

## 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

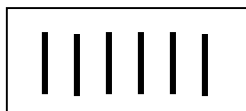
**MATERIALS:** pens, books etc

**INTRODUCTION:** Naming different objects orally.

**CONTENT:** A SET

A set is a group of well defined members.

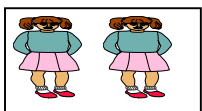
**Naming sets**



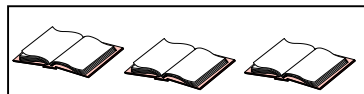
A group of 6 sticks

**Drawing sets**

A set of girls

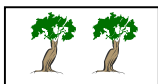


A set of books



### Exercise

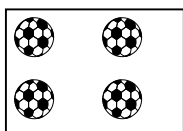
1. Fill in the missing number.  
1, 2, 3, \_\_, \_\_, \_\_, 7, 8, \_\_, 10
2. A \_\_\_\_\_ is a group of well defined members
3. Name the sets



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

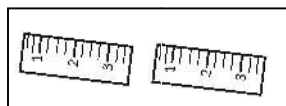
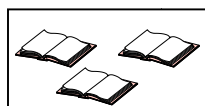
**INSTRUCTIONS MATERIALS:** Real objects

**INTRODUCTION:** Mental work

**CONTENT:** Drawing sets

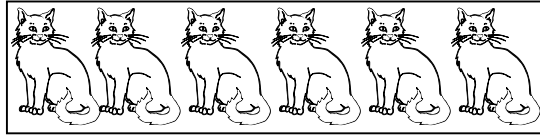
**Draw these sets**

A set of 3 books

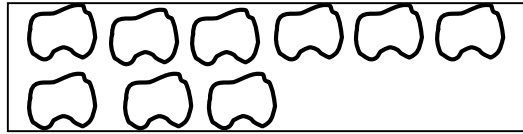


A group of rulers

A set of 6 cats

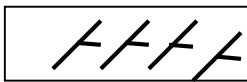


A set of 9 stones



### Exercise

1. Count and write members in a set.



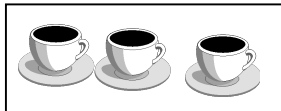
A set of \_\_\_\_\_



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

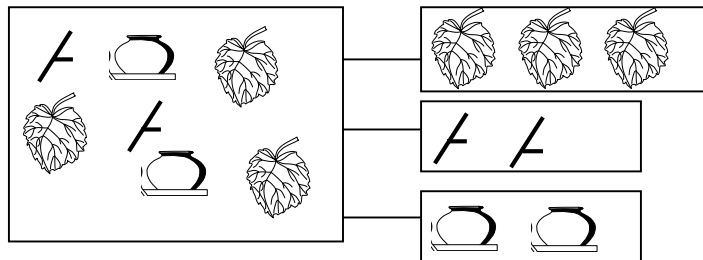
**METHODS:** Observation

- Guided discovery

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

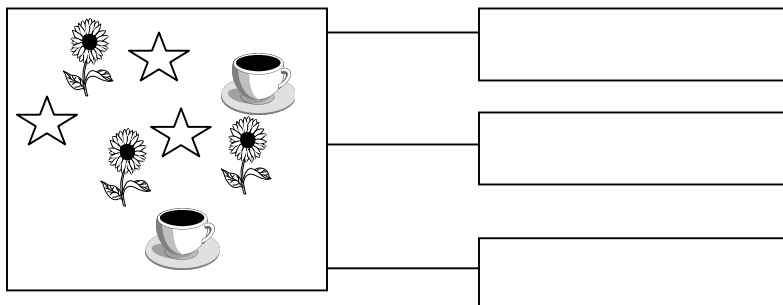
**INTRODUCTION:** Children will draw and name sets orally.

**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

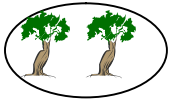
- Guided discovery
- Brain storming

**INSTRUCTIONS:** Real objects

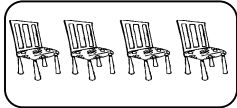
**MATERIALS:** classroom objects

**INTRODUCTION:** Write number symbols on the chalkboard orally.

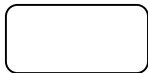
Name the given sets



A set of .....

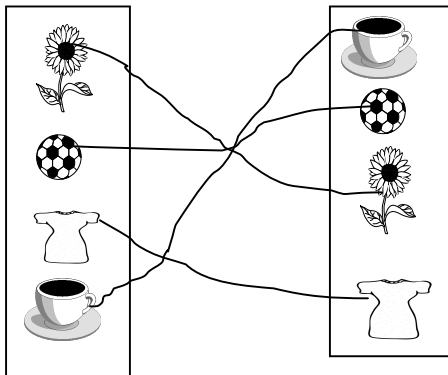


A set of .....



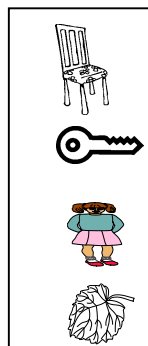
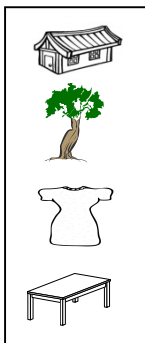
Draw a set a brooms

**CONTENT: Match sets**



**Exercise**

**1. Match the sets**



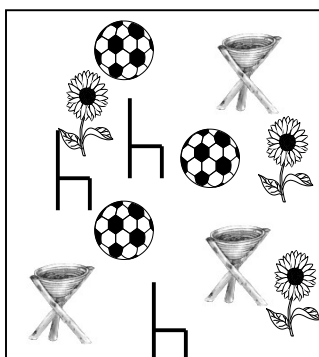
**2. Draw a group of 4 girls**

**3. Fill in the missing numbers**

20, 21, \_\_\_\_, \_\_\_\_, \_\_\_\_, \_\_\_\_, 25, \_\_\_\_, \_\_\_\_, 28, 29, 30

**4. Add  $2^{00} + 2^{00} =$**

## 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

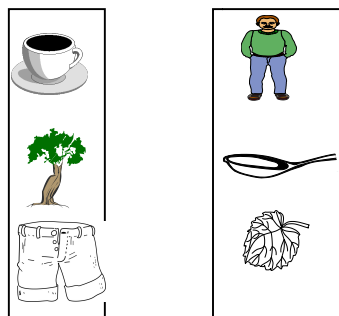
**METHODS:** Observation

- Demonstration
- Brain storming

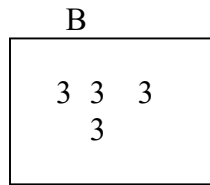
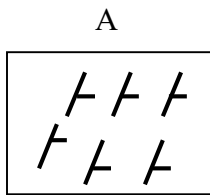
**INSTRUCTIONS:** Real objects

**MATERIALS:** balls, stones, pencils etc

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



**CONTENT:** Comparing sets

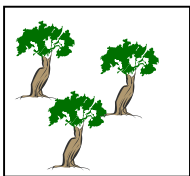


Set A has more members  
Set B has less members

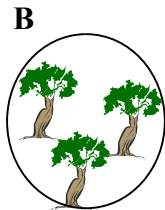
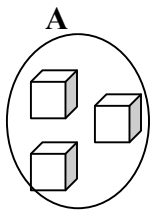
Count members in a set



A set of \_\_\_\_\_



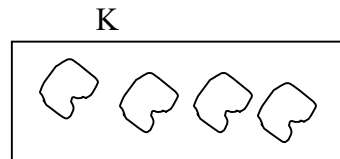
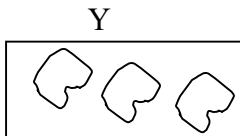
A set of \_\_\_\_\_



Set A and Set B have the same members

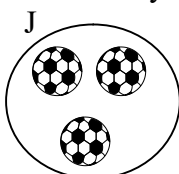
### Exercise

1. Use less or more to compare sets

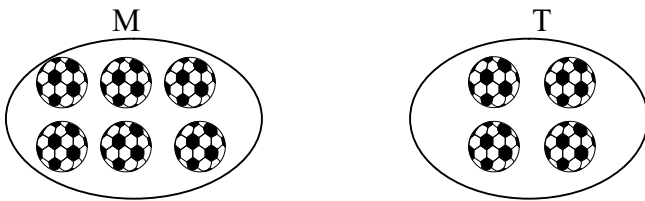


Set K has \_\_\_\_\_ members than set Y  
Set Y has \_\_\_\_\_ members than set K

How many members are the set?



Set J has \_\_\_\_\_ members  
Set M has \_\_\_\_\_ members



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

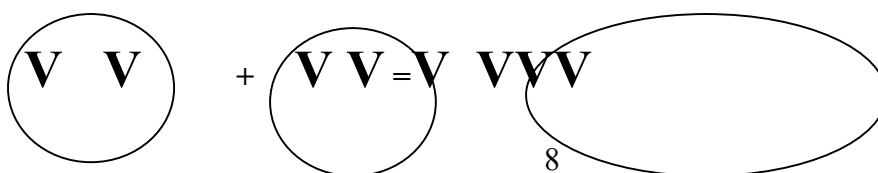
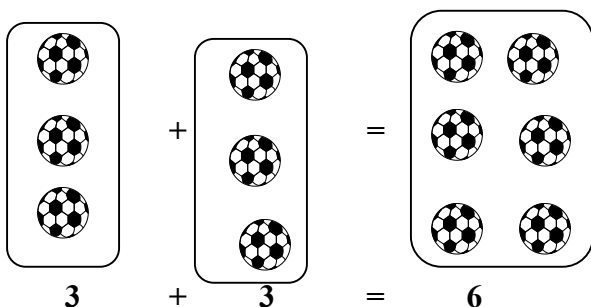
**INSTRUCTIONS:** Real objects

**MATERIALS:**

**INTRODUCTION:** Review of previous lesson.

Children will compare sets using less or more

**CONTENT:** Joining sets





V

3

+

VVVVV

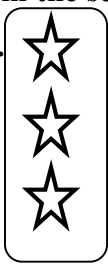
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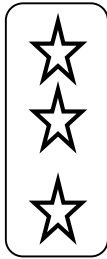
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**Exercise****Join the sets**

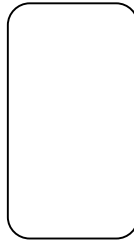
1.



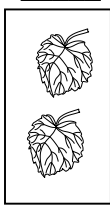
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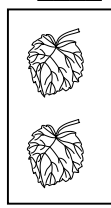
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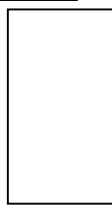
2.



+



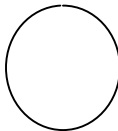
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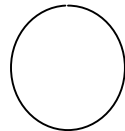
3.



+



=



\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

**4. Ring the correct numbers**

4 4 7

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 versa.
- Read and interprets the given statements

**METHODS:** Observation

- Demonstration
- Brain storming

**INSTRUCTIONS:** Real objects

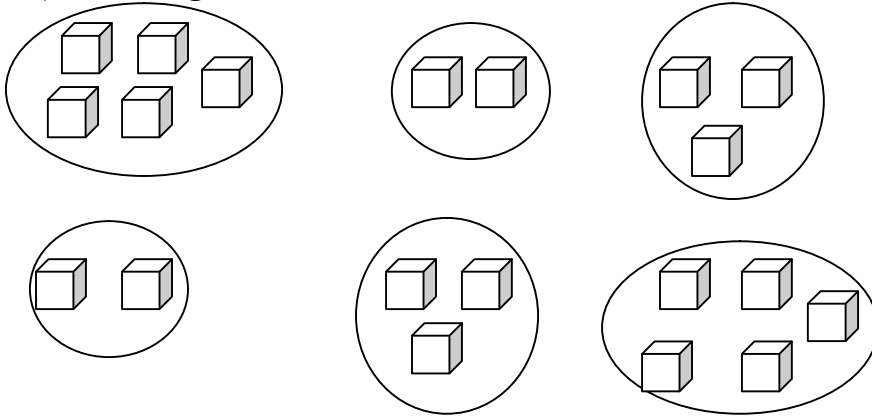
**MATERIALS:**

**INTRODUCTION:** Review of previous lesson.

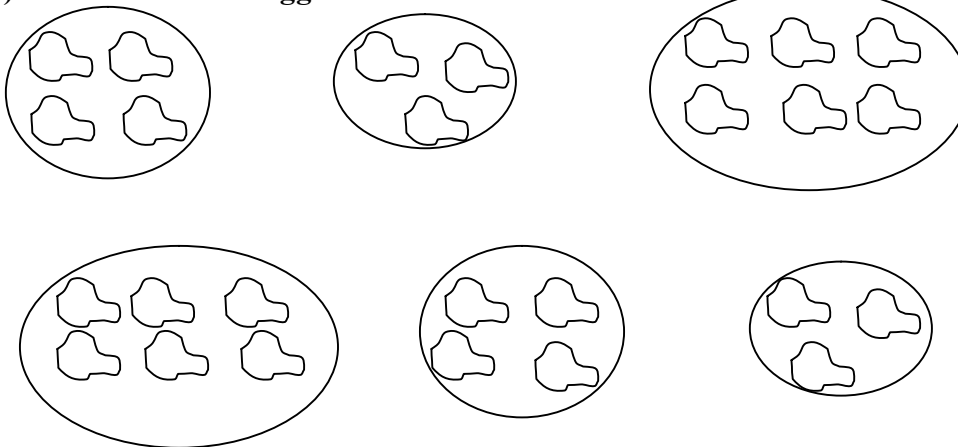
Compare sets using less or more

**CONTENT:**

**a) Ordering sets from the smallest**

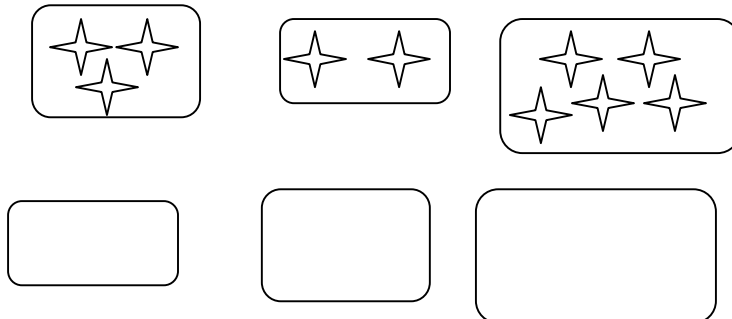


**b) Order from the biggest**

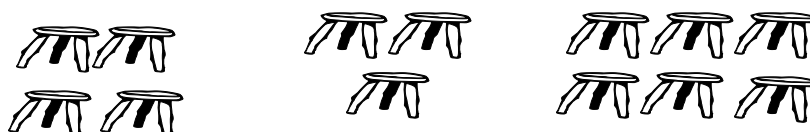


**Exercise**

**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

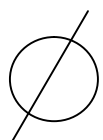
- Demonstration
- Brain storming

**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

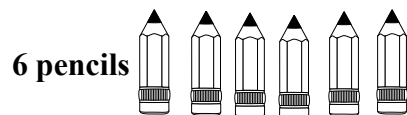
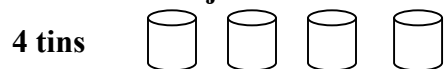
**INST Mat :** Counters

**CONTENT:** Count and write

**Draw objects of the given numbers**

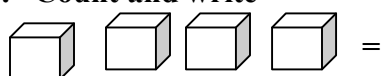


**Draw these objects**



**Exercise**

**1. Count and write**



V VVVVVVVVVVVV =



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

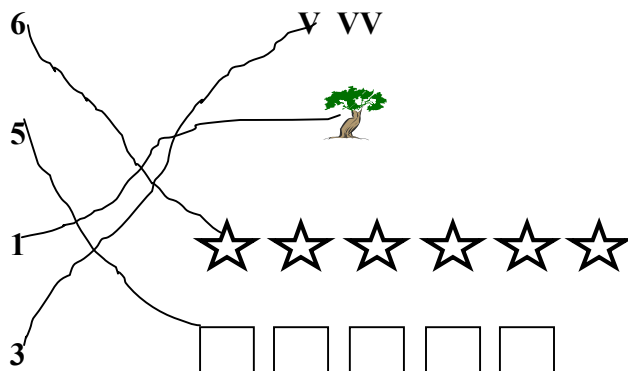
- Matches the numbers correctly
- Circle the correct number symbols
- Read and pronounces the words correctly

METHODS: Observation

- Guided discovery
- Brain storming

INSTRUCTIONS: Counters

CONTENT: Matching numbers



Circle correct numbers

6

d

e



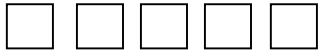
Exercise



### 1. Match these numbers correctly



10



6



2



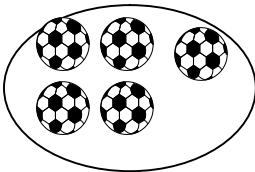
5



1

### 2. Draw an empty set

### 3. Name the set



\_\_\_\_\_

### 4. Circle correct numbers



### 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 ○○○○○○          3 ○○○          2 ○○○



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<sup>st</sup> - first
2. – 2<sup>nd</sup> - second
3. - 3<sup>rd</sup> – third
4. – 4<sup>th</sup> – fourth
5. – 5<sup>th</sup> – fifth
6. – 6<sup>th</sup> – sixth

7. – 7<sup>th</sup> – seventh
8. – 8<sup>th</sup> – eighth
9. – 9<sup>th</sup> – ninth
10. – 10<sup>th</sup> – tenth
11. – 11<sup>th</sup> – eleventh
12. – 12<sup>th</sup> – twelfth

### Exercise

#### 1. Write number ordinals

2<sup>nd</sup> \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_

#### 2. Match number ordinals to names

2<sup>nd</sup> \_\_\_\_\_ seventh  
 1<sup>st</sup> \_\_\_\_\_ third  
 9<sup>th</sup> \_\_\_\_\_ second  
 10<sup>th</sup> \_\_\_\_\_ first  
 3<sup>rd</sup> \_\_\_\_\_ tenth  
 7<sup>th</sup> \_\_\_\_\_ ninth

#### 3. Fill in the missing ordinals

1<sup>st</sup>, 2<sup>nd</sup>, \_\_\_\_\_, \_\_\_\_\_, 5<sup>th</sup>, 6<sup>th</sup>, \_\_\_\_\_, 8<sup>th</sup>, \_\_\_\_\_, 10<sup>th</sup>

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

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

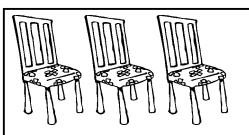
Fifty six

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<sup>st</sup>

3<sup>rd</sup>

10<sup>th</sup>

2<sup>nd</sup>

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

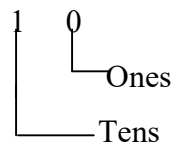
\_\_\_ 15                      \_\_\_ 7                      6 \_\_\_                      14 \_\_\_



**CONTENT: place values of tens and ones**

Place values

T O



**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

$$10 + 10 = \underline{\hspace{2cm}}$$

$$10 + 10 + 10 = \underline{\hspace{2cm}}$$

**2. Expand**

$$15 = \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$$

$$23 = \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$$

3. Which number is expanded

$$10 + 6 = \underline{\hspace{2cm}}$$

$$30 + 7 = \underline{\hspace{2cm}}$$

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

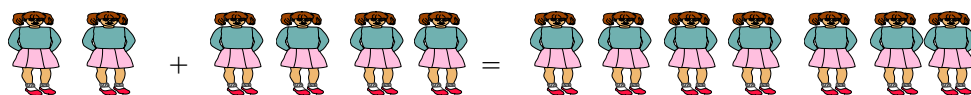
1<sup>st</sup> 2<sup>nd</sup> \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 6<sup>th</sup>, 7<sup>th</sup>, \_\_\_\_\_, \_\_\_\_\_ 10<sup>th</sup>

Children will count and write objects

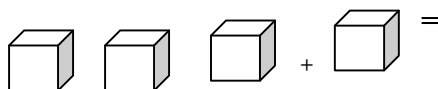
**CONTENT:** Addition of numbers by joining objects



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**

$$3 + 1 =$$

$$6 + 0 =$$

$$5 + 1 =$$

$$7 + 2 + 3 =$$

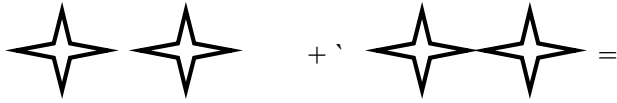
$$1 + 2 + 0 =$$

$$5 + 5 + 5 =$$

$$1 + 2 + 0 =$$

### Revision

1. Join the pictures



$$V \ VVV + V =$$

2. Write in words

12 \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_

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
<hr/>	<hr/>	<hr/>	<hr/>
7	6	6	8

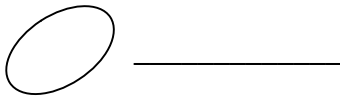
3	7	3	5
4	1	3	5
+2	+4	+5	+5
<hr/>	<hr/>	<hr/>	<hr/>
9	12	11	15

**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**

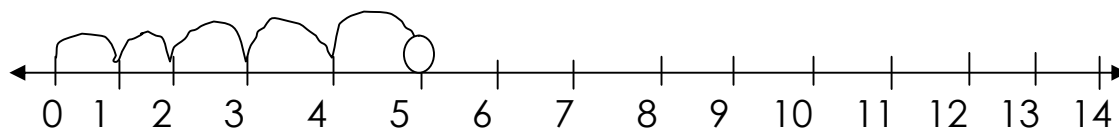
- Guided discovery
- Demonstration

**INST MAT:** Chalkboard illustration floor

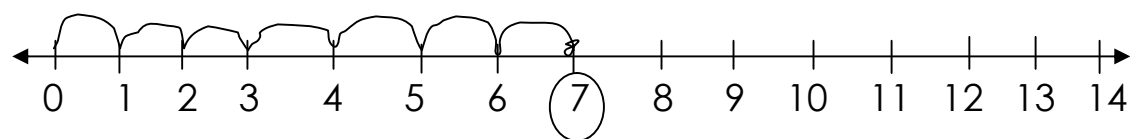
**INTRODUCTION:** Children will count 1 – 50

**CONTENT:** Addition on a number line

a)  $3+2=5$



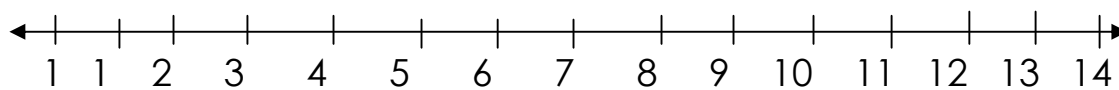
b)  $5+2=7$



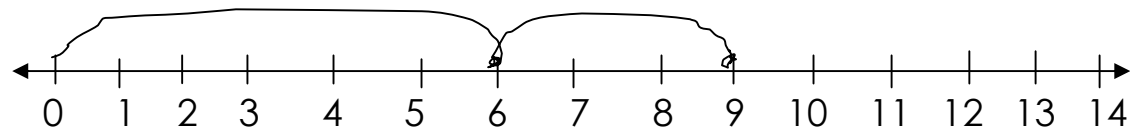
**Exercise**

**Add using a number line**

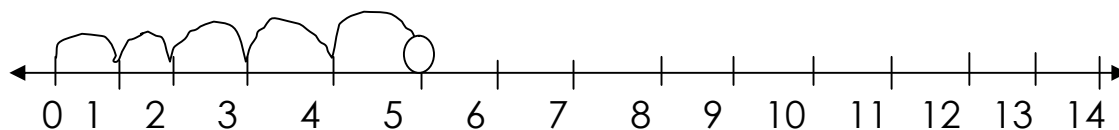
a)  $3+2=$  \_\_\_\_\_



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**

$$6 - 2 = 4$$

$$10 - 5 = 5$$

$$8 - 0 = 8$$

**Exercise**

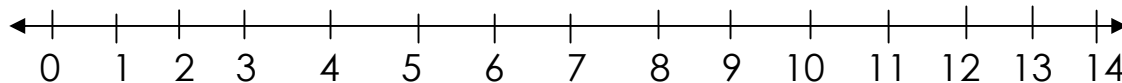
1. Let us take away horizontally and vertically

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

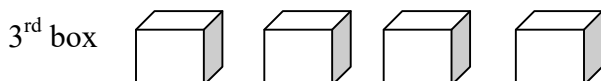
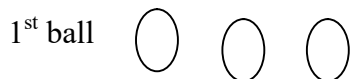


2. Add on the number line

$$7 + 2$$



3. Shade the correct ordinal



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

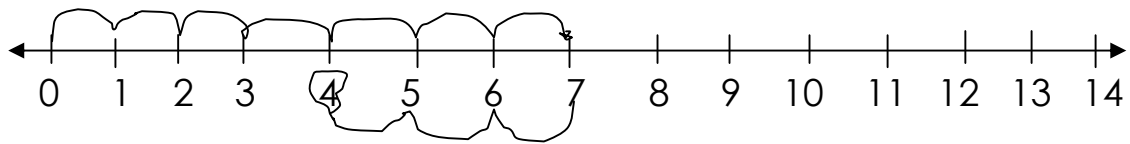
**INST MAT:** class room floor, flash cards

**INTRODUCTION:** Writing number ordinals and counting

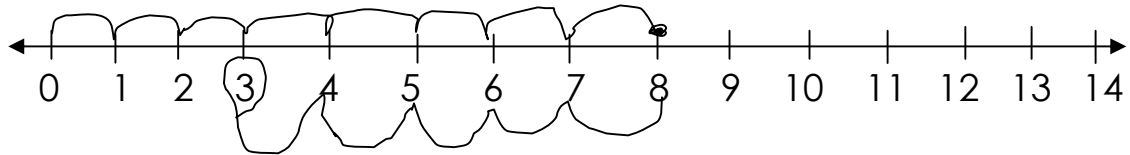
**CONTENT:** Subtraction on a number line

**Examples**

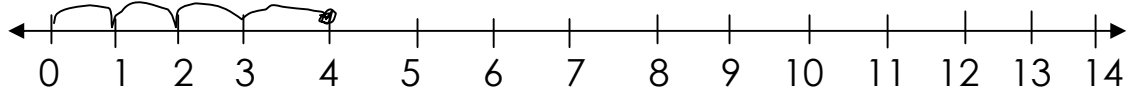
$$7 - 3 = 4$$



$$8 - 5 = 3$$

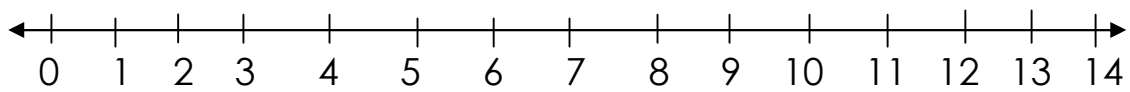


$$4 - 0 = 4$$

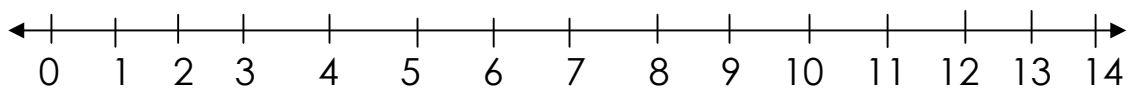


### Exercise

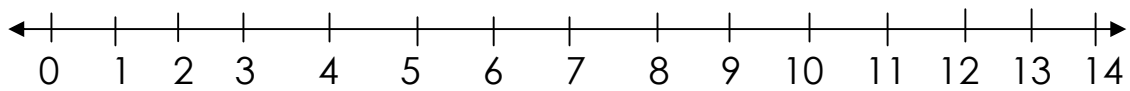
$$9 - 3$$



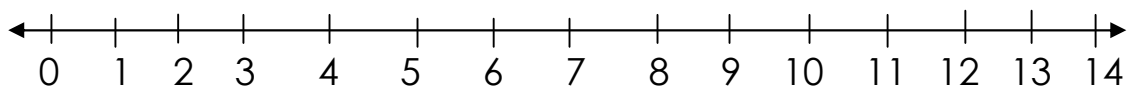
$$10 - 4 =$$



$$6 - 3 =$$



$$7 - 7 =$$



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

$$\underline{\hspace{1cm}} + 2 = 6$$

$$\underline{\hspace{1cm}} + 3 = 5$$

**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

$$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 7$$

Two numbers which add up to 9

$$\underline{\quad} + \underline{\quad} = 9$$

Two numbers which add up to 4

3. What is 7

$$\underline{\quad} + \underline{\quad} = 7 \quad \text{○○○} \quad \text{○○○○}$$

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**

$0 + 0 = 0$	$\begin{array}{r} 6 \\ + 3 \\ \hline 0 \end{array}$	$\begin{array}{r} 4 \\ + 0 \\ \hline 4 \end{array}$
$0 + 2 = 2$		
$4 - 0 = 4$		

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     | 9. Nine      | 17. Seventeen |
| 2. Two     | 10. Ten      | 18. Eighteen  |
| 3. Three   | 11. Eleven   | 19. Nineteen  |
| 4. Four    | 12. Twelve   | 30 thirty     |
| 5. Five    | 13. Thirteen | 40 forty      |
| 6. Six     | 14. Fourteen | 50 fifty      |
| 7. Seven   | 15. Fifteen  |               |
| 8. Eight   | 16. Sixteen  |               |
| 20. Twenty |              |               |

**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

 = \_\_\_\_\_
  = \_\_\_\_\_  
 = \_\_\_\_\_

**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, 49 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 – 1<sup>st</sup> - first

Monday – 2<sup>nd</sup> – second

Tuesday – 3<sup>rd</sup> – third

Wednesday – 4<sup>th</sup> – fourth

Thursday – 5<sup>th</sup> – fifth

Friday – 6<sup>th</sup> – sixth

Saturday – 7<sup>th</sup> – 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 time 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

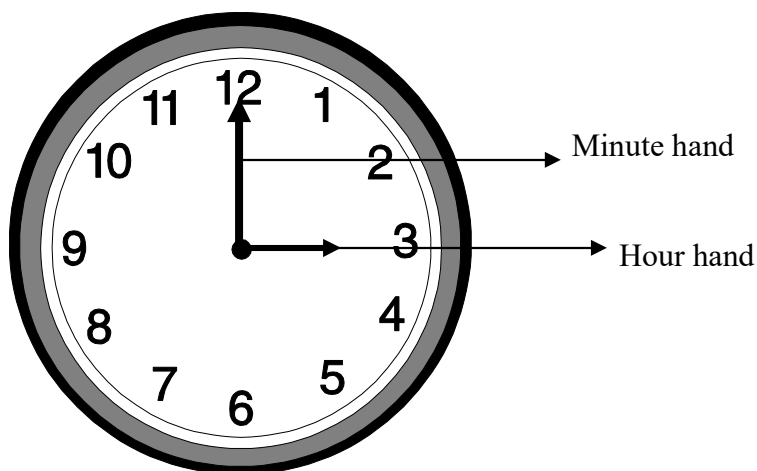
**METHODS:**

- Observation
- Observation
- Demonstration

**INST MAT:** Wall clocks

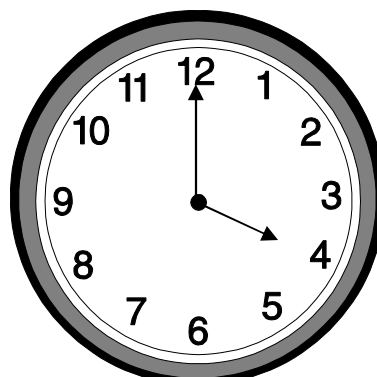
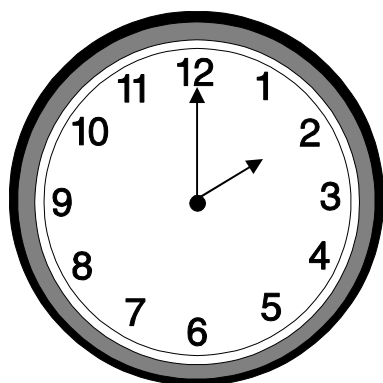
**INTRODUCTION:** Review of the previous lessons

**Content:** Children will answer oral questions



There are sixty minutes in an hour

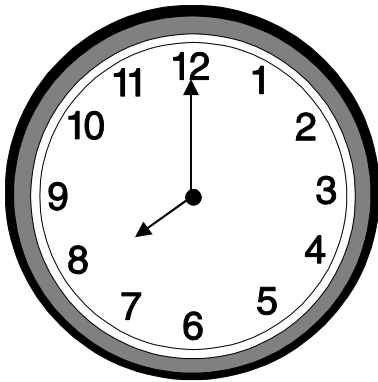
Tell time



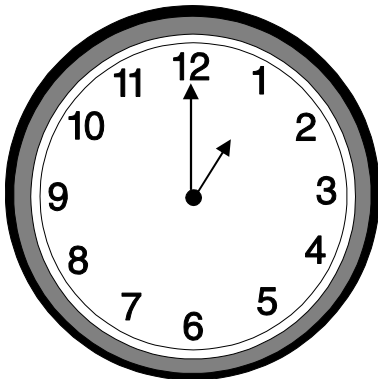
2 O'clock

4 O'clock

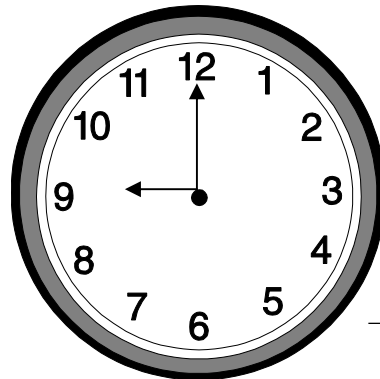
Draw to show 8 ' clock



Exercise

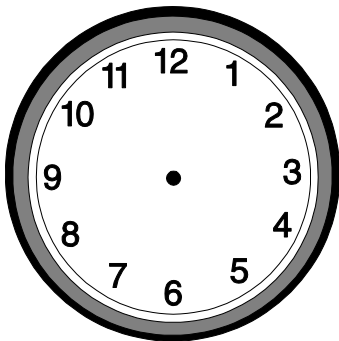


\_\_\_\_\_ O'clock

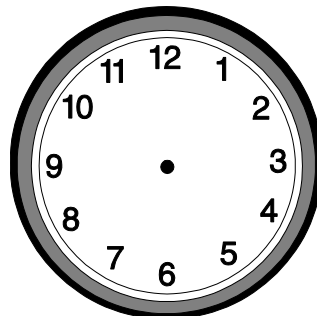


\_\_\_\_\_ O'clock

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 \_\_\_\_ ly A \_\_\_\_ 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**

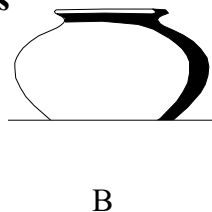
water                      oil                      soda                      juice                      tea                      paraffin etc

**Examples of Containers**

Cup, pot, bottle jug jerrycan bucket

**Measure liquids in containers**

**Compare using** less or more



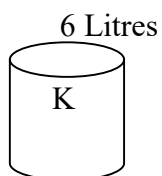
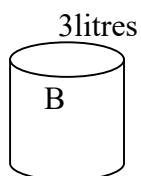
Pot A has less water than pot B  
Pot B has more water than pot A



Two cups of water fills a bigger cup

### Exercise

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

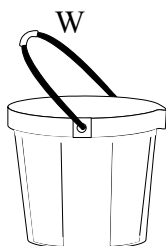


Tin K holds \_\_\_\_\_ milk than tin B

Tin B holds \_\_\_\_\_ milk than tin A

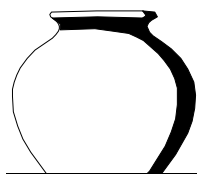
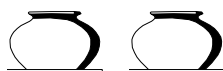
c) Which tin holds 6 litres

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
<u>2</u>	<u>    </u>
<u>    </u>	<u>    </u>

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**?



Stick Y is longer than stick K

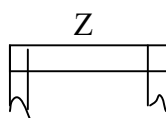
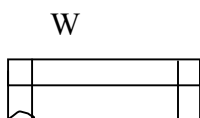
Stick k is shorter than stick Y



Tree T is taller

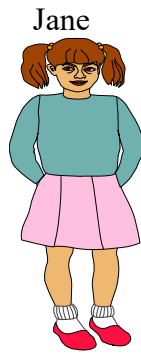
Tree S is shorter

**Exercise**



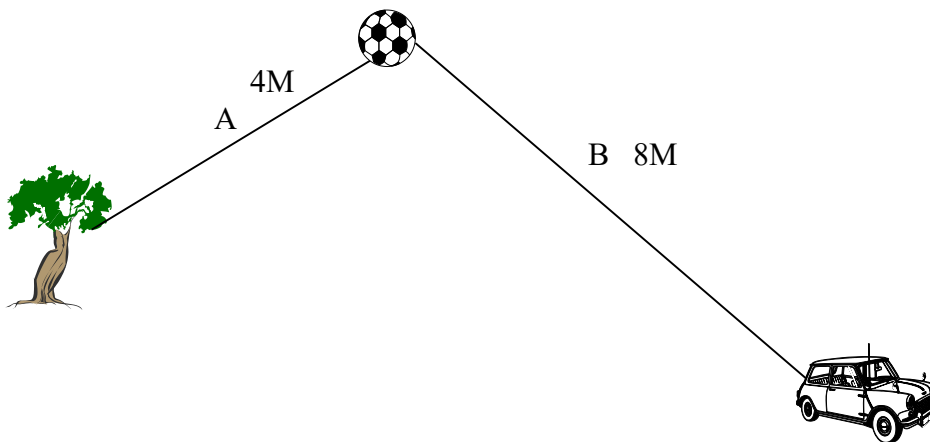


Bench Z is \_\_\_\_\_  
 Bench W is \_\_\_\_\_  
 Sarah \_\_\_\_\_



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**

$$\begin{array}{c} \circ \circ \\ 2 + 0 = 2 \end{array}$$

$$\begin{array}{c} \circ \circ \quad \circ \circ \\ 2 + 2 = 4 \end{array}$$

$$2 + 2 + 2 = 6$$

$$3 + 3 = 6$$

$$\begin{array}{c} \circ \circ \circ + \circ \circ \circ + \circ \circ \circ + \circ \circ \circ \\ 2 + 2 + 2 + 2 = \end{array}$$

### Exercise

1. Multiply using repeated addition

$$2 + 2 =$$

$$2 + 2 + 2 =$$

$$2 + 2 + 2 + 2 + 2 =$$

$$\circ \circ \circ + \circ \circ \circ + \circ \circ \circ =$$

$$3 + 3 + 3 + 3 + 3 =$$

### Revision

1. Write number names

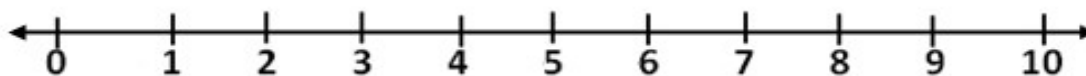
25 \_\_\_\_\_

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

$$2 + 2 = \underline{\quad\quad\quad} \quad 2 + 2 + 2 = \underline{\quad\quad\quad} \quad 2 + 2 + 2 = \underline{\quad\quad\quad} \quad 2 + 0 = \underline{\quad\quad\quad}$$

**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**

$$10 + 10 = \underline{\quad\quad\quad}$$

$$10 + 10 + 10 + 10 = \underline{\quad\quad\quad}$$

$$10 + 10 + 10 = \underline{\quad\quad\quad}$$

$$10 + 10 + 10 + 10 + 10 = \underline{\quad\quad\quad}$$

**2. Count in twos**

$$2 + 2 = \underline{\quad\quad\quad}$$

$$2 + 2 + 2 + 2 = \underline{\quad\quad\quad}$$

$$2 + 2 + 2 = \underline{\quad\quad\quad}$$

$$2 + 2 + 2 + 2 = \underline{\quad\quad\quad}$$

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 00

$0 \times 2 = 0$

$1 \times 2 = 2$

$2 \times 2 = 4$

$3 \times 2 = 6$

$5 \times 2 = 10$

### Exercise

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

$1 \times 2 = \underline{\quad}$

$0 \times 2 = \underline{\quad}$

$3 \times 2 = \underline{\quad}$

$2 \times 2 = \underline{\quad}$

$4 \times 2 = \underline{\quad}$

$6 \times 2 = \underline{\quad}$

$9 \times 2 = \underline{\quad}$

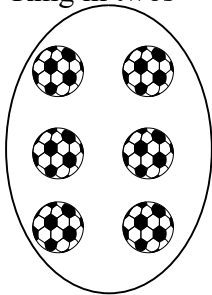
$10 \times 2 = \underline{\quad}$

### 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

$$3 \times 2 = \underline{\quad\quad} \quad 4 \times 2 = \underline{\quad\quad} \quad 2 \times 2 = \underline{\quad\quad} \quad 5 \times 2 = \underline{\quad\quad}$$

**CONTENT: Multiply vertically**

<b>0</b>	<b>1</b>	<b>3</b>	<b>4</b>
<u>x 2</u>	<u>x 2</u>	<u>x 2</u>	<u>x 2</u>
<u>        </u>	<u>        </u>	<u>        </u>	<u>        </u>

**Exercise**

<b>1</b>	<b>3</b>	<b>4</b>	<b>7</b>
<u>x 2</u>	<u>x 2</u>	<u>x 2</u>	<u>x 2</u>
<u>        </u>	<u>        </u>	<u>        </u>	<u>        </u>

<b>1 0</b>	<b>2 x 2 =</b> <u>        </u>
<u>x 2</u>	<b>5 x 2 =</b> <u>        </u>
<u>        </u>	

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**

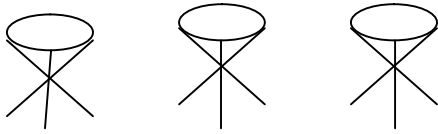
Two times two equals to 4

$$2 \times 2 = 4$$

Two times six equals to \_\_\_\_\_

$$6 \times 2 = 12$$

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



### Exercise

#### 1. Word application, any number times 0 is 0

- What is 0 times 2 ?
  - What is 4 times 2?
  - What is 2 times 2?
  - A boy has two eyes. How many eyes have three boys?
  - A car has 4 tyres. How many tyres have 3 cars
  - A car has 2 wings. How many wings do 4 birds have?
- 4 groups of 2 equals
  - How many groups of 2 can you get from 10 sticks?
  - 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

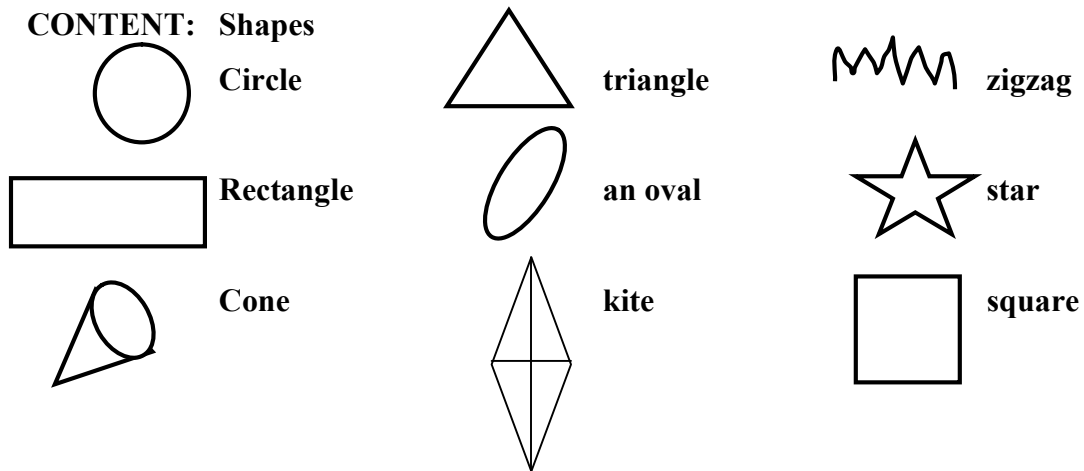
**METHODS:**

- Guided discovery
- Brain storming
- Observation

**INST MAT:** A chart showing shapes

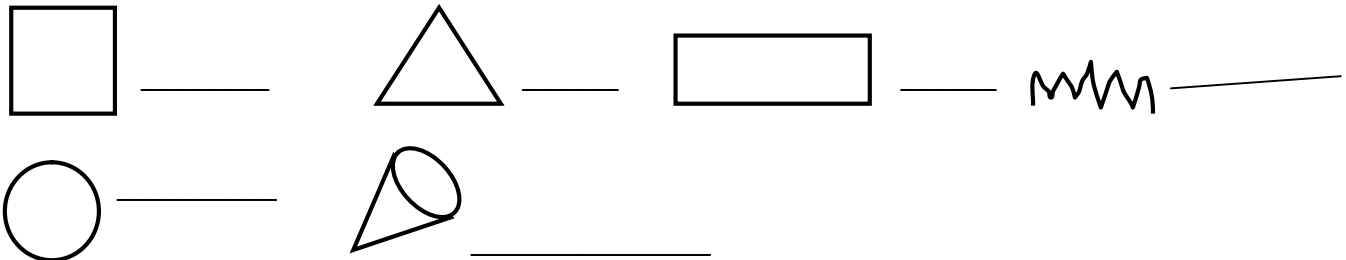
**INTRODUCTION:** Teacher will ask children to name the learn shapes in nursery section

**CONTENT: Shapes**



**Exercise**

**1. Name the shapes**



**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:**

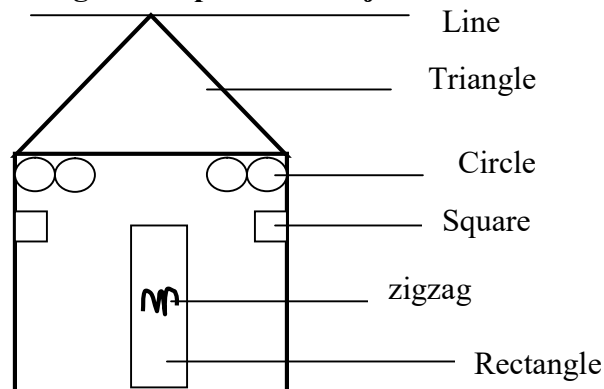
- Guided discovery
- Brain storming
- Observation

**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

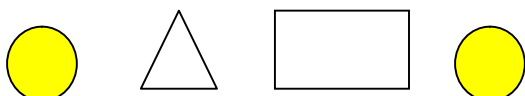


A triangle has 3 sides

A square has four equal sides .

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

Shade the circles



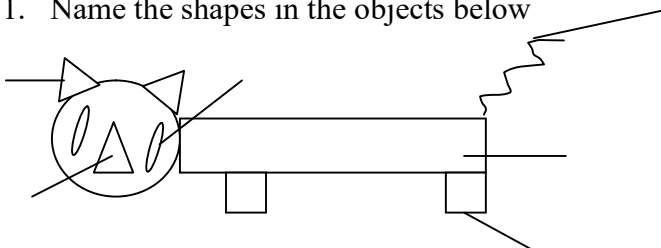


Shade the triangles



### 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:**

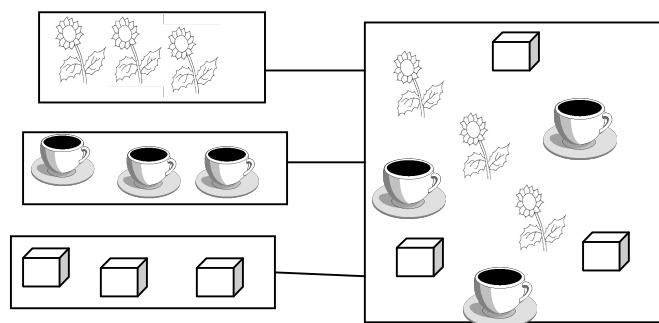
- Guided discovery
- Brain storming
- Observation

**INST MAT:** Real objects

**INTRODUCTION:** Review of the previous lesson

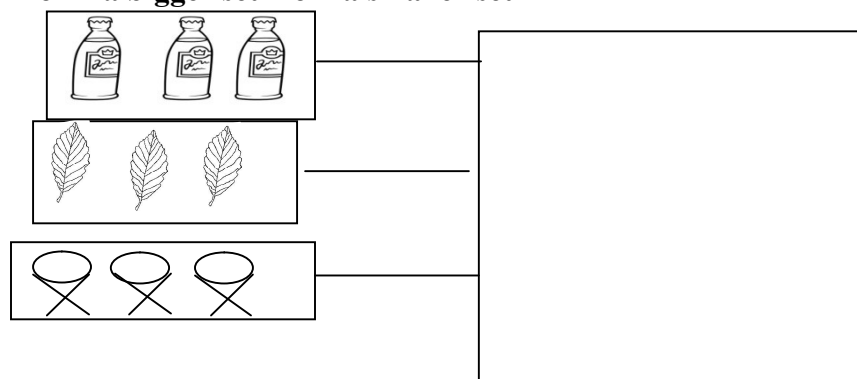
**Reference:** Mk zoo bk I

**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

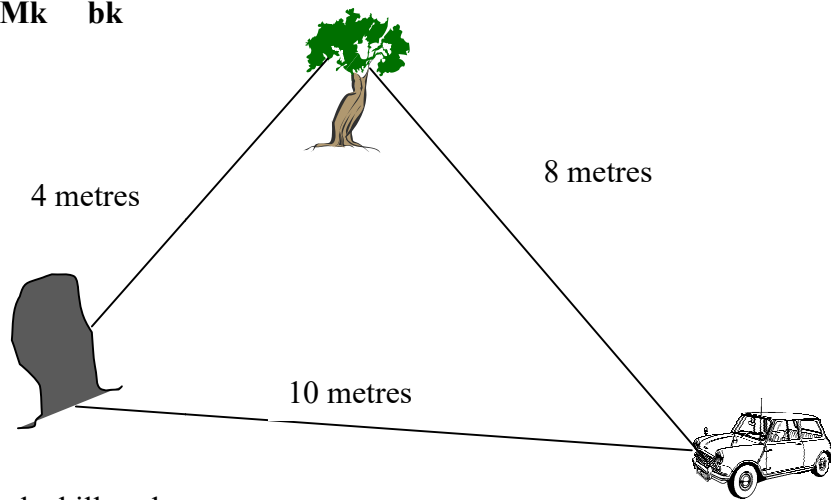
**INST MAT:** Real objects

**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.

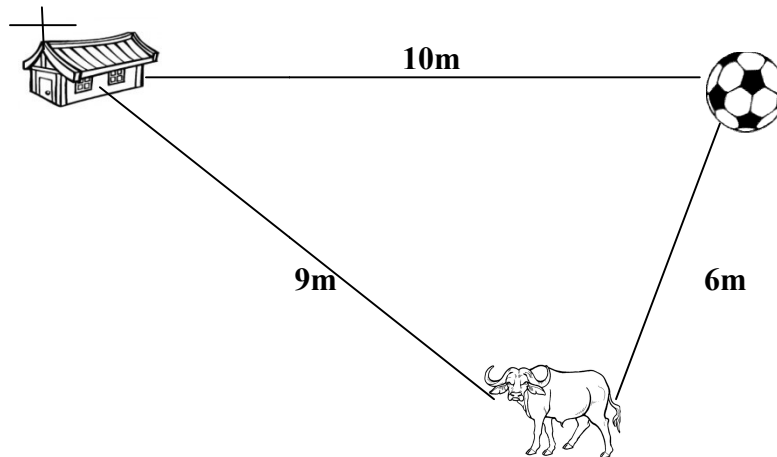
It is 8 metres from a car to the tree.

How long is it from the hill to the car?

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### 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