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**WEEK 1: LESSON 1**

**Strand:** Numbers

**Sub Strand:** Pre-number activities

**Specific Learning Outcomes:**

By the end of the lesson, the learner should be able to:

- Sort objects according to similar attributes in different situations.

- Collect different types of objects from the environment.

- Appreciate the use of sorting and grouping items in daily activities.

**Key Inquiry Question:**

- Name 2 objects you have collected?

**Learning Resources:**

- Tusome KLB Mathematics Grade 1 objects (various items for sorting activities)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on basic shapes and colors.

- Guide learners to read and discuss relevant content from Tusome KLB resources, focusing on how we can sort items based on different attributes like color, shape, and size.

**Lesson Development (20 minutes)**

**Step 1:** Explore and Identify Objects

- Invite students to look around the classroom or outside and collect 3 different objects (such as leaves, stones, or crayons).

- Have each student showcase their objects to the class and explain what they collected.

**Step 2:** Sort Objects by Attribute

- Guide students in small groups to sort their collected objects by one attribute (e.g., color, size, or shape).

- Allow groups to present their sorting method to the class.

**Step 3**: Group Similar Items

- Ask students to find another way to group their items and discuss why they chose to group them that way.

- Discuss examples of how sorting happens in everyday life (like sorting toys or food).

**Step 4**: Reflect and Share

- Have students share their sorting experiences and what they learned about grouping items.

- Encourage them to think of how sorting can help in organizing their things at home.

**Conclusion (5 minutes)**

- Summarize key points: what sorting is and why it's useful.

- Conduct a brief interactive activity: Ask students to name a few objects around the classroom and determine how they could sort them.

- Preview the next session by asking, “What other ways can we sort things in nature?” to spark curiosity.

**Extended Activities:**

- Suggest students create a sorting book at home, where they can take pictures of items they sort and write about their grouping criteria.

- Organize a nature walk where students collect various items and sort them at school upon returning, promoting outdoor exploration and hands-on learning.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 2**

**Strand:** NUMBERS

**Sub Strand:** Pre number activities

**Specific Learning Outcomes:**

By the end of the lesson, the learner should be able to:

- Sort objects according to similar attributes in different situations.

- Collect different types of objects from the environment.

- Appreciate the use of sorting and grouping items in day-to-day activities.

**Key Inquiry Question:**

- How do we group objects?

**Learning Resources:**

- Tusome KLB Mathematics Grade 1 objects

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the previous lesson on objects and counting.

- Engage learners by asking them to point out objects in the classroom and discuss their attributes (e.g., color, shape, size).

**Lesson Development (20 minutes)**

**Step 1:** Group Discussion

- Introduce the concept of sorting and grouping. Explain that we can sort objects by color, size, or shape.

- Display a mixed collection of objects (like blocks, buttons, or paper clips) and ask students how they might sort these items.

- Encourage children to share their thoughts aloud.

**Step 2:** Sorting Activity

- Divide students into small groups and provide each group with a collection of assorted objects.

- Instruct them to sort the objects based on one attribute (e.g., all red objects together, all big objects, etc.).

- Walk around to observe and support their sorting process.

**Step 3:** Class Sharing

- Have each group share their sorting choices with the class.

- Ask them to explain why they chose that attribute for sorting and encourage questions from their peers.

**Step 4**: Collecting and Grouping

- Assign a short outdoor activity where students can collect different types of objects (like leaves, stones, or sticks) from the school yard.

- Once back in class, have them group these collected items by attributes similar to the previous activity.

**Conclusion (5 minutes)**

- Summarize the key points discussed during the lesson, emphasizing how sorting helps us understand our world.

- Conduct a brief interactive activity where students can use hand gestures to show their favorite ways to sort items.

- Prepare learners for the next session by asking them to think about how they sort toys at home.

**Extended Activities:**

- Home Activity: Encourage students to sort their toys at home and bring a picture or drawing of their sorted toys to share in the next class.

- Art Activity: Have students create a "Sorting Book" where they can draw or paste pictures of objects grouped by various attributes (colors, sizes).

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 3**

**Strand:** NUMBERS

**Sub Strand:** Pre number activities

**Specific Learning Outcomes:**

By the end of the lesson, the learner should be able to:

- Name different objects in the environment.

- Match objects with similar attributes in the environment.

- Appreciate the use of sorting and grouping items in daily activities.

**Key Inquiry Question:**

- Which objects have similar attributes?

**Learning Resources:**

- Tusome KLB Mathematics Grade 1 objects chart

- A variety of everyday objects (e.g., buttons, fruits, toys)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Welcome learners and engage them with a brief review of the previous lesson. Ask questions such as, “Can anyone tell me what we learned last time?”

- Introduce the concept of attributes by showing the objects chart. Highlight how different objects can be grouped together.

**Lesson Development (20 minutes)**

**Step 1:** Name Different Objects

- Show various objects to the class (real or pictures from the chart). Ask students to name each object.

- Encourage them by asking questions like, “What is this?” and “Can you find something similar in the room?”

**Step 2:** Grouping by Attributes

- Introduce the idea of attributes (color, shape, size).

- Divide students into small groups and provide them with a mix of objects (e.g., different colored buttons).

- Instruct them to group the objects based on one attribute (e.g., all red buttons together).

**Step 3:** Match Similar Objects

- Have students select one object from their group and find another object in the classroom that matches the same attribute.

- Encourage them to explain how they chose their matching objects (e.g., “This is a red button, and this is a red ball.”).

**Step 4:** Share and Discuss

- Invite each group to share their findings with the class.

- Discuss the different attributes they used and why grouping is helpful in everyday life.

**Conclusion (5 minutes)**

- Summarize the key points: naming objects, understanding attributes, and the importance of sorting and grouping.

- Ask students to participate in a quick game: hold up two objects and ask them to shout out if they think they belong together or not.

- Preview upcoming topics: “Next time, we will explore more about numbers and how we can use them in our everyday lives!”

**Extended Activities:**

- Sorting Scavenger Hunt: Send students on a mini scavenger hunt around the classroom to find items based on specific attributes (e.g., all round objects or all blue items).

- At-Home Sorting: Encourage students to help their parents sort items at home (e.g., silverware, toys) and explain their reasoning for why they grouped the items.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 4**

**Strand:** NUMBERS

**Sub Strand:** Pre number activities

**Specific Learning Outcomes:**

By the end of the lesson, the learner should be able to:

- Name different objects in the environment.

- Match objects with similar attributes in the environment.

- Appreciate the use of sorting and grouping items in daily activities.

**Key Inquiry Question:**

- Which objects have similar attributes?

**Learning Resources:**

- Tusome KLB Mathematics Grade 1 objects chart

- A variety of everyday objects (e.g., buttons, fruits, toys)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Welcome learners and engage them with a brief review of the previous lesson. Ask questions such as, “Can anyone tell me what we learned last time?”

- Introduce the concept of attributes by showing the objects chart. Highlight how different objects can be grouped together.

**Lesson Development (20 minutes)**

**Step 1:** Name Different Objects

- Show various objects to the class (real or pictures from the chart). Ask students to name each object.

- Encourage them by asking questions like, “What is this?” and “Can you find something similar in the room?”

**Step 2:** Grouping by Attributes

- Introduce the idea of attributes (color, shape, size).

- Divide students into small groups and provide them with a mix of objects (e.g., different colored buttons).

- Instruct them to group the objects based on one attribute (e.g., all red buttons together).

**Step 3:** Match Similar Objects

- Have students select one object from their group and find another object in the classroom that matches the same attribute.

- Encourage them to explain how they chose their matching objects (e.g., “This is a red button, and this is a red ball.”).

**Step 4:** Share and Discuss

- Invite each group to share their findings with the class.

- Discuss the different attributes they used and why grouping is helpful in everyday life.

**Conclusion (5 minutes)**

- Summarize the key points: naming objects, understanding attributes, and the importance of sorting and grouping.

- Ask students to participate in a quick game: hold up two objects and ask them to shout out if they think they belong together or not.

- Preview upcoming topics: “Next time, we will explore more about numbers and how we can use them in our everyday lives!”

**Extended Activities:**

- Sorting Scavenger Hunt: Send students on a mini scavenger hunt around the classroom to find items based on specific attributes (e.g., all round objects or all blue items).

- At-Home Sorting: Encourage students to help their parents sort items at home (e.g., silverware, toys) and explain their reasoning for why they grouped the items.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 5**

**Strand:** Numbers

**Sub Strand:** Pre number activities

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Identify objects with similar attributes.

- Group objects according to attributes such as size, color, use, shape, and texture.

- Appreciate the use of sorting and grouping items in day-to-day activities.

**Key Inquiry Question:**

- How can we group objects?

**Learning Resources:**

- Tusome KLB Mathematics Grade 1

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson by asking students what they learned about numbers and objects.

- Introduce the concept of sorting and grouping by showing a few example objects, such as toys or classroom items.

- Guide learners to read and discuss relevant content from the learning resources, focusing on key sorting concepts.

**Lesson Development (20 minutes)**

**Step 1:** Introduction to Attributes

- Explain what attributes are (size, color, shape, etc.).

- Show different objects and ask students to describe them using these attributes.

- Engage students by asking questions such as, “What color is this?” or “What shape do you see?”

**Step 2:** Identifying Similar Attributes

- Use hands-on materials (e.g., colored blocks, various shapes) and ask students to find items with similar attributes.

- Encourage learners to work in pairs to identify at least two objects that have the same color or shape.

- Share findings with the class to foster discussion.

**Step 3:** Grouping Objects

- Organize students into small groups and provide them with a set of assorted items.

- Challenge each group to sort their items based on different attributes (e.g., by color, size, or shape).

- Have each group present their sorted items to the class and explain their reasoning.

**Step 4:** Real-Life Applications

- Discuss how we use sorting and grouping in everyday life (e.g., organizing toys, sorting laundry).

- Encourage students to think of examples from home where they group things (e.g., by color for clothes).

**Conclusion (5 minutes)**

- Summarize key points from the lesson: attributes, grouping, and examples from their lives.

- Conduct a brief interactive activity such as a "sorting race" where students quickly group items by a chosen attribute.

- Preview the next session by asking the class, “What other ways can we group things?” to stimulate curiosity for future topics.

**Extended Activities:**

- Sorting Scavenger Hunt:

Ask students to find and bring in three objects from home that share a common attribute. They can share how they grouped them in class.

- Create a Sorting Book:

Have students create a simple book with pages for sorting different attributes (one page for color, one for shape, etc.) and draw or paste pictures of items that fit.

- Attribute Bingo:

Create bingo cards with different attributes (e.g., round, blue, big) and play a game where students must find items that match their card.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 1**

**Strand:** Numbers

**Sub Strand:** Pre-number activities

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to:

1. Identify objects with similar attributes.

2. Group objects according to attributes such as size, color, use, shape, and texture.

3. Appreciate the use of sorting and grouping items in daily activities.

**Key Inquiry Question(s):**

- Name the objects with similar attributes?

**Learning Resources:**

- Tusome KLB Mathematics Grade 1 objects

- Various classroom objects (toys, blocks, colored paper, etc.)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin by reviewing the previous lesson on basic shapes and colors.

- Ask questions like, “Can anyone tell me the different shapes we learned about?”

- Guide learners to read a page from the learning resources that introduces sorting and grouping. Discuss why sorting objects can be useful, particularly in everyday life.

**Lesson Development (20 minutes)**

**Step 1:** Introduction to Attributes

- Explain what attributes are using simple language. Show examples (like a red ball, a big block, a round cookie) and discuss.

- Engage students by asking them to describe their favorite toy using different attributes.

**Step 2:** Identifying Similar Attributes

- Present several mixed objects to the class.

- Ask students to identify objects that are the same in size, color, shape, or texture.

- Encourage participation by allowing students to point out objects and explain their reasoning.

**Step 3:** Grouping Objects

- Divide students into small groups and give each group a set of objects or pictures to sort.

- Guide them to group the objects by specific attributes they chose (size, color, etc.).

- Walk around and ask guiding questions to support their thinking.

**Step 4:** Sharing and Discussing

- Have each group share their categorized objects with the class, explaining their reasoning.

- Discuss the different ways groups chose to sort their objects, reinforcing the idea that there can be multiple ways to analyze and categorize.

**Conclusion (5 minutes)**

- Summarize the lesson by highlighting the key points about attributes and grouping.

- Conduct a quick interactive activity: have students find one item around them and describe its attributes to a partner.

- Preview the next session by introducing the idea of patterns, asking, “What comes next after we group things?”

**Extended Activities:**

- Attribute Hunt: Ask students to find 3 objects at home or in the classroom that share a common attribute to bring in for the next class.

- Sorting Game: Create a sorting worksheet where students can draw or cut out pictures of objects and group them according to given attributes.

- Pattern Play: Introduce a simple game where students create patterns using colored blocks or shapes, further solidifying their understanding of grouping and attributes.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 2**

**Strand:** NUMBERS

**Sub Strand:** Pre-number Activities

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Identify objects with similar attributes.

- Group objects according to attributes such as size, color, use, shape, and texture.

- Appreciate the use of sorting and grouping items in daily activities.

**Key Inquiry Question(s):**

- What is the importance of grouping objects?

**Learning Resources:**

- Tusome KLB Mathematics Grade 1 objects (pictures or physical objects of various types)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin by reviewing the previous lesson on basic shapes or counting.

- Show pictures or examples of different objects.

- Ask the students to point out objects they see and discuss the characteristics such as color, size, and shape.

- Introduce the key inquiry question: "What is the importance of grouping objects?"

**Lesson Development (20 minutes)**

**Step 1:** Identifying Similar Attributes

- Show a collection of mixed objects (e.g., toys, shapes, colors).

- Ask students to identify and name objects that have the same color (e.g., all red items).

- Write down their observations on the board.

**Step 2:** Grouping by Size

- Provide students with large and small objects (e.g., blocks or balls).

- Guide them to group these objects by size (large vs. small).

- Have them explain why they placed certain objects together.

**Step 3:** Grouping by Shape

- Display shapes like circles, squares, and triangles.

- Allow students to identify and group objects based on their shape.

- Discuss how grouping helps in organizing items.

**Step 4**: Real-Life Application

- Invite students to share real-life examples of grouping (e.g., sorting laundry, organizing toys).

- Create a sorting activity where they group classroom materials (e.g., crayons or books) according to attributes discussed.

**Conclusion (5 minutes)**

- Summarize the key points, emphasizing the different ways to group objects.

- Ask students to reflect on why sorting and grouping objects is important in their everyday lives.

- Conduct a quick interactive activity such as "I Spy" where learners can find and name objects in the classroom that fit certain criteria (e.g., "I spy something that is blue and round").

- Preview the next lesson which will focus on basic addition using grouped objects.

**Extended Activities:**

- At Home Activity: Encourage students to find items at home and group them by color, size, or shape. They can create a small poster showcasing their findings.

- Sorting Game: Have a sorting game where students can sort different colored paper clips or buttons into groups based on their attributes.

- Storytime Grouping: Read a book and have children identify items from the story that can be grouped, discussing how they relate to those attributes.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 3**

**Strand:** NUMBERS

**Sub Strand:** Pre-number activities

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Order objects according to a given criteria in different situations.

- Pair objects with similar attributes such as size, color, use, shape, and texture.

- Appreciate the use of sorting and grouping items in day-to-day activities.

**Key Inquiry Question(s):**

- How can we arrange objects?

**Learning Resources:**

- Tusome KLB Mathematics Grade 1 objects (blocks, buttons, colored papers, etc.)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin by reviewing the previous lesson on simple shapes and colors.

- Ask students, “Can anyone tell me how we can sort or group items we see every day?” Discuss their responses to activate prior knowledge.

- Guide learners to read and discuss relevant content using the Tusome resources, especially focusing on sorting and grouping concepts.

**Lesson Development (20 minutes)**

**Step 1:** Introduction to Ordering Objects

- Present a variety of objects (e.g., different colored blocks).

- Ask students to sort these blocks by size, putting the small ones together and the big ones together.

- Discuss with the students how they decided to order the blocks and why size is an important attribute.

**Step 2:** Pairing Objects by Color

- Provide various objects with different colors (e.g., buttons, crayons).

- Ask students to pair objects that are the same color.

- Explore with the students how many groups they can make and discuss what they notice about each pair.

**Step 3:** Grouping by Shape

- Introduce cut-out shapes (circles, squares, triangles).

- Challenge students to sort the shapes into groups based on their shape type.

- Encourage discussions on how many groups were made and how they determined which shapes belong together.

**Step 4:** Real-life Sorting Activity

- Set up a mini scavenger hunt around the classroom.

- In pairs, let students find different items (e.g., a pencil, an eraser, a book) and sort them by use (school supplies, toys, etc.).

- Ask them to share back to the class how they sorted the items and the reasons behind their choices.

**Conclusion (5 minutes)**

- Summarize the key points: ordering by size, pairing by color, and grouping by shape.

- Conduct a brief interactive activity where each student holds up an object from the classroom and shares how they would sort it.

- Prepare learners for the next session by asking, “What other ways can we sort things? Can we sort sounds or feelings?” to spark curiosity.

**Extended Activities:**

- Create a "sorting station" in the classroom with various everyday objects for students to explore during free time.

- Provide a worksheet where students can draw and label items that can be sorted by color, shape, or size from home.

- Set up a virtual or physical "nature walk" where students find and categorize leaves by size and shape.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 4**

**Strand:** NUMBERS

**Sub Strand:** Pre-number activities

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Order objects according to a given criteria in different situations.

- Pair objects with similar attributes such as size, color, use, shape, and texture.

- Appreciate the use of sorting and grouping items in day-to-day activities.

**Key Inquiry Question(s):**

- How can we arrange objects?

**Learning Resources:**

- Tusome KLB Mathematics Grade 1 objects (blocks, buttons, colored papers, etc.)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin by reviewing the previous lesson on simple shapes and colors.

- Ask students, “Can anyone tell me how we can sort or group items we see every day?” Discuss their responses to activate prior knowledge.

- Guide learners to read and discuss relevant content using the Tusome resources, especially focusing on sorting and grouping concepts.

**Lesson Development (20 minutes)**

**Step 1:** Introduction to Ordering Objects

- Present a variety of objects (e.g., different colored blocks).

- Ask students to sort these blocks by size, putting the small ones together and the big ones together.

- Discuss with the students how they decided to order the blocks and why size is an important attribute.

**Step 2:** Pairing Objects by Color

- Provide various objects with different colors (e.g., buttons, crayons).

- Ask students to pair objects that are the same color.

- Explore with the students how many groups they can make and discuss what they notice about each pair.

**Step 3:** Grouping by Shape

- Introduce cut-out shapes (circles, squares, triangles).

- Challenge students to sort the shapes into groups based on their shape type.

- Encourage discussions on how many groups were made and how they determined which shapes belong together.

**Step 4:** Real-life Sorting Activity

- Set up a mini scavenger hunt around the classroom.

- In pairs, let students find different items (e.g., a pencil, an eraser, a book) and sort them by use (school supplies, toys, etc.).

- Ask them to share back to the class how they sorted the items and the reasons behind their choices.

**Conclusion (5 minutes)**

- Summarize the key points: ordering by size, pairing by color, and grouping by shape.

- Conduct a brief interactive activity where each student holds up an object from the classroom and shares how they would sort it.

- Prepare learners for the next session by asking, “What other ways can we sort things? Can we sort sounds or feelings?” to spark curiosity.

**Extended Activities:**

- Create a "sorting station" in the classroom with various everyday objects for students to explore during free time.

- Provide a worksheet where students can draw and label items that can be sorted by color, shape, or size from home.

- Set up a virtual or physical "nature walk" where students find and categorize leaves by size and shape.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 5**

**Strand:** Numbers

**Sub Strand:** Pre-number activities

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Order objects according to a given criteria in different situations.

- Pair objects with similar attributes such as size, color, use, shape, and texture.

- Appreciate the use of sorting and grouping items in daily activities.

**Key Inquiry Question(s):**

- Name the objects which have similar attributes?

**Learning Resources:**

- Tusome KLB Mathematics Grade 1 chart

- Digital devices (tablets or smartboards)

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the previous lesson by asking students to recall what they learned about identifying and grouping objects.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the concept of sorting and grouping based on attributes.

**Lesson Development (20 minutes)**

**Step 1:** Introduction to Sorting

- Present various objects (e.g., blocks, buttons, or pictures) to the class.

- Ask students to identify different attributes such as color, size, or shape.

- Guide them in a simple sorting activity, where they can place objects into groups based on one attribute (e.g., sort all the red objects together).

**Step 2:** Pairing Similar Attributes

- Provide students with pairs of objects that have at least one similar attribute (e.g., two circles, two different colored balls).

- Encourage them to discuss with a partner how their objects are similar and what attributes they share.

- Invite several students to share their findings with the class.

**Step 3:** Ordering Objects by Criteria

- Introduce a different activity where students need to order a series of objects from smallest to largest or by color (rainbow order).

- Have them physically arrange the objects or draw them in order on paper.

**Step 4:** Group Activity

- Divide the class into small groups and give them a variety of objects.

- Assign a specific attribute for them to sort their items (e.g., sort by texture).

- After sorting, ask each group to present and explain how they sorted their items.

**Conclusion (5 minutes)**

- Summarize key points: ordering, pairing, and categorizing objects based on attributes.

- Conduct a brief interactive activity where students quickly name different attributes of classroom objects.

- Prepare learners for the next session by previewing topics related to counting and number recognition.

**Extended Activities:**

- Home Activity: Ask students to collect items from home and sort them based on color, size, or shape, then share their findings with the class on the next lesson.

- Art Integration: Have students create a "Sorting Book" where they draw objects they’ve sorted and label them with their attributes.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 1**

**Strand:** Numbers

**Sub Strand:** Pre-number activities

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Order objects according to a given criteria in different situations.

- Pair objects with similar attributes such as size, color, use, shape, and texture.

- Appreciate the use of sorting and grouping items in daily activities.

**Key Inquiry Question(s):**

- Name the objects which have similar attributes?

**Learning Resources:**

- Tusome KLB Mathematics Grade 1 chart

- Digital devices (tablets or smartboards)

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the previous lesson by asking students to recall what they learned about identifying and grouping objects.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the concept of sorting and grouping based on attributes.

**Lesson Development (20 minutes)**

**Step 1:** Introduction to Sorting

- Present various objects (e.g., blocks, buttons, or pictures) to the class.

- Ask students to identify different attributes such as color, size, or shape.

- Guide them in a simple sorting activity, where they can place objects into groups based on one attribute (e.g., sort all the red objects together).

**Step 2:** Pairing Similar Attributes

- Provide students with pairs of objects that have at least one similar attribute (e.g., two circles, two different colored balls).

- Encourage them to discuss with a partner how their objects are similar and what attributes they share.

- Invite several students to share their findings with the class.

**Step 3:** Ordering Objects by Criteria

- Introduce a different activity where students need to order a series of objects from smallest to largest or by color (rainbow order).

- Have them physically arrange the objects or draw them in order on paper.

**Step 4:** Group Activity

- Divide the class into small groups and give them a variety of objects.

- Assign a specific attribute for them to sort their items (e.g., sort by texture).

- After sorting, ask each group to present and explain how they sorted their items.

**Conclusion (5 minutes)**

- Summarize key points: ordering, pairing, and categorizing objects based on attributes.

- Conduct a brief interactive activity where students quickly name different attributes of classroom objects.

- Prepare learners for the next session by previewing topics related to counting and number recognition.

**Extended Activities:**

- Home Activity: Ask students to collect items from home and sort them based on color, size, or shape, then share their findings with the class on the next lesson.

- Art Integration: Have students create a "Sorting Book" where they draw objects they’ve sorted and label them with their attributes.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 2**

**Strand:** Numbers

**Sub Strand:** Pre-number Activities

**Specific Learning Outcomes:**

By the end of the lesson, the learner should be able to:

- Identify patterns of different shapes and sizes using real objects.

- Create patterns of different sizes and shapes using real objects.

- Appreciate the use of sorting and grouping items in day-to-day activities.

**Key Inquiry Question(s):**

- Name 2 shapes?

**Learning Resources:**

- Tusome KLB Mathematics Grade 1 Cut outs of different shapes

**Organisation of Learning**

**Introduction (5 minutes)**

- Begin the lesson by reviewing the shapes covered in the previous lesson, asking students to name them aloud.

- Using the cut-outs, guide learners to read and discuss the relevant content, focusing on shape identification and the concept of patterns.

**Lesson Development (20 minutes)**

**Step 1:** Identifying Patterns

- Show students a collection of different-shaped cut-outs (e.g., circles, squares, triangles) and ask them to identify the shapes.

- Discuss how these shapes can form patterns and have them point out any patterns they see (e.g., circle, square, circle, square).

**Step 2:** Sorting Shapes

- Encourage students to sort the shapes into groups based on their properties (e.g., by color, size, or type).

- Discuss why sorting is helpful in everyday situations (e.g., organizing toys).

**Step 3:** Creating Patterns

- Provide students with a selection of shapes and have them create their own patterns using these objects (e.g., a triangle, a circle, a triangle, a circle).

- Walk around the room to assist and encourage the use of different shapes and sizes.

**Step 4:** Sharing Patterns

- Invite students to present their patterns to the class.

- Encourage them to describe their patterns and what shapes they used, promoting direct interaction and language skills.

**Conclusion (5 minutes)**

- Summarize the main points of the lesson: identifying shapes, sorting, and creating patterns.

- Ask students to share what they learned and any new shapes or patterns they discovered.

- Provide a quick interactive activity, such as a shape scavenger hunt around the classroom, where students can find and group items that match the shapes discussed.

**Extended Activities**

- Encourage learners to create a pattern using objects from home (e.g., buttons, crayons) and bring them to class for a "Pattern Show and Tell."

- Suggest that students draw their favorite pattern in their notebooks and label the shapes they used. This could enhance their visual and writing skills.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 3**

**Strand:** NUMBERS

**Sub Strand**: Pre number activities

**Specific Learning Outcomes:**

By the end of the lesson, the learner should be able to:

- Identify patterns of different shapes and sizes using real objects.

- Create patterns of different sizes and shapes using real objects.

- Appreciate the use of sorting and grouping items in day-to-day activities.

**Key Inquiry Question(s):**

- How do we create patterns?

**Learning Resources:**

- Tusome KLB Mathematics Grade 1 chart

- Various real objects (blocks, buttons, colored paper shapes, etc.)

**Organisation of Learning**

**Introduction (5 minutes)**

- Begin with a quick review of the previous lesson on shapes using objects. Ask questions like, “What shapes do we remember?”

- Introduce the key concept of patterns. Read and discuss examples from the Tusome KLB Mathematics chart, pointing out how patterns work in real life (e.g., the stripes on a shirt, the tiles on a floor).

**Lesson Development (20 minutes)**

**Step 1:** Exploring Patterns

- Show students a collection of real objects (blocks, buttons, etc.).

- Ask them to look closely and identify whether they see any patterns. Encourage them to describe the patterns they see verbally (e.g., “I see a red button, a blue button, a red button…”).

**Step 2:** Identifying Patterns

- Divide students into small groups and give each group a set of objects.

- Instruct them to identify a pattern using their objects and tell the class what shape or color they chose to make their pattern.

- Circulate around the classroom to assist and engage with the groups, prompting them with questions.

**Step 3:** Creating Patterns

- Have each group create their own pattern using the objects provided. Encourage them to use different shapes and sizes.

- Once completed, let each group present their pattern to the class, explaining how they made it.

**Step 4:** Sorting and Grouping

- Provide each group with a mixed collection of objects.

- Ask them to sort and group the objects based on size, shape, or color.

- Once done, have a short discussion on why they chose their specific sorting criteria.

**Conclusion (5 minutes)**

- Summarize the key points of the lesson: what patterns are, how we can create and identify them, and the importance of sorting and grouping.

- Engage students in an interactive game where they create a simple pattern with their bodies (e.g., clap, stomp, clap).

- Preview the next lesson by asking, “What happens when we change one part of a pattern?” Encourage them to think about changes in patterns for the next class.

**Extended Activities:**

- Home Pattern Hunt: Ask students to look for patterns in their home (e.g., on clothes, tiles, or in nature) and bring a drawing or photo of one pattern to share in class next time.

- Pattern Art Project: Provide materials like colored paper, scissors, and glue for students to create an art piece that includes various patterns, which they can showcase in class.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 4**

**Strand:** NUMBERS

**Sub Strand**: Pre number activities

**Specific Learning Outcomes:**

By the end of the lesson, the learner should be able to:

- Identify patterns of different shapes and sizes using real objects.

- Create patterns of different sizes and shapes using real objects.

- Appreciate the use of sorting and grouping items in day-to-day activities.

**Key Inquiry Question(s):**

- How do we create patterns?

**Learning Resources:**

- Tusome KLB Mathematics Grade 1 chart

- Various real objects (blocks, buttons, colored paper shapes, etc.)

**Organisation of Learning**

**Introduction (5 minutes)**

- Begin with a quick review of the previous lesson on shapes using objects. Ask questions like, “What shapes do we remember?”

- Introduce the key concept of patterns. Read and discuss examples from the Tusome KLB Mathematics chart, pointing out how patterns work in real life (e.g., the stripes on a shirt, the tiles on a floor).

**Lesson Development (20 minutes)**

**Step 1:** Exploring Patterns

- Show students a collection of real objects (blocks, buttons, etc.).

- Ask them to look closely and identify whether they see any patterns. Encourage them to describe the patterns they see verbally (e.g., “I see a red button, a blue button, a red button…”).

**Step 2:** Identifying Patterns

- Divide students into small groups and give each group a set of objects.

- Instruct them to identify a pattern using their objects and tell the class what shape or color they chose to make their pattern.

- Circulate around the classroom to assist and engage with the groups, prompting them with questions.

**Step 3:** Creating Patterns

- Have each group create their own pattern using the objects provided. Encourage them to use different shapes and sizes.

- Once completed, let each group present their pattern to the class, explaining how they made it.

**Step 4:** Sorting and Grouping

- Provide each group with a mixed collection of objects.

- Ask them to sort and group the objects based on size, shape, or color.

- Once done, have a short discussion on why they chose their specific sorting criteria.

**Conclusion (5 minutes)**

- Summarize the key points of the lesson: what patterns are, how we can create and identify them, and the importance of sorting and grouping.

- Engage students in an interactive game where they create a simple pattern with their bodies (e.g., clap, stomp, clap).

- Preview the next lesson by asking, “What happens when we change one part of a pattern?” Encourage them to think about changes in patterns for the next class.

**Extended Activities:**

- Home Pattern Hunt: Ask students to look for patterns in their home (e.g., on clothes, tiles, or in nature) and bring a drawing or photo of one pattern to share in class next time.

- Pattern Art Project: Provide materials like colored paper, scissors, and glue for students to create an art piece that includes various patterns, which they can showcase in class.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 5**

**Strand:** NUMBERS

**Sub Strand:** Pre Number Activities

**Specific Learning Outcomes:**

By the end of the lesson, the learner should be able to:

- Identify patterns of different shapes and sizes using real objects.

- Arrange items like fruits and cereals according to size, color, shape, and storage.

- Appreciate the use of sorting and grouping items in day-to-day activities.

**Key Inquiry Question:**

- How do we create patterns?

**Learning Resources:**

- Tusome KLB Mathematics Grade 1

**Organisation of Learning:**

**Introduction (5 minutes)**

- Briefly review the previous lesson to activate prior knowledge.

- Engage learners by asking questions about patterns they observed at home or school (e.g., on clothes, in nature).

- Guide students to read and discuss relevant content from the Tusome KLB Mathematics resource, highlighting the importance of patterns and sorting.

**Lesson Development (20 minutes)**

**Step 1:** Exploring Patterns

- Show various objects (e.g., blocks, buttons) and create simple patterns (e.g., red, blue, red, blue).

- Ask students to identify the pattern and suggest what comes next.

- Allow students to create their own patterns using the same or similar objects on their desks.

**Step 2:** Sorting by Attribute

- Introduce a collection of fruits and cereals.

- As a class, sort the items based on one attribute (e.g., size - big or small).

- Challenge students to sort the items again, this time by a different attribute (e.g., color). Guide the discussion on why sorting is useful in our daily lives.

**Step 3:** Creating Pattern Art

- Hand out paper and crayons/markers, and ask students to create a pattern design.

- Encourage them to think about colors or shapes as they draw.

- Allow a few students to share their artwork with the class.

**Step 4:** Group Discussion

- Divide students into small groups and give each group a set of different objects.

- Ask them to either identify a pattern or sort the items in a way they decide (by size, shape, or any preference).

- Ask each group to present their findings and sorting method to the class.

**Conclusion (5 minutes)**

- Summarize the key points of the lesson: recognition of patterns, sorting items, and the practical use of grouping.

- Conduct a brief interactive activity where students create a human pattern in the classroom (e.g., a line where students with red shirts stand together).

- Preview the next lesson, which will focus on numbers and counting using sorted groups and objects.

**Extended Activities:**

- Home Activity: Encourage students to look for patterns at home, like in their clothes or kitchen items, and draw one example to share in the next class.

- Sorting Game: Prepare an online or classroom-based game where students can categorize items into different groups (e.g., animals, fruits, shapes).

- Pattern Hunt: Have students go on a "pattern hunt" in the schoolyard or classroom looking for patterns in nature or surroundings (like flowers, tiles, etc.).

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 1**

**Strand:** NUMBERS

**Sub Strand:** Pre-number Activities

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Identify patterns of different shapes and sizes using real objects.

- Arrange items like fruits and cereals according to size, color, shape, and storage.

- Appreciate the use of sorting and grouping items in day-to-day activities.

**Key Inquiry Question(s):**

- What is the importance of creating patterns?

**Learning Resources:**

- Tusome KLB Mathematics Grade 1 different items (various fruits, cereals, shapes).

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin the lesson by reviewing what was learned in the previous session, asking students questions about shapes and sorting they may have encountered.

- Introduce the concept of patterns through a simple discussion about their importance in the world around us (e.g., patterns in clothing, nature, etc.).

**Lesson Development (20 minutes)**

**Step 1:** Identifying Patterns

- Activity: Use real objects (such as colored blocks or toy fruits) to show simple patterns (e.g., red, blue, red, blue).

- Task: Ask students to find similar objects from their surroundings or the classroom and create a pattern.

**Step 2:** Arranging Items

- Activity: Provide students with different items like fruits and cereals. In small groups, have them sort the items by size (big and small) and then by color.

- Task: Have each group present their sorted items and explain how they grouped them.

**Step 3:** Discussing Storage

- Activity: Discuss how we store different items (e.g., where do we keep apples vs. cereals) and why it matters.

- Task: Have students draw a picture of their favorite food item and where they would store it, labeling the container (e.g., refrigerator, cupboard).

**Step 4:** Creating a Class Pattern

- Activity: As a class, create a larger pattern using various classroom items (like colored paper or art supplies).

- Task: Encourage students to come up to the board and add to the pattern, explaining their choice each time.

**Conclusion (5 minutes)**

- Summarize the key points: Patterns are everywhere, and sorting helps us organize the world around us.

- Conduct a brief interactive activity where students can identify what comes next in a given pattern made up of their classroom objects.

- Preview the upcoming topic on numbers and counting and ask questions to stimulate curiosity (e.g., "How can we use numbers to describe a pattern?").

**Extended Activities:**

- Encourage students to collect items from home (e.g., buttons, leaves) and create patterns. They can present these to the class next time, showcasing their understanding of patterns and sorting.

- Create a "Pattern Hunt" worksheet where students must find objects forming a pattern at home or in the classroom.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 2**

**Strand:** NUMBERS

**Sub Strand:** Pre-number Activities

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Identify patterns of different shapes and sizes using real objects.

- Arrange items like fruits and cereals according to size, color, shape, and storage.

- Appreciate the use of sorting and grouping items in day-to-day activities.

**Key Inquiry Question(s):**

- What is the importance of creating patterns?

**Learning Resources:**

- Tusome KLB Mathematics Grade 1 different items (various fruits, cereals, shapes).

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin the lesson by reviewing what was learned in the previous session, asking students questions about shapes and sorting they may have encountered.

- Introduce the concept of patterns through a simple discussion about their importance in the world around us (e.g., patterns in clothing, nature, etc.).

**Lesson Development (20 minutes)**

**Step 1:** Identifying Patterns

- Activity: Use real objects (such as colored blocks or toy fruits) to show simple patterns (e.g., red, blue, red, blue).

- Task: Ask students to find similar objects from their surroundings or the classroom and create a pattern.

**Step 2:** Arranging Items

- Activity: Provide students with different items like fruits and cereals. In small groups, have them sort the items by size (big and small) and then by color.

- Task: Have each group present their sorted items and explain how they grouped them.

**Step 3:** Discussing Storage

- Activity: Discuss how we store different items (e.g., where do we keep apples vs. cereals) and why it matters.

- Task: Have students draw a picture of their favorite food item and where they would store it, labeling the container (e.g., refrigerator, cupboard).

**Step 4:** Creating a Class Pattern

- Activity: As a class, create a larger pattern using various classroom items (like colored paper or art supplies).

- Task: Encourage students to come up to the board and add to the pattern, explaining their choice each time.

**Conclusion (5 minutes)**

- Summarize the key points: Patterns are everywhere, and sorting helps us organize the world around us.

- Conduct a brief interactive activity where students can identify what comes next in a given pattern made up of their classroom objects.

- Preview the upcoming topic on numbers and counting and ask questions to stimulate curiosity (e.g., "How can we use numbers to describe a pattern?").

**Extended Activities:**

- Encourage students to collect items from home (e.g., buttons, leaves) and create patterns. They can present these to the class next time, showcasing their understanding of patterns and sorting.

- Create a "Pattern Hunt" worksheet where students must find objects forming a pattern at home or in the classroom.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 3**

**Strand:** Numbers

**Sub Strand:** Whole Numbers

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Count numbers forward from 1 up to 50

- Watch a video clip of counting numbers 1-50

- Appreciate number patterns by creating and extending patterns during play activities

**Key Inquiry Question(s):**

- Which objects can we use as counters?

**Learning Resources:**

- Tusome KLB Mathematics Grade 1

- Marbles

- Sticks

- Bottle tops

- Digital devices (for video clip)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Start the lesson by reviewing what was learned in the previous class. Remind the students about counting and the last numbers they practiced.

- Introduce the lesson objective and encourage students to share any ideas or examples of counting they might have noticed outside of school.

**Lesson Development (20 minutes)**

**Step 1:** \*Counting Warm-Up\*

- Gather students in a circle and start counting aloud together from 1 to 50.

- Encourage each student to take turns counting a number until they reach 50.

**Step 2:** \*Video Viewing\*

- Show a video clip that counts from 1 to 50.

- Pause at key points in the video to allow students to repeat the numbers or respond to questions about what they see.

**Step 3:** \*Exploring Countable Objects\*

- Ask students to look for objects around them that can be used as counters (e.g., marbles, sticks, bottle tops).

- Allow them a few moments to collect 10 of their chosen counters and bring them to their working area.

**Step 4:** \*Creating Patterns\*

- Guide the students to arrange their counters in different patterns, such as two marbles, one stick, two marbles, and so on.

- Ask them to extend a pattern and explain what they did.

**Conclusion (5 minutes)**

- Recap the numbers counted and the objects used as counters.

- Highlight the importance of recognizing patterns in counting.

- Engage students in a quick counting game where they count aloud together one last time before wrapping up.

- Preview the next lesson, which will focus on addition, and ask them questions like, "What happens when we combine two counts?"

**Extended Activities:**

- Counting Jar: Create a jar where students can add different counters each day. They can tell a partner how many there are each time.

- Pattern Hunt: At home, have students look for patterns in everyday items (like tiles, wallpaper, or clothing) and bring in a drawing or photo to share with the class.

- Math Bingo: Use numbers 1-50 in bingo cards where students can mark numbers as they are called, promoting their recognition of numbers in a fun game format.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 4**

**Strand:** Numbers

**Sub Strand:** Whole Numbers

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Count numbers forward from 1 up to 50

- Watch a video clip of counting numbers 1-50

- Appreciate number patterns by creating and extending patterns during play activities

**Key Inquiry Question(s):**

- Which objects can we use as counters?

**Learning Resources:**

- Tusome KLB Mathematics Grade 1

- Marbles

- Sticks

- Bottle tops

- Digital devices (for video clip)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Start the lesson by reviewing what was learned in the previous class. Remind the students about counting and the last numbers they practiced.

- Introduce the lesson objective and encourage students to share any ideas or examples of counting they might have noticed outside of school.

**Lesson Development (20 minutes)**

**Step 1:** \*Counting Warm-Up\*

- Gather students in a circle and start counting aloud together from 1 to 50.

- Encourage each student to take turns counting a number until they reach 50.

**Step 2:** \*Video Viewing\*

- Show a video clip that counts from 1 to 50.

- Pause at key points in the video to allow students to repeat the numbers or respond to questions about what they see.

**Step 3:** \*Exploring Countable Objects\*

- Ask students to look for objects around them that can be used as counters (e.g., marbles, sticks, bottle tops).

- Allow them a few moments to collect 10 of their chosen counters and bring them to their working area.

**Step 4:** \*Creating Patterns\*

- Guide the students to arrange their counters in different patterns, such as two marbles, one stick, two marbles, and so on.

- Ask them to extend a pattern and explain what they did.

**Conclusion (5 minutes)**

- Recap the numbers counted and the objects used as counters.

- Highlight the importance of recognizing patterns in counting.

- Engage students in a quick counting game where they count aloud together one last time before wrapping up.

- Preview the next lesson, which will focus on addition, and ask them questions like, "What happens when we combine two counts?"

**Extended Activities:**

- Counting Jar: Create a jar where students can add different counters each day. They can tell a partner how many there are each time.

- Pattern Hunt: At home, have students look for patterns in everyday items (like tiles, wallpaper, or clothing) and bring in a drawing or photo to share with the class.

- Math Bingo: Use numbers 1-50 in bingo cards where students can mark numbers as they are called, promoting their recognition of numbers in a fun game format.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 5**

**Strand:** NUMBERS

**Sub Strand**: Whole Numbers

**Specific Learning Outcomes:**

By the end of the lesson, learners will be able to:

- Count numbers forward from 1 to 50

- Write numbers 1-50 in symbols

- Appreciate number patterns by creating and extending patterns during play activities

**Key Inquiry Question(s):**

- In what ways can we count numbers 1-50?

**Learning Resources:**

- Tusome KLB Mathematics Grade 1 Chart

- Counters (e.g., beans, buttons, or blocks)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review Previous Lesson: Begin the class by asking students to recall what they learned in the last lesson about counting.

- Discussion: Show the Tusome KLB Mathematics chart, pointing out the numbers. Engage students by asking about their experiences with counting in everyday life.

**Lesson Development (20 minutes):**

**Step 1:** Counting Forward

- Gather the students in a circle. Use a number line or the chart to count aloud together from 1 to 50.

- Use a song or chant to make counting fun.

**Step 2:** Hands-On Counting

- Distribute counters to each student.

- Have them count and group their counters in sets of 10.

- Encourage them to count together, emphasizing the sequence.

**Step 3:** Writing Numbers

- Provide each student with a worksheet displaying numbers 1-50 in boxes.

- Instruct them to practice writing the numbers in symbols while calling them out loud.

**Step 4:** Pattern Play

- Ask students to create number patterns using their counters (e.g., 1, 2, 3, 1, 2, 3).

- Have them extend or change their patterns and share with a partner.

**Conclusion (5 minutes):**

- Summarize Key Points: Recap how they counted, wrote, and created patterns today.

- Interactive Activity: Play a quick game where students call out a number, and others respond by clapping if it's even or jumping if it's odd.

- Preview Next Lesson: Introduce the topic of addition and ask students to think about how they might add numbers together.

**Extended Activities:**

- Counting Game: Create a counting scavenger hunt where students must find and count objects around the classroom.

- Pattern Art: Have students use colored paper or crayons to create their own patterns on a sheet of paper and display them in the classroom.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 1**

**Strand:** Numbers

**Sub-Strand:** Whole Numbers

**Specific Learning Outcomes:**

By the end of the lesson, students should be able to:

- Count numbers forward from 1 up to 50.

- Observe flash cards of numbers 1-50.

- Appreciate number patterns by creating and extending patterns during play activities.

**Key Inquiry Question(s):**

- In what ways can we count numbers 1-50?

**Learning Resources:**

- Tusome KLB Mathematics Grade 1 page

- Flash cards with numbers 1-50

- Concrete objects for counting (e.g., blocks, buttons, or counters)

**Organisation of Learning**

**Introduction (5 minutes)**

- Begin with a short review of the previous lesson focusing on counting and number recognition.

- Introduce the key inquiry question: “In what ways can we count numbers 1-50?”

- Guide learners to look at the flash cards and discuss what they see.

**Lesson Development (20 minutes)**

**Step 1:** Counting Up to 50

- Lead the class in a group counting activity, counting forward from 1 to 50.

- Encourage students to count out loud together and then individually.

**Step 2:** Concrete Counting Activity

- Distribute concrete objects to each student or group of students.

- Have students practice counting objects from 1 to 50 using their items.

- Walk around the room to assist students and check for understanding.

**Step 3:** Observing Flash Cards

- Display flash cards with numbers 1-50 around the classroom.

- Engage students in a game where they find and match quantities of objects to the corresponding flash card.

- Discuss the numbers and their sequences upwards.

**Step 4:** Pattern Creation

- Introduce simple patterns using colors or shapes (e.g., red-blue-red-blue).

- Have students create their own patterns using blocks or counters and share them with the class.

- Encourage students to extend their patterns or create new ones.

**Conclusion (5 minutes)**

- Summarize key points from the lesson, including counting and recognizing numbers to 50.

- Conduct a quick interactive game (e.g., “Number Jump” where students jump for each number as it is called out).

- Provide a preview of the next session's topics (e.g., adding and subtracting within 10).

**Extended Activities**

- Counting Songs: Introduce fun counting songs that go up to 50 to reinforce counting skills.

- Number Hunt: Organize a classroom scavenger hunt where students find items that correspond to numbers (e.g., find 5 items that are red).

- Flash Card Creation: Encourage students to create their own flash cards at home with numbers and decorate them.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 2**

**Strand:** NUMBERS

**Sub Strand:** Whole Numbers

**Specific Learning Outcomes:**

By the end of the lesson, students will be able to:

- Count numbers backwards from 30 to 1.

- Represent numbers 1-30 using concrete objects.

- Appreciate number patterns by creating and extending patterns during play activities.

**Key Inquiry Question(s):**

- How can we count numbers backwards?

**Learning Resources:**

- Tusome KLB Mathematics Grade 1 digital devices

- Concrete objects (e.g., counters, blocks, or any small items)

**Organisation of Learning**

**Introduction (5 minutes)**

1. Review Previous Lesson: Ask students to recall what they learned in the last mathematics lesson. Use questions to prompt their memory (e.g., “What did we count last time?”).

2. Discussion: Introduce the concept of counting backwards. Show numbers from 30 to 1 on the digital device and discuss how they look when arranged in reverse.

**Lesson Development (20 minutes)**

**- Step 1:** Counting Backwards Together

- Gather students in a circle. Begin counting from 30 together and encourage them to say each number in reverse order down to 1.

- Actively engage them by asking, “What comes after 28?” and allowing them to respond as a group.

**- Step 2:** Using Concrete Objects

- Distribute concrete objects to each student, giving them a set number, such as 30 counters.

- Instruct students to count their objects and then help them count backwards as they remove one object at a time. Guide them to say the number out loud as they remove it.

**- Step 3:** Representing Numbers

- Ask students to pick a number between 1 and 30. Each student will then gather that many objects and demonstrate their counting to a partner.

- Encourage them to write the number down on a piece of paper, drawing a corresponding number of objects next to it.

**- Step 4:** Create and Extend Patterns

- Provide students with a short activity to create a pattern using their concrete objects. For example, they could arrange 3 red counters, 2 blue counters, then repeat.

- Allow time for them to share their patterns with the class, and then ask students to extend each other's patterns.

**Conclusion (5 minutes)**

1. Summarize Key Points: Highlight what was learned today about counting backwards and representing numbers.

2. Interactive Activity: Play a quick game where students have to shout out a number backward (starting at 10, for instance).

3. Prepare for Next Session: Briefly announce that the next lesson will explore number addition and ask students if they can think of ways to add numbers with the objects used today.

**Extended Activities**

- Home Activity: Encourage students to practice counting backwards with family members. They can use toys or snacks to visualize the process.

- Pattern Making at Home: Students can create different number patterns using household items, such as fruits or buttons, and share their patterns in the next class.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 3**

**Strand:** NUMBERS

**Sub Strand:** Whole Numbers

**Specific Learning Outcomes:**

By the end of the lesson, students will be able to:

- Count numbers backwards from 30 to 1.

- Represent numbers 1-30 using concrete objects.

- Appreciate number patterns by creating and extending patterns during play activities.

**Key Inquiry Question(s):**

- How can we count numbers backwards?

**Learning Resources:**

- Tusome KLB Mathematics Grade 1 digital devices

- Concrete objects (e.g., counters, blocks, or any small items)

**Organisation of Learning**

**Introduction (5 minutes)**

1. Review Previous Lesson: Ask students to recall what they learned in the last mathematics lesson. Use questions to prompt their memory (e.g., “What did we count last time?”).

2. Discussion: Introduce the concept of counting backwards. Show numbers from 30 to 1 on the digital device and discuss how they look when arranged in reverse.

**Lesson Development (20 minutes)**

**- Step 1:** Counting Backwards Together

- Gather students in a circle. Begin counting from 30 together and encourage them to say each number in reverse order down to 1.

- Actively engage them by asking, “What comes after 28?” and allowing them to respond as a group.

**- Step 2:** Using Concrete Objects

- Distribute concrete objects to each student, giving them a set number, such as 30 counters.

- Instruct students to count their objects and then help them count backwards as they remove one object at a time. Guide them to say the number out loud as they remove it.

**- Step 3:** Representing Numbers

- Ask students to pick a number between 1 and 30. Each student will then gather that many objects and demonstrate their counting to a partner.

- Encourage them to write the number down on a piece of paper, drawing a corresponding number of objects next to it.

**- Step 4:** Create and Extend Patterns

- Provide students with a short activity to create a pattern using their concrete objects. For example, they could arrange 3 red counters, 2 blue counters, then repeat.

- Allow time for them to share their patterns with the class, and then ask students to extend each other's patterns.

**Conclusion (5 minutes)**

1. Summarize Key Points: Highlight what was learned today about counting backwards and representing numbers.

2. Interactive Activity: Play a quick game where students have to shout out a number backward (starting at 10, for instance).

3. Prepare for Next Session: Briefly announce that the next lesson will explore number addition and ask students if they can think of ways to add numbers with the objects used today.

**Extended Activities**

- Home Activity: Encourage students to practice counting backwards with family members. They can use toys or snacks to visualize the process.

- Pattern Making at Home: Students can create different number patterns using household items, such as fruits or buttons, and share their patterns in the next class.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 4**

**Strand:** NUMBERS

**Sub Strand:** Whole Numbers

**Specific Learning Outcomes:**

By the end of the lesson, the learner should be able to:

- Count numbers forward from 1-50

- Read and write numbers 1-50 in symbols

- Appreciate number patterns by creating and extending patterns during play activities

**Key Inquiry Question(s):**

- How do we count numbers forward?

**Learning Resources:**

- Tusome KLB Mathematics Grade 1 chart

**Organisation of Learning**

**Introduction (5 minutes)**

- Begin with a quick review of the previous lesson on numbers.

- Ask a few students to share what they remember about counting.

- Introduce the lesson by engaging learners in reading and discussing relevant sections from the Tusome KLB Mathematics chart, highlighting counting from 1-50.

**Lesson Development (20 minutes)**

**Step 1:** Counting Forward

- Gather students in a circle and encourage them to count together from 1 to 50.

- Use a number line displayed in the classroom to visually support their counting.

**Step 2:** Reading Numbers

- Introduce writing numbers by using the Tusome chart.

- Have students practice writing numbers from 1-50 in their notebooks, focusing on correct formation.

- Walk around the class to assist any students having trouble.

**Step 3:** Creating Patterns

- Explain what a number pattern is. Demonstrate with simple sequences (e.g., 1, 2, 1, 2 or 10, 20, 30).

- Allow students to create their own patterns using numbers they have learned.

- Share patterns aloud with classmates for reinforcement.

**Step 4:** Extending Patterns

- Provide students with blocks or counters and ask them to extend a pattern (e.g., if their pattern is 2, 4, 6, what comes next?).

- Encourage discussion about how they came to their conclusions.

**Conclusion (5 minutes)**

- Summarize the key points learned: counting forward, reading/writing numbers, and understanding patterns.

- Conduct a quick interactive activity, like a "number jump" (students jump as they call out numbers from 1-50).

- Preview the next session by asking students what they think comes after learning about counting.

**Extended Activities**

1. Number Hunt: Organize a scavenger hunt where students find numbered cards hidden around the classroom and bring them back in order.

2. Pattern Creation with Art: Have students create artwork using colors or shapes following a number pattern and present it to the class.

3. Counting Games: Provide simple math games that involve counting objects (like counting apples or blocks) in teams to encourage collaboration.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 5**

**Strand:** NUMBERS

**Sub Strand:** Whole Numbers

**Specific Learning Outcomes:**

By the end of the lesson, the learner should be able to:

- Count numbers forward from 1-50

- Read and write numbers 1-50 in symbols

- Appreciate number patterns by creating and extending patterns during play activities

**Key Inquiry Question(s):**

- How do we count numbers forward?

**Learning Resources:**

- Tusome KLB Mathematics Grade 1 chart

**Organisation of Learning**

**Introduction (5 minutes)**

- Begin with a quick review of the previous lesson on numbers.

- Ask a few students to share what they remember about counting.

- Introduce the lesson by engaging learners in reading and discussing relevant sections from the Tusome KLB Mathematics chart, highlighting counting from 1-50.

**Lesson Development (20 minutes)**

**Step 1:** Counting Forward

- Gather students in a circle and encourage them to count together from 1 to 50.

- Use a number line displayed in the classroom to visually support their counting.

**Step 2:** Reading Numbers

- Introduce writing numbers by using the Tusome chart.

- Have students practice writing numbers from 1-50 in their notebooks, focusing on correct formation.

- Walk around the class to assist any students having trouble.

**Step 3:** Creating Patterns

- Explain what a number pattern is. Demonstrate with simple sequences (e.g., 1, 2, 1, 2 or 10, 20, 30).

- Allow students to create their own patterns using numbers they have learned.

- Share patterns aloud with classmates for reinforcement.

**Step 4:** Extending Patterns

- Provide students with blocks or counters and ask them to extend a pattern (e.g., if their pattern is 2, 4, 6, what comes next?).

- Encourage discussion about how they came to their conclusions.

**Conclusion (5 minutes)**

- Summarize the key points learned: counting forward, reading/writing numbers, and understanding patterns.

- Conduct a quick interactive activity, like a "number jump" (students jump as they call out numbers from 1-50).

- Preview the next session by asking students what they think comes after learning about counting.

**Extended Activities**

1. Number Hunt: Organize a scavenger hunt where students find numbered cards hidden around the classroom and bring them back in order.

2. Pattern Creation with Art: Have students create artwork using colors or shapes following a number pattern and present it to the class.

3. Counting Games: Provide simple math games that involve counting objects (like counting apples or blocks) in teams to encourage collaboration.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 1**

**Strand:** NUMBERS

**Sub Strand:** Whole Numbers

**Specific Learning Outcomes:**

By the end of the lesson, the learner should be able to:

- Count numbers forward from 1-50

- Read and write numbers 1-50 in symbols

- Appreciate number patterns by creating and extending patterns during play activities

**Key Inquiry Question(s):**

- How do we count numbers forward?

**Learning Resources:**

- Tusome KLB Mathematics Grade 1 chart

**Organisation of Learning**

**Introduction (5 minutes)**

- Begin with a quick review of the previous lesson on numbers.

- Ask a few students to share what they remember about counting.

- Introduce the lesson by engaging learners in reading and discussing relevant sections from the Tusome KLB Mathematics chart, highlighting counting from 1-50.

**Lesson Development (20 minutes)**

**Step 1:** Counting Forward

- Gather students in a circle and encourage them to count together from 1 to 50.

- Use a number line displayed in the classroom to visually support their counting.

**Step 2:** Reading Numbers

- Introduce writing numbers by using the Tusome chart.

- Have students practice writing numbers from 1-50 in their notebooks, focusing on correct formation.

- Walk around the class to assist any students having trouble.

**Step 3:** Creating Patterns

- Explain what a number pattern is. Demonstrate with simple sequences (e.g., 1, 2, 1, 2 or 10, 20, 30).

- Allow students to create their own patterns using numbers they have learned.

- Share patterns aloud with classmates for reinforcement.

**Step 4:** Extending Patterns

- Provide students with blocks or counters and ask them to extend a pattern (e.g., if their pattern is 2, 4, 6, what comes next?).

- Encourage discussion about how they came to their conclusions.

**Conclusion (5 minutes)**

- Summarize the key points learned: counting forward, reading/writing numbers, and understanding patterns.

- Conduct a quick interactive activity, like a "number jump" (students jump as they call out numbers from 1-50).

- Preview the next session by asking students what they think comes after learning about counting.

**Extended Activities**

1. Number Hunt: Organize a scavenger hunt where students find numbered cards hidden around the classroom and bring them back in order.

2. Pattern Creation with Art: Have students create artwork using colors or shapes following a number pattern and present it to the class.

3. Counting Games: Provide simple math games that involve counting objects (like counting apples or blocks) in teams to encourage collaboration.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 2**

**Strand**: Numbers

**Sub Strand:** Whole Numbers - 10

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Count numbers forward from 1 to 50.

- Watch video clips that demonstrate counting and the reading and writing of numbers 1-50 in symbols.

- Appreciate number patterns by creating and extending patterns during play activities.

**Key Inquiry Questions:**

- How do we write the following numbers in words? 4, 5, 9, 10

**Learning Resources:**

- Tusome KLB Mathematics Grade 1 digital devices

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on counting and recognizing numbers.

- Ask students what numbers they remember, and guide them to read and discuss relevant content from the digital devices. Emphasize understanding and recognition of the numbers being studied.

**Lesson Development (20 minutes):**

- The lesson development will be split into the following steps:

**Step 1:** Counting Forward

- Gather students in a circle and lead them in counting aloud from 1 to 50 together.

- Use visual aids like number cards to show each number as they count.

**Step 2:** Watching Video Clips

- Play a short video clip that demonstrates counting from 1 to 50.

- After watching, ask students to share what they learned. Engage them with questions like, "What was your favorite number?"

**Step 3:** Writing Numbers

- Have each student practice writing numbers 1 to 10. Provide a worksheet where they can fill in the numbers in both symbols and in words (e.g., 1 - one, 2 - two).

- Make sure to highlight writing numbers 4, 5, 9, and 10 in words as a focus.

**Step 4**: Patterning Activity

- Introduce a simple pattern activity using colored blocks or counters.

- Challenge learners to create and extend patterns (for example, red-blue-red-blue), encouraging them to explain the pattern as they build.

**Conclusion (5 minutes):**

- Summarize the key points about counting and writing numbers from the lesson.

- Reinforce learning by having students verbally share what they created during the pattern activity.

- Prepare learners for the next session by asking questions like, “What numbers do you want to learn next? Can you think of any patterns at home?”

**Extended Activities:**

- Number Hunt: Create a scavenger hunt where students find items in the classroom that could be counted. They should count the items and write down how many in both numbers and words.

- Pattern Game: Encourage students to use everyday objects (like fruit, toys, or crayons) to create their own patterns at home and bring pictures of them to the next class to share.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 3**

**Strand:** NUMBERS

**Sub Strand:** Whole Numbers

**Specific Learning Outcomes:**

By the end of the lesson, the learners should be able to:

- Count numbers forward from 1 to 50

- Cut and paste numbers from 1 to 50 in their books

- Appreciate number patterns by creating and extending patterns during play activities

**Key Inquiry Questions:**

- How do we write the numbers 20, 21, and 22 in words?

**Learning Resources:**

- Tusome KLB Mathematics Grade 1 (digital devices)

- Scissors, glue, and printed number cards (1-50)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on counting and number recognition.

- Ask the students to share what they remember about counting numbers and patterns.

- Guide learners to read aloud the numbers 1-50 from the digital resource, highlighting the importance of understanding these numbers.

**Lesson Development (20 minutes):**

**Step 1:** Counting Forward

- Gather students in a circle.

- Use a number chart or a digital display to count forwards from 1 to 50 together. Encourage them to repeat after you.

- Ask students to share their favorite number between 1-50 and explain why.

**Step 2:** Cutting and Pasting

- Hand out printed number cards (1-50) and explain that they will cut and paste these into their books.

- Demonstrate cutting and gluing a few numbers onto a sample page.

- Allow students to work on their own, circulating to assist as needed.

**Step 3:** Creating Patterns

- Introduce simple patterns (e.g., 1-2-1-2, 3-4-3-4) and ask students to extend them using the number cards they cut out.

- Provide an example and guide them to create their own pattern using their number cards (such as 5,6,5,6 or 1,2,3,1,2,3).

- Encourage students to share their patterns with a partner.

**Step 4:** Writing Numbers in Words (Optional as Wrap-Up)

- Ask the students how to write the numbers 20, 21, and 22 in words.

- Write them on a whiteboard or digital resource, discussing the sounds and letters.

**Conclusion (5 minutes):**

- Summarize the main points covered, highlighting the counting, cutting/pasting of numbers, and pattern creation.

- Conduct a quick interactive activity, such as a counting song, to reinforce counting from 1-50.

- Briefly discuss what students can expect in the next session, such as introducing addition concepts.

**Extended Activities:**

- Number Hunt: Organize a number hunt around the classroom where students find and write down numbers they see.

- Pattern Game: Create a game where students take turns making a number pattern with blocks or cubes.

- Story Time: Read a story that involves numbers and ask students to identify and write down any numbers they hear during the story.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 4**

**Strand:** NUMBERS

**Sub Strand:** Whole Numbers

**Specific Learning Outcomes:**

By the end of the lesson, the learner should be able to:

- Count numbers forward from 1-50.

- Cut and paste numbers 1-50 in their books.

- Appreciate number patterns by creating and extending patterns during play activities.

**Key Inquiry Question(s):**

- What can we use to color the numbers?

**Learning Resources:**

- Tusome KLB Mathematics Grade 1 Cut outs of numbers 1-50

- Colorful markers or crayons

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin by reviewing the previous lesson on counting and numbers.

- Ask students to share what they remember.

- Introduce the day’s skills: counting to 50, cutting and pasting numbers, and creating patterns.

**Lesson Development (20 minutes)**

**Step 1:** Counting Numbers Forward

- Gather students in a circle.

- Practice counting together from 1 to 50.

- Use visual aids, such as a number chart, to help students follow along.

- Ask students to take turns counting out loud.

**Step 2:** Cutting and Pasting Numbers

- Distribute cutouts of numbers 1-50 to each student.

- Show students how to carefully cut out each number.

- Have them paste the numbers onto a blank page in their math books in order.

- Encourage them to decorate the page with colors.

**Step 3:** Creating Patterns

- Introduce simple patterns, such as "1, 2, 1, 2..." or "blue, red, blue, red...".

- Ask students to create their own patterns using colors or numbers and share with a partner.

- Allow them time to practice extending patterns with additional numbers or colors.

**Step 4:** Reviewing and Sharing

- Invite students to share their created patterns with the class.

- Group students to discuss the patterns they created and any new patterns they discovered.

**Conclusion (5 minutes)**

- Summarize the key skills learned: counting to 50, cutting and pasting the numbers, and pattern creation.

- Ask the students: “What did you enjoy most about our lesson today?”

- Conduct a quick interactive activity by asking students to identify their favorite number from 1 to 50 and say it out loud.

**Extended Activities:**

- Home Assignment: Ask students to find and color numbers from 1-50 around their house or using objects like toys.

- Pattern Hunt: Create a simple scavenger hunt where students find items that form patterns (e.g., red, blue, red, blue) inside the classroom or at home.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 5**

**Strand:** Numbers

**Sub Strand:** Whole Numbers

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Read and write numbers 1-10 in words.

- Cut and paste numbers 1-10 in their books.

- Appreciate number patterns by creating and extending patterns during play activities.

**Key Inquiry Question(s):**

- How do we write the following numbers in words: 1, 2, 3, 4, 5?

**Learning Resources:**

- Tusome KLB Mathematics Grade 1 Cut outs of numbers 1-50.

- Paper and crayons for writing.

- Glue and scissors for cutting and pasting.

**Organisation of Learning:**

**Introduction (5 minutes)**

- Start the lesson by greeting the students and reviewing the numbers they learned in the previous lesson.

- Engage the learners by asking a few questions: “What number comes after 3?” or “How do we spell the number 2?”

- Briefly display the cut-out numbers and ask them to guess what we’ll be focusing on today.

**Lesson Development (20 minutes)**

**Step 1:** Reading Numbers

- Show the numbers 1-10 on the board or in the cut-out resources.

- Together, read each number aloud and spell them out as a class.

- Ask students to repeat each number after you.

**Step 2:** Writing Numbers in Words

- Distribute paper and crayons to each student.

- Instruct them to write the numbers 1-10 in words on their paper (one number per line).

- Walk around to assist any students who may need help with spelling.

**Step 3:** Cutting and Pasting

- Provide learners with cut-outs of numbers 1-10.

- Guide learners on how to cut the numbers and paste them into their books.

- Encourage creativity by suggesting they can create a number collage!

**Step 4:** Creating Patterns

- Use the cut-out numbers to demonstrate patterns (e.g., 1, 2, 1, 2 or 3, 4, 3, 4).

- Invite students to come up and create their own patterns using the number cut-outs.

- Allow them to share their patterns with a partner or the class.

**Conclusion (5 minutes)**

- Ask students to share what they learned about writing numbers.

- Summarize the key points: reading numbers, writing them in words, cutting and pasting, and making patterns.

- Conduct a brief interactive activity: Have students pair up and quiz each other on spelling numbers 1-5 in words.

- Provide a preview of the next lesson: “Next time, we’ll explore even bigger numbers!”

**Extended Activities:**

- Number Book: Have learners create a mini-book where they illustrate and write numbers 1-10 in words, adding drawings that correspond to each number (e.g., 3 apples for the word 'three').

- Pattern Hunt: Encourage students to go on a pattern hunt in the classroom or at home, looking for patterns in their surroundings (e.g., tiles, fabrics) and drawing their findings.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 1**

**Strand:** Numbers

**Sub Strand:** Whole Numbers

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Read and write numbers 1-10 in words.

- Colour written numbers 1-10 on a chart.

- Appreciate number patterns by creating and extending patterns during play activities.

**Key Inquiry Question(s):**

- Can you read the following numbers? 6, 7, 8, 9, 10

**Learning Resources:**

- Tusome KLB Mathematics Grade 1

- Crayons

- Chart with numbers 1-10

**Organisation of Learning:**

**Introduction (5 minutes)**

- Welcome the students and engage them in a brief review of the previous lesson.

- Ask students to share any numbers they remember and how they use them in daily life.

- Introduce the day’s focus on reading and writing numbers 1-10, highlighting the key inquiry questions.

**Lesson Development (20 minutes)**

**Step 1**: Read Numbers Aloud

- Display a chart with numbers 1-10.

- Point to each number and read it aloud as a class.

- Call on volunteers to read specific numbers (e.g., "Who can read the number 6?").

**Step 2:** Writing Numbers in Words

- Introduce how to write each number in words (e.g., one, two, three).

- Hand out worksheets for students to practice writing the numbers 1-10 in words.

- Encourage them to sound out each word as they write.

**Step 3:** Colouring Activity

- Distribute crayons and the chart with numbers 1-10.

- Instruct students to colour each number beautifully on their chart.

- Monitor and assist students as needed.

**Step 4:** Create Patterns

- Move into creating patterns by using physical objects (e.g., blocks or colored beads).

- Ask students to extend a simple pattern (e.g., red, blue, red, blue) using numbers (e.g., 1, 2, 1, 2).

- Encourage students to share their patterns with a partner.

**Conclusion (5 minutes)**

- Summarize key points from the lesson. Remind students about the importance of numbers 1-10.

- Ask students to read the numbers they created in their patterns and the words they practiced.

- Preview the next session by hinting at a focus on number comparison (more, less, equal).

**Extended Activities:**

- Number Hunt: Have students go on a treasure hunt around the classroom to find objects that can be counted from 1 to 10.

- Story Time: Introduce a short story that incorporates numbers similar to those studied. Ask questions about the numbers in the story afterward.

- Craft Time: Create a number collage using magazine cut-outs, where students find and glue numbers 1-10.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 2**

**Strand**: Numbers

**Sub Strand:** Whole Numbers

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Read numbers 1-10 in words.

- Watch video clips of writing and reading numbers 1-10.

- Appreciate number patterns by creating and extending patterns during play activities.

**Key Inquiry Questions:**

- How do we read the following numbers: 6, 7, 8, 9, 10?

**Learning Resources:**

- Tusome KLB Mathematics Grade 1

- Digital devices for video clips

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on numbers 1-5.

- Ask students to share what they remember about numbers. Use questions like: "What comes after 5?"

- Introduce the new focus numbers (6-10) and show them in a fun way using the digital device.

**Lesson Development (20 minutes)**

**Step 1**: Reading Numbers

- Read aloud the numbers 1-10 together as a class.

- Write the numbers on the board and ask students to read them in groups.

- Emphasize the words for numbers 6-10, encouraging participation.

**Step 2:** Video Clips

- Show a video clip that demonstrates writing and reading numbers 1-10.

- Pause at each number and have students practice saying it together (following along with the video).

**Step 3**: Number Patterns

- Discuss how numbers form patterns. Show simple patterns, like 1, 2, 3; 4, 5, 6, etc.

- Encourage students to notice the patterns in the numbers 6 to 10.

**Step 4:** Hands-On Activity

- Provide materials for a simple pattern-making activity, such as colored blocks or beads.

- Ask students to create and extend a pattern, then share it with a partner.

**Conclusion (5 minutes)**

- Recap the numbers 1-10 and what we learned about patterns.

- Ask students to share one thing they learned today.

- Give a preview of the next lesson, which will introduce basic addition using the numbers learned.

**Extended Activities:**

- Create a number book where students write each number from 1-10, including the word and a drawing that represents that number (e.g., 3 apples for the number 3).

- Play a number scavenger hunt where students find items around the classroom that correspond with numbers (e.g., 4 pencils, 2 books) and create simple patterns with them.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 3**

**Strand:** Numbers

**Sub Strand:** Whole Numbers

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Read numbers 1-10 in words

- Practice writing numbers 1-10 in words

- Appreciate number patterns by creating and extending patterns during play activities

**Key Inquiry Question(s):**

- Can you read these numbers? 6, 7, 8, 9, 10

**Learning Resources:**

- Tusome KLB Mathematics Grade 1 chart

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin by reviewing the previous lesson on basic shapes or counting.

- Show the chart from the learning resources and ask students to identify any numbers they see.

- Write the numbers 1-10 on the board and guide learners to read them together, discussing their meanings briefly.

**Lesson Development (20 minutes)**

**Step 1:** Reading Numbers in Words

- Present the numbers 1-10 in both numeral and word form on the board (e.g., 1 - one, 2 - two, etc.).

- Go through each number together as a class, taking time to sound out the words.

- Ask individual students to come up and read a number aloud to engage everyone.

**Step 2:** Writing Numbers in Words

- Provide each student with a worksheet that has the numbers 1-10 in numeral form.

- Instruct them to write the corresponding word next to each number (e.g., 1 - one).

- Walk around to assist and encourage students as they practice their writing.

**Step 3:** Creating Number Patterns

- Explain number patterns simply, such as counting forward (1, 2, 3...) and backward (10, 9, 8...).

- Using small objects like blocks or counters, have students create their own patterns. For example, "1 red block, 1 blue block, 1 red block..."

- Let a few students share their patterns with the class.

**Step 4:** Extending Patterns

- Show a simple pattern on the board, such as circle, square, circle.

- Ask students what comes next and encourage them to say or write answers.

- Let them create their patterns using different shapes or colors and share them with a partner.

**Conclusion (5 minutes)**

- Summarize the key points: Reading and writing numbers up to 10, and understanding number patterns.

- Conduct a brief interactive activity where students raise their hands to show understanding (e.g., "Show me 5 using your fingers!")

- Preview the next session, which will focus on numbers beyond 10 and their importance in everyday life.

**Extended Activities:**

- Create a number book where each page represents a number from 1-10 with illustrations.

- Use safe, small objects at home for counting games (e.g., collecting socks or toys) and write the numbers in words together.

- Encourage students to play pattern games in pairs using items around the classroom or at home.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 4**

**Strand:** Numbers

**Sub Strand:** Whole Numbers

**Specific Learning Outcomes:**

By the end of the lesson, students should be able to:

- Identify and fill in missing numbers in number patterns up to 20.

- Appreciate number patterns by creating and extending patterns during play activities.

**Key Inquiry Question(s):**

- Fill in the missing number in the pattern: 2, 4, 6, \_\_, 10?

**Learning Resources:**

- Tusome KLB Mathematics Grade 1 chart

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin with a review of the previous lesson on numbers and patterns.

- Discuss what patterns are and encourage students to share examples of patterns they know (e.g., shapes, colors).

- Guide learners to read and discuss the relevant content from the Tusome KLB Mathematics chart, focusing on understanding patterns.

**Lesson Development (20 minutes)**

**Step 1:**

- Introduce the concept of missing numbers in patterns.

- Show examples on the board (e.g., 1, \_\_, 3 or 5, 6, \_\_, 8).

- Have students identify and say the missing numbers aloud as a class.

**Step 2:**

- Demonstrate how to fill in missing numbers.

- Provide the first inquiry question: "What is the missing number in this pattern: 2, 4, 6, \_\_, 10?"

- Guide students to find the missing number together.

**Step 3:**

- Group Activity:

- Create a large number line (1 to 20) on the board.

- Divide students into small groups.

- Give each group a set of patterns with missing numbers (e.g. 3, \_\_, 5, 6 and 12, \_\_, 14, 15).

- Have them fill in the missing numbers in their groups and share their answers with the class.

**Step 4:**

- Hands-On Activity:

- Allow students to create their own patterns using blocks or colored paper shapes.

- Encourage them to leave one part of their pattern blank for a classmate to fill in.

- Let them share their patterns with the class, giving an explanation of their thinking.

**Conclusion (5 minutes)**

- Summarize the key points covered in the lesson: identifying and filling in missing numbers, and discussing number patterns.

- Conduct an interactive activity, like a number pattern song or game, where students call out missing numbers.

- Prepare students for the next session by previewing topics such as “Building with Number Patterns.”

**Extended Activities:**

- Create a Pattern Book:

- Have students create a small book where they draw various patterns and write the missing numbers. They can illustrate patterns made by natural objects (to collect during a walk) or use colors and shapes.

- Pattern Hunt:

- Encourage students to go on a pattern hunt at home and bring in examples to share with the class. This could include patterns found in clothing, nature, or everyday objects.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 5**

**Strand:** Numbers

**Sub Strand:** Whole Numbers

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Identify missing numbers in number patterns up to 20.

- Fill in missing numbers in number patterns up to 20.

- Appreciate number patterns by creating and extending patterns during play activities.

**Key Inquiry Question:**

- Fill the missing number in the pattern? 2, 4, 6, 8, 10, 12, 14, \_\_\_, 18

**Learning Resources:**

- Tusome KLB Mathematics Grade 1 chart

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson by asking students to share what they remember about numbers.

- Introduce the concept of patterns by discussing examples briefly.

- Guide learners to read and discuss relevant content from the chart, emphasizing understanding key concepts such as increasing and decreasing patterns.

**Lesson Development (20 minutes)**

**Step 1:** Identify Patterns

- Present a simple number pattern on the board (e.g., 1, 2, 3, 4, \_\_\_).

- Ask students to identify the pattern. Encourage them to shout out the next number to complete the sequence.

- Write down their answers and emphasize how patterns help us predict numbers.

**Step 2:** Fill in Missing Numbers

- Show the key inquiry question on the board: 2, 4, 6, 8, 10, 12, 14, \_\_\_, 18.

- Guide students to observe the pattern and fill in the missing number (i.e., 16).

- Provide additional examples for practice where they can fill in missing numbers in different number patterns.

**Step 3:** Create Your Own Pattern

- Distribute small pieces of paper and markers to students.

- Ask them to create and illustrate their own number pattern up to 20 on the paper, with at least one missing number included for others to solve.

- Allow them to share their patterns with a partner.

**Step 4:** Extend the Pattern

- Choose a few student-created patterns to write on the board.

- Invite the class to identify the pattern and extend it by adding two more numbers to each.

**Conclusion (5 minutes)**

- Summarize key points: the importance of recognizing patterns and how to identify missing numbers.

- Engage students in a quick interactive game: "Fill in the Blank!" where you call out sequences, and they shout out the missing numbers.

- Prepare learners for the next session by teasing what they will learn about adding and subtracting numbers within patterns.

**Extended Activities:**

- Pattern Hunt: Ask students to go on a "pattern hunt" around the classroom or school to find physical examples of patterns (in tiles, plants, etc.) and bring one back to share with the class.

- Pattern Art: Provide art supplies for students to create patterns using colors, shapes, or materials. They can showcase their patterns on a wall in class or during a sharing session.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 1**

**Strand:** Numbers

**Sub Strand:** Whole Numbers

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Identify missing numbers in number patterns up to 20

- Create patterns with numbers up to 20

- Appreciate number patterns by creating and extending patterns during play activities

**Key Inquiry Question:**

- How do we create patterns?

**Learning Resources:**

- Tusome KLB Mathematics Grade 1 (digital devices)

- Number cards (1-20)

- Pattern blocks or colored beads for hands-on activities

**Organisation of Learning:**

**Introduction (5 minutes):**

- Start with a quick review of the previous lesson on counting and recognizing numbers.

- Ask students to read a short passage on number patterns from the digital device. Discuss key concepts together.

**Lesson Development (20 minutes):**

**Step 1:** Identifying Missing Numbers

- Present a number sequence on the board, e.g., 1, 2, \_\_, 4, \_\_, 6 up to 20.

- Guide students to fill in the missing numbers as a class.

- Encourage students to share their thought processes.

**Step 2**: Creating Simple Patterns

- Introduce a pattern (e.g., 1, 2, 1, 2) and demonstrate how to extend it.

- Provide each student with number cards or use digital tools to create their own patterns (e.g., 1, 2, 3, 1, 2, 3).

- Allow them to share their patterns with a partner.

**Step 3**: Exploring Number Patterns

- Gather students and display a number line that goes up to 20.

- Select a few students to identify and explain different patterns seen on the number line (e.g., skip counting by 2s).

**Step 4:** Game Activity - Pattern Hunt

- Organize a quick game where students look for patterns in their classroom (e.g., colors of chairs, books).

- Have students call out the patterns they find.

**Conclusion (5 minutes):**

- Summarize key points about identifying and creating patterns.

- Conduct a simple interactive activity, such as clapping back a pattern (e.g., clap, clap, stomp, clap, clap, stomp).

- Preview the next lesson on deeper numerical relationships, asking students to think of how patterns might help them with adding numbers.

**Extended Activities:**

- Encourage students to create a pattern at home using everyday items (like fruit or toys) and bring a picture to share in class.

- Set up a simple number pattern worksheet for spring break to keep practicing at home.

- Organize a class display of various students' patterns (e.g., drawing, collages with colored paper) at the end of the week.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 2**

**Strand:** Numbers

**Sub Strand:** Addition

**Specific Learning Outcomes:**

By the end of the lesson, students should be able to:

- Model addition as putting objects together.

- Put two groups of objects together and count to get the total.

- Enjoy working out sums involving addition.

**Key Inquiry Question:**

- What is addition?

**Learning Resources:**

- Tusome KLB Mathematics Grade 1 (digital devices)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin the lesson by reviewing what was learned in the previous session. Ask students questions about the last topic to activate prior knowledge.

- Introduce the concept of addition by discussing the key inquiry question: "What is addition?"

- Show a simple picture or visual from the learning resources related to addition to engage students.

**Lesson Development (20 minutes)**

**Step 1**: Understanding Addition

- Explain that addition is when we put things together to find out how many we have in total.

- Use manipulatives, like blocks or counters, to demonstrate putting together two groups of objects (e.g., 3 blocks and 2 blocks).

**Step 2:** Modeling Addition with Objects

- Have students pick two small groups of objects from their desks or provided materials.

- Instruct them to count each group and then combine the two groups.

- Ask them to count the total number of objects together and share their results with the class.

**Step 3:** Writing Addition Sentences

- Introduce the concept of writing simple addition sentences (e.g., 3 + 2 = 5).

- Have students write their addition sentences on paper after combining their groups of objects.

- Encourage them to illustrate their sentences with drawings of the objects they used.

**Step 4:** Group Activity

- Divide the class into small groups.

- Give each group a set of manipulatives and have them create their own addition story using objects, writing an addition sentence to match.

- Allow each group to present their story to the class, reinforcing the concept of addition through peer interaction.

**Conclusion (5 minutes)**

- Summarize the key points learned about addition: it is putting groups together to find a total.

- Conduct a quick interactive activity where you call out simple addition problems and let students respond with the answers using their fingers or objects.

- Give a brief preview of the next lesson topic, hinting at more fun with numbers and perhaps introducing subtraction.

**Extended Activities:**

- Addition Bingo: Create a bingo card with simple addition problems and have students mark off answers as they are called out.

- Family Involvement: Encourage students to find objects at home and practice putting them together with a family member, writing down their addition sentences for homework.

- Digital Games: Utilize digital devices to access math games focused on addition, allowing students to practice independently in an engaging way.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 3**

**Strand:** NUMBERS

**Sub Strand:** Addition

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Model addition as putting objects together.

- Put two groups of objects together and count to get the total.

- Enjoy working out sums involving addition.

**Key Inquiry Question(s):**

- Which sign do we use for addition?

**Learning Resources:**

- Tusome KLB Mathematics Grade 1 objects (blocks, counters, or any small objects)

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the previous lesson on counting and the importance of numbers.

- Guide learners to identify and discuss their understanding of addition using the learning resources, highlighting how we combine groups of objects.

**Lesson Development (20 minutes)**

**Step 1:** Understanding Addition

- Begin by explaining that addition means putting things together.

- Use visual aids (like drawing or using physical objects) to show how two groups can be combined.

**Step 2:** Grouping Objects

- Create two separate groups of objects (e.g., 3 blocks and 2 blocks).

- Ask students to count the number of objects in each group and then put them together.

**Step 3:** Counting the Total

- Guide students to count all the objects from both groups to find the total number.

- Practice this with several examples, switching the numbers in each group to reinforce the concept.

**Step 4:** Introduction to Addition Sign

- Introduce the addition sign (+). Show how it is used between the two groups (e.g., 3 + 2).

- Provide practice exercises where students can write their own addition sentences based on their groupings.

**Conclusion (5 minutes)**

- Summarize that addition is about combining groups of objects to find a total and that we use the "+" sign to show this.

- Conduct a quick interactive game: call out a number and let students find groups that add up to that number using their objects.

- Preview that in the next session, they will learn how to write simple addition sentences and explore fun addition games.

**Extended Activities:**

- Math Hunt: Encourage students to find items at home that can be counted and grouped (e.g., toys or snacks) and practice adding them.

- Draw and Count: Have students draw pictures of their favorite objects and write simple addition sentences for those items. For instance, draw 4 apples and 3 bananas, and write "4 + 3 = 7".

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 4**

**Strand:** NUMBERS

**Sub Strand:** Addition

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Model addition as putting objects together.

- Watch video clips of addition as putting objects together.

- Enjoy working out sums involving addition.

**Key Inquiry Question(s):**

- Which sign do we use for addition?

**Learning Resources:**

- Tusome KLB Mathematics Grade 1 objects

**Organisation of Learning**

**Introduction (5 minutes)**

- Review: Start by asking learners to share what they remember from the previous lesson about numbers.

- Discuss the addition concept briefly, focusing on how we put groups of objects together.

- Introduce the key inquiry question: "Which sign do we use for addition?"

**Lesson Development (20 minutes)**

**Step 1:** Introduction to Addition

- Use objects from the Tusome KLB Mathematics resources to show how we can combine them. For example, take 2 apples and add 3 more apples together.

- Ask learners: "How many apples do we have now?"

**Step 2:** Visual Learning Through Video

- Watch a short video clip that illustrates adding objects together. For example, a cartoon showing characters finding fruits and putting them into a basket.

- After the video, ask students what they saw and reinforce the idea of putting together to find a total.

**Step 3:** Hands-On Activity

- Hand out manipulatives (like counters or blocks) to each student.

- Guide them through several problems. For example, ask them to create 4 and then add 2 more. “How many do you have now?”

- Allow them time to work independently or in pairs to create their own addition problems and solve them.

**Step 4:** Review Addition with Symbol

- Once they have completed their hands-on work, gather the class and explain the addition sign (+).

- Write simple addition problems on the board, such as 2 + 3 = ?, and encourage students to explain what they see.

**Conclusion (5 minutes)**

- Summarize: Recap the key points of the lesson: modeling addition, the addition sign, and working with sums.

- Interactive Activity: Have learners stand up and call out their sums using the objects they worked with. For example, “I have 5 blocks, and I add 2 more; how many do I have?”

- Prepare for next lesson by asking learners: “What do you think we might learn about numbers next time?”

**Extended Activities:**

- Home Activity: Provide learners with a worksheet to practice addition with pictures of objects, such as animals or fruits that they might find at home or in the environment.

- Games: Encourage parents to play simple addition games with their children at home, such as “I have 3 toys and my friend has 4 toys; together how many toys do we have?”

- Story Time: Create a short story that involves characters adding objects together and illustrate it to show the addition process visually.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 5**

**Strand:** Numbers

**Sub Strand:** Addition

**Specific Learning Outcomes:**

By the end of the lesson, the learner should be able to:

- Identify the sign used in addition.

- Use + and = signs in writing addition statements.

- Enjoy working out sums involving addition.

**Key Inquiry Question(s):**

- How do we write addition signs?

**Learning Resources:**

- Tusome KLB Mathematics Grade 1 Place Value Chart

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin by reviewing the previous lesson on numbers and simple counting.

- Show the students the place value chart from the learning resources and ask them to identify numbers they see. Discuss how addition can help us combine these numbers.

- Introduce the key inquiry question: “How do we write addition signs?”

**Lesson Development (20 minutes)**

**Step 1:** Introduction to Addition Signs

- Explain what addition means in simple terms: bringing groups together to find a total.

- Show the + (plus) and = (equals) signs. Ask students if they have seen these symbols before and where.

- Use the place value chart to demonstrate an example: “If I have 2 apples and I get 3 more apples, how many do I have?”

**Step 2:** Writing Addition Statements

- Engage students by writing a simple addition problem on the board, like "2 + 3 = ?".

- Have them help fill in the question mark with the answer (5).

- Encourage students to practice writing their own addition statements using different numbers; for instance, "4 + 1 = ?".

**Step 3:** Interactive Practice

- Organize students into pairs to work on addition problems using mini whiteboards or paper.

- Provide them with some simple problems to solve together, such as "3 + 2 =" or "1 + 4 =".

**Step 4:** Reflection and Sharing

- Invite a few pairs to share one of the addition problems they solved and explain how they found the answer using the + and = signs.

- Highlight different strategies that students might have used.

**Conclusion (5 minutes)**

- Summarize the key points: what the + sign and = sign represent in addition.

- Conduct a quick interactive activity—like a thumbs-up or thumbs-down game—where you call out statements and students respond if they think it's a correct addition statement.

- Preview the next session: “Next time, we will learn how to add bigger numbers together!”

**Extended Activities:**

- Addition Scavenger Hunt: Create a small hunt around the classroom where students find items that they can count and write addition problems with them.

- Addition Stories: Have students come up with short stories that involve addition and illustrate them with doodles, explaining their thought process to the class.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 1**

**Strand:** NUMBERS

**Sub Strand:** Addition

**Specific Learning Outcomes:**

By the end of the lesson, the learner should be able to:

- Identify the sign used in addition.

- Use + and = signs in writing addition statements.

- Enjoy working out sums involving addition.

**Key Inquiry Question(s):**

- How do we write the equal sign?

**Learning Resources:**

- Tusome KLB Mathematics Grade 1 Place Value Chart

**Organisation of Learning**

**Introduction (5 minutes)**

- Begin the class by reviewing the previous lesson on counting and number recognition.

- Ask students what they remember about adding numbers. Facilitate a brief discussion.

- Present the place value chart and guide learners to identify where addition will fit in.

**Lesson Development (20 minutes)**

**Step 1:** Understanding the Addition Symbol (+)

- Introduce the addition sign (+) to the class. Explain that this sign shows that we are putting numbers together.

- Show examples on the board: 2 + 3 with counting blocks or drawings to visualize.

**Step 2:** Introduction to the Equal Sign (=)

- Present the equal sign (=). Explain that this sign shows that both sides of an addition statement are the same.

- Use an example from the board: 2 + 3 = 5. Ask students if both sides have the same amount.

**Step 3:** Writing Addition Statements

- Guide students in practicing writing their own addition statements using + and = signs.

- Provide them with simple number pairs to work with, e.g., 1 + 4, 2 + 2.

- Encourage students to say the statement aloud as they write it.

**Step 4:** Fun with Addition

- Conduct a group activity where students solve simple addition problems on the board using the signs they’ve learned.

- Create a game of “Addition Relay” where students take turns solving mini addition problems within a time limit.

**Conclusion (5 minutes)**

- Summarize the key points learned: the addition sign (+) and the equal sign (=) and how we use them in writing statements.

- Engage the students in a quick quiz by asking them to shout out the signs used in different problems.

- Preview the next lesson by asking, “What do you think comes after addition?” to build excitement.

**Extended Activities:**

- Addition Flashcards: Have students create their own flashcards with simple addition questions and answers.

- Math Story Problems: Encourage students to come up with one addition story problem and draw a picture to explain it.

- Online Math Games: Provide links to age-appropriate online resources where students can practice addition in a fun way.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 2**

**Strand:** NUMBERS

**Sub Strand:** Addition

**Specific Learning Outcomes:**

By the end of the lesson, the learner should be able to:

- Identify the sign used in addition.

- Add 2 single digit numbers in different situations.

- Enjoy working out sums involving addition.

**Key Inquiry Question(s):**

- How do we add 2 single digit numbers by counting on?

**Learning Resources:**

- Tusome KLB Mathematics Grade 1

- Place value chart

- Abacus

**Organisation of Learning:**

**Introduction (5 minutes)**

- Welcome the learners and smile! Start by briefly reviewing what they learned in the previous lesson about numbers.

- Use the place value chart to visually show learners how numbers can be grouped.

- Engage learners by asking them if they remember the addition sign (+) and what it means. Briefly discuss how we use the sign when we add numbers.

**Lesson Development (20 minutes)**

**Step 1:** Identify the Addition Sign

- Show the addition sign (+) on the board.

- Explain that this sign tells us we are going to put two groups of things together.

- Use real-life examples, like combining apples and oranges, to illustrate.

**Step 2:** Counting On Using Physical Objects

- Hand out small counters (like colored beads or blocks).

- Ask students to take 3 counters and then add 2 more.

- Have them count all the counters they have to find the total.

- Encourage them to say the numbers out loud as they count.

**Step 3:** Using the Place Value Chart

- Display the place value chart to the class.

- Present simple addition problems using the chart. For instance, show 4 + 3.

- Guide learners through the process on the chart. Count up from the first number (4) by adding the second number (3) to arrive at the answer (7).

- Allow each student to practice with different pairs of single-digit numbers using the chart.

**Step 4:** Addition with the Abacus

- Introduce the abacus as another tool for counting.

- Show them how to use it to represent simple addition problems (e.g., moving beads for 5 + 2).

- Let them practice with the abacus in pairs, helping each other to add different numbers.

**Conclusion (5 minutes)**

- Summarize what was learned: the addition sign, counting on, and using tools like the place value chart and abacus.

- Conduct a quick interactive activity where the learners come up to the board to solve a simple addition problem together.

- Preview the next lesson about subtraction, and ask students to think about how subtraction is the opposite of addition.

**Extended Activities:**

- Addition Bingo: Create bingo cards with sums. When a problem is called out, students can cover the correct answer if it's on their card.

- Addition Stories: Encourage students to create their own simple addition stories. For example, "If I have 2 cats and I get 3 more, how many cats do I have?"

- Counting Games: Use a song or chant that involves counting up by adding different numbers together.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 3**

**Strand:** NUMBERS

**Sub Strand:** Addition

**Specific Learning Outcomes:**

By the end of the lesson, the learner should be able to:

- Identify the sign used in addition.

- Add 2 single digit numbers in different situations.

- Enjoy working out sums involving addition.

**Key Inquiry Question(s):**

- How do we add 2 single digit numbers by counting on?

**Learning Resources:**

- Tusome KLB Mathematics Grade 1

- Place value chart

- Abacus

**Organisation of Learning:**

**Introduction (5 minutes)**

- Welcome the learners and smile! Start by briefly reviewing what they learned in the previous lesson about numbers.

- Use the place value chart to visually show learners how numbers can be grouped.

- Engage learners by asking them if they remember the addition sign (+) and what it means. Briefly discuss how we use the sign when we add numbers.

**Lesson Development (20 minutes)**

**Step 1:** Identify the Addition Sign

- Show the addition sign (+) on the board.

- Explain that this sign tells us we are going to put two groups of things together.

- Use real-life examples, like combining apples and oranges, to illustrate.

**Step 2:** Counting On Using Physical Objects

- Hand out small counters (like colored beads or blocks).

- Ask students to take 3 counters and then add 2 more.

- Have them count all the counters they have to find the total.

- Encourage them to say the numbers out loud as they count.

**Step 3:** Using the Place Value Chart

- Display the place value chart to the class.

- Present simple addition problems using the chart. For instance, show 4 + 3.

- Guide learners through the process on the chart. Count up from the first number (4) by adding the second number (3) to arrive at the answer (7).

- Allow each student to practice with different pairs of single-digit numbers using the chart.

**Step 4:** Addition with the Abacus

- Introduce the abacus as another tool for counting.

- Show them how to use it to represent simple addition problems (e.g., moving beads for 5 + 2).

- Let them practice with the abacus in pairs, helping each other to add different numbers.

**Conclusion (5 minutes)**

- Summarize what was learned: the addition sign, counting on, and using tools like the place value chart and abacus.

- Conduct a quick interactive activity where the learners come up to the board to solve a simple addition problem together.

- Preview the next lesson about subtraction, and ask students to think about how subtraction is the opposite of addition.

**Extended Activities:**

- Addition Bingo: Create bingo cards with sums. When a problem is called out, students can cover the correct answer if it's on their card.

- Addition Stories: Encourage students to create their own simple addition stories. For example, "If I have 2 cats and I get 3 more, how many cats do I have?"

- Counting Games: Use a song or chant that involves counting up by adding different numbers together.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 4**

**Strand:** NUMBERS

**Sub Strand:** Addition

**Specific Learning Outcomes:**

By the end of the lesson, the learner should be able to:

- Identify the sign used in addition.

- Add 3 single-digit numbers in different contexts.

- Enjoy playing games involving addition using digital devices.

**Key Inquiry Question(s):**

- How do we add 3 single-digit numbers by counting on?

**Learning Resources:**

- Tusome KLB Mathematics Grade 1 place value chart

- Abacus

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin by reviewing the previous lesson on single-digit addition. Ask students any simple addition questions to engage them.

- Show the addition sign (+) on the board and explain its meaning. Have students repeat it aloud.

- Use the place value chart to illustrate single-digit numbers and addition.

**Lesson Development (20 minutes)**

**Step 1:** Identify the Addition Sign

- Show students the addition sign (+) and explain that we use it when we want to combine numbers.

- Ask the class to point to the addition sign on the chart and practice saying "plus."

**Step 2:** Adding 3 Single-Digit Numbers

- Introduce a set of three single-digit numbers (e.g., 2 + 3 + 4).

- Use concrete objects (like blocks or counters) to visually add the numbers together.

- Demonstrate counting each block to find the total.

**Step 3:** Practice with Concrete Objects

- Give students sets of blocks or counters to try adding three single-digit numbers on their own (e.g., 1 + 2 + 5).

- Walk around to support and guide them as they work, encouraging them to count the objects.

**Step 4:** Digital Addition Games

- Introduce a simple addition game on a digital device (such as a tablet or interactive whiteboard).

- Allow students to play in small groups, adding together numbers in the game to find totals.

**Conclusion (5 minutes)**

- Summarize key points: the addition sign, adding three single-digit numbers, and the fun we had with our digital games.

- Conduct a brief interactive activity, such as a group counting game, where students add numbers together aloud.

- Preview the next lesson by asking students how they can think of addition in different situations (like during snack time or when playing with toys).

**Extended Activities:**

- Encourage students to create an addition story using three single-digit numbers. For example, “I have 2 apples, my friend gives me 3 more apples, and then I buy 4 apples.”

- Provide worksheets with picture problems that require adding three single-digit numbers

- Suggest a family activity where learners practice addition with household items (e.g., toys or fruits) and practice counting and adding them with a family member.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 5**

**Strand:** Numbers

**Sub Strand:** Addition

**Specific Learning Outcomes:**

By the end of the lesson, the learner should be able to:

- Identify the sign used in addition

- Add 3 single-digit numbers in different contexts

- Enjoy playing games involving addition using digital devices

**Key Inquiry Question(s):**

- Which concrete objects can we count?

**Learning Resources:**

- Tusome KLB Mathematics Grade 1

- Concrete objects (e.g., counters, blocks, fruits)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Start the lesson by reviewing the previous topic on numbers while asking students what they remember.

- Introduce the addition sign (+) with a visual display.

- Guide learners to read and discuss the relevant content from the learning resources, highlighting how we use addition in real life.

**Lesson Development (20 minutes)**

**- Step 1:** Identify the Addition Sign

- Show the addition sign (+) and explain what it means.

- Ask students to give examples of where they might see the addition sign in their daily lives (e.g., in math books, on a scoreboard).

**- Step 2**: Hands-On Addition with Concrete Objects

- Distribute concrete objects among students.

- Ask them to create two different groups and find out how many objects they have in total by adding the two groups together.

**- Step 3:** Adding Three Single-Digit Numbers

- Using the same concrete objects, guide students in adding three groups together (e.g., 2 blocks + 3 blocks + 4 blocks).

- Encourage them to count each group and then the total as they combine the numbers.

**- Step 4:** Digital Addition Games

- Introduce a digital game that involves addition, like a simple math app or an online game.

- Let students practice adding three single-digit numbers using the game, reinforcing their learning in a fun way.

**Conclusion (5 minutes)**

- Summarize the key points discussed: the addition sign and how to add three single-digit numbers.

- Conduct a brief interactive activity where students can express one thing they learned today by raising their hands.

- Prepare learners for the next session by asking them to think about where they might see addition used outside of class.

**Extended Activities:**

- Encourage students to practice addition at home using everyday objects like fruit or toys.

- Suggest they create their own addition problems using items around the house and share them with their friends or family.

- Plan a math games day where students can play addition games in small groups or pairs using both concrete objects and digital devices.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 1**

**Strand**: NUMBERS

**Sub Strand:** Addition

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Count numbers 1-50.

- Add a 2-digit number to a 1-digit number without regrouping, with a sum not exceeding 50.

- Enjoy playing games involving addition using digital devices.

**Key Inquiry Question(s):**

- What is regrouping?

**Learning Resources:**

- Tusome KLB Mathematics Grade 1

- Place value chart

- Abacus

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on counting and basic addition. Ask students if they remember how to count up to 50.

- Introduce the learning resources and discuss the importance of addition in everyday life.

**Lesson Development (20 minutes):**

**Step 1:** Counting Numbers 1-50

- Use the place value chart to help students visualize the numbers.

- Count together as a class from 1 to 50, pointing to each number on the chart.

- Encourage students to continue counting in pairs or small groups.

**Step 2:** Introducing Addition without Regrouping

- Explain that today they will learn to add a 2-digit number to a 1-digit number.

- Write a simple addition problem on the board (e.g., 23 + 4) and demonstrate how to add without regrouping.

- Have students practice similar problems using their abacus to visually represent the addition.

**Step 3**: Practice with Guided Problems

- Provide students with worksheets that include a mix of problems, such as:

- 12 + 5

- 34 + 2

- 16 + 3

- Walk around the classroom to offer support and encouragement as they work through the problems.

**Step 4:** Interactive Game

- Use a digital game or app that focuses on addition without regrouping. Organize students into small groups and let them play for a few minutes.

- Encourage discussion about the strategies they used during the game.

**Conclusion (5 minutes):**

- Summarize the key points: counting to 50, adding 2-digit and 1-digit numbers without regrouping.

- Conduct a brief interactive activity where students take turns solving one addition problem on the board.

- Preview the next session: "Next time, we will learn about what regrouping is and practice it together!"

**Extended Activities:**

- Math Bingo: Create bingo cards with different addition problems. As the teacher calls out the answers, students must find the corresponding problem on their cards.

- Home Practice: Encourage students to practice addition at home using everyday items (like toys or food), adding small groups together and writing down their findings.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 2**

**Strand:** Numbers

**Sub Strand:** Addition

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Count numbers 1-50

- Add a 2-digit number to a 1-digit number without regrouping, with a sum not exceeding 50

- Enjoy playing games involving addition using digital devices

**Key Inquiry Question:**

- How do we add a 2-digit number to a 1-digit number without regrouping?

**Learning Resources:**

- Tusome KLB Mathematics Grade 1 Book

- Place Value Chart

- Abacus

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin the lesson by reviewing the counting from the previous lesson.

- Invite learners to count together from 1-50.

- Discuss the importance of addition and how it helps us in daily life, using examples they can relate to (like adding fruits, toys, etc.).

**Lesson Development (20 minutes)**

**Step 1:** Count to 50

- Have students practice counting aloud to 50, reinforcing number recognition and sequence.

- Use the Place Value Chart to show tens and ones, emphasizing the difference between single and double-digit numbers.

**Step 2:** Introduction to Addition

- Present simple addition problems on the board, using examples like 12 + 5 and 23 + 4.

- Demonstrate how to use the Place Value Chart to visualize how to add a 2-digit number to a 1-digit number without regrouping.

**Step 3:** Hands-On Practice

- Hand out abacuses to students.

- Guide them through several problems, having them model the additions step-by-step on their abacus.

- Examples: Partner students to solve problems like 31 + 2, 14 + 3, and 22 + 5, ensuring they write the answers down.

**Step 4:** Team Challenge Game

- Divide the class into small groups and have them use digital devices to play interactive addition games (like math apps or educational websites) that focus on addition without regrouping.

- Monitor and assist groups to ensure understanding.

**Conclusion (5 minutes)**

- Summarize the key points discussed, particularly what it means to add a 2-digit to a 1-digit number without regrouping.

- Conduct a quick interactive quiz where students can raise their hands to answer a couple of addition questions as a review.

- Briefly preview what students will learn in the next lesson, teasing the idea of adding bigger numbers!

**Extended Activities:**

- Addition Worksheet: Create a worksheet with simple addition problems (2-digit + 1-digit) that students can complete at home or in class for extra practice.

- Parent Involvement: Suggest that students can add items at home (like snacks or toys) and recount them to their parents, reinforcing the lesson outside of school.

- Online Games: Encourage students to play educational addition games at home or in the computer lab to reinforce their skills in a fun, engaging way.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 3**

**Strand:** NUMBERS

**Sub Strand:** Addition

**Specific Learning Outcomes:**

- Identify missing numbers in patterns involving addition of whole numbers from 1 up to 50.

- Work out missing numbers in patterns involving addition of whole numbers up to 50.

- Enjoy playing games involving addition using digital devices.

**Key Inquiry Questions:**

- Fill in the missing numbers? 10, 20 \_, 40 \_

**Learning Resources:**

- Tusome KLB Mathematics Grade 1 chart

**Organisation of Learning:**

**Introduction (5 minutes)**

- Start the lesson by reviewing what was learned in the previous lesson on addition.

- Ask students what they remember about adding numbers and if they can recall any patterns.

- Introduce the Tusome KLB Mathematics Grade 1 chart and briefly discuss how it can help us learn about addition.

**Lesson Development (20 minutes)**

**Step 1:** Identifying Patterns

- Show students the number sequence: 10, 20, \_, 40.

- Ask students to think about what number could go in the blank.

- Guide them to understand that this is a pattern and we can find the missing numbers by adding 10 each time.

- Write the full pattern on the board: 10, 20, 30, 40.

- Have students repeat the pattern back to you.

**Step 2:** Working out Missing Numbers

- Present another example: 5, \_, 15, \_, 25.

- Encourage students to try to add 5 between the numbers to figure out the missing numbers.

- Lead a discussion on the answers, which should result in the full pattern: 5, 10, 15, 20, 25.

- Ask students how they got their answers and if they noticed the addition pattern.

**Step 3:** Interactive Practice

- Divide students into small groups.

- Give each group a different pattern with blanks and ask them to fill in the missing numbers. Patterns could include:

- 1, 2, \_, 4, \_ (where students add 1)

- 10, 20, 30, \_, 50 (where students add 10)

- Allow groups to share their patterns and how they figured out the missing numbers.

**Step 4:** Addition Game on Digital Devices

- Introduce a fun, age-appropriate digital game that focuses on addition and filling in missing numbers.

- Let students experience the game on tablets or smartboards, reinforcing the day’s lesson and allowing them to practice in a fun way.

**Conclusion (5 minutes)**

- Summarize key points:

- What we learned about finding missing numbers in addition.

- The importance of recognizing patterns.

- Conduct a brief interactive activity like a “quick-fire” round where you say a number in a sequence and students shout out the next number in the pattern.

- Preview the next lesson: “Next time, we'll add greater numbers and learn to write our own addition stories!”

**Extended Activities:**

- Number Pattern Hunt: Have students look around the classroom to find a sequence of numbers and identify the pattern.

- Create Your Own Pattern: Ask them to create their own number patterns on paper. They can share their patterns with classmates and see who can fill in the missing numbers.

- Family Game Night: Encourage them to play simple addition games at home with their families to reinforce the concepts learned in class.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 4**

**Strand:** Numbers

**Sub Strand:** Addition

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Identify missing numbers in patterns involving addition of whole numbers up to 50.

- Work out missing numbers in patterns involving addition of whole numbers up to 50.

- Enjoy playing games involving addition using digital devices.

**Key Inquiry Question(s):**

- Fill in the missing numbers: 5, 10, 15\_, 20\_, 25\_, 30, 35\_?

**Learning Resources:**

- Tusome KLB Mathematics Grade 1 chart.

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson by asking students what they remember about addition.

- Guide learners to read and discuss patterns from the Tusome KLB Mathematics chart. Emphasize how addition creates a sequence of numbers.

**Lesson Development (20 minutes)**

**Step 1:** Introduce Number Patterns

- Show students a simple number pattern on the board, such as: 2, 4, 6, \_\_, 10.

- Ask the students what comes next. Guide them to see that each number increases by 2.

**Step 2:** Identify Missing Numbers

- Provide the key inquiry question’s number sequence on the board: 5, 10, 15\_, 20\_, 25\_, 30, 35\_.

- Work together as a class to figure out what the missing numbers are by using addition (5 + 5 = 10, 10 + 5 = 15, etc.).

**Step 3:** Collaborative Practice

- Have students work in pairs to fill in missing numbers in another sequence provided on a handout. Example: 1, 2, \_\_, 4, \_\_, 6.

- Circulate the classroom to provide support and guidance as needed.

**Step 4:** Digital Addition Games

- Introduce a fun online addition game related to number patterns. Allow students to participate in pairs or small groups, reinforcing their understanding of addition in a playful context.

**Conclusion (5 minutes)**

- Summarize the key points learned during the lesson: how to recognize and fill in missing numbers in addition patterns.

- Conduct a brief interactive activity where students shout out missing numbers in various patterns.

- Prepare learners for the next session by previewing the concept of adding two-digit numbers together. Ask, "What do you think we will learn about adding bigger numbers?"

**Extended Activities:**

- Create a number line on the classroom wall where students can come up and fill in missing numbers as they progress through the unit.

- Encourage students to practice at home by creating their own number patterns and asking family members to fill in the blanks.

- Offer additional online math games that reinforce addition skills.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 5**

**Strand:** Numbers

**Sub Strand:** Addition

**Specific Learning Outcomes:**

By the end of the lesson, the learner should be able to:

- Identify missing numbers in patterns involving addition of whole numbers up to 50.

- Watch video clips on missing numbers in patterns involving addition of whole numbers up to 50.

- Enjoy playing games involving addition using digital devices.

**Key Inquiry Question(s):**

- Can you fill in the missing numbers? 20 \_ 22 \_ 24 \_ 26 \_ 28 \_ 30

**Learning Resources:**

- Tusome KLB Mathematics Grade 1 (digital device)

- Interactive whiteboard

- Video clips on addition patterns

- Chart with number patterns

**Organisation of Learning**

**Introduction (5 minutes)**

- Begin by greeting the students and reviewing what they learned in the previous lesson about addition.

- Ask students if they can recall any numbers they have added before. Lead a short discussion to activate prior knowledge.

- Introduce the key inquiry question: "Can you help me fill in the missing numbers?"

**Lesson Development (20 minutes)**

**Step 1:** Identifying Patterns

- Present the number pattern: 20 \_ 22 \_ 24 \_ 26 \_ 28 \_ 30 on the interactive whiteboard.

- Ask students to look for the pattern and identify what number is missing between 20 and 22.

- Guide them to participate by suggesting possible answers and encouraging them to explain how they figured it out.

**Step 2:** Video Explanation

- Play a short video clip that teaches how to find missing numbers in addition patterns.

- Pause the video at key moments to ask questions about what they saw and reinforce understanding.

- After the video, ask students to summarize what they learned about finding missing numbers.

**Step 3:** Interactive Group Activity

- Divide the class into small groups.

- Give each group a chart with a different number pattern that contains missing numbers.

- Instruct them to work together and fill in the blanks using addition.

**Step 4:** Digital Games

- Allow students to use digital devices to play a simple addition game where they can practice finding missing numbers in different patterns.

- Monitor their progress and provide assistance as needed.

**Conclusion (5 minutes)**

- Review the key points learned during the lesson about identifying missing numbers.

- Ask a few students to share what they enjoyed most about the lesson, especially the activities involving the video and games.

- Introduce the next session's topic, which will focus on subtraction, and ask them what they think subtraction is.

**Extended Activities**

- At Home Activity: Encourage students to find numbers in their daily life (like bus numbers, house numbers) and make their own patterns, asking their family to help fill in the missing numbers.

- Classroom Library: Set up a mini-library of addition and number pattern books for students to explore during free time.

- Math Journal: Have students start a math journal where they can draw their own number patterns and practice finding missing numbers.

**Teacher Self-Evaluation:**