P.1 MATHEMATICS LESSON NOTES FOR TERM I

Date	Class	Subject	No. of pupils	Time
	P.1	Mathematics		

THEME: **Our school**

TOPIC: **Sets**

SUB – TOPIC : **Naming and drawing sets**

COMPETENCES: A learner

- Defines a set.
- Name different sets
- Writes correct spellings
- Reads and pronounces the words correctly.ie. group
- Interprets the statements
- Writes and recite number 1 – 50

METHODS: Brain storming

- Observation
- Question and answer

INSTRUCTIONS: **Real objects e.g**stones, pencils

MATERIALS: pens, books etc

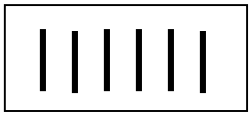
INTRODUCTION: Naming different objects orally.

CONTENT: A SET

A set is a group of well defined members.

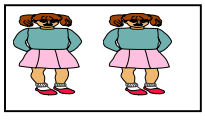
Naming sets





A group of 6 sticks

Drawing sets

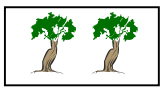
A set of girls 

A set of books 

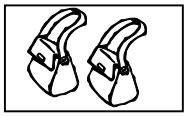
Exercise

1. Fill in the missing number.
   1, 2, 3, __, ___, ___, 7, 8, ___, 10

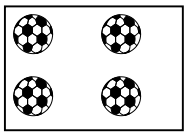
2. A _____ is a group of well defined members
3. Name the sets



A group of _____



_____



A _____ of 4 _____

4. Draw a set of birds

Date	Class	Subject	No. of pupils	Time
	P.1	**Mathematics**		

THEME: **Our school**

TOPIC: **Sets**

SUB – TOPIC : **Drawing sets**

COMPETENCES: A learner

- Reads, spells and pronounces words correctly
- Draws sets correctly
- Draws similar members in the sets correctly

METHODS: Observation

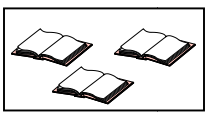
- Guided discovery
- Brain storming

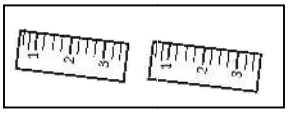
INSTRUCTIONS MATERIALS: **Real objects**

INTRODUCTION: Mental work

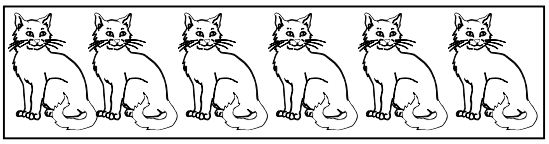
CONTENT: **Drawing sets**

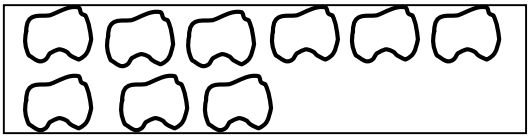
Draw these sets

A set of 3 books 



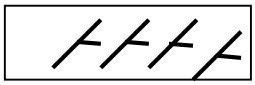
A group of rulers

A set of 6 cats 

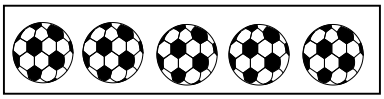
A set of 9 stones 

Exercise

1. Count and write members in a set.



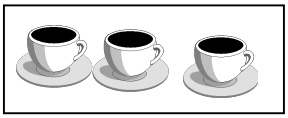
A set of _____



A set of balls

Draw these sets

2. A set of seven buses
3. A set of five pencils
4. Name the set



5. Fill in the missing numbers
   10, 11, ___, 13,___, 15, ____ 17

Date	Class	Subject	No. of pupils	Time
	P.1	**Mathematics**		

THEME: **Our school**

TOPIC: **Sets**

SUB – TOPIC : **Sort and form new sets practically**

COMPETENCES: A learner

- Read and interprets the statements
- Sort and form new sets from a bigger one

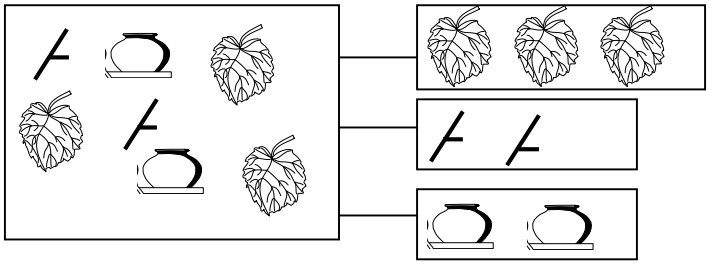
METHODS: Observation

- Guided discovery

INSTRUCTIONS: **Real objects (classroom objects)**

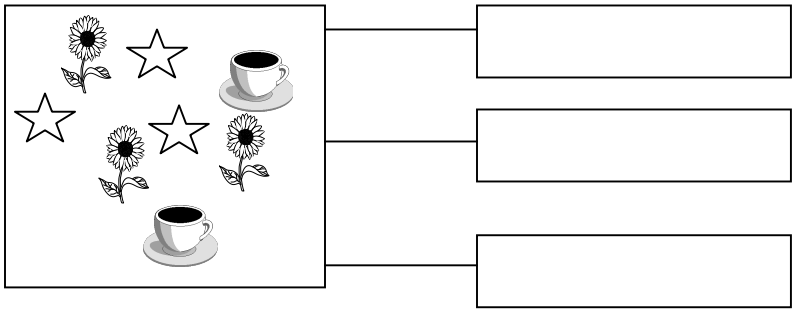
INTRODUCTION: Children will draw and name sets orally.

CONTENT: Sort and form new sets



Exercise

1. **Sort and form new sets**



2. **Draw a set of 7 flowers**
3. **Give two examples of sets**
4. **Write in words**

   2 _____ 5 _____ 4 _____

Date	Class	Subject	No. of pupils	Time
	P.1	Mathematics		

THEME: **Our school**

TOPIC: **Sets**

SUB – TOPIC : **Matching sets**

COMPETENCES: A learner

- Identifies similar objects
- Differentiate sets
- Match the sets correctly
- Names the sets correctly

METHODS: Observation

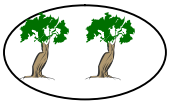
- Guided discovery
- Brain storming

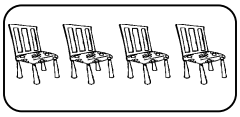
INSTRUCTIONS: **Real objects**

MATERIALS: classroom objects

INTRODUCTION: Write number symbols on the chalkboard orally.

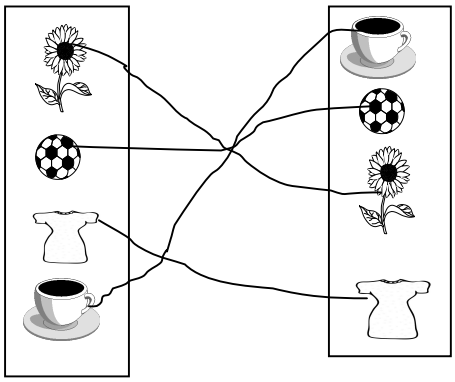
Name the given sets

 A set of …….

 A set of …….

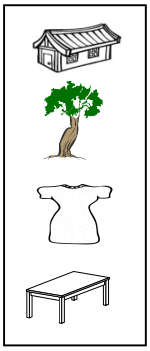
 Draw a set a brooms

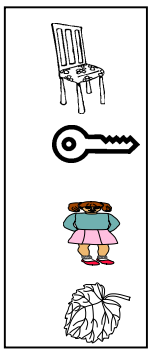
CONTENT: Match sets



Exercise

1. **Match the sets**

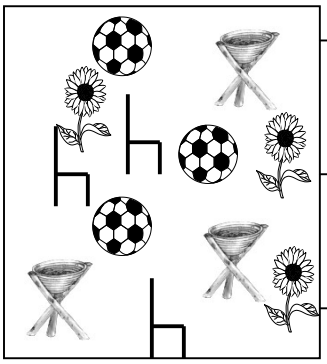




2. **Draw a group of 4 girls**
3. **Fill in the missing numbers**

   20, 21, _____, _____, _____, ____, 25, ____, ____, 28, 29, 30
4. **Add** $\overset{00}{2} + \overset{00}{2} =$

5. Sort, form and name new sets



A group of _____

A group of _____

A group of _____

Date	Class	Subject	No. of pupils	Time
	P.1	Mathematics		

THEME: **Our school**

TOPIC: **Sets**

SUB – TOPIC : **Comparing sets using less/ more / same**

COMPETENCES: A learner

- Compares sets using less or more.
- Count and writes members in a given sets
- Read and pronounces the words correctly

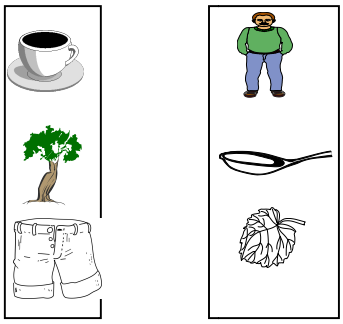
METHODS: Observation

- Demonstration
- Brain storming

INSTRUCTIONS: **Real objects**

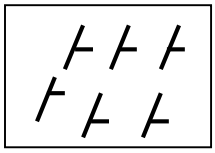
MATERIALS: balls, stones, pencils etc

INTRODUCTION: Children will match the given sets orally on the chalkboard

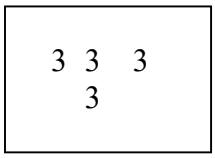


CONTENT: **Comparing sets**

A

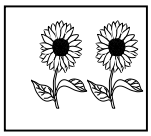


B

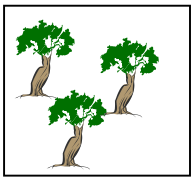


Set A has more members
Set B has less members

Count members in a set

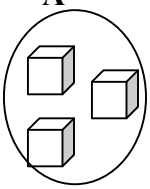


A set of _____

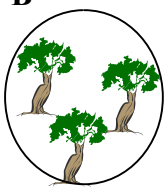


A set of _____

A



B

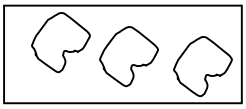


Set A and Set B have the same members

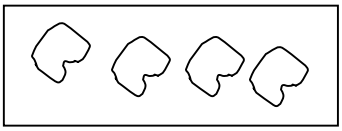
Exercise

1. Use less or more to compare sets

Y



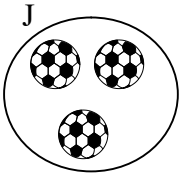
K



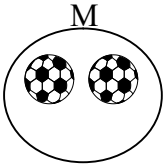
Set K has _____ members than set Y
Set Y has _____ members thank set K

How many members are the set?

J

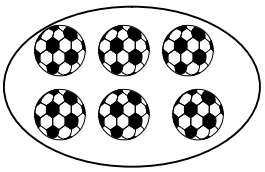


M

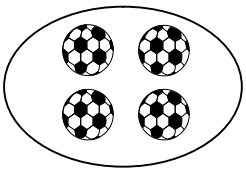


Set J has _____ members
Set M has _____ members

M



T



Set M has _____ members.
Set T has _____ members

2. Draw a set of 4 cats

Date	Class	Subject	No. of pupils	Time
	P.1	**Mathematics**		

THEME: **Our school**

TOPIC: **Sets**

SUB – TOPIC : **Joining sets**

COMPETENCES: A learner

- Joins different sets given.
- Read and pronounces the words correctly

METHODS: Observation

- Demonstration
- Brain storming

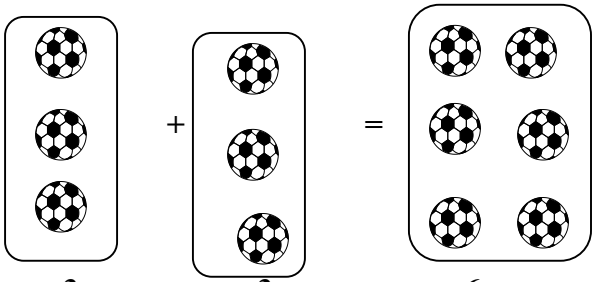
INSTRUCTIONS: **Real objects**

MATERIALS:

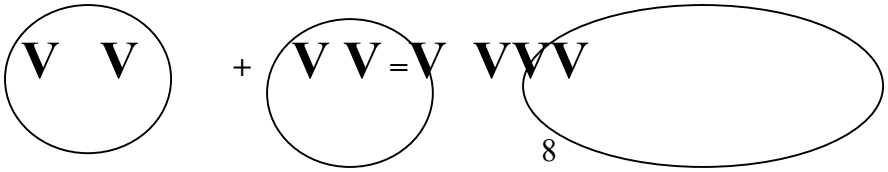
INTRODUCTION: Review of previous lesson.

Children will compare sets using less or more

CONTENT: Joining sets



3 + 3 = 6

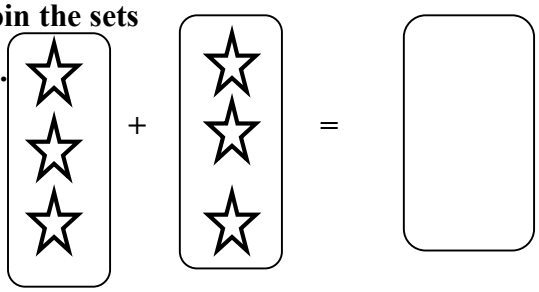


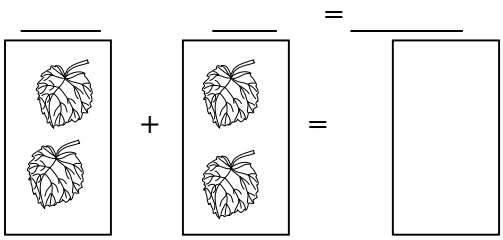
V VVVV

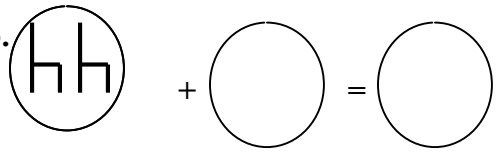
3 + 4 = 7

Exercise

Join the sets

1. 

2. 

3. 

4. Ring the correct numbers



Date	Class	Subject	No. of pupils	Time
	P.1	Mathematics		

THEME: **Our school**

TOPIC: **Sets**

SUB – TOPIC : **Ordering sets**

COMPETENCES: A learner

- Orders sets from biggest to smallest and vice vaser.
- Read and interprets the given statements

METHODS: Observation

- Demonstration
- Brain storming

INSTRUCTIONS: **Real objects**

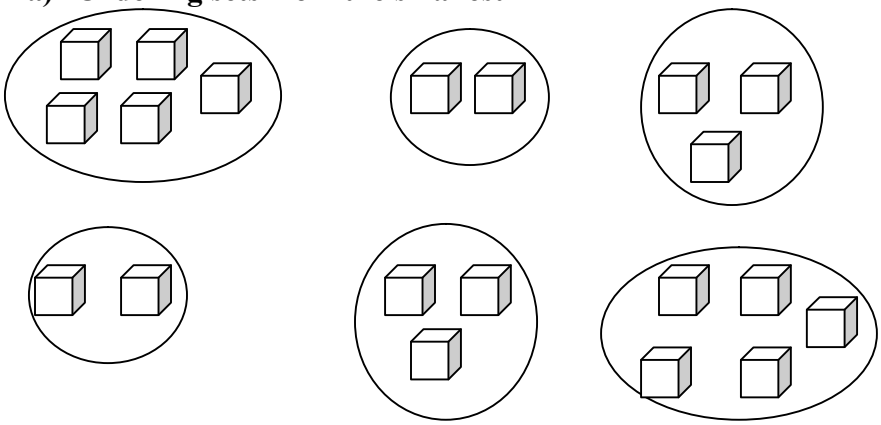
MATERIALS:

INTRODUCTION: Review of previous lesson.

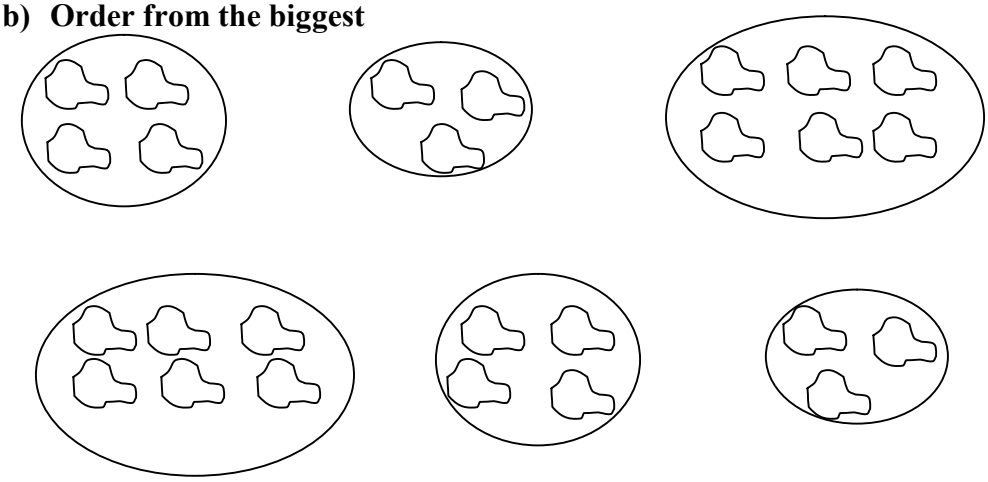
Compare sets using less or more

CONTENT:

a) **Ordering sets from the smallest**

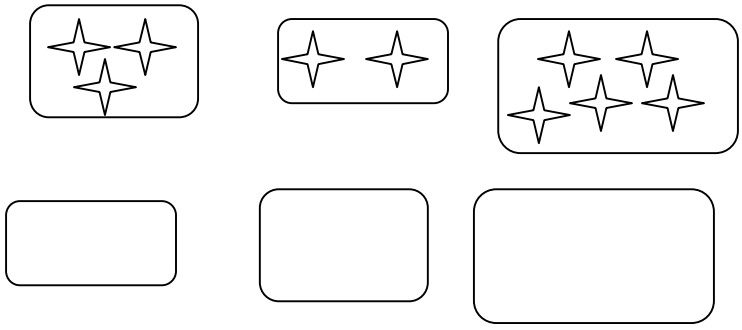


b) **Order from the biggest**



Exercise

1. **Order the sets from the smallest**



2. **Order from the biggest**



Date	Class	Subject	No. of pupils	Time
	P.1	Mathematics		

THEME: **Our school**

TOPIC: **Sets**

SUB – TOPIC : **Empty set**

COMPETENCES: A learner

- Defines an empty set.
- Draws the symbol and an empty set
- Give examples of empty set
- Use empty or not empty to the given statements

METHODS: Guided discovery

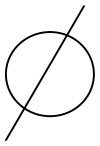
- Demonstration
- Brain storming

INSTRUCTIONS: **Real objects**

CONTENT: **Empty sets**

This is a set with out members

 **Or** { } **empty set**

 Empty symbol

Examples of empty set
A set of girls with tails
A set of cows talking

Use empty or not empty
A set of cars with tyres (not empty)
A set of teachers (not empty)
A set of tins talking (empty)

Exercise

1. An _____ is a set with out members
2. Name the set



3. Draw a symbol of an empty set

Use empty or not empty

A set of girls with dresses _____

A set of cows talking _____

A set of men reading _____

A set of trees crying _____

Date	Class	Subject	No. of pupils	Time
	P.1	Mathematics		

THEME: **Our school**

TOPIC: **Whole numbers**

SUB – TOPIC : **Counting and writing whole numbers**

COMPETENCES: A learner

- Count and writes objects
- Fill in the missing numbers
- Pronounces the words correctly

METHODS: Observation

- Guided discovery
- Brain storming

INSTRUCTIONS: **Counters**

CONTENT: Counting numbers

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18,

19, 20, 21, 22, 23……50

Fill in the missing numbers

1, 2, 3, ___, ___, ___, ___, ____, ___, 10, 11, 12 ___, ___, 15, ___, ___, ____, 19, 20

30, 31, ___, ___, 34, 35, ____, ___, 38, 39, 40

Exercise

Fill in the missing numbers

1, 2, ___, ___, 5, 6, ___, ____, 9, 10

11, 12, 13, ___, ___, __, 17, ___, 19, 20

31, ___, ___, 34, ___, ___, 37, ___, 39, 40

40, 41, ___, __, 44, 45, ___47, 48, 49, 50

2. Draw a set symbol of an empty set

Date	Class	Subject	No. of pupils	Time
	P.1	Mathematics		

THEME: **Our school**

TOPIC: **Whole numbers**

SUB – TOPIC : **Counting and writing**

COMPETENCES: A learner

- Count and write objects
- Draw objects of the given numbers
- Read and pronounces the words correctly

METHODS: Observation

- Guided discovery
- Brain storming

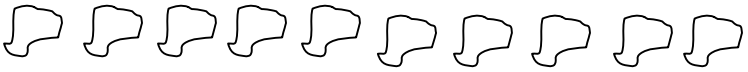
INST Mat : **Counters**

CONTENT: **Count and write**

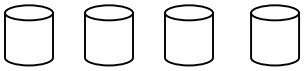
Draw objects of the given numbers

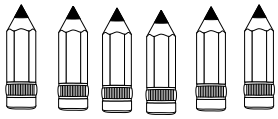
 **= 5**

 **= 10**

 **= 11**

Draw these objects

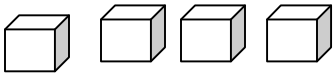
4 tins 

6 pencils 

14 cups 

Exercise

1. **Count and write**

 =

V VVVVVVVVV =



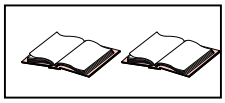
2. **Draw these objects**

   5 birds

   15 sticks

   8 leaves

3. **Name the set**



A set of _____

Date	Class	Subject	No. of pupils	Time
	P.1	Mathematics		

THEME: **Our school**

TOPIC: **Whole numbers**

SUB – TOPIC: **Matching numbers to pictures**

COMPETENCES: A learner

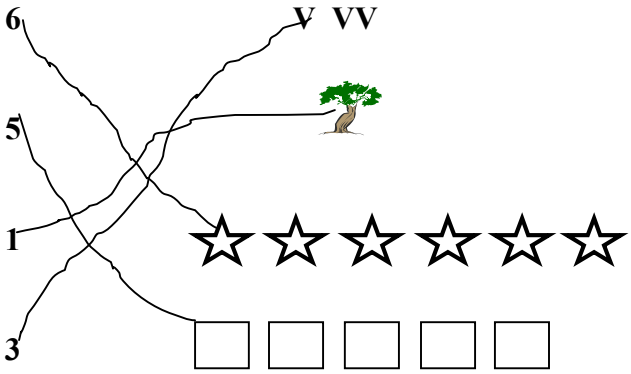
- Matches the numbers correctly
- Circle the correct number symbols
- Read and pronounces the words correctly

METHODS: Observation

- Guided discovery
- Brain storming

INSTRUCTIONS: **Counters**

CONTENT: **Matching numbers**



Circle correct numbers

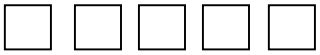


Exercise

1. **Match these numbers correctly**



10



6

V VVVVV **2**



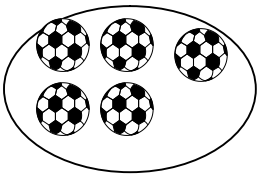
5



1

2. **Draw an empty set**

3. **Name the set**



_____

4. **Circle correct numbers**

P 9 d

5. **Write one example of asset**

Date	Class	Subject	No. of pupils	Time
	P.1	Mathematics		

THEME: **Our school**

TOPIC: **Whole numbers**

SUB – TOPIC: **Finding the number after, before and between**

COMPETENCES: A learner

- Finds a number after and before
- Writes the correct numbers
- Read and pronounces the numbers correctly
- Finds the numbers between

METHODS: Observation

- Guided discovery
- Brain storming

INSTRUCTIONS: A chart showing number names and symbols

INTRODUCTION: Write number symbols orally on the chalkboard

CONTENT: Finding the number after, before and between

7 comes after 6

9 comes before 8

Numbers before

2 comes after 1

5 comes before 4

10 comes after 9

Exercise

1. **Write the number before**

   ___5 ____14 _____11 _____9

2. **Write the number after/ write the next number**

   6 _____ 13 _____ 14_____ 10 _____

3. **Write the number between**

   6 ___8 10 _____12

4. **Take away**

   5 – 4 = _____

Date	Class	Subject	No. of pupils	Time
	P.1	**Mathematics**		

THEME: Our school

TOPIC: Whole numbers

SUB – TOPIC: Finding bigger or smaller numbers

COMPETENCES: A learner

- Read and interprets the statements
- Find the bigger and smaller numbers as instructed.

METHODS: Observation

- Guided discovery
- Brain storming

INTRODUCTION: Review of the previous lesson

CONTENT: Finding bigger numbers



6 is bigger



13 is bigger

Find smaller number



3 is smaller

Exercise

1. Ring the smaller number

   10 9 15

   6 4 11

   15 18 19

2. Ring bigger number

   4 7 11

   16 8 19

Revision

1.Write the number after

6 _____ 13 _____

2. Write the number before

_____13

_____20

3. Write the number between 5 and 7?

4. Which number comes before 6 and after 4?

Date	Class	Subject	No. of pupils	Time
	P.1	Mathematics		

THEME: **Our school**

TOPIC: **Whole numbers**

SUB – TOPIC: **Arranging the numbers from biggest to smallest**

COMPETENCES: A learner

- Read and pronounces the words correctly.
- Arranges the numbers from the smallest to the biggest and vice versa

METHODS: Observation

- Guided discovery
- Brain storming

INST MAT: Flash cards

A chart showing number symbols.

INTRODUCTION: Children will work out the given numbers orally / counting numbers while jumping.

Draw a set of six cups

What is a set?

Draw an empty set

Name the set



_____

CONTENT: Arranging numbers from the smallest






6 3 4 10

3 4 6 10





12 15 9 14

9 12 14 15

Arrange from the biggest number

4	1	9
9	4	1
15	13	19
19	15	14

Date	Class	Subject	No. of pupils	Time
	P.1	**Mathematics**		

THEME: **Our school**

TOPIC: **Whole numbers**

SUB – TOPIC: **Number ordinals**

COMPETENCES: A learner

- Identifies number ordinals
- Read and interprets the statements
- Spell the words correctly
- Write the ordinals correctly
- Match the number ordinals to words correctly

METHODS: Observation

- Guided discovery
- Brain storming

INST MAT: A chart showing number ordinals

INTRODUCTION: A chart of previous lesson

Children will arrange numbers as instructed.

CONTENT: Number ordinals

1. – 1^{st} - first
2. – 2^{nd} - second
3. - 3^{rd} – third
4. – 4^{th} – fourth
5. – 5^{th} – fifth
6. – 6^{th} – sixth

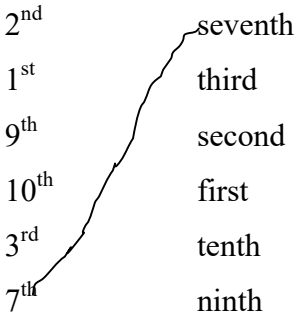
7. – 7^{th} – seventh
8. – 8^{th} – eighth
9. – 9^{th} – ninth
10. – 10^{th} – tenth
11. – 11^{th} – eleventh
12. – 12^{th} – twelfth

Exercise

1. **Write number ordinals**

   2^{nd} _____ 3 rd _____

2. **Match number ordinals to names**



3. **Fill in the missing ordinals**

   1^{st} , 2^{nd} , _____, _____, 5^{th}, 6^{th}, ____, 8^{th}, _____, 10^{th}

Date	Class	Subject	No. of pupils	Time
	P.1	**Mathematics**		

THEME: **Our school**

TOPIC: **Whole numbers**

SUB – TOPIC: **Number names**

COMPETENCES: A learner

- Read and pronounces the words correctly.
- Writes the words correctly
- Fill in the missing letters
- Match numbers to number names correctly.

METHODS: Observation

- Guided discovery
- Brain storming

INST MAT: A chart showing number names

CONTENT: Number names

0. – Zero
1. – one
2. – two
3. – three
4. – four
5. – five
6. – six
7. – seven
8. – eight
9. – nine
10. – ten
11. - Eleven
12. – twelve
13. – thirteen
14. – fourteen

Exercise

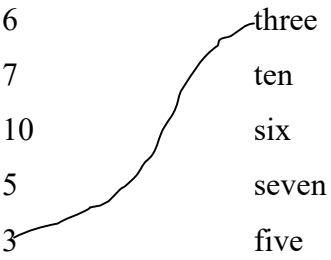
1. **Write number names**

   2 _____ 7 _____ 5 _____ 10 _____

2. **Write number symbols**

   Six _____ four _____ ten _____ eight _____

3. **Match correctly**



6	three
7	ten
10	six
5	seven
3	five

4. **Fill in the missing letters**

   te __th f ___ ___st s ___ c __nd th __ rd

5. Two eggs plus three eggs equals
6. Write in figures

   Second

   Third

Ten

Date	Class	Subject	No. of pupils	Time
	P.1	Mathematics		

THEME: **Our school**

TOPIC: **Whole numbers**

SUB – TOPIC: **Number names**

COMPETENCES: A learner

- Read and pronounces the words correctly
- Writes the words correctly
- Writes number symbols
- Match correctly

METHODS: Observation

- Guided discovery
- Brain storming

INST MAT: A chart showing number names

INTRODUCTION: Children will write number symbols on the chalk board as instructed

CONTENT: Number names 11 – 50

16 – sixteen

18 – eighteen

20 – twenty

30 – thirty

40 – forty

50 – fifty

Exercise

1. **Write in words / write the number names.**

   12 _____ 22 _____ 14 _____

   34 _____ 17 _____ 48 _____

2. **Write in figures**

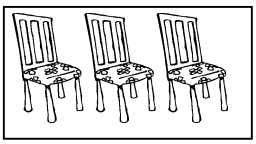
   Fifty six

   Thirteen

   Twenty six

   Forty four

3. **Name the set**



A set of _____

4. **Match numbers to the names**

18	forty seven
26	sixty
33	twenty six
60	thirty – three
47	eighteen

5. **Count and write in words**

 = _____

 = _____

Date	Class	Subject	No. of pupils	Time
	P.1	**Mathematics**		

THEME: **Our school**

TOPIC: **Whole numbers**

SUB – TOPIC: **Joining two digits to form numbers**

COMPETENCES: A learner

- Joins two digits to form a new digit.
- Writes the numbers correctly.
- Reads and interprets the statements.

METHODS: Observation

- Guided discovery
- Brain storming
- Observation

INST MAT: A chart showing number names

INTRODUCTION: Children will count numbers 1 – 50

CONTENT: Forming new digits from the two joined digits

1 and 2 makes 12

3 and 4 makes 34

1 and 7 makes 17

2 and 4 makes 24

6 and 3 makes 63

Exercise

1. Join digits to form new digits

   3 and 7 makes _____

   1 and 6 makes _____

   4 and 6 makes _____

   ____ and ____ makes 10

   ____ and ____ makes 39

   ____ and ____ makes 15

2. 6 minus 3 equals
3. Two take away zero equals
4. Write number ordinals in words

   1^{st}

   3^{rd}

   10^{th}

   2^{nd}

Date	Class	Subject	No. of pupils	Time
	P.1	**Mathematics**		

THEME: **Our school**

TOPIC: **Numerical system and place values**

SUB – TOPIC: **Place values (expand)**

COMPETENCES: A learner

- Expand numbers correctly
- Finds the two place values of tens and ones
- Adds in tens to get the two place values
- Read and pronounces the words correctly.

METHODS: Observation

- Guided discovery
- Brain storming

INST MAT: Counters

INTRODUCTION: Review of the previous lesson

Find the number after and before

___15 ____7 6 ____ 14 _____

CONTENT: place values of tens and ones

Place values

T O

1 0

Ones

Tens

Exercise

Write the place value of the circled digit

a) **2** **(3)**

b) **(1)** **4**

Expand

15 = 10 + 5

23 = 20 + 3

Which number is expanded

10 + 3 = 13

30 + 4 = 34

10 + 7 = 17

Exercise

1. Count in tens to make tens and ones

10 + 10 = _____

10 + 10 + 10 = _____

2. **Expand**

15 = _____ + _____

23 = _____ + _____

3. **Which number is expanded**

10 + 6 = _____

30 + 7 = _____

Date	Class	Subject	No. of pupils	Time
	P.1	Mathematics		

THEME: **Our school**

TOPIC: **Operation on numbers**

SUB – TOPIC: **Addition of numbers**

COMPETENCES: A learner

- Identifies the symbols (+/ =)
- Reads and interprets the statements
- Adds correctly

METHODS: Observation

- Guided discovery
- Demonstration

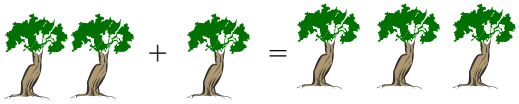
INST MAT: Counters

INTRODUCTION: Children will fill in the missing ordinals

1st 2nd _____, _____, ____, 6th, 7th , ____, ____ 10th

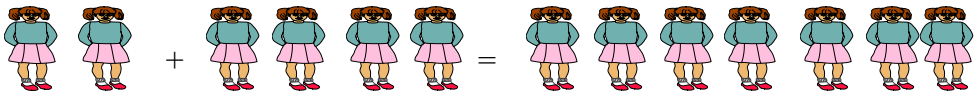
Children will count and write objects

CONTENT: Addition of numbers by joining objects

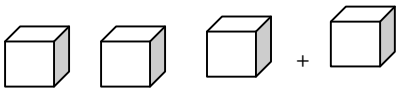


V VV + V V = V VVVV





Exercise







+ =



Revision

Draw these shapes

Circle

Triangle

Date	Class	Subject	No. of pupils	Time
	P.1	**Mathematics**		

THEME: **Our home**

TOPIC: **Operation on numbers**

SUB – TOPIC: **Addition of numbers up to 20**

COMPETENCES: A learner

- Identifies the symbol (+)
- Count and add correctly
- Read and interprets the statements

METHODS: Observation

- Guided discovery
- Demonstration

INST MAT: Counters

INTRODUCTION: Review of the previous lesson

Children will add by joining objects

CONTENT: Addition of numbers horizontally

3 + 2 = 5

4 + 0 = 4

3 +3 = 6

4 + 1 + 3 = 8

3 + 3 + 3 = 9

4 + 0 + 5 = 9

6 + 4 + 1 = 11

Exercise

1. **Add the numbers**

   3 + 1 = 6 + 0 =

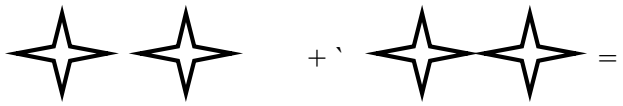
   5+ 1 = 7 + 2 + 3 =

1 + 2 + 0 = 5 + 5+ 5 =

1 + 2+ 0 =

Revision

1. Join the pictures



V VVV + V =

2. Write in words

12 _____ **2nd** _____

3. 5 plus 2 equals

Date	Class	Subject	No. of pupils	Time
	P.1	Mathematics		

THEME: **Our home**

TOPIC: **Operation on numbers**

SUB – TOPIC: **Addition of numbers vertically**

COMPETENCES: A learner

- Adds the numbers vertically.
- Count the objects correctly
- Reads and pronounces the words correctly

METHODS: Observation

- Guided discovery
- Demonstration

INST MAT: Counters

CONTENT: Addition of numbers vertically

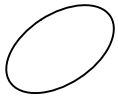
5	3	6	7
+2	+3	+0	+ 1
7	6	6	8

3	7	3	5
4	1	3	5
+2	+4	+5	+5
9	12	11	15

Exercise
Add vertically

2	6	8	7
+3	+7	+2	+ 5
3	4	6	7
3	2	3	8
+3	+2	+3	+2

Revision
1. **Name the set**



2. **Draw a set of 4 chairs**
3. **Expand 18 = ____ + _____**

Date	Class	Subject	No. of pupils	Time
	P.1	**Mathematics**		

THEME: **Our home**

TOPIC: **Operation on numbers**

SUB – TOPIC: **Addition of number lines**

COMPETENCES: A learner

- Draws number line
- Follow the correct steps
- Adds on the number line correctly
- Reads and interprets correctly

METHODS: Observation

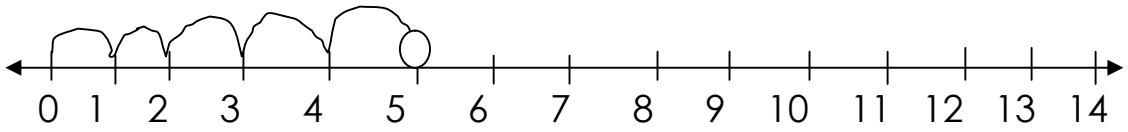
- Guided discovery
- Demonstration

INST MAT: Chalkboard illustration floor

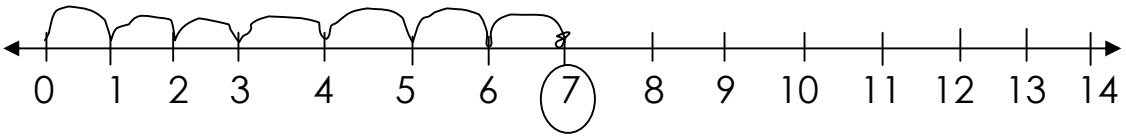
INTRODUCTION: Children will count 1 – 50

CONTENT: Addition on a number line

a) 3+2 = 5

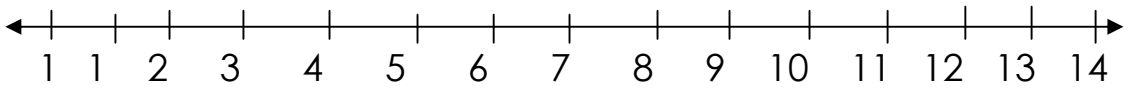


b) 5 + 2 = 7

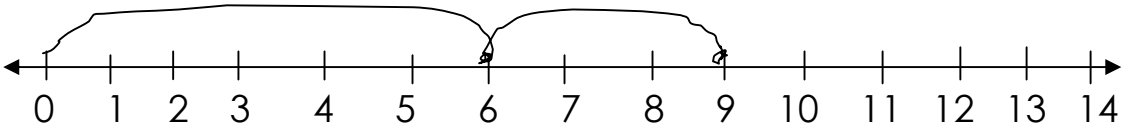


Exercise
Add using a number line

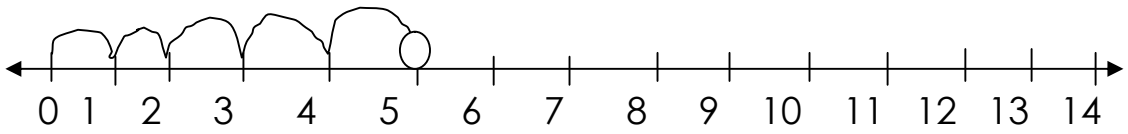
a) 3+2 = _____



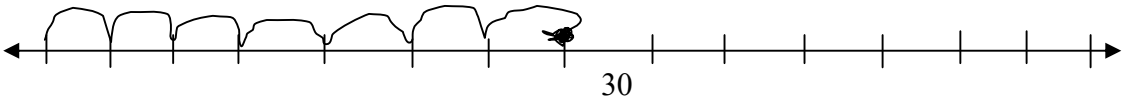
b) 6 + 3 = _____



c) 7+0 =



d) 5 + 3 =



0 1 2 3 4 5 6 7 8 9 10 11 12 13 14

Revision

Write the number names

0 _____

2 _____

12 _____

2. Add 3 + 2 + 1 = _____

$$\begin{array}{r} 4 \\ +\ 2 \\ \hline \end{array}$$

Date	Class	Subject	No. of pupils	Time
	P.1	**Mathematics**		

THEME: **Our home**

TOPIC: **Operation on numbers**

SUB – TOPIC: **Addition with word application**

COMPETENCES: A learner

- Reads and interprets statements correctly
- Identifies the symbol (+) correctly
- Works out the given numbers correctly

METHODS: Observation

- Guided discovery
- Demonstration

INST MAT: counters

INTRODUCTION: Mental work

3 + 2 = 5+ 0 = 6+ 4 =

CONTENT: Addition with word application

+ - plus, add, altogether

Examples

What is 6 plus 2 ?

6 + 2 = 8

4 cups plus (+) 3 cups equals

4 + 3 = 7

Mary had 2 sweets. Jane had 3 sweets. Altogether they had 5 sweets

Exercises

1. **Listen and write (number names)**

2. **Read and workout**
   a) What is 3 plus 6?
   b) Moses had 8 eggs. Deborah had 3 eggs. Altogether they had ……. eggs.
   c) 7 balls plus 7 balls equals
3. Add 9+ 3 =
4. 10 chairs plus 6 chairs equals
5. How many days make a week?
6. 3 + 3 + 3 =
7. Four rulers plus zero equals

Date	Class	Subject	No. of pupils	Time
	P.1	**Mathematics**		

THEME: **Our home**

TOPIC: **Operation on numbers**

SUB – TOPIC: **Subtraction of numbers**

COMPETENCES: A learner

- Identifies the symbol of subtraction
- Reads and pronounces words correctly.
- Subtracts numbers horizontally and vertically correctly

METHODS:

- Observation
- Guided discovery
- Demonstration

INST MAT: counters

INTRODUCTION: Learners will count numbers orally while jumping 1 – 50

CONTENT: **Writing number symbols on the chalk board**

Subtracting of numbers horizontally and vertically (less than 20)

Examples

6 – 2 = 4 10 – 5 = 5 8 - 0 = 0

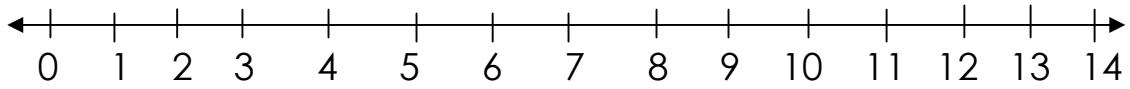
Exercise

1. Let us take away horizontally and vertically

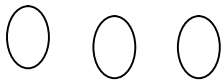
9	8	7	5
- 3	- 8	- 0	- 2
____	____	____	____
____	____	____	____

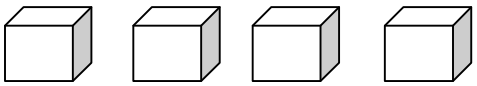
2. Add on the number line

   7 + 2



3. Shade the correct ordinal

1st ball 

3rd box 

Date	Class	Subject	No. of pupils	Time
	P.1	**Mathematics**		

THEME: **Our home**

TOPIC: **Operation on numbers**

SUB – TOPIC: **Subtraction of numbers with / of word application**

COMPETENCES: A learner

- Identifies the symbols of subtraction.
- Reads and interprets the questions
- Pronounces the words correctly
- Works out the given numbers correctly

METHODS:

- Observation
- Guided discovery
- Demonstration

INST MAT: counters

INTRODUCTION: Reviewing the previous lesson (children will subtract numbers on the chalk board

CONTENT: Subtracting with word application, take away, minus, remove, subtraction, how many remained

Examples

7 take away 4 equals 3

7 – 4 = 3

Nine minus three equals six

9 – 3 = 6

7 dolls minus 3 dolls equals 4 dolls

7 – 3 =

Exercise

Read and take away/ subtract

1. What is 8 minus 3?
2. Tina had 6 sweets. She gave away 3 sweets. She remained with _____ sweets.
3. 10 balls minus 6 balls equals _____ balls
4. Match correctly

Minus	+
Plus	x
Times	-
Empty	
Symbol	
Empty set	

Date	Class	Subject	No. of pupils	Time
	P.1	**Mathematics**		

THEME: **Our home**

TOPIC: **Operation on numbers**

SUB – TOPIC: **Subtraction of numbers on a number line**

COMPETENCES: A learner

- Draws number lines correctly
- Follows the steps correctly.
- Reads and interprets the statements correctly.
- Works out the given numbers correctly

METHODS:

- Observation
- Guided discovery
- Demonstration

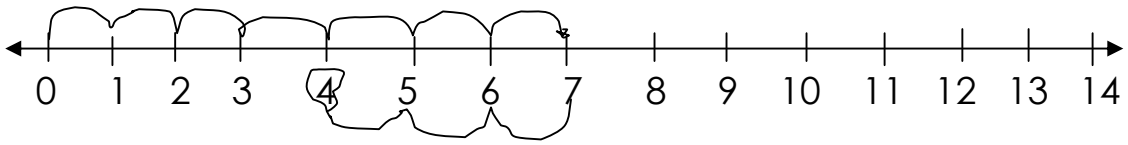
INST MAT: class room floor, flash cards

INTRODUCTION: Writing number ordinals and counting

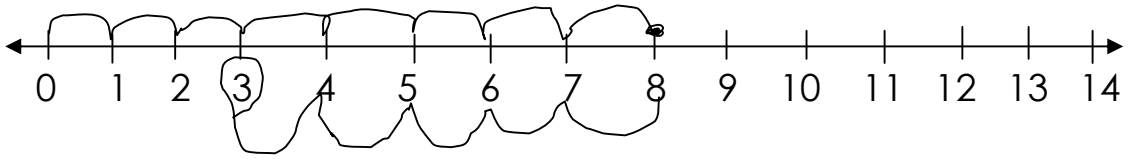
CONTENT: Subtraction on a number line

Examples

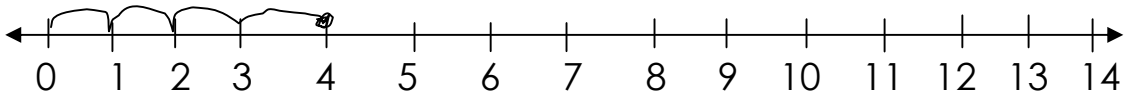
7 - 3 = 4



8 - 5 = 3

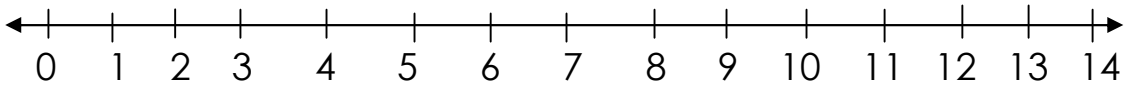


4 - 0 = 4

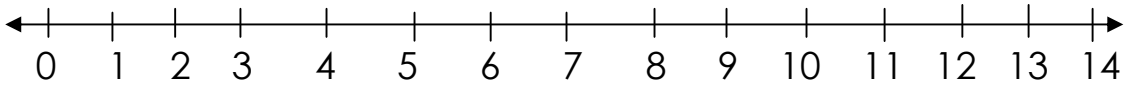


Exercise

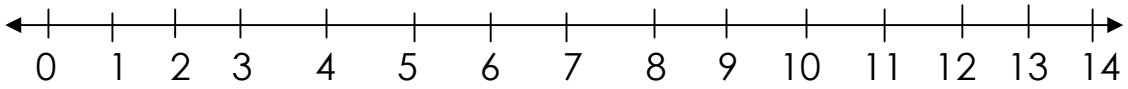
9 – 3



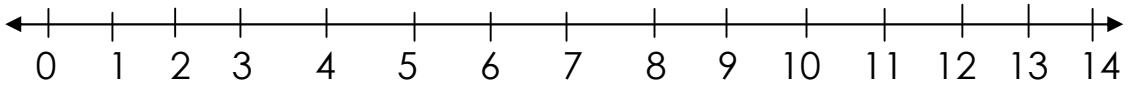
10 – 4 =



6 – 3 =



7 – 7 =



Date	Class	Subject	No. of pupils	Time
	P.1	Mathematics		

THEME: **Our Community**

TOPIC: **Operation on numbers**

SUB – TOPIC: **Counting numbers 0 – 100 and number families**

COMPETENCES: A learner

- Counts 1 – 100 orally
- Writes number symbols correctly
- Works out number families.
- Pronounces and reads words correctly

METHODS:

- Observation
- Guided discovery
- Demonstration

INST MAT: Counters

A chart showing number symbols

INTRODUCTION: Learners will count numbers orally 1 – 50

CONTENT: Counting numbers 1 – 100

1, 2, 3, 4, 5, 6, 7……. 90, 91, 92, 93……. 100

Number families(two numbers which add up to 4.

2 + 2 = 4

1 + 3 = 4

Two numbers which add up to 5

4 + 1 = 5

3 + 2 = 5

Two numbers which add up to 6

___ + 2 = 6

___ + 3 = 5

Exercise

1. Fill in the missing numbers

   20, 21 ____, ___ 24, ___ 26, ___ 28, ___ 30

   40, 41, ___, ___, 44, ____ 46, ___, ____, 49, 50

2. Give two numbers which add up to 7

   ____ + ___ = 7

Two numbers which add up to 9

____ + ____ = 9

Two numbers which add up to 4

3. What is 7

____ + _____ = 7 ○○○ ○○○○

4. 7 books minus 3 books equals

Date	Class	Subject	No. of pupils	Time
	P.1	**Mathematics**		

THEME: **Our Community**

TOPIC: **Operation on numbers**

SUB – TOPIC: **Zero concept**

COMPETENCES: A learner

- Reads and interprets the statements.
- Works out numbers with zero concept on addition and subtraction.
- Tells that 0 means nothing

METHODS:

- Observation
- Guided discovery
- Demonstration

INST MAT: Counters

INTRODUCTION: Counting objects 0 – 10

CONTENT: Zero (0) concept

Examples

0 + 0 = 0

0 + 2 = 2

4 – 0 = 4

6	4
+ 3	+0
0	4

Any number plus / minus 0 equals to that number.

Exercise

1. Work out

10 – 0 =	8 + 0 =	7 – 7 =	7 + 0 =
2 + 0 =	6 – 0 =	12 – 0 =	14 – 4 =

2. Write the number after

6 _____ 7 _____ 27 ____ 36 _____

3. 6 cats plus 3 cats equals
2 chairs plus 2 cats equals

John was number 1. So he was the _____

Date	Class	Subject	No. of pupils	Time
	P.1	**Mathematics**		

THEME: **Our Community**

TOPIC: **Number patterns and sequence**

SUB – TOPIC: **Writing number names 1 – 50**

COMPETENCES: A learner

- Writes number names
- Reads and spells words correctly
- Fills in the missing letters
- Recognizes and writes number symbols correctly
- Matches correctly

METHODS:

- Observation
- Guided discovery
- Demonstration

INST MAT: A chart showing number names

INTRODUCTION:

CONTENT: Children will do a spelling game

1. One
2. Two
3. Three
4. Four
5. Five
6. Six
7. Seven
8. Eight
9. Nine
10. Ten
11. Eleven
12. Twelve
13. Thirteen
14. Fourteen
15. Fifteen
16. Sixteen
17. Seventeen
18. Eighteen
19. Nineteen
20. Twenty

30 thirty
40 forty
50 fifty

Exercise

1. Write number names

6 _____ 10 _____ 15 _____ 12 _____
20 _____ 50 _____

2. Fill in the missing letters

s __xt __ __n tw __nty f __ ftye l__v __n

3. Match correctly

11	thirty four
13	eight
8	eleven
34	thirteen

4. Write number symbols
   Sixteen _____ forty two _____
5. Count down wards
   10, 9, 8, 7, _____, 5, _____, 3 ____,1
   20, 19, 18, _____, 16, ____, 14, ____, 12, ____ 10

Date	Class	Subject	No. of pupils	Time
	P.1	**Mathematics**		

THEME: **Our Community**

TOPIC: **Number patterns and sequence**

SUB – TOPIC: **Writing number symbols**

COMPETENCES: A learner

- Writes number symbols correctly.
- Fill in the missing numbers
- Matches number names to symbols
- Reads and pronounces words correctly

METHODS:

- Observation
- Guided discovery
- Demonstration

INST MAT: A chart showing number names

INTRODUCTION: Count and write number names and symbols


=_____ **V VVVV = _____**


= _____

CONTENT: Number sequences 0 – 50

1, 2, 3, 4, 5, 6, 7, 8, 9 10

20 , 21, 23, 24, 25, 26, 27, 28, 29 , 30

41, 42, 43, 44, 45, 46, 47, 48, 59 50

5. Fill in the missing letters

   Th __rty sixteen f __rty tw __nty f __ve

6. Draw these sets

   An empty set

   A set of 2 boxes

Exercise

1. Fill in the missing numbers

   30, 31, ___, ___, 34, __, ___, 37, ___ 39, 40

   11 __, ___, 14, 16, __, __, 19 , 20

   41, __, __, __, 45 __, __ 48, __ 50

2. Write number symbols

   Forty _____ fifteen _____ eleven _____

   Twenty _____

3. Fill in the missing letters

   F __ __ rteen e ___ght n ___ne th ___ rtytw _

Date	Class	Subject	No. of pupils	Time
	P.1	**Mathematics**		

THEME: **Our Community**

TOPIC: **Measures**

SUB – TOPIC: **Days of the week**

COMPETENCES: A learner

- Mentions days of the week
- Reads and pronounces correctly.
- Identifies days and their positions
- Fill in the missing letters

METHODS:

- Observation
- Guided discovery
- Demonstration

INST MAT: A chart showing days of the week.

INTRODUCTION: Spelling game

Children will spell the given number names

Content: Days of the week

Sunday – 1st - first

Monday – 2nd – second

Tuesday – 3rd – third

Wednesday – 4th – fourth

Thursday – 5th – fifth

Friday – 6th – sixth

Saturday – 7th – seventh

There are seven days in a week.

Exercise

1. How many days make a week? _____ days make a week?
2. Fill in the missing letters

   S ___nd __y fr __ day t __ ___sday s __ turd __d
3. _____ is the first day of the week.
4. Match correctly

Sunday	second
Friday	first
Thursday	sixth
Monday	fifth

5. **Christians go to church on _____**
6. **Ali and Musa go to the mosque for prayers on _____.**
7. **If today is Monday, which day was it yesterday?**
8. **Write in full**

   Mon.

   Tue

   Wed

Date	Class	Subject	No. of pupils	Time
	P.1	**Mathematics**		

THEME: **Our Community**

TOPIC: **Measures**

SUB – TOPIC: **Telling time**

COMPETENCES: A learner

- Tells time using natural indicators
- Reads and interprets statements
- Identifies different activities done at a particular time.

METHODS:

- Observation
- Guided discovery
- Demonstration

INST MAT: A chart showing days of the week.

INTRODUCTION: Children will answer oral questions about time.

Children will spell the given number names

Content: Telling time using natural indicators

- **The natural indicators used to tell time are sun, moon and shadows.**
- **We have morning time, afternoon and evening and night time.**
- **The time when we wake up morning time**
- **The time to sleep night time**
- **The time we go back home evening time**
- **The time we have our lunch afternoon time**

Exercise

Use afternoon, morning time, evening time and night time

1. The time when we wake up _____
2. The rime when we go to sleep _____
3. The time when we have lunch _____
4. The time when go back home _____

Date	Class	Subject	No. of pupils	Time
	P.1	Mathematics		

THEME: **Our Community**

TOPIC: **Measures**

SUB – TOPIC: **Telling time using clock faces**

COMPETENCES: A learner

- Identifies the two hands
- Reads and pronounces the words correctly.
- Tells time using O'clock
- Draws hands to show time

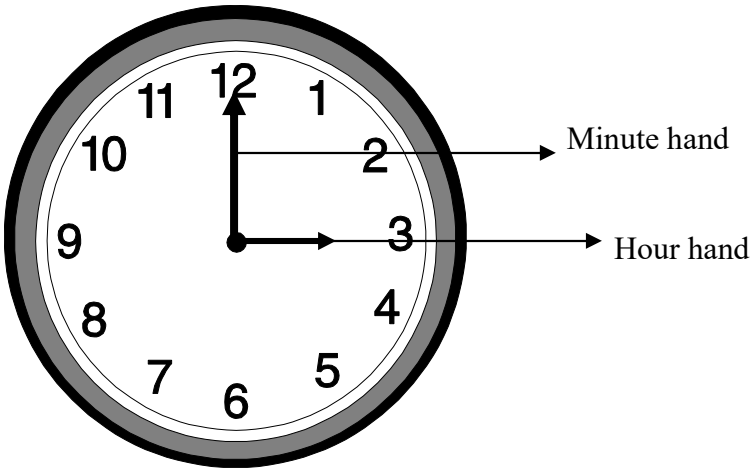
METHODS:

- Observation
- Observation
- Demonstration

INST MAT: Wall clocks

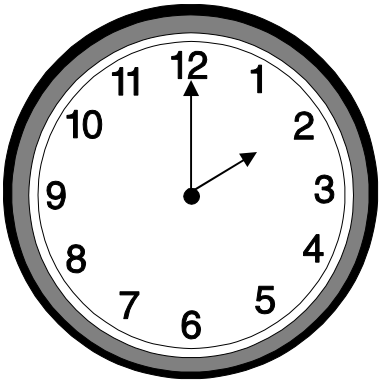
INTRODUCTION: Review of the previous lessons

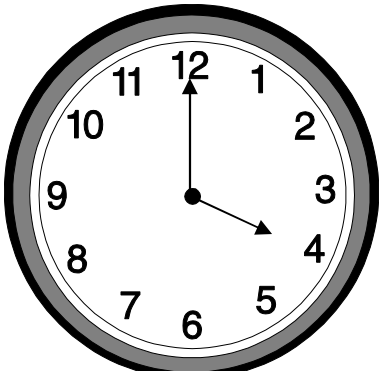
Content: **Children will answer oral questions**



There are sixty minutes in an hour

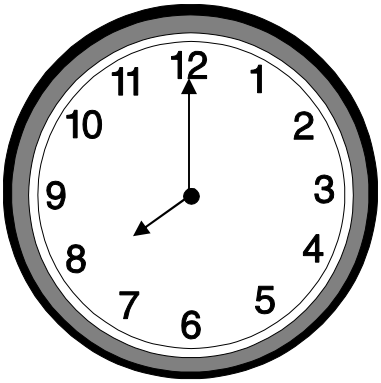
Tell time



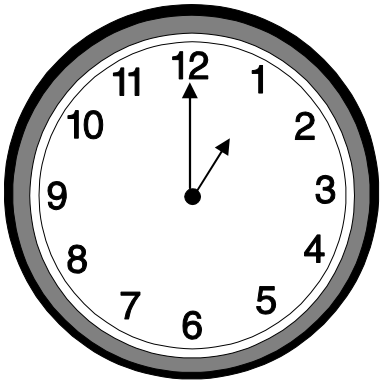


2 O'clock 4 O'clock

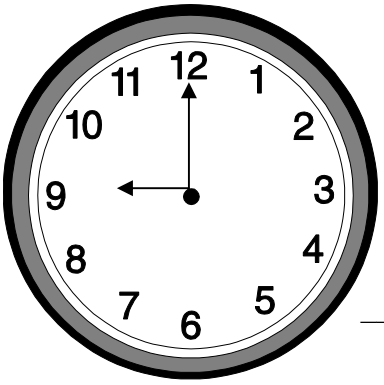
Draw to show 8 ' clock



Exercise

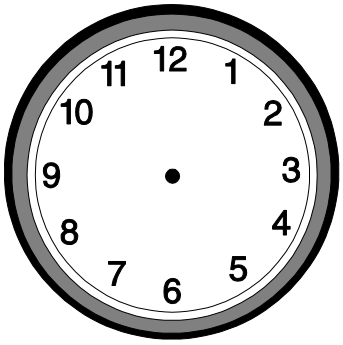


_____ O'clock

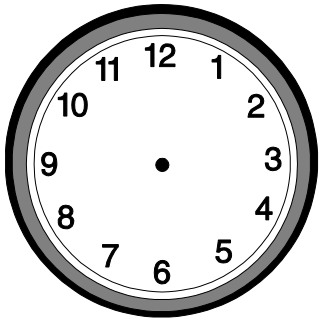


___ O'clock

Draw to show time



5 O'clock



7 O'clock

Date	Class	Subject	No. of pupils	Time
	P.1	**Mathematics**		

THEME: **Human body and health**

TOPIC: **Measures**

SUB – TOPIC: **Months of the year**

COMPETENCES: A learner

- Identifies months of the year and their positions

- Mentions important dates
- Fills in the missing letters

METHODS:

- Observation
- Observation
- Demonstration

INST MAT: A calendar

A chart showing months of the year

INTRODUCTION: A rhyme - 30 days

Content: Months of the year

January – first – 31 days

February – second – 28 / 29

March – third – 31

April – fourth – 30 days

May – fifth – 31 days

June – sixth – 30 days

July – seventh – 31 days

August - eight – 31 days

September – ninth – 30 days

October – tenth – 31 days

November – eleventh – 30 days

December – twelfth – 31 days

There are twelve months in a year

Exercise

1. There are _____ months in a year.
2. _____ is the second month of the year.
3. In _____ we celebrate Christmas day.
4. Fill in missing letters
   J ___ nuary M __rch J ___lyA___gust
5. Write the fifth month of the year _____
6. In which month were you born?

Date	Class	Subject	No. of pupils	Time
	P.1	**Mathematics**		

THEME: **Human body and health**

TOPIC: **Measures**

SUB – TOPIC: **Capacity**

COMPETENCES: A learner

- Defines capacity
- Gives examples of liquid
- Measures liquids using different containers
- Compare liquids using less or more
- Reads and interprets the statements
- Pronounces the words correctly

METHODS:

- Observation
- Observation
- Demonstration

INST MAT: Container , water , juice etc

A chart showing months of the year

INTRODUCTION: Teacher will ask children to mention things.

We can drink soda, milk, water, juice etc

Content: Capacity

is the amount of liquid held by a container

examples of liquids

water oil soda juice tea paraffin etc

Examples of Containers

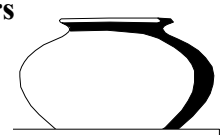
Cup, pot, bottle jug jerrycan bucket

Measure liquids in containers

Compare using less or more



A



B

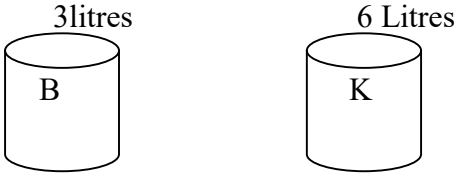
Pot A has less water than pot B
Pot B has more water than pot A





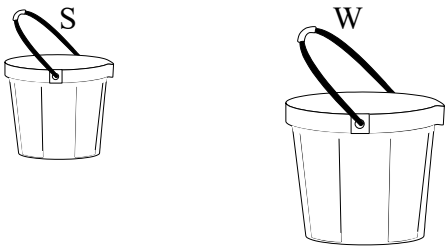
Two cups of water fills a bigger cup

Exercise
Use **less** or **more** to compare



Tin K holds _____ milk than tin B
Tin B holds _____ milk than tin A

c) Which tin holds 6 litres
d) Find total number of litres of tin B and K



Bucket W contains _____ water than bucket S
Bucket S has _____ water than bucket W



_____ pots of water fills a bigger pot

Revision

Add:

3	6
+ 4	0
2	

2. Draw for the number given
5 rubbers
10 sticks

Date	Class	Subject	No. of pupils	Time
	P.1	Mathematics		

THEME: **Human body and health**

TOPIC: **Measures**

SUB – TOPIC: **Measuring length**

COMPETENCES: A learner

- Measures length using non – standard units
- Reads and pronounces the words correctly
- Compare length using longer or shorter

METHODS:

- Observation
- Observation
- Demonstration

INST MAT: Real objects

Rulers, pencils, desks, doors etc

INTRODUCTION: review of the previous lesson

Children will compare liquids in containers using less or more

Content: **Comparing length and measuring length using strides palms and other parts of the body.**

Which is **longer**, **shorter** or **taller**?

K

Y

Stick Y is longer than stick K
Stick k is shorter than stick Y

S



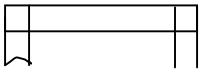
T



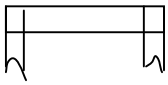
Tree T is taller
Tree S is shorter

Exercise

W



Z

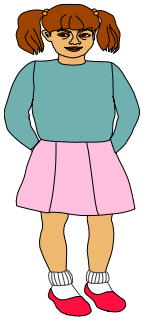


Bench Z is _____
Bench W is _____

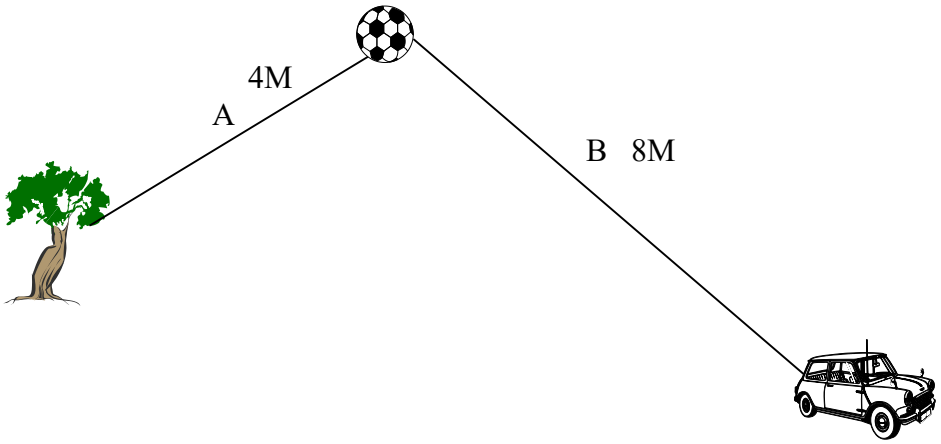
Sarah



Jane



Sarah is _____ Jane is _____



Distance B is _____
Distance A is _____

Find the total distance

Date	Class	Subject	No. of pupils	Time
	P.1	Mathematics		

THEME: **Human body and health**

TOPIC: **Operation on numbers**

SUB – TOPIC: **Multiplication**

COMPETENCES: A learner

- Identifies the symbol
- Groups objects in two.
- Counts the grouped objects
- Reads and pronounces the words correctly

METHODS:

- Observation

- Observation
- Demonstration

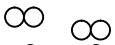
INST MAT: counters

INTRODUCTION: Children will count nos 1 – 50 orally and write number symbols

CONTENT: Multiplication using repeated additions



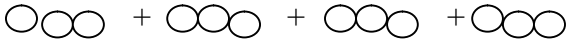
2 + 0 = 2



2 + 2 = 4

2 + 2 + 2 = 6

3 + 3 = 6



2 + 2 + 2 + 2 = _____

Exercise

1. Multiply using repeated addition

   2 + 2 = _____ 2 + 2 + 2 = _____ 2 + 2+ 2+ 2+ 2 = __

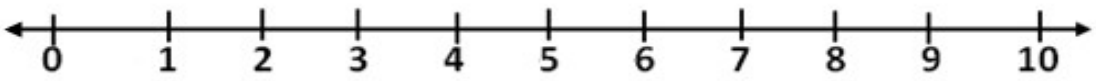
   

   3 + 3 + 3 + 3 + 3 = _____

Revision

1. **Write number names**

   25 _____ 11 _____ 30 _____ 26 _____
2. Write the number before 8?
3. Add on a number line.



Date	Class	Subject	No. of pupils	Time
	P.1	Mathematics		

THEME: Human body and health

TOPIC: Operation on numbers

SUB – TOPIC: Counting in tens

COMPETENCES: A learner

- Counts in tens
- Draw beads and group them in tens

METHODS:

- Guided discovery

- Observation
- Demonstration

INST MAT: counting in tens

INTRODUCTION: Children will count in twos

2 + 2 = _____ 2 + 2+ 2 = _____ 2 + 2 + 2 = _____ 2 + 0 = ___

CONTENT: Counting in tens

10 + 0 = 10 **10 + 10 = 20** **10 + 10 + 10 = 30**

10 + 10 + 10 + 10 = 40 **10+ 10+ 10 + 10 +10 = 50** **10 + 10 + 10 + 10 + 10 + 10 =60**

Exercise

1. **Count in tens**

   10 + 10 = _____ **10 + 10 + 10 + 10 = _____** **10 + 10 + 10 = _____**

   10 + 10 + 10 +10 + 10 = _____

2. **Count in twos**

   2 + 2 = _____ **2 + 2+ 2+ 2 = _____** **2 + 2+ 2 = ____**

   2 + 2 + 2 + 2 = _____

Date	Class	Subject	No. of pupils	Time
	P.1	Mathematics		

THEME: **Human body and health**

TOPIC: **Operation on numbers**

SUB – TOPIC: **Multiplication of 2 using the symbols**

COMPETENCES: A learner

- Multiplies using symbol (x)
- Groups and counts correctly
- **Reads and interprets the statements**

METHODS:

- Observation
- Observation
- Demonstration

INST MAT: counters

INTRODUCTION:

CONTENT:

00 00 00 00 00 00 00 00 00 00

0 x 2 = 0 **1 x 2 = 2** **2 x 2 = 4** **3 x 2 = 6** **5 x 2 = 10**

Exercise

1. **Multiply using symbol (x)**

1 x 2 = _____ 0 x 2 = _____ 3 x 2 = _____ 2 x 2 = _____

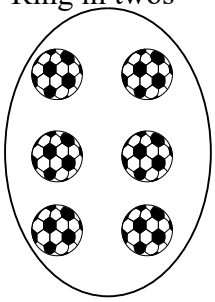
4 x 2 = _____ 6 x 2 = _____ 9 x 2 = _____ 10 x 2 = ____

Revision

1. What is six plus two?
2. What is seven minus two?
3. Count in twos
4. 0, 2, ___, 6, ___ 10

Revision

a) Ring in twos



b) How many groups have you formed?

c) How many members are they altogether?

d) How many members are in each group?

Date	Class	Subject	No. of pupils	Time
	P.1	**Mathematics**		

THEME: **Human body and health**

TOPIC: **Operation on numbers**

SUB – TOPIC: **Multiplication**

COMPETENCES: A learner

- Multiplies correctly
- Count the grouped items
- Reads and pronounces the words correctly

METHODS:

- Observation

- Observation
- Demonstration

INST MAT: counters

INTRODUCTION: Children will multiply the given numbers

3 x 2 = _____ 4 x 2 = _____ 2 x 2 = _____ 5 x 2 = _____

CONTENT: Multiply vertically

0	**1**	**3**	**4**
x 2	**x 2**	**x 2**	**x 2**
_____	_____	_____	_____

Exercise

1	**3**	**4**	**7**
x 2	**x 2**	**x 2**	**x 2**
_____	_____	_____	_____

1 0 **2 x 2 = _____**

x 2 **5 x 2 = _____**

_____

Date	Class	Subject	No. of pupils	Time
	P.1	**Mathematics**		

THEME: **Human body and health**

TOPIC: **Operation on numbers**

SUB – TOPIC: **Multiplication of word application**

COMPETENCES: A learner

- Reads and interprets questions
- Work out the given numbers
- Identifies the symbol (x)

METHODS:

- Guided discovery
- Brain storming

INST MAT: counters

INTRODUCTION: Review of the previous lesson

Children will multiply vertically on the chalkboard orally

CONTENT: Multiplication of word application

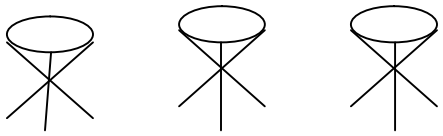
Two times two equals to 4

2 x 2 = 4

Two times six equals to _____

6 x 2 = 12

A stool has 3 legs. How many legs have three stools



Exercise

1. **Word application, any number times 0 is 0**
   a) What is 0 times 2 ?
   b) What is 4 times 2?
   c) What is 2 times 2?
   d) A boy has two eyes. How many eyes have three boys?
   e) A car has 4 tyres. How many tyres have 3 cars
   f) A car has 2 wings. How many wings do 4 birds have?
2. 4 groups of 2 equals
3. How many groups of 2 can you get from 10 sticks?
4. How many threes are in 9?

Date	Class	Subject	No. of pupils	Time
	P.1	**Mathematics**		

THEME: **Human body and health**

TOPIC: **Geometry**

SUB – TOPIC: **Shapes**

COMPETENCES: A learner

- Identifies different shapes
- Draws shapes
- Shades the given shapes
- Finds shapes from the given objects
- Fills in the missing letters
- Names the shapes given

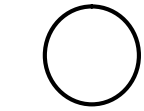
METHODS:

- Guided discovery
- Brain storming
- Observation

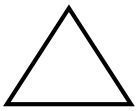
INST MAT: A chart showing shapes

INTRODUCTION: Teacher will ask children to name the learn shapes in nursery section

CONTENT: Shapes



Circle



triangle



zigzag



Rectangle



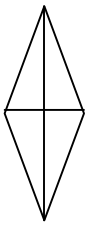
an oval



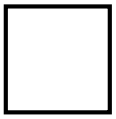
star



Cone



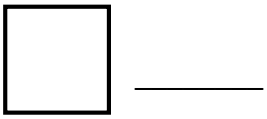
kite



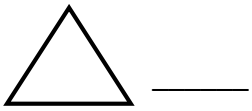
square

Exercise

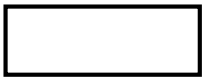
1. **Name the shapes**



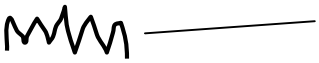
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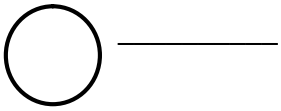
_____



_____



_____



_____



_____

2. **Fill in the missing letters**

   C __rcle tr __angle r ___ ctangle z __gz __g

3. **Draw these shapes**

   Star _____ an oval _____

   Match objects to their shapes

samosa	zigzag
box	rectangle
chappati	oval
table	triangle
egg	square
zip	circle

Date	Class	Subject	No. of pupils	Time
	P.1	Mathematics		

THEME: **Human body and health**

TOPIC: **Geometry**

SUB – TOPIC: **Shapes**

COMPETENCES: A learner

- Identifies shapes from the given objects
- Shades the correct shapes
- Names the number of sides of the given shapes

METHODS:

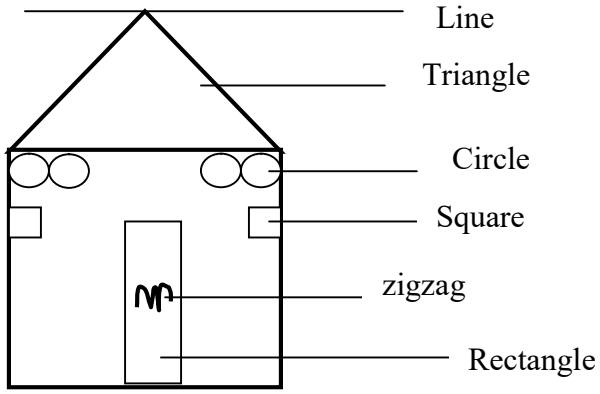
- Guided discovery
- Brain storming
- Observation

INST MAT: A chart showing shapes

INTRODUCTION: Review of the previous lesson

Children will name and spell names of the given shapes

CONTENT: Naming the shapes in the object below

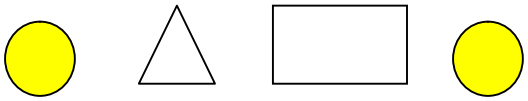


A triangle has 3 sides

A square has four equal sides .

A rectangle has two equal sides and four sides in total.

Shade the circles

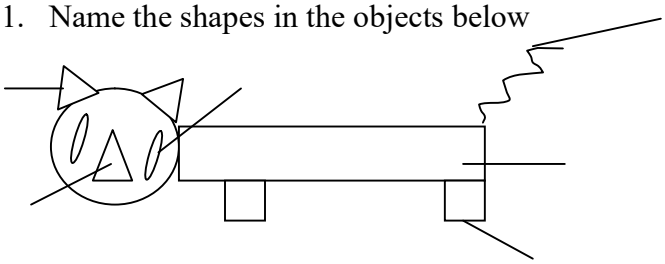


Shade the triangles



Exercise

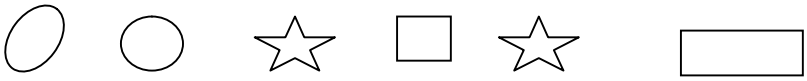
1. Name the shapes in the objects below



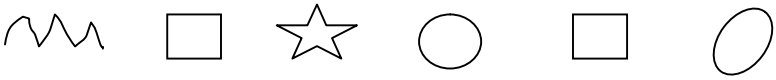
2. Draw these shapes

   Zigzag rectangle \an oval circle

3. Shade the stars with red colour



4. Shade the square with green colour



Date	Class	Subject	No. of pupils	Time
	P.1	**Mathematics**		

THEME: **School**

TOPIC: **sets**

SUB – TOPIC: **forming a bigger set from small ones**

COMPETENCES: A learner

- Identifies members in the smaller sets
- Counts members in all the smaller sets

METHODS:

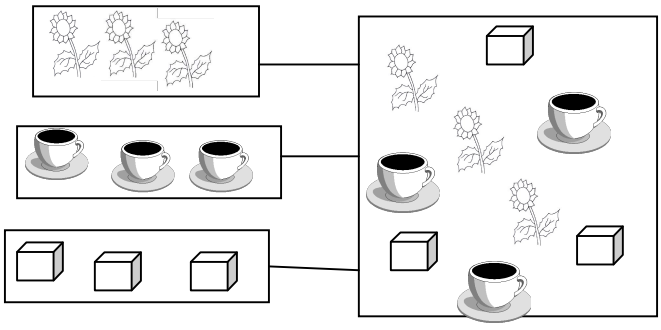
- Guided discovery
- Brain storming
- Observation

INST MAT: Real objects

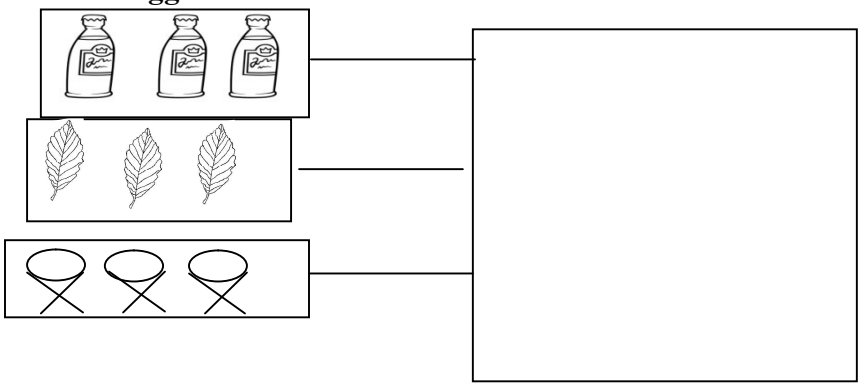
INTRODUCTION: Review of the previous lesson

Reference: Mk zoo bk I

CONTENT: Form a bigger set from the smaller set



Exercise
Form a bigger set from a smaller set



Date	Class	Subject	No. of pupils	Time
	P.1	Mathematics		

THEME: **Community**

TOPIC: **measures**

SUB – TOPIC: **Comparing length using standard units**

COMPETENCES: A learner

- Compares length using standard units
- Observe the distance between the two objects
- Add the total distance

METHODS:

- Guided discovery
- Brain storming
- Observation

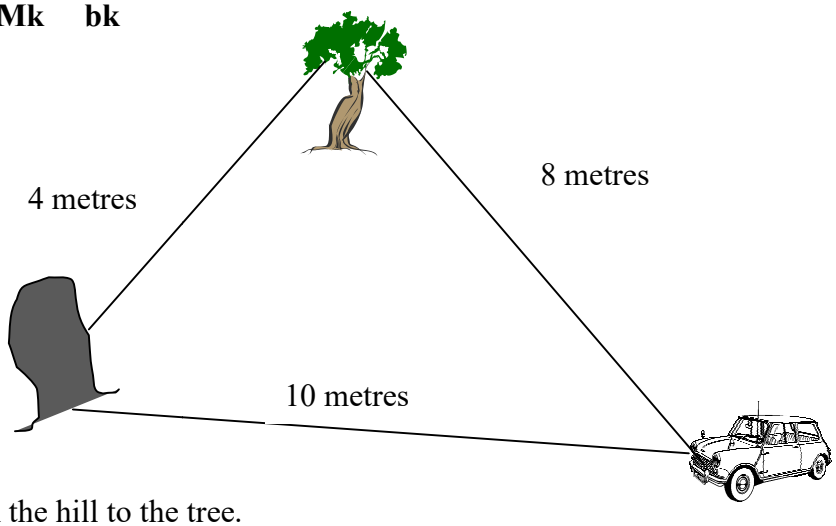
INST MAT: Real objects

INTRODUCTION: Reviewing the previous lesson

Children will answer oral question related to length

REFERENCE: Mk bk

CONTENT:



It is 4 metres from the hill to the tree.

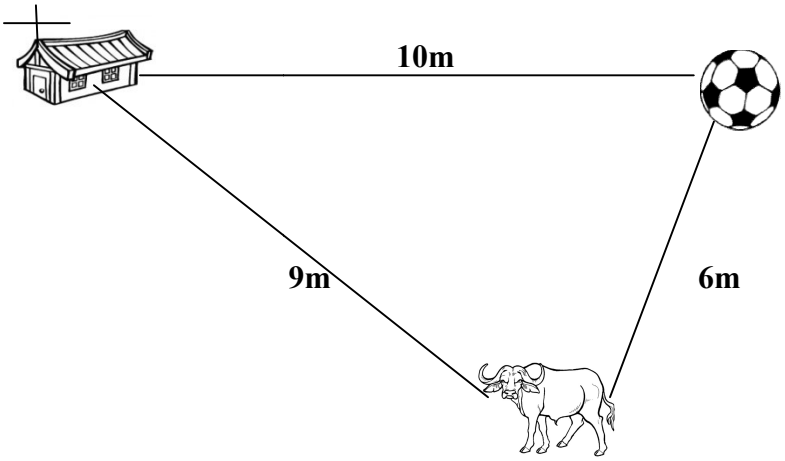
It is 8 metres from a car to the tree.

How long is it from the hill to the car?

_____

Exercise

1. **Study the picture and answer the questions**

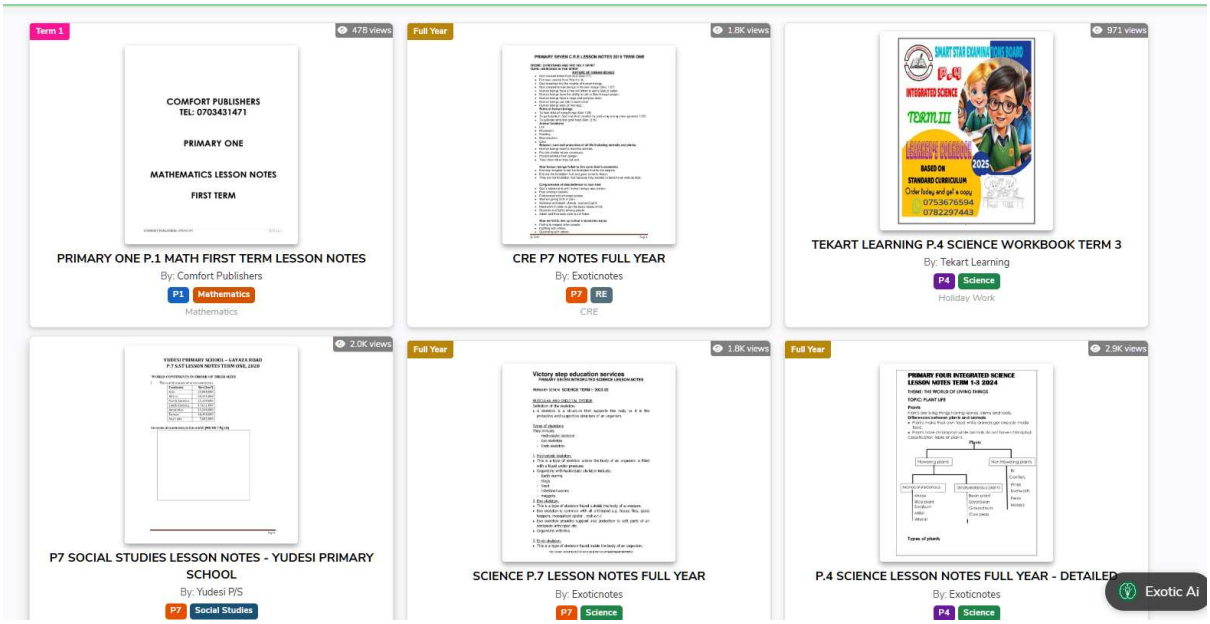


a) How long is it from the church to the ball?

b) How long is it from the ball to the cow?

c) From a church to the cow is _____ metres

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