P.1 MATHEMATICS LESSON NOTES FOR TERM II

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

Theme: weather

Sub theme: counting numbers

Methods: Demonstration

- Guided discovery
- Observation
- Brain storming

Competences: A learner

- Counts numbers correctly
- Writes numbers correctly

Inst. Materials: counters, a chart showing counting

- Numbers, flash cards

Ref: understanding maths book 1 pg

Introduction: A counting song "**I can count numbers"**

Content: counting numbers 1-60

1 2 3 4 5 6 7 8 9 10

11 12 13 14 15 16 17 18 19 20

21 22 23 24 25 26 27 28 29 30

31 32 33 34 35 36 37 38 39 40

41 42 43 44 45 46 60

Exercise

1. Fill in the missing numbers

   1, 2, 3, ___,___, ___, __ 8, 9, 10 11 ___ 13, __ 15, 16, 17 ___ 20
2. Count down words

   10, 9, __ ,__6, 5, __ ,3, 2, 1,
3. Ring the correct number

   7 ٢ ٤
4. 50, 51, 52, __, __, __, 56, __, __, 59, 60.
5. Ring the bigger number.

   4, or 9

   3, 6, 12.

Date	Time	Class	L. area	No. of pupils

Theme: weather

Topic: whole numbers

Sub theme: writing number names

Methods: observation, guided discovery question and answer.

Competences: A learner

- Reads the word correctly
- Writes the words(number names)correctly
- Matches words to symbols (numbers)correctly
- Spell the words correctly

Inst. Materials: A chart showing number names

-

Ref: M-k primary math's book 1 page 17

Introduction: Review of the previous lesson by counting while jumping

- Write number symbols orally on the chalkboard.

Content: Writing numbers names 0-60

0 Zero
1 One
2 Two
3 Three
4 Four
5 Five
6 Six
7 Seven

10 ten
12 twelve
11eieven
13 thirteen
14 fourteen
15 fifteen
20 twenty
30 thirty

40 forty

50 fifty

60 sixty

Exercise

1. **Write the figures in words**

1

2

0

53

4

18

12

11

B. Match numbers to number names

50	sixty
36	fifty eight
47	fifty
58	forty seven
60	thirty six

2. **Draw asset of 4 books**
   Write the numbers after
   36____
   16____
3. Which number comes before 6 and after 4? _____
4. *DRAW A SQUARE*

Lesson evaluation

Date	Time	Class	L area	No-of pupils

Theme Weather

Topic Sets

Sub topic Revision on sets

Methods Brainstorming

Question and answers

References Mk teachers guide book pg6

Competences A learner

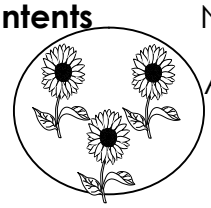
- Defines a set
- Names a set
- Draws a set
- Compares the sets using less/more
- match Sets correctly

Instructional materials A chart showing sets

Introduction Teacher introduces a lesson with mental work

Form any set from the class room objects.

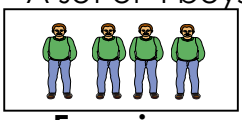
Contents Name the sets



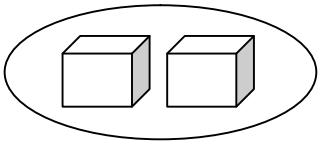
A set of 3 flowers

Draw these sets.

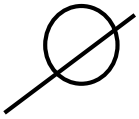
A set of 4 boys



set of 2 boxes



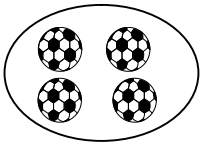
Empty Symbol



empty set ☐

Exercise

1. A _____ is a group of similar members (set, ball)
2. Draw these sets
   a) An empty set
   b) A set of 4 chairs
   c) A set of 3 leaves
   d) A set of 2 flags
3. Name these sets

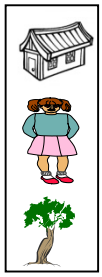


A set of _____



A set of_____

4. Match the sets





5. Compare using less / more

A

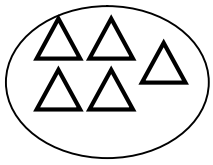


B



Set **A** has _____ members
Set **B** has _____ members

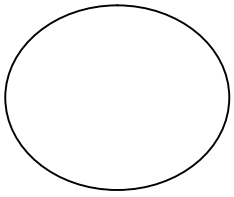
6. Join the sets



\+



=



_____ _____ _____

7. 9 sweets plus 4 sweets equals _____ sweets
8. *What do we call a set without members?*

Lesson Evaluation

Date	Time	Class	L. area	No. of pupils

Theme: weather

Topic: Operation on numbers

Sub theme: Addition of numbers

Methods: Observation,

- Guided discovery
- Question and answer.
- Brain storming

Competences: A learner

- Identifies the addition symbol (+)
- Counts numbers orally.
- Identifies all the words which means addition, sum, plus, altogether
- Adds numbers vertically, horizontally

Inst. Materials: Counters

- Real objects

Ref: M-k bk pg 26 – 31

Introduction: Jumping while counting numbers 1 – 20

- Spelling of some number names e.g 11 _____ 22 _____ 0 ___

Content: Adding numbers (whose sum is less than 20)

0 0 + 0 0 = 0 0 0 0

2 + 7 = 9 2 + 3 + 1 = 6

$$\begin{array}{r} 6 \\ +4 \\ \hline 10 \end{array} \qquad \begin{array}{r} 4 \\ +3 \\ \hline 7 \end{array}$$

Exercise

1. Let us add

4 + 7 + 1 = 6 + 9 = 7 + 5 =

$$\begin{array}{r} 5 \\ +4 \\ \hline \\ \hline \end{array} \qquad \begin{array}{r} 6 \\ +0 \\ \hline \\ \hline \end{array} \qquad \begin{array}{r} 7 \\ +7 \\ \hline 3 \\ \hline \\ \hline \end{array}$$

☆☆☆ + ☆☆☆ = _____ △△△ + △ =_____

⬭⬭⬭ + ⬭⬭ = _____

2. Compare using bigger / smaller

   6 and 9

   6 is smaller

   _____ is bigger

3. Circle the smaller number

8 or 9

9 6, 7, 12

4. Write number names

   16 _____ 12 _____

Date	Time	Class	L. area	No. of pupils

Theme: weather

Topic: Whole numbers

Sub theme: Reading and writing numbers 60 – 100

Methods: Observation,

- Guided discovery
- Question and answer.
- Brain storming

Competences: A learner

- Reads and spells words correctly.
- Writes the number names
- Matches the numbers to number names correctly

Inst. Materials: A chart showing number names

- Real objects

Ref: M-k bk pg 32 – 32

Introduction: Children will count numbers orally while jumping 20 – 60

- Spell the given number names orally
  0 _____ 30 _____ 10 _____

Content: Reading and writing number names

60 – 100

60 – sixty 70 – seventy 80 – eighty 90 – ninety

100 – one hundred 62 – sixty two 88 – eighty eight

Exercise

1. Match numbers to number names

60	sixty two
74	ninety nine
86	seventy four
99	sixty
62	eighty six

2. Write in figures

   One hundred _____ sixty five _____ zero _____

   Seventy seven _____

3. Fill in the missing numbers

   64, 65, ___, 67, 68 ____ 70, 85, ____, _____, 89 , 90

4. Draw a set of 5 vests _____

5. *Count down words*

   30, 29, 28 _____, _____, 25, 23 ____, 21, 20

Date	Time	Class	L. area	No. of pupils

Theme: weather

Topic: Numeration system and place values

Sub theme: Tens and ones

Methods: Observation,

- Guided discovery
- Question and answer.
- Brain storming

Competences: A learner

- Identifies the positions of numbers i.e tens and ones
- Writes the numbers correctly

Inst. Materials:

- Real objects

Ref: M-k bk 1 pg 41

Introduction: Children will count numbers orally 1 – 50

- Write the given

Content: Place values ie. Tens and ones

e.g 1 3 — ones, tens

1 9 — ones, tens

0

1 = I 3 = III 5 = IIIII 7 = IIIIIII 9 = IIIIIIIII

2 = II 4 = III 6 = IIIIII 8 = IIIIIII 10 = ~~IIIIIII~~

Exercise

1. Draw bundles and sticks

   4 = 36= 1 =

   6 = 24 =

2. Write the number drawn

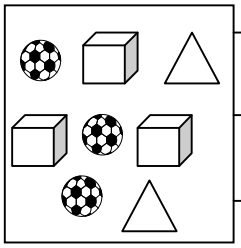
   IIIII = **IIIIIIII =** **~~IIIII~~ ~~IIIII~~ IIIII I =**

   ~~IIII~~ I I I I =

3. Write the number names

   11 = _____ 68 _____ 70 _____ 2 _____

4. Sort and form new sets



A set of boxes

A set of balls

A set of triangles

5. Write their place values

2 6 — _ _

6 2 — _ _

Date	Time	Class	L. area	No. of pupils

Theme: weather

Topic: Numeration system and place values

Sub theme: Place values of tens and ones

Methods: Observation,

- Guided discovery

- Question and answer.
- Brain storming

Competences: A learner

- Identifies place values
- Draws tens and ones
- Fills in tens and ones

Inst. Materials:

- Real objects

Ref: M-k bk 1 pg 5051

Introduction: Review of the previous lesson

Content: Draw tens and ones

T	O		T	O	
1	3 =	𝍸 I I I	3	2 =	𝍸 𝍸 𝍸 I I

18 = 𝍸 I I I I I I I I

26 = 2 tens 6 ones

30 = 3 tens 0 ones

7 = 0 tens and 7 ones

21 = 2 tens and 1 ones

16 = 1 tens and 6 ones

Exercise

1. Draw bundles and sticks

   5 = _____ 13 = _____ 27 = _____

   15 = _____ 42 = _____ 81 = _____

   30 = _____

2. Fill in tens and ones

   23 = _____ tens _____ ones

   14 = _____ tens _____ ones

   58 = _____ tens _____ ones

   6 = _____ tens _____ ones

   3 tens and 6 ones = 36

   9 tens and o ones = _____

3. Draw these shapes

Zigzag oval circle

cone triangle

Date	Time	Class	L. area	No. of pupils

Theme: weather

Topic: Numeration system and place values

Sub theme: Counting in tens and ones

Methods: Observation,

- Guided discovery
- Question and answer.
- Brain storming

Competences: A learner

- Counts in tens
- Draws bundles and sticks
- Fills in the missing numbers

Inst. Materials:

- Counters

Ref: M-k bk 1 pg 46

Introduction: Reviewing filling in tens and ones

32 = _____ tens _____ ones

60 _____ tens ____ ones

Content: Counting in tens

10, 20, 30, 40 _____, 60 ___, 80, 90 ____

1 ten = 𝍸 = 10

2 tens = 𝍸 𝍸 = 10

4 tens = 𝍸 𝍸 𝍸 𝍸

1 tens and 2 ones = 𝍸 I I = 12

1 tens and 3 ones = 𝍸 **I I I =** 13

2 tens and 1 ones = 𝍸 𝍸 **1 = 21**

Exercise

1. Write the number
   1 tens = 𝍸 =

   2 tens = 𝍸 𝍸 =

   𝍸 𝍸 𝍸 =

   𝍸 𝍸 𝍸 =

2. Draw bundles of tens and ones
   15 = 𝍸 IIIII

   26 _____

   32 _____

   11 _____

3. Write number ordinal words

2^{nd} _____ 10^{th} _____

3^{rd} _____ 1^{st} _____

4. Draw an empty set

Date	Time	Class	L. area	No. of pupils

Theme: weather

Topic: place values (Numeration system and place values)

Sub theme: Putting beads on the abacus

Methods: Observation,

- Guided discovery
- Question and answer.
- Brain storming

Competences: A learner

- Recognizes the place value on the abacus.
- Counts the beads to represent place values.
- Draws beads to show numbers

Inst. Materials:

- Abacus

Ref: M-k bk 1 pg 54 – 55

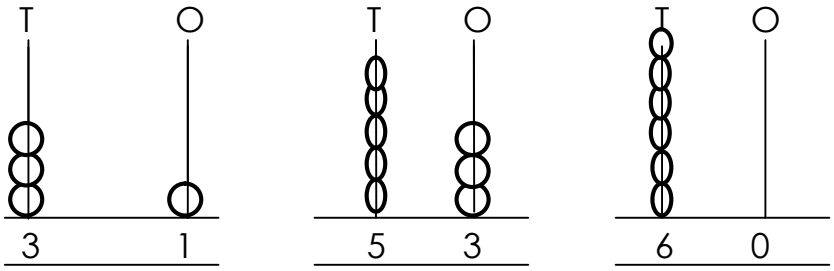
- Und st math's bk I pg 78
- Mk Trs bk pg

Introduction: Reviewing filling in tens and ones Mental work

2 + 1 = _____ 4 + 0 = _____ 6 + 2 = _____

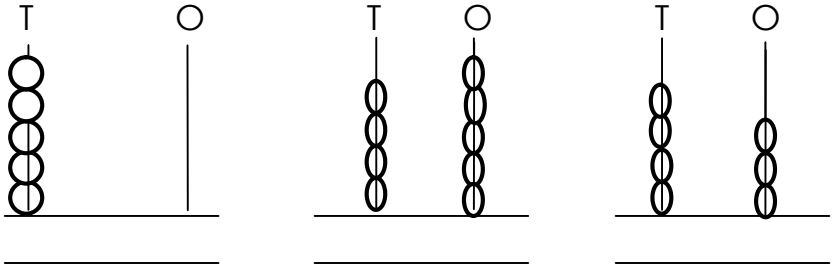
2 Tens and 4 ones = _____ _____ tens and _____ ones = 46

Content: put beads on the abacus

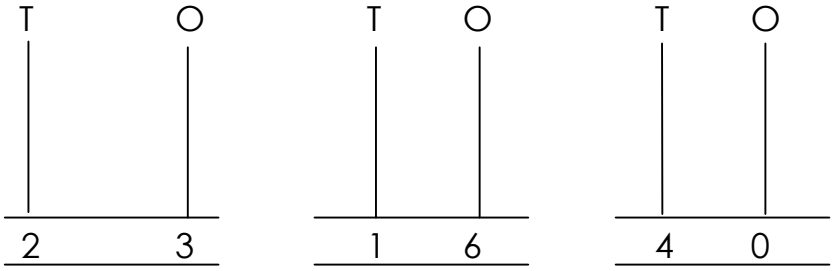


Exercise

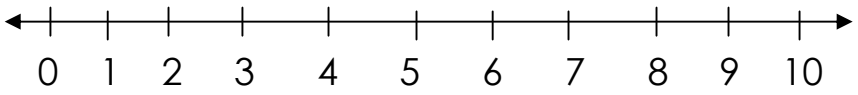
1. Which number is shown on the abacus



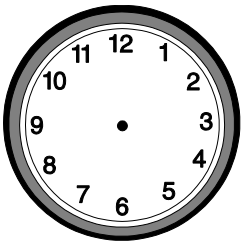
2. Draw beads on the abacus.



3. Add 3 + 7 + 2 = _____
4. A set is a collection of similar _____(books, members)
5. Take away on the number line
   9 – 3 = _____



6. Draw to show 4'clock



Date	Time	Class	L. area	No. of pupils

Theme: weather

Topic: Numeration system and place values

Sub theme: Expanding numbers

Methods: Observation,

- Guided discovery
- Question and answer.
- Brain storming

Competences: A learner

- Expands numbers
- Writes the expanded number

Inst. Materials:

- Abacus

Ref: Trs. Collection

Introduction: Reviewing the previous lesson about filling in tens and ones

36 = _____ tens _____ ones

14 = _____ tens _____ ones

Content: Expanding numbers

38 = 30 + 8

45 = 40 + 5

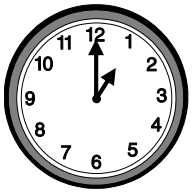
Which number has been expanded?

20 + 3 = 23 10 + 2 = 12

Exercise

1. Expand the following
   14 = 94 = 32 = 60 =
2. Which number has been expanded
   10+ 1 = 50 + 5 =

   30 + 6 = 20 + 7 =
3. Tell the time



_____ o'clock

4. Fill in tens and ones

~~||||~~ ~~||||~~ || | | | | = _____ tens _____ ones

Date	Time	Class	L. area	No. of pupils

Theme: Accidents and safety

Topic: Operations on numbers

Sub theme: Addition of tens and ones

Methods: Guided discovery

- Question and answer.
- Guided discussion

Competences: A learner

- Recognizes place values of numbers counters

Inst. Materials: Counters

- Real objects

Ref: Mk Trs guide pg 26

Introduction: Add

6 + 5 = 7 + 6 =

9	1
+2	+0

Content: Addition of tens and ones

T	O
1	4
+3	2
4	6

T	O
4	7
+2	0
6	7

T	O
6	0
+ 1	0
7	0

T	O
2	1
+1	1
3	2

Exercise

1. Add these numbers

T	O
4	3
+2	0

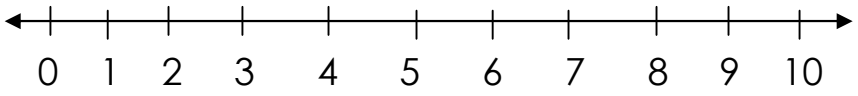
T	O
2	1
+1	1

T	O
3	3
+ 3	3

T	O
2	9
+1	0

2. Add on a number line

3 + 4 = _____



3. Draw a set of 7 leaves _____
4. Name the symbol  -_____
5. Fill in the missing

   1st, 2nd, ____, ____, 5th , 6th, ____, ____9th 10th
6. What is 9?

   _____ + _____ = 9

Date	Time	Class	L. area	No. of pupils

Theme: Accidents and safety

Topic: Operations on numbers

Sub theme: Addition with word application

Methods: Guided discovery

- Question and answer.
- Guided discussion
- Brain storming

Competences: A learner

- Reads and interprets questions correctly
- Arranges numbers according to the correct place values

Inst. Materials: Counters

- Real objects

Ref: Mk Trs guide pg 41

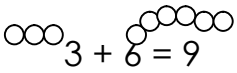
Introduction: Review of the previous lesson

Content: Read and add

- Words which means addition, plus, add, altogether

Examples

Three plus six equals = nine



Four add two equals

4 + 2 = 6

Sam had 12 oranges
John had 13 oranges
Altogether they had

	T	O
	1	2
+	1	3
	2	5

What is 44 plus 22

	T	O
	4	4
+	2	2
	6	6

Exercise

1. What is 26 plus 12?
2. Jack had 28 sweets. Ritah had 20 sweets. They altogether had …… sweets.
3. Add 32 to 32
4. What is 14 books plus 11 books?
5. Write the number after
   17_____ 34 _____
6. What is the first day of the week?
7. I have _____ fingers

Date	Time	Class	L. area	No. of pupils

Theme: Accidents and safety

Topic: Operations on numbers

Sub theme: Subtraction of tens and ones vertically

Methods: Guided discovery

- Question and answer.
- Guided discussion
- Brain storming

Competences: A learner

- Arranges numbers vertically

- Subtracts numbers vertically.

Inst. Materials: Real objects

- Real Counters

Ref: Mk Trs guide pg

Introduction: Mental work

6 – 2 = 4 – 1 = 1 – 1 = 4 – 0 =

What is 6 plus 5?

What is nine take away 0?

Content:

T	O
3	4
-1	2
2	2

T	O
4	6
- 1	3
3	3

T	O
7	6
- 3	3
4	3

T	O
2	9
- 1	0
1	9

Exercise

1. Subtract these vertically

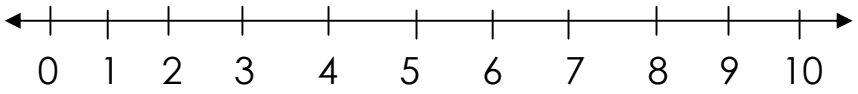
T	O
4	1
-2	0

T	O
7	8
- 2	1

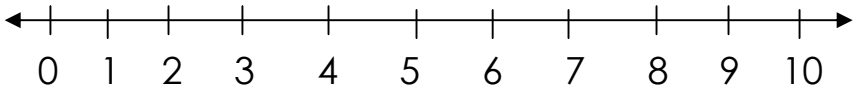
T	O
8	8
- 4	4

2. Take away on number line

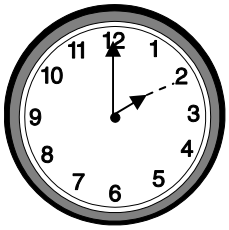
8 - 5 = _____



10 - 6 = _____



Tell the time



_____ o'clock

Date	Time	Class	L. area	No. of pupils

Theme: Accidents and safety

Topic: Operations on numbers

Sub theme: Word application (subtraction)

Methods: Guided discovery

- Question and answer.
- Guided discussion
- Brain storming

Competences: A learner

- Reads and interprets the words correctly.
- Arranges the numbers according to the correct place values.
- Subtracts the numbers vertically correctly.

Inst. Materials: Counters

- Real Counters

Ref: bk I guide pg

Introduction: Mental work

6 – 6 = 4 – 0 = 7 – 2 =

Content: Read and take away vertically (Subtract, minus, take away, remove)

1. Daddy had 36 cows. She gave away 12 cows. She remained with _____ cows.

T	O
3	6
-1	2
2	4

2. What is 46 minus 20

T	O
4	6
-2	0
2	6

Exercise

1. What is 47 take away 12?
2. Becky had 24 cows. 12 cows died. How many cows remained?
3. Benon had 69 sweets. He ate 13 sweets. How many sweets remained?

4. _____ Days make a week.
5. Write the 2nd day of the week.
6. What is 99 take away 13?
7. What is 47 take away 4?

T	O
4	7
-	4

Which number comes before?

____ 9 ____ 13

Date	Time	Class	L. area	No. of pupils

Theme: Accidents and safety

Topic: Operations on numbers

Sub theme: Repeated addition

Methods: Guided discovery

- Adds numbers vertically

Competences: A learner

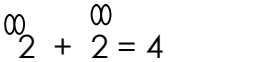
- Reads and interprets the words correctly.
- Arranges the numbers according to the correct place values.
- Subtracts the numbers vertically correctly.

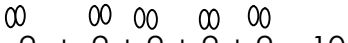
Inst. Materials: Counters

Ref: MK bk I pg 57 - 59

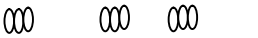
Introduction: Jumping while counting numbers 1 – 30

Content: Count in two's


2 + 2 = 4


2 + 2 + 2 + 2 + 2 = 10

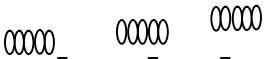
Count in threes


3 + 3 + 3 = 9


3 + 3 = 6

Counting in fives


5 + 5 = 10


5 + 5 + 5 = 15

Exercise

1. Count in twos (Using repeated addition)
   2 + 2 + 2 + 2 = _____ 2 + 2 + 2 + 2 + 2 + 2 + 2 = _____

2. Count and add in threes
   3 + 3 + 3 + 3 + 3 = _____ 3 + 3 + 3 + 3 + 3 + 3 + 3 = _____

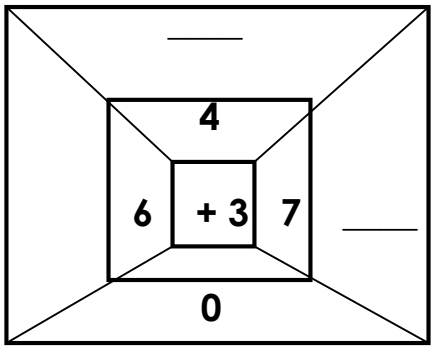
   3 + 3 = _____

3. Count and add in fives
   5 + 5 + 5 + 5 = _____ 5 + 5 + 5 = _____ 5 + 0 = ____

4. Count in tens

   10 + 10 + 10 = _____

5. Complete the puzzle



6. Count in twos

   0, 2, 4, ____, ____, 10, ____ _____

   18, ____, _____, 24

Date	Time	Class	L. area	No. of pupils

Theme: Accidents and safety

Topic: Operations on numbers

Sub theme: Multiplication of numbers

Methods: Guided discovery

- Demonstration
- Brain storming

Competences: A learner

- Draws groups correctly

Inst. Materials: Counters

- Real object

Ref: MK bk I pgs 62 - 65

Introduction: Mental work

Content: Multiplying numbers vertically and horizontally

2 x 4 = 8 0 x 2 = 0 3 x 3 = 9 00 + 00 = 2 x 2 = 4

2 groups of four 3 groups of 3 00 + 00 + 00 = 3 x 2 = _____

2 groups of 4 0000 + 0000 = 2 x 4 =

Exercise

1. Multiply

   2 x 5 = ____ 3 x 6 = _____ 3 x 9 = _____ 0x10= __

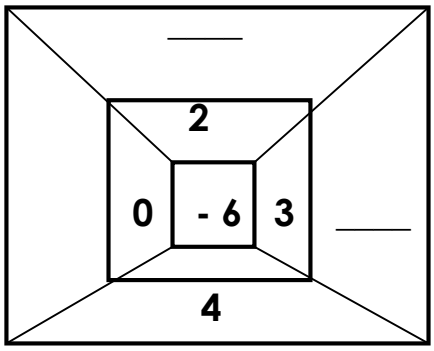
0	5	1	10	10	2
x 3	x 3	x 3	x 3	x 1	x 2
____	____	____	____	____	____

2. Put beads on the abacus

T	O
3	5

T	O
14	2

3. Complete the puzzle



4. Count in three

   0, 3 _____, _____, 12 _____, 21 _____ 27

Date	Time	Class	L. area	No. of pupils

Theme: Living together

Topic: Operations on numbers

Sub theme: Multiplication(word application)

Methods: Guided discovery

- Demonstration
- Brain storming
- Illustration

Competences: A learner

- Reads and interprets the words.
- Identifies all words which mean times i.e multiply groups

Inst. Materials: Counters

- Real object

Ref: **MK** Trs collection

Introduction: Tr reviews the previous lesson about multiplication orally on the chalkboard.

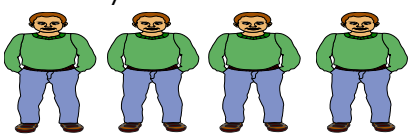
2 x 4 = _____ 3 x 2 = _____ 0 x 3 = _____

Content: Two times three equals _____

2 x 3 = 6

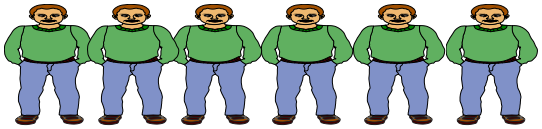
A boy has 2 eyes. 4 boys have

- 4 eyes



Exercise

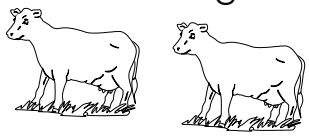
1. What is 6 times 2?
2. How many legs have 6 boys?



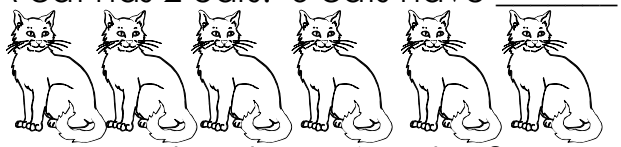
3. A stool  has 3 legs. 6 stools have _____



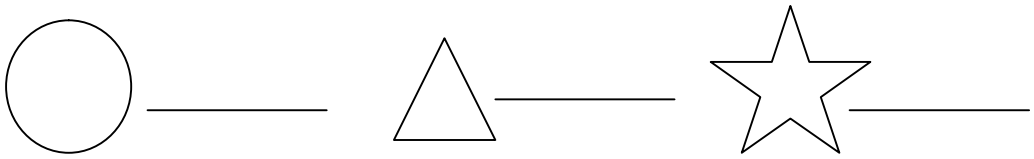
4. A cow has 4 legs. 2 cows have ____ legs.



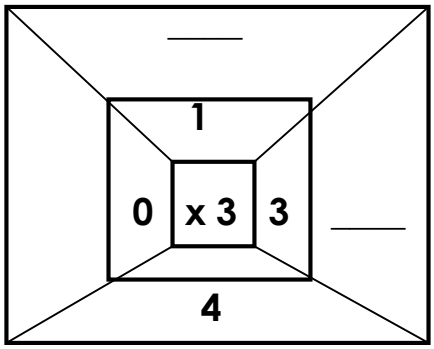
5. A cat has 2 ears. 6 cats have _____ ears



6. How many legs have 4 snakes?
7. Name these shapes



8. Complete the puzzle



Date	Time	Class	L. area	No. of pupils

Theme: Living together

Topic: Whole numbers

Sub theme: Counting numbers 60 – 100 (number names)

Methods: Guided discovery

- Demonstration
- Brain storming
- Illustration
- Observation

Competences: A learner

- Counts numbers correctly.
- Writes numbers and number names correctly.
- Reads and spells words correctly

Inst. Materials: Counters

- A chart showing counting numbers

Ref: MK Trs collection

Introduction: Counting while jumping 1 – 60

Content: 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 40 … 100

60 – sixty

70 – seventy

80 – eight

90 – ninety

100 – one hundred

Exercise

1. Fill in the missing numbers

   70, 71, ___, 73, ____, 75, ___, 77, 78 , 79, 80, ___, ___, ____ , 84, ___, ____, 87,

2. Write in words

   10 _____ 96 _____ 71 _____

   11 _____ 65 _____ 86 _____

   12 _____

3. Match numbers to number words

61	eighty four
59	eighty six
86	sixty one
99	fifty nine
84	ninety nine

4. Count going down words

   10, 9, ___, 7,___, 5, ___, 3, _____

5. **Fill in the missing letters**

   E __ghty n __ne f __ fty f __ ___ r

6. A bird has 2 legs

   7 birds have _____ legs

Date	Time	Class	L. area	No. of pupils

Theme: Living together

Topic: Geometry

Sub theme: Our shapes (naming shapes)

Methods: Guided discovery

- Demonstration
- Brain storming
- Illustration
- Observation

Competences: A learner

- Identifies the names of the shapes
- Reads and spells words correctly
- Draws the shapes correctly

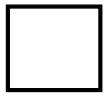
Inst. Materials: Cut outs

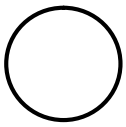
- Real objects

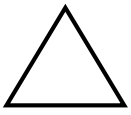
Ref: MK Trs collection

Introduction: Tr will ask learners to orally draw shapes in air

Content: Draw and naming shapes

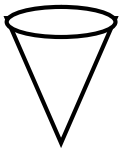

Square

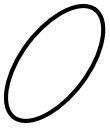

circle


triangle


zigzag


star

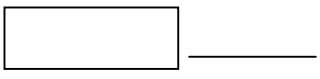
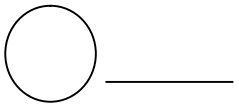
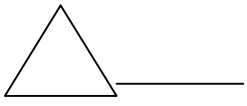
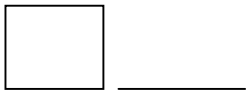
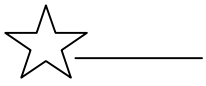
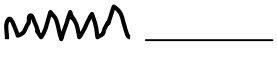

Cone


oval


rectangle

Exercise

1. Name the shapes.

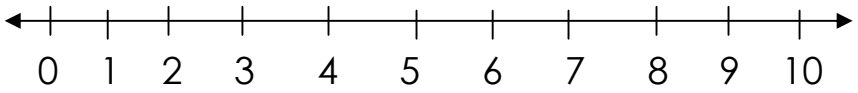







2. Fill in the missing letter.

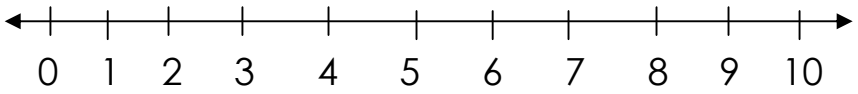
Z ___gz__g squ __re ov ___l tr ___angle

3. A triangle has _____ sides
   A rectangle has _____ sides.
4. Add on a number line

   4 + 4 = _____



   5 + 2 = _____



Date	Time	Class	L. area	No. of pupils

Theme: Living together

Topic: Geometry

Sub theme: Our shapes (naming shapes combined figures)

Methods: Guided discovery

- Brain storming
- Illustration
- Observation

Competences: A learner

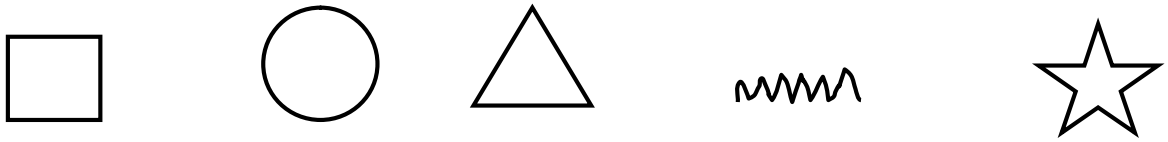
- Identifies different shapes
- Name them correctly
- Draws and names shapes

Inst. Materials: Cut outs

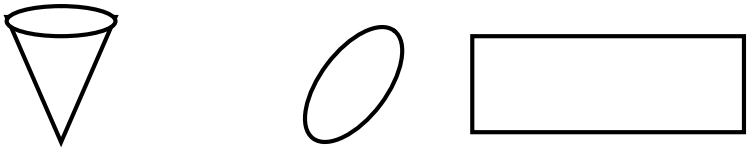
- Real objects , A chart showing shapes

Ref: MK Trs collection

Content:



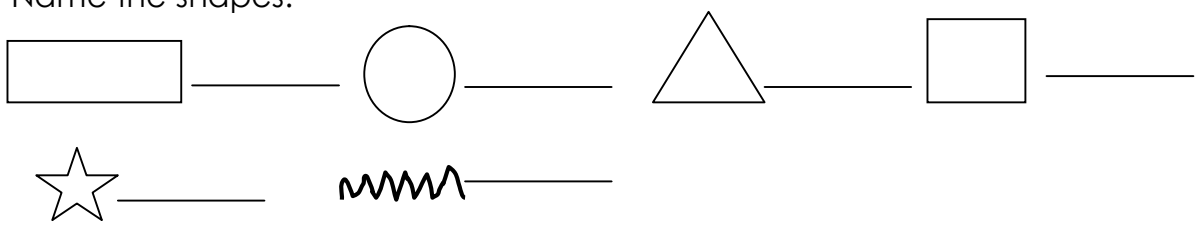
Square circle triangle zigzag star



Cone oval rectangle

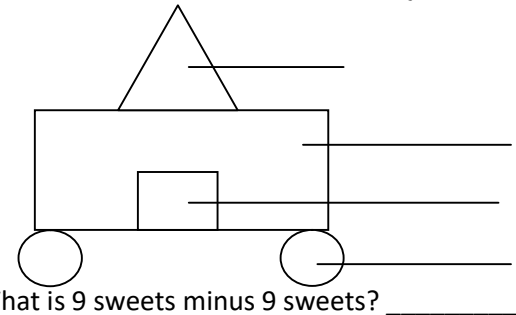
Exercise

1. Name the shapes.



2. Fill in the missing letter.
   Z ___gz__g squ __re ov ___l tr ___angle

3. A triangle has _____ sides
4. A _____ has four equal sides
5. Name the shapes on the objects



6. What is 9 sweets minus 9 sweets? _____ sweets

Date	Time	Class	L. area	No. of pupils

Theme: Living together

Topic: Geometry

Sub theme: Shapes

Methods: Guided discovery

- Brain storming
- Illustration
- Demonstration

Competences: A learner

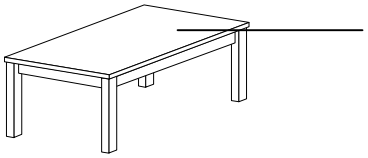
- Matches the shapes
- Names the given shapes
- Identifies the objects of the given shapes

Inst. Materials: Cut outs

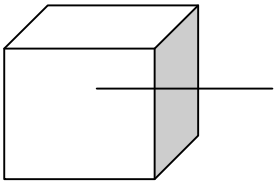
- Real objects , A chart showing shapes

Ref: MK bk I pg 89 – 91

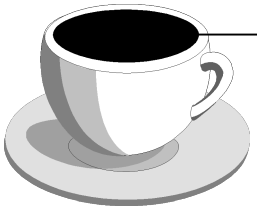
Content:



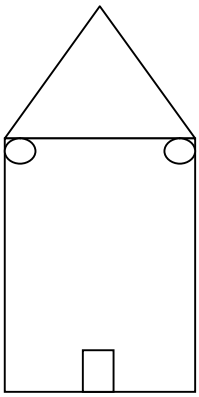
Rectangle



Square



Oval



triangle

Circle

Rectangle

Exercise

1. Match the shapes correctly

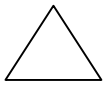


An oval

Square



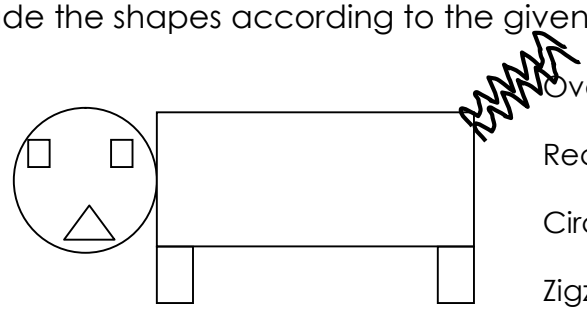
Zigzag



Triangle



2. Shade the shapes according to the given colours



Oval green

Rectangle yellow

Circle orange

Zigzag blue

3. Revision 3 x 3 = _____

   4 x 2 = _____

4. A girl has two legs. How many legs have 5 girls? _____ girls.

Date	Time	Class	L. area	No. of pupils

Theme: Living together

Topic: Whole numbers

Sub theme: Number sequence

Methods: Guided discovery

- Brain storming
- Illustration
- Demonstration

Competences: A learner

- Fills in the missing numbers correctly

Inst. Materials: Chalk board illustration.

Ref:

Content: Fill in the missing number

0, 1 , 2, 3, 4, 5, ___, ___, ___, 8 , 9 , 10

21, 22, ___, ___, 25, ___, ___, 28, 29, 30, 31, 32, 33, ____, ___, 36 ____

Exercise

1. Fill in the missing numbers
   10, 11, ___, ___, 14, 15, ____, ___, 18, ___ 20

   20, 21, ___, ___, 24, ___, ___, 26, ___, ___ 2930

   41, 42, ___, 44, ___, ___, 47, ___, ___, 50
2. Count in twos
   2, 4, 6, ___, ___, 12, ___, ___ 16, 20
3. Arrange from the biggest number
   2, 11, 4, 9 ____ _____ ___ ____
4. Draw to show 4 oclock

Date	Time	Class	L. area	No. of pupils

Theme: Living together

Topic: Measurements

Sub theme: Comparing length

Methods: Guided discovery

- Brain storming
- Illustration
- Demonstration

Competences: A learner

- Identifies longer and shorter objects
- Compare using longer or shorter correctly

Inst. Materials:

- Real objects

Ref: MK

Introduction: Children will draw bundles and sticks of the given numbers

10 _____ 15 _____ 26 _____

39 _____

Content: Comparing length using non standard units

Use **longer, shorter** or **taller**

A

String A is _____

B

String B is _____

K



Tree k is taller

y



Tree y is shorter

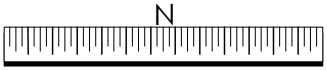
Exercise

1. Use **longer** or **shorter** to compare length

M

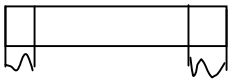


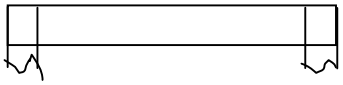
N



Ruler N is _____

Ruler M is _____





Bench A is _____

Bench B is _____

Jane



Ruth



Ruth is _____

Jane is _____

Revision

1. Fill in the missing numbers
   4 tens and 6 ones = _____
   1 tens and 7 ones = _____
   24 _____ tens and _____ ones
   39 _____ tens and _____ ones
2. Which shape is your table?
3. Circle the bigger number 39 or 14

Date	Time	Class	L. area	No. of pupils

Theme: Living together

Topic: measures

Sub theme: Comparing capacity using non – standard units

Methods: Guided discovery

- Brain storming
- Illustration
- Demonstration
-

Competences: A learner

- Reads and spells correctly
- Compares correctly
- Writes the correct words

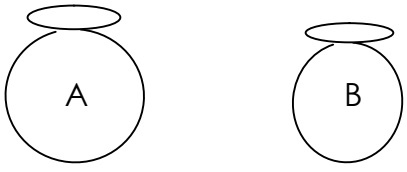
Inst. Materials:

- Real objects

Ref: MK

Introduction: Reviewing the previous lesson

Content: comparing liquid



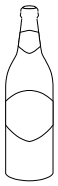
Pot A has more water
Pot B has less water

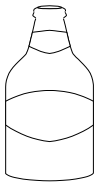
Exercise
Use less or more to compare capacity





Cup K has _____ tea
Cup S has _____ tea





J **y**

Which bottle carries more water?
Bottle _____
Arrange from the smallest

9, 4 , 1 7
____ _____ _____ ____

Examples

Date	Time	Class	L. area	No. of pupils

Theme: Living together

Topic: Whole numbers

Sub theme: Counting numbers 1 – 80

Methods: Guided discovery

- Brain storming
- Illustration
- Demonstration
-

Competences: A learner

- Subtracts numbers correctly.
- Count objects correctly

Inst. Materials:

- Real objects

Ref: MK

Introduction: Counting numbers 1 – 80

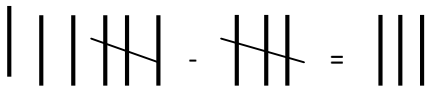
- Writing number names

Content: Subtraction concrete objects.

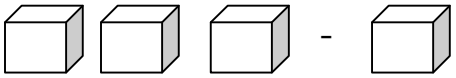
Examples







EXECRISE

 = _____

 = _____

 = _____

10 – 7 = _____ 15 – 8 = _____ 20 – 9 = _____

Revision

Write number names

78 _____ 83 _____ 37 _____

11 _____ 69 _____ 46 _____

Date	Time	Class	L. area	No. of pupils

Theme: Living together

Topic: Whole numbers

Sub theme: Writing number names

Methods: Guided discovery

- Brain storming
- Illustration
- Demonstration

Competences: A learner

- Counts and writes numbers

Inst. Materials:

- Flash cards
- A chart showing number names

Ref: MK

Introduction: Children will do a spelling game

- Listen and write
- Writing number names

Content: Number names

- Eighty - 80 Eighty one – 81 Eighty two – 82
- Ninety two – 92 Ninety six – 96 One hundred – 100

80, 81, ___, ___, ___, 85, 86, ___, 88, ____, ___, 100

Exercise

1. Fill in the missing letters

   e ___ghty eig___ty five nin __ty one h__ndred

2. Match correctly.

ninety	78
sixty six	89
forty four	66
forty seven	44
eighty nine	90

3. Fill in the missing numbers

   50, 51, ___, ___, 54, ___, 56, ___, 58, 59, 60

   80, ___82, ___84, 85, ___, 87, 88, 89, 90

4. Count in twos

   0, 2, ____, ___, ___, 10, ___, ___, 16, ___ 20

Date	Time	Class	L. area	No. of pupils

Theme: Living together

Topic: Operation of numbers

Sub theme: Subtraction of numbers less than 50

Methods: Guided discovery

- Brain storming
- Illustration
- Demonstration

Competences: A learner

- Subtracts correctly
- Count correctly

Inst. Materials:

- Flash cards
- A chart showing number names

Ref: MK

Introduction: Oral questions from previous lessons

Content: Subtraction of numbers less than 50

T	O
3	2
- 1	1

T	O
4	0
- 2	0

T	O
6	4
- 1	0

T	O
3	9
-2	3

T	O
8	6
- 3	2

T	O
4	9
- 1	9

Exercise

1. Subtract numbers less than 50

T	O
6	2
- 1	2

T	O
7	6
- 3	0

T	O
8	0
- 5	0

T	O
4	0
- 1	0

T	O
7	6
- 2	1

T	O
9	9
- 3	3

Revision

16 – 7 = _____ 10 – 10 = _____

Write in words

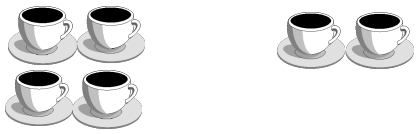
37 _____ 15 _____

T	O
3	4
- 1	0

T	O
8	0
- 1	0

Use **less** or **more** to compare sets

A B



Set A has _____ members,

Set B has _____ members.

Date	Time	Class	L. area	No. of pupils

Theme: Living together

Topic: Operation of numbers

Sub theme: Addition of numbers less than 50

Methods: Guided discovery

- Brain storming
- Illustration
- Demonstration

Competences: A learner

- Subtracts correctly
- Count correctly

Inst. Materials:

- Counters

Ref: MK

Introduction: Mental work

- Subtract numbers orally

6 – 5 = _____ 9 – 0 = _____ 10 – 4 = _____

12 – 4 = _____ 1 – 1 = _____ 8 – 3 = _____

Content: Addition of numbers less than 50

T	O
1	3
+ 1	0

T	O
2	0
+ 1	0

T	O
2	9
+1	0

T	O
1	1
+ 3	3

Exercise

1. Add the following numbers

T	O
1	5
+ 2	1

T	O
2	4
+ 1	3

T	O
1	5
+2	0

T	O
1	3
+ 1	4

T	O
4	5
+ 2	3

T	O
1	6
+1	1

T	O
2	5
+ 3	2

T	O
1	6
+ 2	3

T	O
2	0
+5	0

Revision

6	1	4	2
x 2	x 3	x 4	x 3

What is the first day of the week? _____

Date	Time	Class	L. area	No. of pupils

Theme: Living together

Topic: Whole numbers

Sub theme: Counting numbers 1 – 100

- Counting in tens

Methods: Guided discovery

- Brain storming
- Illustration
- Demonstration

Competences: A learner

- Counts in tens correctly.
- Count numbers 1 – 100

Inst. Materials:

- Counters

Ref: MK

Introduction: Spelling games

- Children will spell the given number names

Content: Counting 1 – 100

1, 2, 3, 4, 5, 6, 7, 8, 9, 10 , 11, 12, …….. 100.

Counting in tens

10, 20, 30, 40, 50, 60, 70 , 80, 90, 100

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

10 + 10 + 10 + 10 + 10 + 10 + 10 = 70

10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 = 80

10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 = 90

Exercise

1. Fill in the missing numbers.

   10 , 20, 30, ____, ___, ___, 70, ___90, 100

2. Count in tens

   10 + 10 = _____

   10 + 10 + 10 + 10 = _____

   10 + 10 + 10 = _____

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

_____ + _____ + _____ = 30

____ + _____ + ____ + _____ + ____ = 50

Revision

1. Write the number after

   19 _____ 36 _____ 47 _____ 11 _____

2. How many months make a year? _____

Date	Time	Class	L. area	No. of pupils

Theme: Food and nutrition

Topic: Fractions

Sub theme: Naming fractions

Methods: Guided discovery

- Question and answer
- Illustration
- Demonstration

Competences: A learner

- Defines a fraction
- Names the fractions

Inst. Materials:

- Real objects e.g Orange, Cakes, Tomatoes

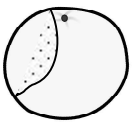
Ref: MK : New Mk Bk 1 pg

Introduction: Children will count numbers 1 – 100 orally

Content: Fractions

A fraction is a part of a whole.

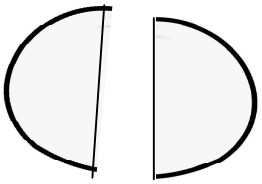
Naming fractions



A whole orange

A fraction has two parts

Numeration and denominator

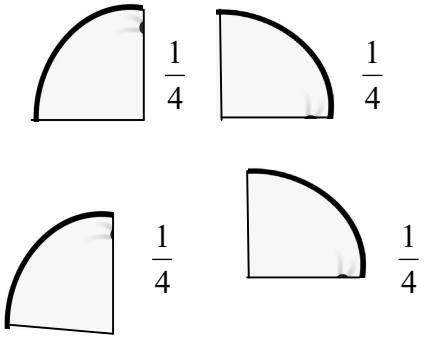


a half

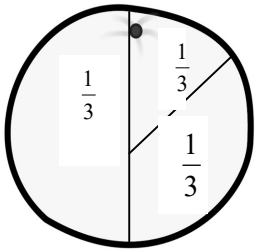
$\frac{1}{2}$ Numeration

Denominator

$\frac{1}{2}$ $\frac{1}{2}$



a quarter



Exercise

1. A _____ is a part of a whole

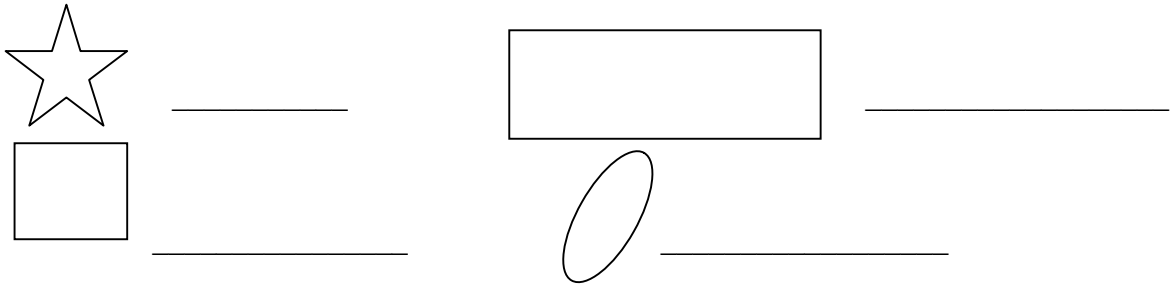
3. Name these fractions



4. Fill in the missing letters

   a h __lf a qu ___rter a th ___rd

5. Name the shapes



_____ _____

_____ _____

6. Add what is 9 plus 4 ?_____

Date	Time	Class	L. area	No. of pupils

Theme: Food and nutrition

Topic: Fractions

Sub theme: Shading and naming fractions

Methods: Guided discovery

- Question and answer

- Illustration
- Demonstration

Competences: A learner

- Names the given fractions
- Shades the fractions
- Spells and pronounces words correctly

Inst. Materials:

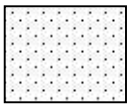
- Real objects
- Cut outs

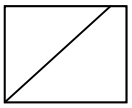
Ref: MK : New Mk Bk 1 pg

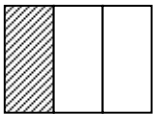
Introduction: Review of the previous lessons

- Children will cut given objects into required fractions
  e.g
  $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$

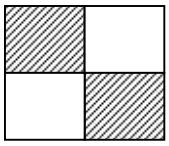
Content: Naming fractions

 One whole

 a half $\frac{1}{2}$

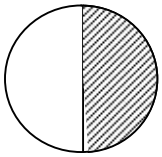
 A third $\frac{1}{3}$

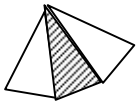
 a quarter $\frac{1}{4}$

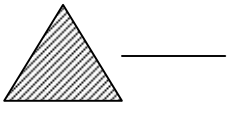
 $\frac{2}{4}$

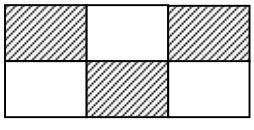
Exercise

1. Name the shaded fractions









2. Complete correctly

14 _____ tens _____ ones
20 _____ tens and _____ ones
_____ 7 tens and 4 ones

Date	Time	Class	L. area	No. of pupils

Theme: Food and nutrition

Topic: Fractions

Sub theme: Shading fractions

Methods: Guided discovery

- Question and answer
- Illustration
- Demonstration

Competences: A learner

- Shades the fractions
- Names the shaded fractions
- Identifies the fractions

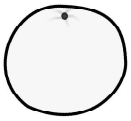
Inst. Materials:

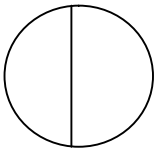
- Real objects
- Cut outs

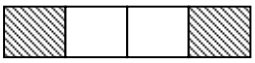
Ref: MK : New Mk Bk 1 pg

Introduction: Review of the previous lessons

Content: Shading fractions

1 whole fraction 

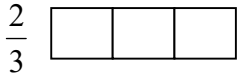


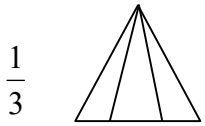


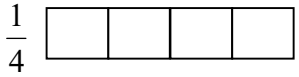
NB: In order to shade fractions we consider the numerator or upper number

Exercise

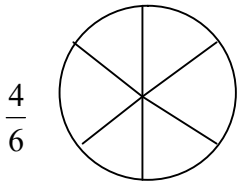
1. Shade fractions







1 whole 



2. Count and write



Date	Time	Class	L. area	No. of pupils

Theme: Food and nutrition

Topic: Fractions

Sub theme : Addition of fractions

Methods: Guided discovery

- Question and answer
- Illustration
- Demonstration

Competences: A learner

- Adds correctly
- Arranges the numbers in the correct order

Inst. Materials:

- Real objects
- Cut outs

Ref: MK : New Mk Bk 1 pg

Introduction: Review of the previous lessons

- Children will shade the given fraction

Content: Addition of fractions

$\frac{1}{3} + \frac{1}{3} = \frac{1+1}{3} = \frac{2}{3}$

$\frac{2}{7} + \frac{1}{7} = \frac{2+1}{7} = \frac{3}{7}$

$\frac{1}{9} + \frac{5}{9} = \frac{1+5}{9} = \frac{6}{9}$

Exercise

1. Add the fraction

$\frac{1}{5} + \frac{2}{5} =$ $\frac{0}{6} + \frac{3}{6} =$ $\frac{4}{6} + \frac{1}{6} =$

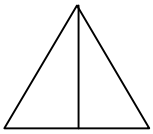
2. Name the fractions.

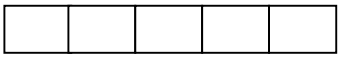




3. Shade the fractions.

 $\frac{2}{3}$

 $\frac{1}{2}$

 $\frac{4}{5}$

4. Write in words
   1st
   4th
   3rd
   10th
   2nd
5. Draw bundles and sticks
   7 =
   16 =
   36 =
   10 =

Date	Time	Class	L. area	No. of pupils

Theme: Food and nutrition

Topic: Fractions

Sub theme : Subtraction of fractions

Methods: Guided discovery

- Chalk board illustration
- Questions and answer
- Demonstration

Competences: A learner

- Subtracts fraction correctly
- Counts and arranges fractions correctly

Inst. Materials:

- Counters

Ref: MK : New Mk Bk 1 pg

Introduction: Review of the previous lessons about subtracting numbers

Content: Subtraction of fractions

$\frac{3}{9} - \frac{1}{9} = \frac{3-1}{9} = \frac{2}{9}$ $\frac{5}{6} - \frac{3}{6} = \frac{5-3}{6} = \frac{2}{6}$

$\frac{6}{10} - \frac{4}{10} = \frac{6-4}{10} = \frac{2}{10}$ $\frac{3}{4} - \frac{0}{4} = \frac{3-0}{4} = \frac{3}{4}$

Exercise

1. Subtract the following fractions

   $\frac{5}{6} - \frac{4}{6} =$ $\frac{3}{4} - \frac{0}{4} =$ $\frac{6}{7} - \frac{4}{7} =$

   $\frac{9}{10} - \frac{7}{10} =$ $\frac{5}{10} - \frac{2}{10} =$

2. Which number is shown

   𝍸 I = _____ **𝍸 =** _____

   𝍸 I I I I = _____ **𝍸 𝍸 𝍸 =** _____

   I I I I I = _____

3. Add

   2 + 2 + 2 = _____

   3 + 3 + 3 = _____

   10 + 10 + 10 = _____

Date	Time	Class	L. area	No. of pupils

Theme: Food and nutrition

Topic: Fractions

Sub theme : Comparing fractions

Methods: Guided discovery

- Observation
- Questions and answer
- Demonstration

Competences: A learner

- Compares fractions using bigger or smaller
- Reads and spells words correctly

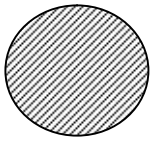
Inst. Materials:

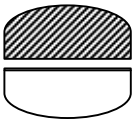
- Counters

Ref: MK : New Mk Bk 1 pg

Introduction: Mental work

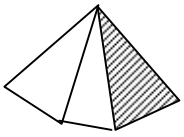
Content: Comparing fractions using bigger or smaller

1 whole 

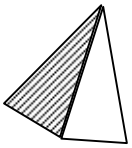
$\frac{1}{2}$ 

$\frac{1}{2}$ is smaller

A whole is bigger



$\frac{1}{3}$



$\frac{1}{2}$

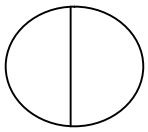
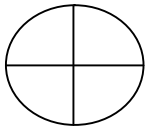
$\frac{1}{3}$ is smaller

$\frac{1}{2}$ is bigger

The bigger the denominator the smaller the fraction

Exercise

1. Compare these fractions using **bigger or smaller**

 $\frac{1}{2}$ and  $\frac{1}{4}$

$\frac{1}{2}$ is _____

$\frac{1}{4}$ _____

$\frac{2}{3}$ and $\frac{1}{10}$

_____ is smaller

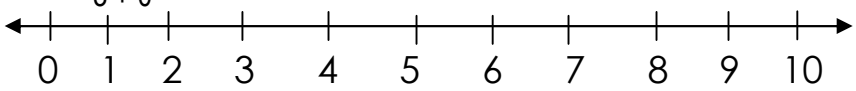
_____ is bigger

2. **Count in twos**

   2, 4, ___, 8___, 12, _____

3. Add on a number line

   3 + 0 =



4. Adds tens and ones

T	O
4	2
+ 2	4

5. Fills in tens and ones

   𝍸 𝍸 I I I = _____ tens and _____ ones

Date	Time	Class	L. area	No. of pupils

Theme: Food and nutrition

Topic: Days of the week

Sub theme : Comparing fractions

Methods: Guided discovery

- Observation
- Questions and answer
- Demonstration

Competences: A learner

- Reads and spells words correctly

- Mentions of the days of the week.
- Writes the days of the week and their positions.

Inst. Materials: A chart showing days of the week

- Calendar

Ref: MK : New Mk Bk 1 pg

Introduction: Children will recite days of the week

Content: Days of the week

Sunday	1st
Monday	2nd
Tuesday	3rd
Wednesday	4th
Thursday	5th
Friday	6th
Saturday	7th

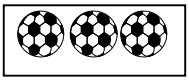
There are seven days in the week. Christians go to church on Sunday. Moslems go the mosque of Friday.

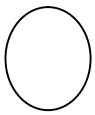
Exercise

1. Match the days of the week to their positions

Sunday	7th
Friday	6th
Tuesday	5th
Monday	4th
Saturday	3rd
Wednesday	1st

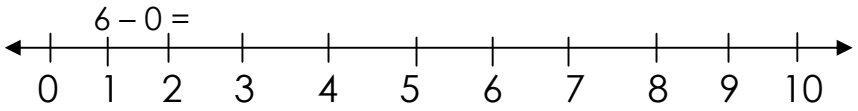
2. _____ days make a week.
3. Fill in the missing letters
   S ___nd __y Frid ___y M ___nd __y Tu __sday
4. _____ is the fifth day of the week.
5. Name the sets

 A set of _____-

6.  _____ set

7. Draw an empty set

8. Subtract



9. How many sides has a triangle?
10. A car has 4 tyres. 3 cars have ____ cars

Date	Time	Class	L. area	No. of pupils

Theme: Food and nutrition

Topic: Measures

Sub theme : Months of the year

Methods: Guided discovery

- Observation
- Questions and answer

Competences: A learner

- Reads and pronounces words correctly.
- Mentions the months of the year.
- Writes the months of the year.
- Writes the important dates / days in a year.

Inst. Materials: A chart showing months of the year

- Calendar

Ref: MK : New Mk Bk 1 pg

Introduction: Children will recite days of the week

Content: There are 12 months in a year

- Months of the year

January	31 days	1st
February	28/ 29	2nd
March	31 days	3rd

We celebrate X – Mas day in December

Labour Day – 1st May

New years day - 1st January

Martyrs day – 3rd June

April	30	4th
May	31	5th
June	30	6th
July	31	7th
August	31	8th
September	30	9th
October	31	10th
November	30	11th
December	31	12th

Exercise

1. _____ months make a year
2. Write the first month of the year
3. Fill in the missing letters
   J ___nuary S __ptember J ___ly Apr __l
4. _____ is the 1st month of the year.
5. Match correctly

January	7th
December	4th
April	1st
July	12th

6. In which month do we celebrate Martyrs day
7. Which month comes after April?
8. Write number names
   34 _____ 76 _____ 50 _____

Date	Time	Class	L. area	No. of pupils

Theme: Food and nutrition

Topic: Measures

Sub theme : Time

Methods: Guided discovery

- Observation
- Questions and answer

Competences: A learner

- Tells time using the two hands
- Draws to show time

Inst. Materials: Clock face

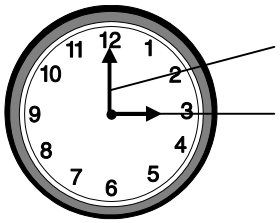
- Cut outs

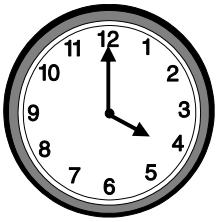
Ref: MK: New Mk Bk 1 pg

Introduction:

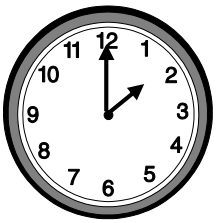
Content: Telling time

60 minutes make one hour



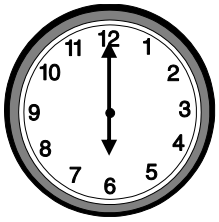


4 O'clock

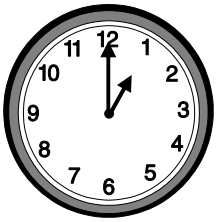


3 o'clock

1. Draw to show time



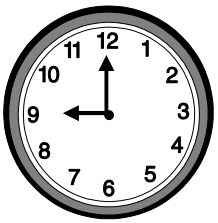
6 O'clock



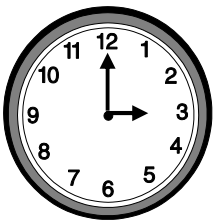
7 O'clock

Exercise

1. Tell the time



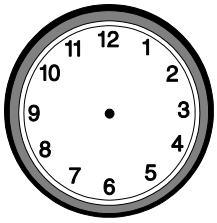
_____ O'clock



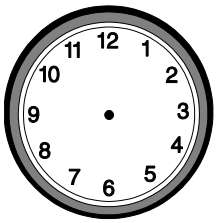
_____ o'clock

2. Draw to show time

10 O'clock



8 O'clock



3. Add 6 + 2 + 3
4. Multiply 4 x 3
5. Count in threes 3 + 3 + 3 + 3 = _____

Date	Time	Class	L. area	No. of pupils

Theme: Food and nutrition

Topic: Weight (Measures)

Sub theme: Comparing length using heavens / lighter

Methods: Guided discovery

- Observation
- Questions and answer

Competences: A learner

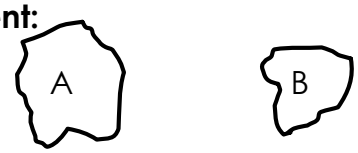
- Compares weight using **heavier** or **lighter**
- **Defi**nes weight

Inst. Materials: Real objects e.g stones, bags etc

Ref: MK: New Mk Bk 1 pg

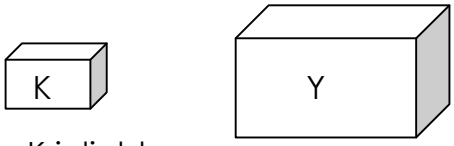
Introduction:

Content:



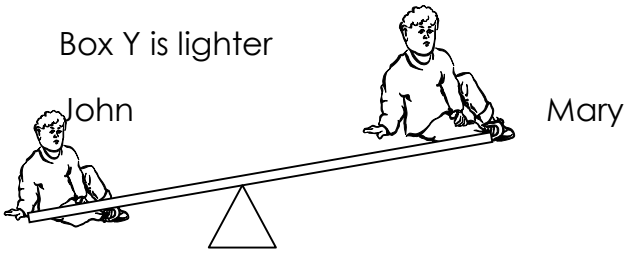
Stone A is heavier

Stone B is lighter



Box K is lighter

Box Y is lighter



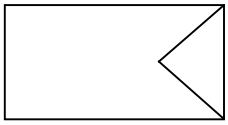
John is heavier

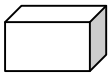
Mary is lighter

Exercise

1. Using l**ighter** or **heavier** to compare weight

M N





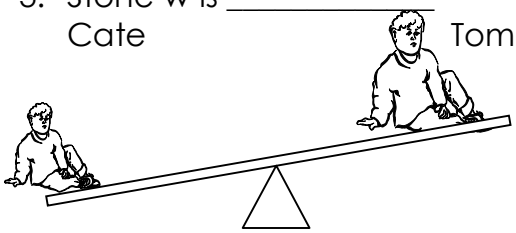
2. Brick m is _____ Brick N is _____





3. Stone w is _____ Stone Z is _____

Cate Tom



Cate is _____ Tom is _____

4. Count in twos
   0, 2, 4 , ____, 8 _____

5. Addition

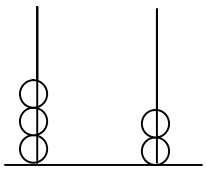
T	O
1	4
+ 3	3
_____	
_____	

T	O
6	0
+ 2	0
_____	
_____	

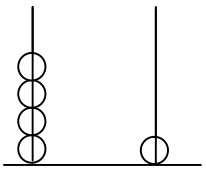
6. Multiply
   3 x 2 = _____ 4 x 1 = _____
   0 x 2 = _____ 3 x 7 = _____

7. Fill in correctly
   32 = _____ tens and _____ ones
   7 tens and 6 ones _____

8. Which number is shown



_____

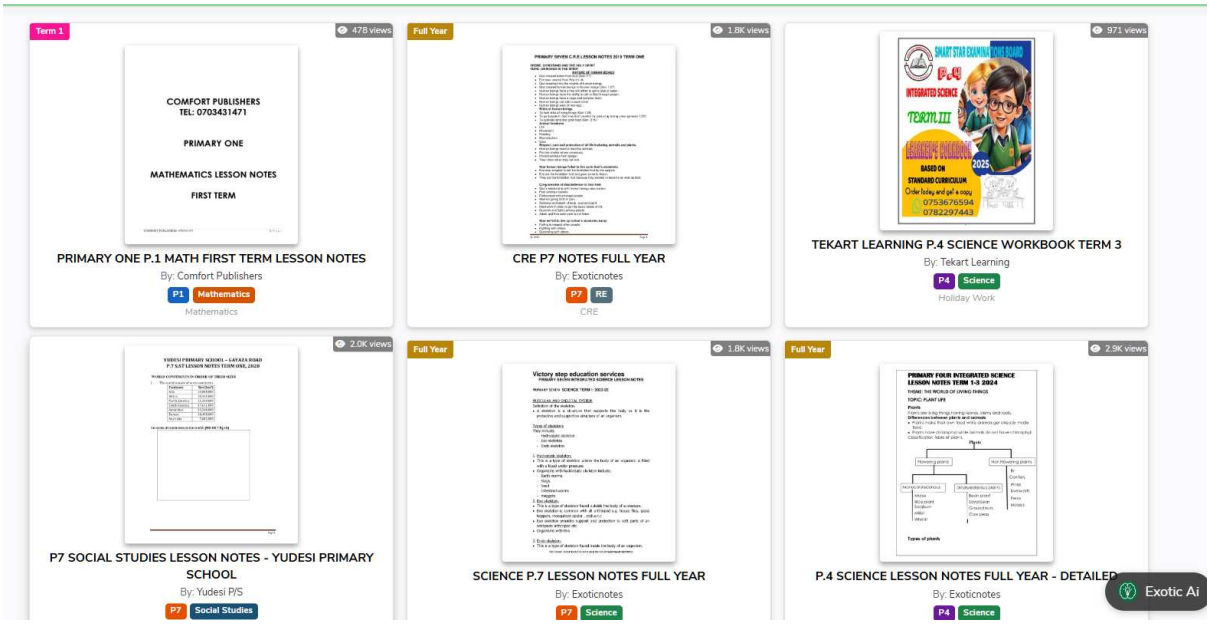


_____

Areas to be revised

1. **Number line**
2. **Telling time**
3. **Place values**
4. **Addition of tens and ones**
5. **Number ordinals**
6. **Sets**
7. **Multiplication**
8. **Addition of concrete objects and subtraction**
9. **Magic squares (-, + , x)**
10. **Word application (-, + , x)**
11. **Algebra**
12. **Shapes**
13. **Months of the year and days of the week**
14. **Number names and symbols**

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