Raise your hands over your head.
7. **Say:** 4
8. Continue in this manner until all children in the class have been counted using the numbers on the number chart.
9. If there is an odd number of children then explain that you can't add two, you can only add one and have the lone child raise both their hands.
10. **Say:** Counting large numbers of items or people is faster when counting by 2s.
11. Remove the covers from the odd numbers (or write the odd numbers in the chart).
12. **Say:** We are going to do a clapping activity. Clap on every other number. We will start with 0.
13. Clap and **Say:** 0
14. Recite all the numbers up to 100. Clap along with the pupils.
15. **Say:** You will now be working with a partner.

Independent Practice (10 minutes)

1. **Say:** Find a place in the room to sit with a partner.
2. Give each pair of pupils a small handful of counters.
3. **Say:** Count the items by 2s, using the 100 chart to help you.
4. Support groups of pupils that may be having trouble.
5. If pupils finish before others, ask them the number of items they counted and have them count again to see if they get a different number.




Closing (2 minutes)

1. **Say:** Now we will count from 0 to 100 by 2s. Count with me.
2. Lead the students in counting from 0 to 100 by 2s.

[100 CHART]

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Lesson Title: Use the Number Line to Count in 5s Up to 100	Theme: Numbers and Numeration: Knowing and Understanding Numbers Up to 10	
Lesson Number: M_01_060	Class/Level: Class 1	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to use the number line to count up to 100 in 5s.	 Teaching Aids 1 – 100 number line in 5s at the end of the plan	 Preparation Draw a 1 – 100 number line with 5s and 10s marked, at the end of the plan, on the board.
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Opening (4 minutes)

1. **Say:** In our previous lesson we learnt how to count by 2s up to 100 using counters and the 100 chart.
2. **Say:** In today's lesson we will learn to count by 5s using a number line.
3. **Ask:** What are some things you know of that are found in sets of 5? (Answers will vary.)
4. Write pupils' answers on the board.

Introduction to the New Material (7 minutes)

1. Point to the number line on the board.
2. **Say:** This number line is divided into sets of 5. Each dot represents 5 numbers. I will read the numbers aloud for you.
3. **Say:** 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80, 85, 90, 95, 100.
4. **Say:** Now let's practise saying the numbers together. I will point to the number and we will all say it aloud.

Guided Practice (12 minutes)

1. **Say:** Form a circle around the room.
2. If there is not enough room inside, then you will need to go outside.
3. **Say:** Each of your hands has 5 fingers on it.
4. **Say:** We will use our hands to help us count by 5s. Once we get to 100, we will start again at the beginning.
5. **Say:** We will start with our hands at our sides.
6. **Say:** I am going to give five to _____ by slapping hands palm to palm with him/her and saying the number 5.
7. Demonstrate the activity by giving five to the pupil to your left (palm to palm) and say the number 5 aloud to the class.
8. **Say:** Now _____ is going to give five to the person on his/her left and is going to say the number 10 aloud.
9. Have the next pupil give five to the pupil to their left and say the number 15.

10. Continue this process until you reach 100 and have the next pupil start over with the number 5.
11. The activity is finished when the last pupil gives five to you (the teacher) and says their number.
12. Depending on the number of pupils in your class, you may go through the cycle of 5 to 100 two to five times.

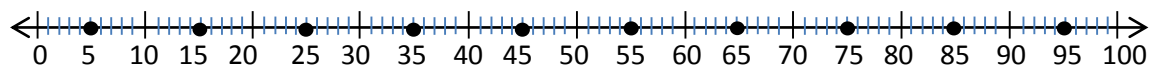
Independent Practice (10 minutes)

1. **Say:** Create a number line on your paper from 1 to 100.
2. **Say:** Create a mark for each multiple of 5 and write the number by the mark.
3. **Say:** Once you have labelled each multiple of 5, practise saying the numbers aloud.
4. **Say:** Continue practising until I have said our time is up.

Closing (2 minutes)

1. **Say:** Today we learnt how to use the number line to count in 5s from 0 to 100.
2. **Say:** Let's count together from 0 to 100 in 5s.
3. Lead the pupils in counting aloud from 0 to 100 in 5s.

[0-100 NUMBER LINE]



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