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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** | **MATHEMATICS** |  |  |  |

**WEEK 1: LESSON 1**

**Strand:** Numbers

**Sub Strand:** Number concepts - Sorting and grouping  
  
**Specific Learning Outcomes:**

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

1. Name five different colors.  
2. Sort and group different objects according to color in the classroom.  
3. Appreciate the use of sorting and grouping items according to color in their daily lives.  
  
**Key Inquiry Question(s):**

- How can we group items with different colors?

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| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking** * **problem solving** * **Self- efficacy** * **Creativity and Imagination** * **Learning to learn** | * **Unity** * **Responsibility** * **Respect** * **Social justice** | * **Safety** * **Creativity** * **Critical thinking** * **Social cohesion** |

**Learning Resources:**

- Counters  
- Pictures of different colors  
- Objects with different colors  
- KLB Tusome Mathematics Activities Pupils Book 1 Pg. 65  
  
**Organisation of Learning:  
  
Introduction:**1. Review the previous lesson.  
2. Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development:**

**Step 1:** Observing Colors

- Show various pictures with different colors and ask learners to identify which pictures have similar colors found in the classroom.  
  
**Step 2:** Naming Colors

- Ask learners to name five different colors they know and discuss why identifying colors is important in daily life.  
  
**Step 3:** Sorting Objects

- In groups, provide learners with objects of different colors and ask them to sort and group objects with the same color together.  
  
**Step 4:** Group Presentation

- Each group will present to the class the objects they have sorted and grouped, explaining their reasoning behind the grouping.  
  
**Conclusion**

1. Summarize key points and learning objectives achieved during the lesson.  
2. Conduct a brief interactive activity where learners work together to group objects based on color.  
3. Provide a preview of upcoming topics or questions to consider for the next session.  
  
**Extended Activities:**

- Grade-relevant extended activities could include:  
- Asking students to find objects at home and sort them by color.  
- Creating a color wheel using different colored objects.  
- Playing color sorting games online or using flashcards.  
  
**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 2**

**Strand:** Numbers

**Sub Strand:** Number Concepts. Pairing and matching  
  
**Specific Learning Outcomes:**

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

1. Name five different shapes.  
2. Pair and match items according to size and shape in the classroom.  
3. Appreciate the use of pairing and matching items according to size and shape in their daily lives.  
  
**Key Inquiry Question:**

- How can we group items having different shapes?

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| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking** * **Problem solving** * **Self- efficacy** * **Creativity and Imagination** * **Digital litercay** | * **Unity** * **Responsibility** * **Respect** | * **Safety** * **Social cohesion** * **Creativity** |

**Learning Resources:**

- Counters  
- Pictures of different shapes  
- Objects of different shapes and sizes  
- KLB Tusome Mathematics Activities Pupils Book 1 Pg. 66  
  
**Organisation of Learning:**

**Introduction:**  
- Review the previous lesson on numbers.  
- Guide learners to read and discuss relevant content from the provided learning resources, emphasizing the understanding of key concepts related to shapes and matching.  
  
**Lesson Development:**

**Step 1:** Naming Shapes

- Introduce five different shapes (circle, square, triangle, rectangle, and pentagon) using visuals and real-life examples.  
- Have students practice saying the names of these shapes and identifying them in pictures.  
  
**Step 2:** Pairing and Matching by Shape

- Divide learners into small groups.  
- Provide a variety of objects in different shapes and sizes for each group.  
- Instruct students to pair and match the objects according to their shapes. Encourage discussions on why certain items are matched together.  
  
**Step 3:** Sorting by Size and Shape

- Have students sort the objects based on both size and shape.  
- Discuss the concept of size (big, small) and compare different shapes in terms of size.  
- Encourage recognition of patterns and relationships between shapes during this activity.  
  
**Step 4:** Creating Paper Cut-outs

- Pair students and provide them with colored paper.  
- Instruct them to make paper cut-outs of different shapes and colors.  
- Have each pair present their cut-outs to the class, explaining the shapes they have created and how they can be matched.  
  
**Conclusion**

- Summarize the key points learned during the lesson, including naming shapes, pairing & matching by shape, and sorting by size and shape.  
- Conduct a brief interactive activity where students can identify shapes around the classroom or draw shapes on the board.  
- Provide a preview of upcoming topics or questions related to shapes for the next session.  
  
**Extended Activities:**

- For extended learning, suggest a shape scavenger hunt where students find and list objects in the classroom based on their shapes.  
- Encourage learners to create a shape collage using magazine cut-outs or craft materials to reinforce their understanding of shapes and matching.  
 **Teacher Self-Evaluation:**

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**WEEK 1: LESSON 3**

**Strand:** Numbers

**Sub Strand:** Number concept   
  
**Specific Learning Outcomes:**

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

1.Name three ways we can pair and match objects.  
2. Pair and match objects in the classroom.  
3. Appreciate the use of pairing and matching items in day-to-day activities.  
  
**Key Inquiry Question(s):**

- How do you identify the same as?

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| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking** * **Problem solving** * **Self- efficacy** * **Communication and Collaborations** * **Creativity and Imagination** | * **Unity** * **Responsibility** * **Respect** * **Social justice** | * **Safety** * **Social cohesion** * **Creativity** |

**Learning Resources:**

- Counters  
- Books  
- Pencils  
- Rulers  
- Bottle caps  
- KLB Tusome Mathematics Activities Pupils Book 1 Pg. 67  
  
**Organisation of Learning:  
  
Introduction:**  
- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development:**

**Step 1:** Introduce the concept of pairing and matching objects. Discuss why it is important to be able to pair and match objects in everyday life.

**Step 2:** Demonstrate three ways to pair and match objects (e.g., color, size, shape). Allow students to practice identifying pairs based on these attributes.

**Step 3:** Divide students into groups and provide them with various objects. Have them work together to pair and match objects to establish an equal number of objects ("same as").

**Step 4:** Each group will present their paired and matched objects to the class, explaining how they decided to match them.  
  
**Conclusion**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity where students can verbally identify pairs and matches around the classroom.  
- Provide a preview of the next session's topic on numbers.  
  
**Extended Activities:**

- Encourage students to continue practicing pairing and matching objects at home. This could involve sorting toys, matching socks, or organizing items based on specific attributes.  
  
**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 4**

**Strand:** Numbers

**Sub Strand:** Number concept. Ordering  
 **Learning Objectives:**

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

1.Name two ways you can arrange objects.  
2.Order and sequence objects from smallest to biggest (ascending order) in the classroom.  
3.Appreciate arranging objects from the smallest to the biggest.  
  
**Key Inquiry Question:**

- How can we order objects from the smallest to the biggest?

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| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking** * **Problem solving** * **Self- efficacy** * **Communication and Collaborations** * **Creativity and Imagination** | * **Unity** * **Responsibility** * **Respect** * **Social justice** | * **Safety** * **Social cohesion** * **Creativity** * **Critical thinking** |

**Learning Resources:**

- Counters, objects of different sizes, pictures, digital devices, KLB Tusome Mathematics Activities Pupils Book 1 Pg. 68  
  
**Organisation of Learning:  
  
Introduction:**

- Review the previous lesson on ordering objects based on size or age.  
- Guide learners to read and discuss relevant content from the provided learning resources to reinforce key concepts.  
  
**Lesson Development:**  
**Step 1:** Understanding Ascending Order

- Explain the concept of ascending order (from smallest to biggest) using examples with objects of varying sizes.  
- Engage students in a discussion about the importance of arranging objects in a specific order.  
  
**Step 2:** Ways to Arrange Objects

- Ask students to name two ways they can arrange objects based on size or age.  
- Provide examples and encourage students to think critically about different arrangements.  
  
**Step 3:** Ordering Objects Practically

- Divide students into groups of five and have them order themselves from smallest to biggest based on age or size.  
- Encourage students to use critical thinking and teamwork to successfully complete the task.  
  
**Step 4:** Arranging Objects in the Classroom

- Have students individually or in pairs, order objects in the classroom and bags from the smallest to the biggest.  
- Monitor and support students as they apply what they have learned during the lesson.  
  
**Conclusion:**

- Summarize key points discussed during the lesson, emphasizing the importance of ordering objects from smallest to biggest.  
- Conduct a brief interactive activity where students practice ordering objects in ascending order to reinforce learning.  
- Provide a preview of upcoming topics to prepare students for the next session.  
  
**Extended Activities:**

- Encourage students to practice ordering objects at home and share their experiences in the next class.  
- Create a hands-on activity where students sort objects into various categories based on size or other criteria to deepen understanding.  
  
**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 5**

**Strand:** Numbers

**Sub Strand:** Number concept. Making Patterns.  
  
**Specific Learning Outcomes:**

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

1.Define the term patterns. Identify patterns in the classroom.

2.Appreciate making patterns using real objects in the classroom.  
  
**Key Inquiry Question(s):**

- How do you make patterns? How do you identify patterns?

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| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking** * **Problem solving** * **Self- efficacy** * **Communication and Collaborations** * **Creativity and Imagination** | * **Unity** * **Responsibility** * **Respect** * **Social justice** | * **Safety** * **Social cohesion** * **Creativity** * **Critical thinking** |

**Learning Resources:**

- Counters, Pencils, Rubbers, Bottles, Books, Rulers, KLB Tusome Mathematics Activities Pupils Book 1 Pg. 69  
  
**Organisation of Learning:**  
**Introduction:**

- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development:**

- Based on learning experience: Learners to define the term patterns. Learners in pairs to identify different patterns in the classroom. Learners in pairs to make patterns using real objects. Learners in groups to make paper cut-outs of different shapes, sizes, and colors then make patterns using them.  
  
**Step 1:** Defining Patterns

- Introduce the concept of patterns using examples from everyday objects.  
- Explain that a pattern is a sequence that repeats in a predictable way.  
- Engage students in a discussion to come up with their own definitions of patterns.  
  
**Step 2:** Identifying Patterns

- Guide students to look around the classroom and identify different patterns present such as floor tiles, bookshelf arrangements, etc.  
- Encourage students to describe the patterns they see using colors, shapes, or sizes.  
  
**Step 3:** Making Patterns with Objects

- Provide students with a variety of real objects (counters, pencils, rubbers, etc.) and encourage them to create their own patterns.  
- Monitor and support students as they engage in this hands-on activity.  
  
**Step 4:** Creating Paper Cut-Out Patterns

- Divide students into groups and provide them with paper cut-outs of different shapes, sizes, and colors.  
- Instruct each group to arrange the cut-outs in patterns of their choice and discuss these patterns within the group.  
  
**Conclusion:**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity where students showcase the patterns they created and explain how they made them.  
- Provide a preview of upcoming topics or questions to consider for the next session.  
  
**Extended Activities:**

- Assign students the task of finding patterns at home or in their neighborhood and documenting them with drawings or photographs.  
- Create pattern worksheets for students to complete independently, reinforcing the concept of patterns.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 1**

**Strand:** Numbers

**Sub Strand:** Number Concept, Number Names  
  
**Specific Learning Outcomes:**

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

1.Recite number names in order from 1 to 40 in the classroom.  
2.Recite number names in order from 40 to 1 correctly.  
3. Have fun reciting number names from 1 to 40 while skipping.  
  
**Key Inquiry Question:**- Which number is this? (Example: Which number is 33?)

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| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking** * **Problem solving** * **Self- efficacy** * **Communication and Collaborations** * **Creativity and Imagination** | * **Unity** * **Responsibility** * **Respect** * **Social justice** | * **Safety** * **Social cohesion** * **Creativity** * **Critical thinking** |

**Learning Resources:**- Counters  
- Skipping ropes  
- KLB Tusome Mathematics Activities Pupils Book 1 Pg. 70  
 **Organisation of Learning:  
  
Introduction:**

1. Review the previous lesson on number names and sequencing.  
2. Engage learners in a discussion about number names using the learning resources to reinforce key concepts.  
  
**Lesson Development:**  
**Step 1:** Reciting Number Names 1-20

- Have learners recite number names 1-20 as they clap their hands.  
  
**Step 2:** Group Recitation 20-40

- Divide learners into groups and have them recite number names 20-40 while stamping their feet, clapping their hands, and jumping.  
  
**Step 3:** Thumb Clicking Activity

- Instruct learners to recite numbers 1-40 while thumb clicking.  
  
**Step 4:** Skipping or Dancing Fun

- Have learners recite numbers 40-1 while skipping or dancing around the classroom.  
  
**Conclusion:**

1. Summarize the key points learned during the lesson.  
2. Conduct an interactive activity to reinforce number sequencing.  
3. Provide a preview of the upcoming topics in the next session.  
  
**Extended Activities:**

- Assign a take-home activity where students can practice reciting number names in order.  
- Create a number sequence game where students have to arrange numbers from least to greatest using counters.  
  
**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 2**

**Strand:** Numbers

**Sub Strand:** Number concept. Number’s using objects.  
  
**Specific Learning Outcomes:**

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

1. Name numbers 1 to 30.  
2. Identify numbers 11 to 20 in the classroom.  
3. Appreciate representing numbers 11 to 20 using concrete objects in the classroom.  
  
**Key Inquiry Question:**

- How many items are in a dozen?

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| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking** * **Problem solving** * **Self- efficacy** * **Communication and Collaborations** * **Creativity and Imagination** | * **Unity** * **Responsibility** * **Respect** * **Social justice** | * **Safety** * **Social cohesion** * **Creativity** * **Critical thinking** |

**Learning Resources:**

- Counters  
- Straws  
- Pencils  
- Stones  
- Flashcards of numbers 1-30  
- KLB Tusome Mathematics Activities Pupils Book 1 Pg. 71 - 72  
  
**Organisation of Learning:  
  
Introduction:**

- Review the previous lesson with the students.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development:**  
  
**Step 1:**- Introduce numbers 1 to 30 to the students.  
- Show flashcards with numbers 1-30 and have students practice naming the numbers aloud.  
  
**Step 2:**- Focus on numbers 11 to 20 specifically.  
- Have students identify numbers 11-20 in the classroom environment.  
- Use objects like counters, straws, and pencils to represent each number to reinforce the concept.  
  
**Step 3:**  
- Engage students in a hands-on activity where they use different concrete classroom objects to represent numbers 11-20.  
- Encourage students to use their body parts as a reference point for counting and representing numbers.  
  
**Step 4:**  
- Facilitate a group discussion where students share their experiences in representing numbers using objects.  
- Encourage students to explain their reasoning behind the choices of objects for each number.  
  
**Conclusion:**

- Summarize the key points learned during the lesson.  
- Conduct a brief interactive activity where students are asked to identify random numbers between 1 and 30 using the concrete objects.  
- Provide a preview of upcoming topics or questions to consider for the next session.  
  
**Extended Activities:**

- Ask students to create their own flashcards with numbers and objects representing numbers 11-20.  
- Play games like "Count and Match" where students have to match the correct number to the corresponding amount of objects.  
  
**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 3**

**Strand:** Numbers

**Sub-Strand:** Number Concept - Counting  
  
**Specific Learning Outcomes:**

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

1. List three objects we can use to count.  
2. Demonstrate through counting that a group in all situations has only one count.  
3. Appreciate realizing a group of objects in all situations has only one count.  
  
**Key Inquiry Question(s):**

- Which group has more?

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| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking** * **Problem solving** * **Self- efficacy** * **Communication and Collaborations** * **Creativity and Imagination** | * **Unity** * **Responsibility** * **Respect** * **Social justice** | * **Safety** * **Social cohesion** * **Creativity** * **Critical thinking** |

**Learning Resources:**

- Counters (e.g., beans, stones, rubbers)  
- KLB Tusome Mathematics Activities Pupils Book 1 Pg. 73  
  
**Organisation of Learning:**  
**Introduction:**

- Review the previous lesson on counting.  
- Guide learners to read and discuss relevant content from the KLB Tusome Mathematics Activities Pupils Book 1 Pg. 73, emphasizing the understanding of the key concepts of counting.  
  
**Lesson Development:**

**Step 1:** Object to Count Identification

- Introduce different objects that can be used for counting, such as beans, stones, or rubbers.  
- Ask students to list and discuss three objects they can use to count.  
  
**Step 2:** One-to-One Correspondence

- Explain and demonstrate to students that each object in a group should be counted only once.  
- Provide examples and non-examples to clarify the concept.  
- Have students practice counting objects with one-to-one correspondence.  
  
**Step 3:** Counting in Pairs

- Pair students up and provide each pair with a set of objects to count.  
- Instruct students to count the objects together and determine the total number.  
- Each pair will then present the number they counted to the class.  
  
**Step 4:** Workbook Exercise

- Distribute the exercise on page 73 of the KLB Tusome Mathematics Activities Pupils Book 1.  
- Have students complete the exercise independently, reinforcing the concepts learned during the lesson.  
  
**Conclusion:**

- Summarize the key points discussed during the lesson, such as object-to-count identification, one-to-one correspondence, and counting in groups.  
- Conduct a brief interactive activity where students compare different groups to identify which has more objects.  
- Provide a preview of the upcoming topics to prepare the learners for the next session.  
 **Extended Activities:**

- For extended practice, students can be encouraged to create their own counting scenarios using different objects at home and share them with the class the next day. They can also create simple counting charts or graphs using the objects they listed.  
  
**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 4**

**Strand:** Numbers

**Sub Strand:** Whole Numbers. Counting  
  
**Introduction:**

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

1.Count numbers in 5’s backwards from 25 to 5.  
2.Count numbers in 5’s up to 25 in the classroom.  
3. Appreciate counting by 5’s up to 25.  
  
**Key Inquiry Question:**

- How can we count in 5’s?

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| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking** * **Problem solving** * **Self- efficacy** * **Communication and Collaborations** * **Creativity and Imagination** | * **Unity** * **Responsibility** * **Respect** * **Social justice** | * **Safety** * **Social cohesion** * **Creativity** * **Critical thinking** |

**Learning Resources:**- Counters  
- Sticks  
- Straws  
- Pencils  
- Number cards 1-25  
- KLB Tusome Mathematics Activities Pupils Book 1 Pg. 74  
  
**Organization of Learning:**  
**Introduction:**

- Review the previous lesson on counting in 2's and 10's.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of counting by 5’s.  
  
**Lesson Development:**

**Step 1:** Understanding Counting in 5's

- Explain the concept of counting in 5’s forward and backward using manipulatives like counters.  
- Have students practice counting in 5’s forward and backward with the support of visual aids.  
  
**Step 2:** Identifying Groups of 5

- Organize learners into small groups and ask them to identify objects in the classroom that can be grouped in sets of 5.  
- Discuss their findings and encourage them to explain how they know each group consists of 5 items.  
  
**Step 3:** Counting Real Items in 5's

- Pair up students and provide them with real items such as pencils or sticks.  
- Ask them to count the items in sets of 5 from 5 up to 25.  
- Circulate around the room to ensure students are correctly counting in 5’s.  
  
**Step 4:** Independent Practice

- Distribute number cards 1-25 to each student.  
- Ask them to practice counting by 5’s, both forward and backward, independently.  
- Provide support and feedback as needed.  
  
**Conclusion:**

- Summarize the key points learned about counting in 5’s.  
- Conduct a quick interactive activity where students take turns counting in 5’s as a group.  
- Briefly introduce the topic for the next lesson on counting in 10’s.  
  
**Extended Activities:**

- Encourage students to create their own sets of 5 using everyday objects at home and practice counting them.  
- Challenge students to create a counting in 5’s chart up to 50 using a blank sheet of paper and markers.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 5**

**Strand:** Numbers

**Sub Strand:** Whole Numbers. Counting - 2  
  
**Specific Learning Outcomes:**

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

1. Rote count numbers 1 to 50.  
2. Count backwards and forwards in 5’s from and to 50 in the classroom.  
3. Appreciate counting numbers in 5s in the classroom.  
 **Key Inquiry Question:**

- How can we count in 5’s?

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| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking** * **Problem solving** * **Self- efficacy** * **Communication and Collaborations** * **Creativity and Imagination** | * **Unity** * **Responsibility** * **Respect** * **Social justice** | * **Safety** * **Social cohesion** * **Creativity** * **Critical thinking** |

**Learning Resources:**

- Counters  
- Sticks  
- Straws  
- Pencils  
- Number cards 1-50  
- KLB Tusome Mathematics Activities Pupils Book 1 Pg. 75  
  
**Organisation of Learning:  
  
Introduction:**

- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development:**

**Step 1:** Rote Counting

- Introduce the concept of rote counting numbers from 1 to 50.  
- Demonstrate counting from 1 to 50 as a class.  
- Encourage individual students to practice counting out loud.  
  
**Step 2:** Counting in 5’s

-Provide each pair of students with number cards 1-50 and number lines.  
- In pairs, have students count forward by 5’s up to 50 starting from various points on the number line.  
- Monitor and assist students as needed.  
  
**Step 3:** Counting Backwards in 5’s

- Instruct students to use the number line to count backwards in 5’s from a given point.  
- Guide them in understanding the pattern of counting backward by 5’s.  
- Provide support and reinforcement as necessary.  
  
**Step 4:** Counting Real Items in 5’s

- Divide students into pairs or small groups.  
- Distribute counters, sticks, or straws.  
- Instruct students to count real items in 5's forward, starting from 5 up to 50.  
- Observe and guide the pairs/groups as they engage in the activity.  
  
**Conclusion:**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity, such as a quick quiz or game, to reinforce the main topics.  
- Provide a preview of upcoming topics or questions to consider for the next session.  
  
**Extended Activities:**

-Encourage students to practice counting in 5’s at home using everyday objects.  
- Create a counting chart for students to continue practicing rote counting and counting in 5’s.  
- Have students create their own number lines for counting in 5's and share with the class.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** | **MATHEMATICS** |  |  |  |

**WEEK 3: LESSON 1**

**Strand:** Numbers

**Sub Strand:** Whole Numbers using objects  
  
**Specific Learning Outcomes:**

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

1.Read numbers 1-50  
2.Represent numbers 1-40 using concrete objects  
3. Appreciate representing numbers 1 to 40 using objects  
  
**Key Inquiry Question(s):**

- How many do you see?

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| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking** * **Problem solving** * **Self- efficacy** * **Communication and Collaborations** * **Creativity and Imagination** | * **Unity** * **Responsibility** * **Respect** * **Social justice** | * **Safety** * **Social cohesion** * **Creativity** * **Critical thinking** |

**Learning Resources:**

- Counters  
- Books  
- Bottle  
- Bottle caps  
- Beans  
- KLB Tusome Mathematics Activities Pupils Book 1 Pg. 76 - 77  
  
**Organisation of Learning:  
  
Introduction:**

- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development:**

- Based on learning experience:  
  
**Step 1:** Reading Numbers

- Introduce numbers 1 to 40 to the students.  
- Encourage students to practice reading and identifying these numbers using flashcards or a number chart.  
  
**Step 2:** Representing Numbers Using Objects

- Provide students with various safe objects in the classroom (counters, bottle caps, beans, etc.).  
- Instruct students to choose a number and represent it using the objects.  
- Guide them in understanding the concept of using objects to show numerical value.  
  
**Step 3:** Group Activity

- Divide students into small groups.  
- Instruct each group to select a number and collaboratively represent it using objects.  
- Encourage peer interaction and communication during this activity.  
  
**Step 4:** Counting and Matching

- Show students pictures with objects arranged in different quantities.  
- Guide students to count the objects in each picture and match them with the correct numerical value (numbers 1-40).  
  
**Conclusion:**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity where students showcase their representation of numbers using objects.  
- Preview upcoming topics or questions to consider in the next session.  
  
**Extended Activities:**

- Provide students with worksheets where they can practice representing numbers with objects at home.  
- Encourage students to create their own number objects using materials found at home and share them with the class in the next session.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** | **MATHEMATICS** |  |  |  |

**WEEK 3: LESSON 2**

**Strand:** Numbers

**Sub Strand:** Whole Numbers - Tens and Ones  
  
**Specific Learning Outcomes:**

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

1.Define the term value.  
2.Identify place value of ones and tens.  
3. Appreciate recognizing place value of tens and ones in numbers.  
  
**Key Inquiry Question(s):**

- How many tens and ones are in the number 27?

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| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking** * **Problem solving** * **Self- efficacy** * **Communication and Collaborations** * **Creativity and Imagination** | * **Unity** * **Responsibility** * **Respect** * **Social justice** | * **Safety** * **Social cohesion** * **Creativity** * **Critical thinking** |

**Learning Resources:**

- Counters  
- Bundles of sticks/straws  
- Sticks  
- Tins marked ones and tens  
- KLB Tusome Mathematics Activities Pupils Book 1 Pg. 78  
  
**Organisation of Learning:  
  
Introduction:**

- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development:**

- Based on learning experience:  
  
**Step 1:** Defining Value

- Discuss the definition of value with the students.  
- Provide examples and non-examples to clarify the concept.  
  
**Step 2:** Assembling Tens and Ones

- Have students assemble sticks, straws, strings, and tins to represent tens and ones.  
- Demonstrate how to make bundles of tens and label tins into ones and tens.  
  
**Step 3:** Identifying Place Value

- Guide students to identify the place value of ones and tens in given numbers using hands-on materials.  
- Practice identifying and discussing place values together as a class.  
  
**Step 4:** Recognizing Tens and Ones

- Pair students up to recognize and write the tens and ones of given numbers collaboratively.  
- Encourage peer teaching and sharing of strategies.  
  
**Conclusion:**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics, such as a quick quiz or game.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- For extended activities, students could practice making their own numbers using sticks and tins, and then quiz each other on identifying the place value of tens and ones. They could also create their own place value charts showing various numbers in tens and ones.  
  
**Teacher Self-Evaluation:**

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|  | **GRADE 1** | **MATHEMATICS** |  |  |  |

**WEEK 3: LESSON 3**

**Strand:** Numbers

**Sub Strand:** Whole Numbers Reading and writing numbers.  
  
**Specific Learning Outcomes:**

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

1. Read numbers 1-40 in symbols in the classroom.  
2. Arrange in order numbers 6 – 40 in the classroom.  
3. Write numbers 6 – 40 in symbols in the classroom.  
  
**Key Inquiry Question(s):**

- How can we count 1-80 using claps or jumps?

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| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking** * **Problem solving** * **Self- efficacy** * **Communication and Collaborations** * **Creativity and Imagination** | * **Unity** * **Responsibility** * **Respect** * **Social justice** | * **Safety** * **Social cohesion** * **Creativity** * **Critical thinking** |

**Learning Resources:**

- Counters  
- Number cards  
- Number chart  
- KLB Tusome Mathematics Activities Pupils Book 1 Pg. 79  
  
**Organisation of Learning:  
  
Introduction:**

- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development:**

**Step 1:** Clap and Jump Numbers

- Start by having students count numbers 1-40 as they clap and jump in the classroom.  
  
**Step 2:** Reading Numbers in Symbols

- In small groups, have students read numbers 1-40 in symbols using visual aids like number charts.  
  
**Step 3:** Arranging Number Cards

- Have students work individually or in pairs to arrange number cards in order from 1 – 40 and then from 40 – 1.  
  
**Step 4:** Writing Numbers in Symbols

- Distribute worksheets and ask students to write numbers 6 – 40 in symbols in their notebooks.  
  
**Conclusion:**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity where students can recite numbers in sequence.  
- Preview upcoming topics or questions to consider for the next session.  
  
**Extended Activities:**

- Encourage students to practice reading and writing numbers independently at home using number charts.  
- Have students create their own number cards and play games where they have to arrange them in order or identify missing numbers.  
  
**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 4**

**Strand:** Numbers

**Sub Strand:** Whole Numbers - Numbers in words  
  
**Learning Objective:**

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

1. Read number names 1-10

2.Identify and write numbers 1-10 in words

3. Appreciate identifying and writing numbers 1 to 10 in words.  
  
**Key Inquiry Question:**

- How do we write numbers in words?

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| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking** * **Problem solving** * **Self- efficacy** * **Communication and Collaborations** * **Creativity and Imagination** | * **Unity** * **Responsibility** * **Respect** * **Social justice** | * **Safety** * **Social cohesion** * **Creativity** * **Critical thinking** |

**Learning Resources:**

- Counters  
- Number cards in symbols and words 1 to 20  
- KLB Tusome Mathematics Activities Pupils Book 1 Pg. 80

**Lesson Development:**

**Step 1:**- Begin by reviewing the previous lesson on number recognition.  
- Guide learners through reading numbers 1 to 10 in words.  
- Display number cards with symbols and words on them.  
- Have learners practice reading the number names aloud.  
- Engage in a group discussion on the importance of reading and writing numbers in words.  
  
**Step 2:**  
- Pair learners together and provide each pair with number cards 1 to 10.  
- Instruct them to identify and write the number names of 1 to 10.  
- Circulate the classroom to provide support and guidance as needed.  
- Encourage learners to spell out the number names correctly.  
  
**Step 3:**  
- Conduct a hands-on activity where learners practice counting and writing numbers 1-10 in both symbols and words.  
- Use counters to represent each number and have learners write the corresponding number name.  
- Offer praise and feedback to reinforce learning.  
  
**Step 4:**

- Introduce digital games that involve identifying, naming, and spelling whole numbers.  
- Allow learners to play interactive games that reinforce the concepts taught in class.  
- Conduct a number name identification game using flashcards, where learners have to match the number symbol with its written word.  
  
**Conclusion:**

- Summarize the key points covered during the lesson.  
- Conduct a brief interactive activity where learners can demonstrate their understanding of reading and writing numbers in words.  
- Provide a preview of upcoming topics or questions to consider for the next session.  
  
**Extended Activities:**

- Encourage learners to create their number cards with symbols and words to practice at home.  
- Have learners write short stories incorporating numbers 1-10 in words to reinforce their understanding.  
- Play a number identification scavenger hunt where learners have to find and write down the number names of objects around them.  
  
**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 5**

**Strand:** Numbers

**Sub Strand:** Whole Numbers - Number Patterns  
 **Specific Learning Outcomes:**

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

1. Define the term patterns.  
2.Identify missing numbers in number patterns up to 10.  
3.Appreciate creating number patterns with numbers up to 10.  
  
**Key Inquiry Question:**

- What is the next number in the pattern?

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| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking** * **Problem solving** * **Self- efficacy** * **Communication and Collaborations** * **Creativity and Imagination** | * **Unity** * **Responsibility** * **Respect** * **Social justice** | * **Safety** * **Social cohesion** * **Creativity** * **Critical thinking** |

**Learning Resources:**

- Counters  
- Number chart 1-20  
- Number cards 1-20  
- KLB Tusome Mathematics Activities Pupils Book 1 Pg. 81  
  
**Organisation of Learning:  
  
Introduction:**

1. Review the previous lesson.  
2. Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development:**

**Step 1:** Define Patterns

- Introduce the concept of patterns using examples from the number chart 1-20.  
- Discuss with students what patterns they observe and ask them to define what a pattern is.  
- Model examples of simple number patterns up to 10.  
  
**Step 2:** Identify Missing Numbers

- Provide number patterns with missing numbers up to 10.  
- Engage students to identify and fill in the missing numbers.  
- Encourage students to explain how they arrived at the missing number to reinforce understanding.  
  
**Step 3:** Create Number Patterns

- Divide the students into pairs.  
- Provide number cards 1-20 for students to create their own number patterns up to 20.  
- Encourage pairs to share their patterns with the class and explain the rule they used.  
  
**Step 4:** Number Pattern Identification Game

- Conduct a fun and interactive game where students have to identify the next number in a given pattern.  
- Allow students to take turns and collaborate to solve the patterns presented.  
  
**Conclusion:**

- Summarize key points about patterns discussed in the lesson.  
- Engage students in a brief interactive activity where they create a simple number pattern on the number chart.  
- Provide a preview of the next lesson's topics or questions for students to consider.  
  
**Extended Activities:**

- Create pattern cards with shapes or objects instead of numbers for students to identify and continue the patterns.  
- Outdoor activity: Have students create patterns using their body movements in a large group setting to reinforce the concept of patterns in a different context.  
  
**Teacher Self-Evaluation:**

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|  | **GRADE 1** | **MATHEMATICS** |  |  |  |

**WEEK 4: LESSON 1**

**Strand:** Numbers

**Sub Strand:** Whole Numbers - Number Patterns

**Specific Learning Outcomes:**

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

1.Make patterns using numbers up to 20.  
2. Work out missing numbers in number patterns increasing in 2’s and 5’s in the classroom.  
3. Appreciate number patterns.  
  
**Key Inquiry Question:**

- How can we identify missing numbers?

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| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking** * **Problem solving** * **Self- efficacy** * **Communication and Collaborations** * **Creativity and Imagination** | * **Unity** * **Responsibility** * **Respect** * **Social justice** | * **Safety** * **Social cohesion** * **Creativity** * **Critical thinking** |

**Learning Resources:**

- Counters  
- Number line  
- Digital device with whole number digital games  
- KLB Tusome Mathematics Activities Pupils Book 1 Pg. 82  
  
**Organisation of Learning:  
  
Introduction:**  
- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development:**

- Based on learning experience:  
  
**Step 1:**- Teacher introduces the concept of number patterns and demonstrates counting forward in 2’s, 3’s, and 5’s up to 20.  
- Students practice counting forward in different patterns individually.  
- Class discussion on recognizing patterns in numbers.  
  
**Step 2:**- Using a number line, teacher presents examples of number patterns with missing numbers.  
- Students are guided to identify and fill in missing numbers in given patterns.  
- Pair activity: Students work together to create their own number patterns on the number line.  
  
**Step 3:**- Teacher introduces a number pattern identification game using classroom resources.  
- Students take turns identifying the next number in a given pattern, fostering critical thinking and problem-solving skills.  
  
**Step 4:**- Consolidation: Class discussion on the importance and relevance of identifying number patterns.  
- Recap on the key learning outcomes and allow students to ask questions for clarification.  
  
**Conclusion:**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity where students verbally identify number patterns.  
- Preview upcoming topics or questions for students to consider for the next session.  
 **Extended Activities:**

- Create worksheets or cards with different number patterns for students to solve independently.  
- Encourage students to find number patterns in their daily lives, such as in calendars or counting objects around them.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** | **MATHEMATICS** |  |  |  |

**WEEK 4: LESSON 2**

**Strand:** Numbers

**Sub Strand:** Addition  
 **Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to: Define the term addition.**

1. Add 3 single-digit numbers up to a sum of 10.  
2.Develop curiosity to add 3 single-digit numbers using number cards.  
  
**Key Inquiry Question(s):**

- How can we use the + and = signs?

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| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking** * **Problem solving** * **Self- efficacy** * **Communication and Collaborations** * **Creativity and Imagination** | * **Unity** * **Responsibility** * **Respect** * **Social justice** | * **Safety** * **Social cohesion** * **Creativity** * **Critical thinking** |

**Learning Resources:**

- Counters  
- Seeds  
- Number cards 1 to 10  
- Number line cards  
- KLB Tusome Mathematics Activities Pupils Book 1 Pg. 83  
  
**Organisation of Learning:  
  
Introduction:**

- Review the previous lesson on basic addition concepts.  
- Guide learners to read and discuss relevant content from the KLB Tusome Mathematics Activities Pupils Book 1 Pg. 83, emphasizing understanding of key concepts.  
  
**Lesson Development:**

**Step 1:** Definition of Addition

- Explain to the students what addition means using simple language.  
- Provide examples of addition using objects like counters and seeds.  
- Have students practice writing the addition symbol (+) on the board.  
  
**Step 2:** Adding with Symbols

- In pairs, have students use the + and = signs to add different objects within the classroom.  
- Encourage them to write out the addition sentences e.g., 2 + 3 = 5.  
- Monitor and provide guidance as needed.  
  
**Step 3:** Adding 3 Single-Digit Numbers on a Number Line

- Demonstrate adding 3 single-digit numbers by skipping on a number line (e.g., 2 + 3 + 1).  
- Have students practice this method using their own number lines and number cards.  
- Encourage them to describe their thinking process out loud as they add the numbers.  
  
**Step 4:** Adding 3 Single-Digit Numbers with Number Cards

- Distribute number cards 1 to 10 to each student.  
- In pairs, have students randomly select 3 cards and add the numbers together.  
- Encourage them to show their work using the number cards and discuss their answers with their partners.  
  
**Conclusion:**

- Summarize the key points discussed during the lesson regarding addition.  
- Conduct a brief interactive activity where students can showcase their understanding by solving addition problems using counters or number cards.  
- Provide a preview of the next lesson's topic on subtraction to prepare students for the upcoming session.  
  
**Extended Activities:**

- As an extended activity, students can create their own addition word problems using objects in the classroom and share them with their classmates.  
- Students can also practice addition with real-life scenarios, such as counting items in their lunchboxes or toys at home, and record the addition sentences.  
  
**Teacher Self-Evaluation:**

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|  | **GRADE 1** | **MATHEMATICS** |  |  |  |

**WEEK 4: LESSON 3**

**Strand:** Numbers

**Sub Strand:** Addition   
  
**Specific Learning Outcomes:**

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

1. Arrange a sum of 3 single-digit numbers horizontally and add correctly.  
2. Add 3 single-digit numbers using the family of 10.  
3. Recognize the place value of 3 single-digit numbers.  
  
**Key Inquiry Question(s):**

- How can we add 3 single-digit numbers by counting on?

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| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking** * **Problem solving** * **Self- efficacy** * **Communication and Collaborations** * **Creativity and Imagination** | * **Unity** * **Responsibility** * **Respect** * **Social justice** | * **Safety** * **Social cohesion** * **Creativity** * **Critical thinking** |

**Learning Resources:**

- Counters (bottle tops, marbles, stones, sticks, grains)  
- Number line cards  
- Number cards  
- KLB Tusome Mathematics Activities Pupils Book 1 Pg. 84  
  
**Organisation of Learning:  
  
Introduction:**

- Review the previous lesson on basic addition concepts.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development:**

**Step 1:** Demonstration

- Teacher demonstrates how to add 3 single-digit numbers horizontally.

**Step 2:** Guided Practice  
- Learners give the steps to follow while adding 3 single-digit numbers.

**Step 3:** Practice Session

- Learners work in pairs to practice arranging and adding sums of 3 single-digit numbers horizontally until mastery.

**Step 4:** Application

- Learners add 3 single-digit numbers together with sums not exceeding 10.  
  
**Conclusion:**

- Summarize the key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics, such as a quick addition challenge.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Grade-relevant extended activities could include:  
1. Creating their own addition problems with 3 single-digit numbers.  
2. Using counters or number cards to practice adding larger numbers vertically.  
3. Playing math games that involve adding multiple single-digit numbers.  
 **Teacher Self-Evaluation:**

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|  | **GRADE 1** | **MATHEMATICS** |  |  |  |

**WEEK 4: LESSON 4**

**Strand:** Numbers

Sub Strand: Addition

**Specific Learning Outcomes:**

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

1. State the term place value.  
2. Add a 2-digit number to a 1-digit number without regrouping vertically.  
3. Appreciate adding a 2-digit number to a 1-digit number.  
  
**Key Inquiry Question:**

- How can you add a 2-digit number to a 1-digit number?

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| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking** * **Problem solving** * **Self- efficacy** * **Communication and Collaborations** * **Creativity and Imagination** | * **Unity** * **Responsibility** * **Respect** * **Social justice** | * **Safety** * **Social cohesion** * **Creativity** * **Critical thinking** |

**Learning Resources:**

- Counters  
- Small stones  
- Number cards  
- Place value chart  
- KLB Tusome Mathematics Activities Pupils Book 1 Pg. 85  
  
**Organisation of Learning:**  
**Introduction:**

- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development:**

**Step 1:** State the term place value.

**Step 2:** In groups, learners to add a 2-digit number to a 1-digit number without regrouping vertically using a place value chart.

**Step 3:** Appreciate adding a 2-digit number to a 1-digit number using a place value chart.

**Step 4:** Practice adding 2-digit number to 1-digit number independently using number cards and place value chart.  
  
**Conclusion:**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Create a worksheet with various 2-digit numbers and 1-digit numbers for students to practice adding without regrouping.  
- Play a game where students need to add numbers using counters and place value chart.  
 **Teacher Self-Evaluation:**

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**WEEK 4: LESSON 5**

**Strand:** Numbers

Sub Strand: **Addition**

**Specific Learning Outcomes:**

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

1.Name three objects used in counting.  
2.Add a 2-digit number to a 1-digit number without regrouping horizontally.  
3. Develop curiosity of adding a 2-digit number to a 1-digit number without regrouping horizontally.  
  
**Key Inquiry Question:**

- How can you add a 2-digit number to a 1-digit number?

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| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking** * **Problem solving** * **Self- efficacy** * **Communication and Collaborations** * **Creativity and Imagination** | * **Unity** * **Responsibility** * **Respect** * **Social justice** | * **Safety** * **Social cohesion** * **Creativity** * **Critical thinking** |

**Learning Resources:**

- Counters  
- Small stones  
- Number cards  
- KLB Tusome Mathematics Activities Pupils Book 1 Pg. 86  
  
**Organization of Learning:**  
**Introduction:**

- Review the previous lesson on basic addition concepts.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development:**

**Step 1:** Introduction to Counting Objects

- Discuss and identify three objects commonly used in counting (e.g., apples, pencils, blocks).  
- Allow students to practice counting using the identified objects.  
  
**Step 2:** Adding 2-Digit and 1-Digit Numbers

- Demonstrate adding a 2-digit number to a 1-digit number without regrouping horizontally using manipulatives like counters or number cards.  
- Engage students in hands-on activities to practice this addition concept.  
  
**Step 3:** Partner Problem Solving

- Pair students up and provide them with problems involving adding a 2-digit number to a 1-digit number.  
- Allow each pair to solve the problems together and present their findings to the class.  
  
**Step 4:** Practice Till Mastery

- Encourage students to practice adding 2-digit and 1-digit numbers independently until they demonstrate mastery.  
  
**Conclusion:**

- Summarize the key points learned during the lesson.  
- Conduct a brief interactive activity, such as a quick addition game, to reinforce the main topics.  
- Provide a preview of upcoming topics or questions to consider for the next session.  
  
**Extended Activities:**

- Assign practice worksheets for students to complete at home to reinforce the addition skills learned in class.  
- Encourage students to create their own addition problems using 2-digit and 1-digit numbers and solve them independently.  
- Integrate real-life scenarios where addition is needed, such as counting money or adding items in a shopping list.  
  
**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 1**

**Strand:** Numbers

**Sub Strand:** Addition

**Specific Learning Outcomes:**

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

1.Rote count numbers 1 to 50.  
2. Add a 2-digit number to a 1-digit number without regrouping vertically.  
3. Appreciate adding a 2-digit number to a 1-digit number without regrouping.  
  
**Key Inquiry Question:**

- How can you add a 2-digit number to a 1-digit number?

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| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking** * **Problem solving** * **Self- efficacy** * **Communication and Collaborations** * **Creativity and Imagination** | * **Unity** * **Responsibility** * **Respect** * **Social justice** | * **Safety** * **Social cohesion** * **Creativity** * **Critical thinking** |

**Learning Resources:**

- Counters  
- Number line  
- Number cards  
- KLB Tusome Mathematics Activities Pupils Book 1 Pg. 87  
 **Organisation of Learning:  
  
Introduction:**

- Review the previous lesson on addition.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts related to adding 2-digit and 1-digit numbers without regrouping.  
  
**Lesson Development:**

**Step 1:** Engage

- Start by asking students to rote count the numbers 1 to 50 together as a class.  
- Introduce the concept of adding a 2-digit number to a 1-digit number without regrouping.  
- Use visual aids like number cards to demonstrate simple addition examples.  
  
**Step 2:** Demonstrate

- Teacher demonstrates how to add a 2-digit number to a 1-digit number without regrouping using a number line.  
- Model the process, step by step, showing how to align the numbers and add without regrouping.  
- Encourage student participation and ask questions to check for understanding.  
  
**Step 3:** Practice

- Divide students into small groups.  
- Provide each group with a set of sums involving a 2-digit number + 1-digit number to solve using a number line.  
- Encourage students to find missing numbers in the sums and work collaboratively to solve them.  
- Each group presents their findings to the class, explaining how they arrived at the answers.  
  
**Step 4:** Reflect

- Discuss as a class the process of adding a 2-digit number to a 1-digit number without regrouping.  
- Encourage students to appreciate the concept and its application.  
- Summarize the key steps and highlight the importance of accuracy in addition.  
  
**Conclusion:**

- Recap the key points learned during the lesson.  
- Conduct a brief interactive activity where students answer questions related to adding 2-digit and 1-digit numbers.  
- Preview upcoming topics and encourage students to think about how addition concepts can be applied in real-life situations.  
  
**Extended Activities:**

- Provide extra practice worksheets for students to reinforce their understanding of adding 2-digit and 1-digit numbers without regrouping.  
- Create a game where students can practice adding 2-digit and 1-digit numbers in a fun and engaging way.  
- Encourage students to create their own addition problems involving 2-digit and 1-digit numbers to solve independently or with a partner.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** | **MATHEMATICS** |  |  |  |

**WEEK 5: LESSON 2**

**Strand:** Numbers

**Sub Strand:** Addition

**Specific Learning Outcomes:**

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

1. State the term place value.  
2. Add a 2-digit number to a 1-digit number without regrouping horizontally.  
3. Appreciate adding a 2-digit number to a 1-digit number.  
  
**Key Inquiry Question:**

- How can you add a 2-digit number to a 1-digit number?

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| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking** * **Problem solving** * **Self- efficacy** * **Communication and Collaborations** * **Creativity and Imagination** | * **Unity** * **Responsibility** * **Respect** * **Social justice** | * **Safety** * **Social cohesion** * **Creativity** * **Critical thinking** |

**Learning Resources:**- Counters  
- Small stones  
- Number cards  
- Place value chart  
- KLB Tusome Mathematics Activities Pupils Book 1 Pg. 88  
  
**Organisation of Learning:  
  
Introduction:**

1. Review the previous lesson on basic addition concepts.  
2. Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concept of place value.  
  
**Lesson Development:**

**Step 1:** Introducing Place Value

- Explain and define the term "place value" to the students using concrete examples (e.g., counting objects).  
- Demonstrate how to identify the place value of digits in 2-digit numbers on a place value chart.  
  
**Step 2:** Adding 2-Digit Number to 1-Digit Number

- Show students how to add a 1-digit number to a 2-digit number without regrouping by using a number line.  
- Provide practice exercises for students to solve in pairs or groups.  
  
**Step 3:** Appreciating Addition

- Discuss with students the importance of understanding addition by adding a 2-digit number to a 1-digit number using a place value chart.  
- Encourage students to express why addition is relevant in daily activities.  
  
**Conclusion:**

1. Summarize key points discussed during the lesson, including place value, adding 2-digit to 1-digit numbers, and the importance of addition.  
2. Conduct a brief interactive activity where students demonstrate their understanding by creating addition problems on their own.  
3. Provide a preview of the upcoming topics or questions for the next session.  
  
**Extended Activities:**

- Ask students to create their own addition problems involving 2-digit and 1-digit numbers for a classmate to solve.  
- Use counters and number cards to create hands-on activities that reinforce the concept of place value and addition.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** | **MATHEMATICS** |  |  |  |

**WEEK 5: LESSON 3**

**Strand:** Numbers

**Sub Strand:** Addition

**Specific Learning Outcomes:**

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

1.Explain steps for adding multiples of 10 vertically and horizontally.  
2.Add multiples of 10 up to 100 vertically and horizontally.  
3.Appreciate the concept of adding multiples of 10 up to 50.  
  
**Key Inquiry Question:**

- How can you add multiples of 10 up to 50 vertically and horizontally?

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| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking** * **Problem solving** * **Self- efficacy** * **Communication and Collaborations** * **Creativity and Imagination** | * **Unity** * **Responsibility** * **Respect** * **Social justice** | * **Safety** * **Social cohesion** * **Creativity** * **Critical thinking** |

**Learning Resources:**- Counters  
- Sticks  
- Straws  
- Number cards  
- KLB Tusome Mathematics Activities Pupils Book 1 Pg. 89  
  
**Organisation of Learning:  
  
Introduction:**

- Review the previous lesson on addition.  
- Guide learners to read and discuss key concepts related to adding multiples of 10 from the provided learning resources.  
  
**Lesson Development:**

**Step 1:** Understanding Adding Multiples of 10

- Introduce the concept of adding multiples of 10 up to 50.  
- Discuss the rules and steps to follow when adding multiples of 10 vertically and horizontally.  
  
**Step 2:** Demonstration in Groups

- Divide learners into groups and have them demonstrate adding multiples of 10 up to 50 vertically and horizontally using counters or number cards.  
- Encourage peer learning and collaboration during this activity.  
  
**Step 3:** Problem-Solving in Pairs

- Pair up learners and provide them with practice problems involving adding multiples of 10 up to 50 vertically and horizontally.  
- Circulate the class to offer support and guidance as needed.  
  
**Step 4:** Application and Reflection

- Have students share their solutions and reflect on the importance of adding multiples of 10 in daily life situations.  
- Encourage students to explain their reasoning and strategies used in solving the problems.  
  
**Conclusion:**

- Summarize the key points discussed during the lesson.  
- Conduct a brief interactive activity like a quick quiz or game to reinforce learning outcomes.  
- Provide a preview of upcoming topics on addition for the next session.  
  
**Extended Activities:**

- Home practice: Encourage students to practice adding multiples of 10 at home using everyday objects.  
- Create a hands-on activity where students can physically group objects in tens to understand the concept better.  
- Interactive online games or worksheets to reinforce adding multiples of 10 up to 50.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** | **MATHEMATICS** |  |  |  |

**WEEK 5: LESSON 4**

**Strand:** Numbers

Sub Strand: Number Patterns  
 **Specific Learning Outcomes:**

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

1. Count forward in 2s, 3s, and 5s up to 50.  
2. Work out missing numbers involving the addition of whole numbers up to 50.  
3.Enjoy filling in the missing number.  
  
**Key Inquiry Question(s):**- How do we work out missing numbers in patterns involving addition?

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| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking** * **Problem solving** * **Self- efficacy** * **Communication and Collaborations** * **Creativity and Imagination** | * **Unity** * **Responsibility** * **Respect** * **Social justice** | * **Safety** * **Social cohesion** * **Creativity** * **Critical thinking** |

**Learning Resources:**

- Counters  
- Sticks  
- Straws  
- Bottle caps  
- Number cards  
- KLB Tusome Mathematics Activities Pupils Book 1 Pg. 90  
  
**Organisation of Learning:  
  
Introduction:**

1. Review the previous lesson.  
2. Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development:**

**Step 1:**  
- Have learners work in pairs to count forward in 2s, 3s, and 5s up to 50.  
**Step 2:**  
- Demonstrate to the class how to get the next number in a number pattern by adding and counting forward.  
**Step 3:**- Provide worksheets or examples for learners to work out missing numbers in patterns involving addition.  
**Step 4:**  
- Engage learners in a group activity where they create their own number patterns with missing numbers for each other to solve.  
  
**Conclusion:**

1. Summarize key points and learning objectives achieved during the lesson.  
2. Conduct a brief interactive activity to reinforce the main topics.  
3. Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- As an extended activity, students can create their own number patterns with missing numbers and challenge their peers to fill in the gaps. This will deepen their understanding of number patterns and addition.  
  
**Teacher Self-Evaluation:**

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|  | **GRADE 1** | **MATHEMATICS** |  |  |  |

**WEEK 5: LESSON 5**

**Strand:** Numbers

**Sub Strand:** Subtraction  
  
**Specific Learning Outcomes:**

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

1.Define the term subtraction  
2.Model subtraction as take-away  
3.Appreciate modeling subtraction as taking away  
  
**Key Inquiry Question(s):**

- How can you model subtraction as taking away?

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| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking** * **Problem solving** * **Self- efficacy** * **Communication and Collaborations** * **Creativity and Imagination** | * **Unity** * **Responsibility** * **Respect** * **Social justice** | * **Safety** * **Social cohesion** * **Creativity** * **Critical thinking** |

**Learning Resources:**

- Counters  
- Sticks  
- Straws  
- Small stones  
- Number cards  
- KLB Tusome Mathematics Activities Pupils Book 1 Pg. 93  
 **Organisation of Learning:  
  
Introduction:**

- Review the previous lesson on addition.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key subtraction concepts.  
  
**Lesson Development:**

**Step 1:** Defining Subtraction

- Introduce the term "subtraction" to the students.  
- Explain that subtraction means taking away or finding the difference between two numbers.  
- Engage students in a discussion to ensure understanding.  
  
**Step 2:** Modeling Subtraction as Take-Away

- Demonstrate subtraction as take-away using concrete objects like counters or small stones.  
- Show how to physically remove objects to demonstrate the concept of subtraction.  
- Encourage students to participate and observe.  
  
**Step 3**: Group Activity - Model Subtraction

- Divide students into small groups and provide them with manipulatives like sticks or straws.  
- Instruct them to model subtraction as taking away by physically removing objects.  
- Circulate around the groups to offer guidance and support.  
  
**Step 4:** Practice and Problem-Solving

- Pair up students and provide them with number cards.  
- Ask students to solve subtraction problems by physically subtracting objects and discussing their solutions.  
- Encourage peer collaboration and provide support as needed.  
  
**Conclusion:**

- Summarize key points about subtraction and taking away.  
- Conduct a brief interactive activity where students demonstrate subtraction using objects.  
- Preview upcoming topics and questions to spark curiosity for the next lesson.  
  
**Extended Activities:**

- Provide students with worksheets or online games to practice subtraction at home.  
- Encourage students to create their own subtraction problems using everyday objects.  
- Implement a subtraction challenge where students compete to solve subtraction problems quickly and accurately.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** | **MATHEMATICS** |  |  |  |

**WEEK 6: LESSON 1**

**Strand:** Numbers

**Sub Strand:** Subtraction   
 **Specific Learning Outcomes:**

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

1. Rote count backwards from 10 to 1.  
2. Subtract numbers 1 – 9 from 10 by taking away.  
3. Appreciate subtracting single-digit numbers from 10 by counting backwards.  
  
**Key Inquiry Question(s):**

- How do you subtract single-digit numbers?

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| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking** * **Problem solving** * **Self- efficacy** * **Communication and Collaborations** * **Creativity and Imagination** | * **Unity** * **Responsibility** * **Respect** * **Social justice** | * **Safety** * **Social cohesion** * **Creativity** * **Critical thinking** |

**Learning Resources:**- Counters  
- Straws  
- Sticks  
- Basic addition facts table  
- KLB Tusome Mathematics Activities Pupils Book 1 Pg. 92  
  
**Organisation of Learning:  
  
Introduction:**

1.Review the previous lesson on addition and basic number concepts.  
2. Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts of subtraction.  
  
**Lesson Development:**  
**Step 1:**  
- Define the term subtraction for learners and provide examples of how it is used.  
- Discuss the concept of counting backwards and how it relates to subtraction.  
  
**Step 2:**- Engage learners in a hands-on activity where they make bundles of ten using straws, pencils, and sticks.  
- Demonstrate how bundles of ten can be used to work out subtraction of single digits from 10.  
  
**Step 3:**- In pairs, have learners use concrete objects to demonstrate subtraction of single-digit numbers by counting backwards.  
- Encourage them to explain their thought process as they work through the subtraction problems.  
  
**Step 4:**  
- Consolidate learning by having a class discussion on the strategies used to subtract single-digit numbers from 10.  
- Provide additional practice opportunities for students to reinforce their understanding of subtraction.  
  
**Conclusion:**

1. Summarize the key points covered in the lesson, including the concept of subtraction and counting backwards.  
2. Conduct a brief interactive activity, such as a subtraction game, to reinforce the main topics.  
3. Preview upcoming topics or questions for students to consider in the next session.  
 **Extended Activities:**

- Encourage students to practice subtraction at home using everyday objects.  
- Provide worksheets or online resources for additional practice on subtracting single-digit numbers from 10.  
- Create a subtraction scavenger hunt where students have to find and solve subtraction problems around the classroom or at home.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** | **MATHEMATICS** |  |  |  |

**WEEK 6: LESSON 2**

**Strand:** Numbers

**Sub Strand:** Subtraction   
  
**Specific Learning Outcomes:**

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

1. Use ‘-‘signs in writing subtraction sentences.  
2. Subtract a single-digit number from a double-digit number by taking away.  
3. Appreciate using ‘-‘ signs in writing subtraction sentences.  
  
**Key Inquiry Question:**

- How do you subtract single-digit numbers from double-digit numbers?

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| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking** * **Problem solving** * **Self- efficacy** * **Communication and Collaborations** * **Creativity and Imagination** | * **Unity** * **Responsibility** * **Respect** * **Social justice** | * **Safety** * **Social cohesion** * **Creativity** * **Critical thinking** |

**Learning Resources:**

- Counters  
- Sticks  
- Straws  
- Small stones  
- Number cards  
- KLB Tusome Mathematics Activities Pupils Book 1 Pg. 93  
  
**Organisation of Learning:  
  
Introduction:**

- Review the previous lesson on subtraction.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development:**  
**Step 1:** Introduction to Subtraction Signs

- Introduce the ‘-‘ sign and explain its use in writing subtraction sentences.  
- Model examples of subtraction sentences using the ‘-‘ sign for learners to observe.  
  
**Step 2:** Subtracting Single-Digit Numbers

- In pairs, learners will use concrete objects like counters or stones to demonstrate subtracting a single-digit number from a double-digit number by physically taking away the objects.  
- Guide students to count backward to find the result of the subtraction.  
  
**Step 3:** Problem-Solving with Subtraction

- In pairs, learners will work on solving subtraction problems involving subtracting single-digit numbers from double-digit numbers.  
- Encourage discussion among pairs to explain how they arrived at their answers.  
  
**Step 4:** Finding Missing Numbers in Subtraction

- Provide learners with subtraction sentences with missing numbers, where a single-digit number needs to be subtracted from a double-digit number.  
- Guide students to fill in the missing numbers to complete the subtraction sentence.  
  
**Conclusion:**

- Summarize the key points learned during the lesson, focusing on the use of ‘-‘ signs in subtraction.  
- Conduct a brief interactive activity where learners practice writing subtraction sentences using the ‘-‘ sign.  
- Preview upcoming topics or questions to consider in the next lesson on subtraction.  
  
**Extended Activities:**

- Provide worksheets for students to practice more subtraction problems independently.  
- Create a subtraction game where students can practice subtracting single-digit numbers from double-digit numbers in a fun way.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** | **MATHEMATICS** |  |  |  |

**WEEK 6: LESSON 3**

**Strand:** Numbers

**Sub Strand:** Subtraction   
  
**Specific Learning Outcomes:**

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

1.Mention two ways we can subtract.  
2. Subtract 1-digit number from a 2-digit number horizontally.  
3. Develop curiosity on subtracting a 1-digit number from a 2-digit number horizontally.  
  
**Key Inquiry Question:**- How do you subtract a single-digit number from a 2-digit number horizontally?

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| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking** * **Problem solving** * **Self- efficacy** * **Communication and Collaborations** * **Creativity and Imagination** | * **Unity** * **Responsibility** * **Respect** * **Social justice** | * **Safety** * **Social cohesion** * **Creativity** * **Critical thinking** |

**Learning Resources:**

- Counters  
- Number line cards  
- Number cards  
- KLB Tusome Mathematics Activities Pupils Book 1 Pg. 94  
  
**Organisation of Learning:  
  
Introduction:**

- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development:**

**Step 1:** Introduction to Subtraction  
- Review the concept of subtraction and discuss different ways to subtract numbers.

**Step 2:** Subtracting 1-digit from 2-digit Numbers  
- Demonstrate how to horizontally subtract a single-digit number from a 2-digit number.

**Step 3:** Practice in Pairs  
- Pair up students and provide them with problems involving subtracting a 1-digit number from a 2-digit number horizontally. Allow them time to solve and present their findings.

**Step 4:** Application and Challenge  
- Introduce additional subtraction problems and encourage students to apply the learned concept. Offer challenging problems for early finishers.  
  
**Conclusion:**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity where students showcase their subtraction skills.  
- Provide a preview of upcoming topics or questions to consider in the next session.  
  
**Extended Activities:**

- Grade-relevant extended activities may include:  
- Subtraction worksheets for homework practice.  
- Online interactive games focusing on horizontal subtraction.  
- Real-life word problems involving subtraction situations.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** | **MATHEMATICS** |  |  |  |

**WEEK 6: LESSON 4**

**Strand:** Numbers

**Sub Strand:** Subtraction - Subtract and add.  
  
**Specific Learning Outcomes:**

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

1.Define the term addition and subtraction.  
2. Use the relationship between addition and subtraction in working out problems involving basic addition facts.  
3. Appreciate subtracting a single digit from a 2-digit number based on basic addition facts.  
  
**Key Inquiry Question(s):**

- How do you subtract number-based addition facts?

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| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking** * **Problem solving** * **Self- efficacy** * **Communication and Collaborations** * **Creativity and Imagination** | * **Unity** * **Responsibility** * **Respect** * **Social justice** | * **Safety** * **Social cohesion** * **Creativity** * **Critical thinking** |

**Learning Resources:**

- Counters  
- Picture of a basic addition facts table  
- KLB Tusome Mathematics Activities Pupils Book 1 Pg. 95  
  
**Organisation of Learning:  
  
Introduction:**

- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development:**  
**Step 1:**- Define the terms addition and subtraction to the learners by using simple examples and illustrations.  
  
**Step 2:**  
- Introduce the basic addition facts table to the learners. Engage them in identifying patterns and relationships between addition and subtraction.  
  
**Step 3:**- In pairs, have learners demonstrate writing two related subtraction facts based on the addition facts they have learned.  
  
**Step 4:**- Guide learners to appreciate subtracting a single digit from a 2-digit number based on basic addition facts using number family concepts until mastery is achieved.  
  
**Conclusion:**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics, such as a quick subtraction game.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- For extended activities, you can provide worksheets where students have to solve subtraction problems based on basic addition facts. You can also create a fun subtraction scavenger hunt around the classroom or school playground.  
  
**Teacher Self-Evaluation:**

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|  | **GRADE 1** | **MATHEMATICS** |  |  |  |

**WEEK 6: LESSON 5**

**Strand:** Numbers

**Sub Strand:** Subtraction  
  
**Specific Learning Outcomes:**

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

1.Explain bundles of 10.  
2.Subtract multiples of 10 up to 90.  
3.Appreciate subtracting multiples of 10 up to 90.  
 **Key Inquiry Question(s):**

- How do we subtract multiples of 10?

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| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking** * **Problem solving** * **Self- efficacy** * **Communication and Collaborations** * **Creativity and Imagination** | * **Unity** * **Responsibility** * **Respect** * **Social justice** | * **Safety** * **Social cohesion** * **Creativity** * **Critical thinking** |

**Learning Resources:**

- Counters  
- Sticks  
- Straws  
- Number cards  
- KLB Tusome Mathematics Activities Pupils Book 1 Pg. 96  
  
**Organisation of Learning:  
  
Introduction:**

- Review the previous lesson on addition.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of bundles of 10.  
  
**Lesson Development:**  
  
**Step 1:** Explaining Bundles of 10

- Introduce the concept of bundles of 10 using physical counters or sticks.  
- Demonstrate how to group objects into bundles of 10.  
- Engage students in a hands-on activity where they create their own bundles of 10.  
  
**Step 2:** Reading Subtraction Sentences

- Present subtraction sentences involving multiples of 10.  
- Have students read and discuss these sentences to understand the concept of subtracting multiples of 10.  
  
**Step 3:** Subtraction Practice

- Pair students and provide them with number cards representing multiples of 10 up to 90.  
- In pairs, ask students to subtract these numbers using the concept of bundles of 10.  
- Circulate to provide guidance and support as needed.  
  
**Step 4:** Appreciating Subtracting Multiples of 10

- Facilitate a class discussion on the importance and usefulness of subtracting multiples of 10.  
- Encourage students to share their insights and understanding of this concept.  
  
**Conclusion:**

- Summarize key points about bundles of 10 and subtracting multiples of 10.  
- Conduct a brief interactive activity where students can demonstrate their understanding through practice exercises or games.  
- Provide a preview of upcoming topics and questions to consider for the next session.  
  
**Extended Activities:**

- Assign homework where students have to create their own subtraction sentences involving multiples of 10.  
- Introduce a math center activity where students can practice subtracting multiples of 10 using manipulatives.  
- Incorporate a real-life application task where students have to subtract multiples of 10 in a word problem scenario.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** | **MATHEMATICS** |  |  |  |

**WEEK 7: LESSON 1**

**Strand:** Numbers

**Sub Strand:** Subtraction

**Specific Learning Outcomes:**

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

1.Rote count in tens from 10 to 100.  
2.Subtract two 2-digit numbers in tens horizontally using place value chart.  
3.Develop curiosity about subtracting numbers in tens horizontally.  
  
**Key Inquiry Question:**- How do we subtract multiples of 10 horizontally?

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| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking** * **Problem solving** * **Self- efficacy** * **Communication and Collaborations** * **Creativity and Imagination** | * **Unity** * **Responsibility** * **Respect** * **Social justice** | * **Safety** * **Social cohesion** * **Creativity** * **Critical thinking** |

**Learning Resources:**

- Counters  
- Place value charts  
- Number cards  
- KLB Tusome Mathematics Activities Pupils Book 1 Pg. 97  
  
**Organisation of Learning:  
  
Introduction:**

- Review the previous lesson on addition.  
- Introduce the topic of subtracting multiples of 10 horizontally.  
- Guide learners to read and discuss relevant content from the provided resources, emphasizing key concepts.  
  
**Lesson Development:**

**Step 1:** Observing and Understanding Place Value Charts

- Teacher demonstrates how to arrange numbers on place value charts and subtract 2 tens horizontally without exceeding 90.  
- Engage learners in observing and understanding the concept of place value when subtracting multiples of 10.  
  
**Step 2**: Counting in Tens

- Encourage learners to practice rote counting in tens from 10 to 100.  
- Provide opportunities for students to orally count by tens to reinforce the concept.  
  
**Step 3:** Subtraction Practice

- Model and guide learners in subtracting two 2-digit numbers in tens horizontally using place value charts.  
- Have students practice subtracting multiples of 10 horizontally independently and in pairs.  
  
**Step 4:** Problem-Solving Activity

- In pairs, learners solve problems involving subtracting multiples of 10 horizontally.  
- Each pair presents their findings and explains their process to the class.  
  
**Conclusion:**

- Summarize the key points learned during the lesson.  
- Lead a brief interactive activity to reinforce the subtraction concept.  
- Provide a preview of the upcoming topics or questions to encourage further thinking and exploration.  
  
**Extended Activities:**

- Encourage students to create their subtraction problems involving multiples of 10 and solve them.  
- Use number cards and counters to practice subtraction of multiples of 10 in a fun and interactive way.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** | **MATHEMATICS** |  |  |  |

**WEEK 7: LESSON 2**

**Strand:** Numbers

**Sub Strand:** Subtraction Number Patterns  
  
**Specific Learning Outcomes:**

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

1. Count backwards in 2s, 3s, and 5s starting from 50.  
2. Work out missing number patterns involving subtraction of whole numbers up to 50.  
3. Appreciate working out missing numbers involving subtraction.  
  
**Key Inquiry Question:**

- How do you work out missing numbers in patterns involving subtraction?

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| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking** * **Problem solving** * **Self- efficacy** * **Communication and Collaborations** * **Creativity and Imagination** | * **Unity** * **Responsibility** * **Respect** * **Social justice** | * **Safety** * **Social cohesion** * **Creativity** * **Critical thinking** |

**Learning Resources:**

- Counters  
- Sticks  
- Straws  
- Bottle caps  
- Number cards  
- KLB Tusome Mathematics Activities Pupils Book 1 Pg. 98  
  
**Organization of Learning:**

**Introduction:**

- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.  
  
**Lesson Development:**

**Step 1:** Completing the Pattern

- Provide learners with a pattern with missing numbers involving subtraction (e.g., 10, \_, 6, \_, 2) and have them complete the pattern by counting backwards.

**Step 2:** Counting Backward in 2s, 3s, and 5s  
- Pair up learners and have them practice counting backward in 2s, 3s, and 5s starting from 50 using counters or number cards.

**Step 3:** Demonstrating Subtraction for Missing Numbers  
- Demonstrate to the learners how to find the missing number in a pattern by subtracting and counting backwards (e.g., 30, \_, 25, 20, \_, 10).

**Step 4:** Working out Missing Numbers and Identifying Patterns  
- Provide learners with various number patterns involving subtraction up to 50 and have them work out the missing numbers. Encourage them to identify the patterns and reasoning behind the sequence.  
  
**Conclusion:**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity where learners share their strategies for working out missing numbers in patterns involving subtraction.  
- Provide a preview of upcoming topics or questions to consider for the next session.  
  
**Extended Activities:**

- Create different number patterns for learners to practice on their own or with a peer.  
- Create a number pattern challenge where learners need to identify the rule for the pattern and continue it.  
  
**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 3**

**Strand:** Measurement  
  
**Sub Strand:** Length  
  
**Specific Learning Outcomes:**

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

1. Describe the meaning of the term ‘same as.’  
2.Compare length of objects directly to identify those ‘same as.’  
3.Have fun comparing the length of different objects.  
  
**Key Inquiry Question(s):**- How do you compare the length of two objects?

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| **Core competencies** | **Values** | **PCIs** |
| * **Digital literacy** * **Self- efficacy** * **Communication and Collaborations** * **Creativity and Imagination** | * **Unity** * **Responsibility** * **Respect** | * **Safety** * **Social cohesion** * **Creativity** * **Discpline** |

**Learning Resources:**

- Counters  
- Objects of different lengths: rulers, sticks, books, pencils, bottles.  
- Paper  
- Scissors  
- KLB Tusome Mathematics Activities Pupils Book 1 Pg. 99  
  
**Organisation of Learning:  
  
Introduction:**

- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development:**  
**Step 1:** Understanding "Same As"  
- Learners take turns explaining the term 'same as' in comparison to length.  
  
**Step 2:** Identifying Objects of Same Length  
- In groups, learners identify objects that are the same length found in the classroom.  
  
**Step 3:** Comparing Length Using "Same As"  
- In pairs, learners compare the length of objects using 'same as' in the classroom.  
  
**Step 4:** Making Paper Strips  
- Learners make paper strips to demonstrate 'same as.'  
  
**Conclusion:**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Have students bring objects from home to compare lengths in the classroom.  
- Create a measurement scavenger hunt where students find items of specific lengths in the classroom or school.  
 **Teacher Self-Evaluation:**

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**WEEK 7: LESSON 4**

**Strand:** Measurement

Sub Strand: Length   
  
**Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:**

1.Identify items that are the same length.  
2. Measure lengths of similar items by comparing two objects.  
3.Desire to identify more items that are the same length.  
  
**Key Inquiry Question(s):**- Which items have the same length?

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| **Core competencies** | **Values** | **PCIs** |
| * **Digital literacy** * **Communication and Collaborations** * **Creativity and Imagination** * **Self-efficacy** | * **Unity** * **Responsibility** * **Respect** | * **Safety** * **Discipline** * **Effective communication** |

**Learning Resources:**

- Counters  
- Objects of different lengths: rulers, sticks, books, pencils  
- KLB Tusome Mathematics Activities Pupils Book 1 Pg. 100  
  
**Organization of Learning:  
  
Introduction:**

- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development:**

**Step 1:** Teacher demonstrates how to compare the length of objects by observing and using words like longer, shorter, and same length.

**Step 2:** Learners work in pairs to identify objects in the classroom that have the same length and discuss their observations.

**Step 3:** In pairs, learners compare the length of objects using same length terminology while having fun activities like measuring each other's arms, books, etc.

**Step 4:** Learners record their findings, share with the class, and discuss the results to reinforce understanding of the concept of length comparison.  
  
**Conclusion:**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity where learners identify objects around the classroom that are the same length.  
- Preview upcoming topics or questions to consider for the next session.  
  
**Extended Activities:**

- Extension 1: Have students create a collage of objects with different lengths and sort them into groups based on their length.  
- Extension 2: Conduct a scavenger hunt where students search for objects of different lengths in the school or classroom and compare their lengths.  
  
**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 5**

**Strand:** Measurement

**Sub Strand:** Length

**Specific Learning Outcomes:**

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

1.Name three ways we can measure the length of objects.  
2. Measure the length of objects using arbitrary units.  
3.Appreciate measuring length using arbitrary units.  
  
**Key Inquiry Question(s):**- Which objects can be used to measure the length of the teacher’s table?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and Collaborations** * **Creativity and Imagination** * **Critical thinking and problem solving** | * **Unity** * **Responsibility** * **Respect** | * **Safety** * **Sustainable consumption** * **Effective communication** |

**Learning Resources:**

- Counters  
- Sticks  
- Objects (e.g., bottle tops)  
- KLB Tusome Mathematics Activities Pupils Book 1 Pg. 101  
  
**Organisation of Learning:  
  
Introduction:**

1. Review the previous lesson.  
2. Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development:**

**Step 1:** Naming Ways to Measure Length  
- Explain to learners that there are different ways to measure the length of objects.  
- Discuss and list three ways together as a class (e.g., using rulers, sticks, or blocks).  
  
 **Step 2:** Measuring with Sticks and Bottle Tops  
- Provide learners with sticks and bottle tops.  
- Demonstrate how to identify and measure the length of an object by arranging same-sized sticks or bottle tops along the object.  
  
**Step 3:** Group Measurement Activity  
- Divide learners into groups.  
- In groups, have learners discuss and measure the length of objects using sticks and bottle tops.  
  
**Step 4:** Presentation of Findings  
- In groups, have learners measure the length of objects using sticks or bottle tops.  
- Each group presents their findings to the class.  
  
**Conclusion:**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics (e.g., ask questions about the different ways to measure length).  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- For extended activities, you could encourage learners to measure objects at home using different objects as measuring tools and share their findings in the next lesson.  
  
**Teacher Self-Evaluation:**

**WEEK 8:**

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| **MIDTERM BREAK** |

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**WEEK 9: LESSON 1**

**Strand:** Measurement

**Sub Strand:** Mass  
  
**Specific Learning Outcomes:**

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

1.Define the term mass.

2.Compare mass of objects directly.

3.Develop interest in measuring mass of similar objects.  
  
**Key Inquiry Question(s):**

- What measurement unit do we use to measure mass?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and Collaborations** * **Creativity and Imagination** * **Self- efficacy** | * **Unity** * **Responsibility** * **Respect** | * **Creative activities** * **Sustainable consumption** * **Effective communication** |

**Learning Resources:**

- Counters  
- Objects with different mass  
- Items of same mass  
- Beam balance  
- KLB Tusome Mathematics Activities Pupils Book 1 Pg. 102  
  
**Organisation of Learning:  
  
Introduction:**  
- Review the previous lesson on measurement.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts related to mass measurement.  
  
**Lesson Development :**  
**Step 1:** Naming the Instrument Used to Measure Mass

- Explain to the learners the concept of mass and its importance in measurement.  
- Ask learners to name the instrument used to measure mass, which is a beam balance.  
- Show the students how the balance is used to measure the mass of objects.  
  
Step 2: Measuring Mass of Objects Using "Same As"

- Divide the learners into groups.  
- Provide each group with objects of varying mass and ask them to pair objects with similar mass using the phrase "same as."  
- Guide the groups as they compare and discuss the mass of objects, fostering teamwork and critical thinking.  
  
Step 3: Comparing Objects Using "Same As"

- Show pictures of objects on page 102 of the KLB Tusome Mathematics Activities Pupils Book 1.  
- Ask the learners to compare the objects in the pictures using the concept of "same as."  
- Encourage them to describe similarities and differences in the mass of the objects, promoting observational skills.  
  
**Step 4:** Answering Questions and Application

- Have the learners answer the questions that follow on page 102, related to comparing mass using the "same as" concept.  
- Facilitate a discussion to ensure understanding of the questions and reinforce the application of mass measurement concepts learned during the lesson.  
  
**Conclusion:**

- Summarize key points discussed during the lesson, such as defining mass and comparing mass using the "same as" approach.  
- Conduct a brief interactive activity, such as a quick quiz or group discussion, to reinforce the main topics covered.  
- Provide a preview of upcoming topics or questions to consider for the next session on mass measurement.  
  
**Extended Activities:**

- To deepen understanding, recommend extended activities such as:  
- Creating a simple balance scale at home using everyday objects.  
- Collecting various objects and categorizing them based on their mass.  
- Conducting a mini science fair where learners present objects with different masses and explain their comparisons.  
  
**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 2**

**Strand:** Measurement

**Sub Strand:** Mass   
  
**Specific Learning Outcomes:**

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

1. Name the instrument used to measure mass.  
2. Measure the mass of objects using arbitrary units.  
3. Develop interest in measuring the mass of objects.  
  
**Key Inquiry Question(s):**

- Which instrument can you use to measure mass?  
- How can you show that an object is heavier than, lighter than, or the same as your mathematics textbook?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and Collaborations** * **Digital literacy** * **Self- efficacy** | * **Unity** * **Responsibility** * **Respect** | * **Creative activities** * **Sustainable consumption** * **Effective communication** |

**Learning Resources:**

- Counters  
- Classroom objects (e.g., books, duster, ruler, rubbers)  
- Beam balance  
- KLB Tusome Mathematics Activities Pupils Book 1 Pg. 103  
  
**Organisation of Learning:**  
**Introduction:**

- Review the previous lesson on mass briefly.  
- Guide learners to read and discuss relevant content from the KLB Tusome Mathematics Activities Pupils Book 1 Pg. 103, emphasizing the understanding of key concepts related to measuring mass.  
  
**Lesson Development:**

**Step 1:** Introduction to Measuring Mass

- Discuss the concept of measuring mass with the learners. Introduce the beam balance as the instrument used to measure mass and explain its function.  
  
**Step 2:** Demonstrating Mass Comparison  
- Demonstrate how to compare the mass of objects using the beam balance. Show examples of objects that are heavier, lighter, or the same as a given reference object (e.g., a textbook).  
  
**Step 3:** Guided Practice with Group Activity  
- Divide learners into groups and provide them with objects of different shapes but similar mass. Ask each group to use the beam balance to measure the mass of the objects and compare them using terms like "same as."  
  
**Step 4:** Application of Mass Measurement  
- Have each group present their findings to the class and discuss the results. Encourage learners to share their observations and understanding of mass measurement.  
  
**Conclusion:**

- Recap the key points covered during the lesson, including the instrument used to measure mass and how to compare the mass of objects.  
- Conduct a brief interactive activity where learners can demonstrate their understanding by comparing the mass of classroom objects using the beam balance.  
- Provide a preview of the next lesson topics to pique learners' interest.  
  
**Extended Activities:**

- For extended activities, consider introducing simple hands-on activities where learners can measure the mass of items from their homes and compare them using the concepts learned in the lesson. Encourage them to record their findings in a journal or worksheet.  
 **Teacher Self-Evaluation:**

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**WEEK 9: LESSON 3**

**Strand:** Measurement

**Sub Strand:** Mass

**Specific Learning Outcomes:**

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

1. Define the term beam balance.  
2. Measure the mass of objects using arbitrary units.  
3. Develop interest in measuring the mass of objects.  
  
**Key Inquiry Question:**- How many pieces of chalk are the same mass as a chalkboard duster?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and Collaborations** * **Digital literacy** * **Self- efficacy** | * **Unity** * **Responsibility** * **Respect** | * **Creative activities** * **Sustainable consumption** * **Effective communication** |

**Learning Resources:**

- Counters  
- Beam balance  
- Blocks of different masses  
- Items to measure in the classroom  
- KLB Tusome Mathematics Activities Pupils Book 1 Pg.104  
 **Organisation of Learning:  
  
Introduction:**

- Review the previous lesson on measurement.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development:**

**Step 1:** Introduce the concept of a beam balance, explaining its use in measuring mass.

**Step 2:** Demonstrate how to measure 'same as' mass by balancing different objects in a beam balance.

**Step 3:** Divide learners into groups and have them measure the mass of two objects, ensuring they balance until they are 'same as'.

**Step 4:** Discuss the results as a class and reinforce the concept of equivalent mass.  
 **Conclusion:**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct an interactive activity where students estimate and compare the mass of different classroom objects.  
- Preview upcoming topics or questions to consider for the next session.  
  
**Extended Activities:**

- Encourage students to find objects at home and estimate their mass using a homemade balance scale or comparing them with known objects.  
- Have students create a simple chart comparing the mass of different objects they find around their home.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 9: LESSON 4**

**Strand:** Measurement

**Sub Strand:** Mass

**Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:**

1. Identify items that can be used as weight in the classroom environment.  
2. Measure the mass of objects using arbitrary units.  
3. Use the term “same as” in terms of mass appropriately.  
  
**Key Inquiry Question(s):**

- How many erasers are the same mass as a wooden block?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and Collaborations** * **Digital literacy** * **Self- efficacy** | * **Unity** * **Responsibility** * **Respect** | * **Creative activities** * **Sustainable consumption** * **Effective communication** |

**Learning Resources:**

- Counters  
- Beam balance  
- Blocks of different masses  
- Items to measure in the classroom  
- KLB Tusome Mathematics Activities Pupils Book 1 Pg. 105  
 **Organisation of Learning:  
  
Introduction:**

- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development:**

**Step 1:** Identifying Materials

- Ask students to identify items in the classroom that can be used to measure weight.  
- Discuss the concept of mass and introduce the beam balance.  
  
**Step 2:** Measuring Mass   
  
- Demonstrate how to measure the mass of different objects using the beam balance.  
- Have students practice measuring the mass of objects by placing them on the balance until it balances.  
  
**Step 3:** Using "Same As"   
  
- Introduce and explain the term "same as" in relation to mass.  
- Ask students to compare the mass of different objects and determine which items are the same mass as others.  
  
**Step 4:** Application Exercise   
  
- Provide students with scenarios where they can use the term "same as" to compare the mass of objects.  
- Encourage students to actively use the term in their explanations.  
  
**Conclusion:**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Preview upcoming topics or questions to consider for the next session.  
  
**Extended Activities:**

- Have students bring in objects from home to measure their mass using the beam balance.  
- Create a class chart comparing the mass of various objects using the "same as" terminology.  
  
**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 5**

**Strand:** Measurement

**Sub Strand:** Capacity - Measuring capacity.  
  
**Specific Learning Outcomes:**

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

1. Define the term capacity.  
2. Compare capacity of containers directly.  
3. Appreciate measuring capacity of containers.  
  
**Key Inquiry Question:**

- How can we find out which container holds more, less, or the same as another container?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and Collaborations** * **Digital literacy** * **Self- efficacy** | * **Unity** * **Responsibility** * **Respect** | * **Creative activities** * **Sustainable consumption** * **Effective communication** |

**Organisation of Learning:  
  
Introduction:**

- Review the previous lesson on measurement.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.  
  
**Lesson Development:  
  
Step 1:**  
- Define the term "capacity" with the students.  
  
**Step 2:**  
- Demonstrate to learners how to identify which container holds more, less, or the same amount by emptying and filling containers.  
  
**Step 3:**  
- Allow learners to work in groups to empty and fill water in different containers to determine which holds more, less, or the same amount.  
  
**Step 4:**  
- Encourage groups to share their findings with the class and discuss their observations.  
  
**Conclusion:**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity (e.g., a quick quiz) to reinforce the main topics.  
- Provide a preview of upcoming topics or questions to consider for the next session.  
  
**Extended Activities:**

- Encourage students to practice measuring the capacity of various containers at home and present their findings to the class the next day.  
- Have students sort containers based on their capacity and label them as 'holds more,' 'holds less,' or 'holds the same.'  
  
**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 1**

**Strand:** Measurement

**Sub Strand:** Capacity   
  
**Specific Learning Outcomes:**

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

1.Name three items used to compare capacity.  
2. Compare the capacity of containers directly.  
3. Appreciate conserving the capacity of containers through manipulation.  
  
**Key Inquiry Question:**- How can we find out which two containers hold the same amount of water even though their shapes are different?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and Collaborations** * **Digital literacy** * **Self- efficacy** | * **Unity** * **Responsibility** * **Respect** | * **Creative activities** * **Sustainable consumption** * **Effective communication** |

**Learning Resources:**

- Counters  
- Containers of different sizes  
- Water  
- Sand  
- KLB Tusome Mathematics Activities Pupils Book 1, Pg. 107  
  
**Organisation of Learning:  
  
Introduction:**

- Review the previous lesson on capacity.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.  
  
**Lesson Development:**

**Step 1:** Naming Items for Capacity Comparison  
- Introduce the concept of capacity and ask learners to name three items used to compare capacity (e.g., cups, buckets, bottles).

**Step 2:** Direct Comparison of Containers  
- Provide learners with various containers of different sizes and shapes.  
- Guide them in comparing which containers hold more, less, or the same amount of water by direct observation.

**Step 3:** Hands-On Activity with Containers  
- In this step, have learners fill containers of different shapes and sizes with water.  
- Guide them to empty the water from one container into another to show that some containers can hold the same amount even if their shapes are different.

**Step 4:** Consolidation of Learning  
- Summarize the key points and concepts learned during the activity.  
  
**Conclusion:**

- Review the key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity like a class discussion or quiz to reinforce the main topics.  
- Provide a preview of upcoming topics or questions to consider for the next session.  
  
**Extended Activities:**

- To deepen understanding and apply concepts further, suggest an extended activity where students can fill containers with sand to compare weight capacity or create a capacity chart using different objects found in the classroom.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** | **MATHEMATICS** |  |  |  |

**WEEK 10: LESSON 2**

**Strand:** Measurement

**Sub Strand:** Capacity   
  
**Specific Learning Outcomes:**

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

1.Name two items we can use to measure the capacity.  
2. Measure the capacity of containers using arbitrary units.  
3.Develop interest in measuring the capacity of containers.  
  
**Key Inquiry Question(s):**- How can we find out which container holds more, less, or the same amount?  
shapes are different?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and Collaborations** * **Digital literacy** * **Self- efficacy** | * **Unity** * **Responsibility** * **Respect** | * **Creative activities** * **Sustainable consumption** * **Effective communication** |

**Learning Resources:**

- Counters  
- Containers of different sizes  
- Water  
- Sand  
- KLB Tusome Mathematics Activities Pupils Book 1 Pg. 108  
  
**Organisation of Learning:  
  
Introduction:**

- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development:**

**Step 1:**  
- Introduce the concept of capacity and discuss why it is important to measure it.

**Step 2:**  
- Ask learners to name three items used to compare capacity.

**Step 3:**  
- Have learners identify and compare containers that hold more, less, or the same amount of liquid.

**Step 4:**  
- Conduct a hands-on activity where learners fill containers of different shapes and sizes with water and then pour the water into others to show that some containers can hold the same amount despite their different shapes.  
  
**Conclusion:**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Ask students to bring different containers from home and compare their capacities in the classroom.  
- Have a capacity scavenger hunt where students search for objects around the classroom with different capacities and record their findings.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** | **MATHEMATICS** |  |  |  |

**WEEK 10: LESSON 3**

**Strand:** Measurement

**Sub Strand:** Capacity

**Specific Learning Outcomes:**

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

1. Name two items we can use to measure capacity.  
2. Measure the capacity of containers using arbitrary units.  
3. Develop interest in measuring the capacity of containers.  
  
**Key Inquiry Question(s):**

- How many small containers can be used to fill large containers?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and Collaborations** * **Digital literacy** * **Self- efficacy** | * **Unity** * **Responsibility** * **Respect** | * **Creative activities** * **Sustainable consumption** * **Effective communication** |

**Learning Resources:**

- Counters  
- Containers of different sizes  
- Water  
- Sand  
- KLB Tusome Mathematics Activities Pupils Book 1 Pg. 109  
  
**Organisation of Learning:  
  
Introduction:**

- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.  
  
**Lesson Development:**

**Step 1:**  
- Introduce the concept of capacity and discuss what it means. Ask learners to name two items we can use to measure capacity.

**Step 2:**  
- Demonstrate to the learners how given small containers can fill a large container. Encourage students to observe the process closely.  
**Step 3:**

- Organize learners into groups and provide them with small containers and a large container. In their groups, have students use a small container to fill a large container and count how many small containers are needed.  
**Step 4:**

- Ask each group to share their findings with the class. Encourage discussion and comparison of results among groups.  
  
**Conclusion:**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity, such as a quick quiz or game, to reinforce the main topics.  
- Briefly introduce the upcoming topics or questions to consider for the next session.  
  
**Extended Activities:**

- For extended activities, you can suggest having students measure the capacity of different containers at home and report back with their findings. This can involve using a variety of items such as cups, bottles, or small bowls to measure and compare capacities.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** | **MATHEMATICS** |  |  |  |

**WEEK 10: LESSON 4**

**Strand:** Measurement

**Sub Strand:** Time  
  
**Specific Learning Outcomes:**

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

1. Name different times of the day according to the sun's shadow.  
2. Relate daily activities to time.  
3. Appreciate identifying activities they do at home.  
  
**Key Inquiry Question(s):**

- What time do you wake up?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and Collaborations** * **Digital literacy** * **Self- efficacy** | * **Unity** * **Responsibility** * **Respect** | * **Creative activities** * **Sustainable consumption** * **Effective communication** |

**Learning Resources:**

- Counters  
- Flashcards of times of the day  
- Clock  
- KLB Tusome Mathematics Activities Pupils Book 1 Pg. 110  
 **Organization of Learning:  
  
Introduction:**

1. Review the previous lesson on basic time concepts.  
2. Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.  
  
**Lesson Development:**

**Step 1:** Observing the Three Positions of the Sun  
- Use digital devices to simulate the movement of the sun in the sky and show how it changes throughout the day.  
- Guide learners to name the different times of the day based on the sun's position (morning, noon, afternoon, evening).  
  
**Step 2:** Identifying Daily Activities  
- Encourage learners to think about and share activities they typically do in the morning, afternoon, and evening.  
- Discuss the concept of routines and how they are connected to time.  
  
**Step 3:** Group Activity - Sharing Daily Activities  
- Divide learners into groups and ask them to discuss and list activities they do in the morning, afternoon, and evening.  
- Each group presents their findings to the class, emphasizing the connection between time and activities.  
  
**Step 4:** Application of Learning  
- Have learners draw a simple daily schedule showing their activities at different times of the day.  
- Encourage them to relate their schedule to the concept of time and the sun's movement.  
  
**Conclusion:**

1. Summarize the key points learned during the lesson, including naming times of the day and connecting activities to time.  
2. Conduct a brief interactive activity where learners match daily activities to the appropriate time of day.  
3. Preview the next lesson and encourage learners to think about their own daily routines.  
  
**Extended Activities:**

- Create a simple clock face using paper plates and draw the hands to represent different times of the day.  
- Have learners interview family members about their daily routines and create a shared class timeline showing activities throughout the day.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** | **MATHEMATICS** |  |  |  |

**WEEK 10: LESSON 5**

**Strand:** Measurement

**Sub Strand:** Time   
  
**Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:**

1.Name the days assembly is held in school.  
2. Relate days of the week with various activities.  
3.Appreciate the importance of time in real-life situations.  
  
**Key Inquiry Question(s):**1. Which days of the week do you raise the school flag?  
2. Which day of the week do we go for worship?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and Collaborations** * **Digital literacy** * **Self- efficacy** | * **Unity** * **Responsibility** * **Respect** | * **Creative activities** * **Sustainable consumption** * **Effective communication** |

**Learning Resources:**

Counters  
- Flash cards of days of the week and months of the year  
- Clock  
- KLB Tusome Mathematics Activities Pupils Book 1 Pg. 111  
  
**Organisation of Learning:  
  
Introduction:**

- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development:**  
  
**Step 1:** Naming Activities  
- Teacher shows flashcards of days of the week.  
- Learners match each day with an activity they do at school.  
  
**Step 2:** Relating Days and Activities  
- In groups, learners discuss and list activities they do at school on each day of the week.  
- Each group presents their findings to the class.  
  
**Step 3:** Importance of Time  
- Teacher introduces the concept of the importance of time in daily life.  
- Discuss examples of why knowing the days of the week and their associated activities is important.  
  
**Conclusion:**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity where learners identify the days of the week based on activities mentioned.  
- Preview upcoming topics and questions for the next session.  
  
**Extended Activities:**

- Have students create a week-long schedule of activities at school, including the days of the week and corresponding events.  
- Play a game where students act out different school activities, and their peers guess the day of the week it represents.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 11: LESSON 1**

**Strand:** Measurement

**Sub Strand:** Time

**Specific Learning Outcomes:**

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

1. Recite the days of the week.  
2. Write the names of the days of the week correctly and in order.  
3. Appreciate identifying activities they do at home.  
  
**Key Inquiry Question(s):**

- Which is the 4th day of the week?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and Collaborations** * **Digital literacy** * **Self- efficacy** | * **Unity** * **Responsibility** * **Respect** | * **Creative activities** * **Sustainable consumption** * **Effective communication** |

**Learning Resources:**

- Counters  
- Calendar  
- Flash cards  
- Wall clock  
- KLB Tusome Mathematics Activities Pupils Book 1 Pg. 112  
  
**Organization of Learning:  
  
Introduction:**

- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development:**

**Step 1:** Naming and Spelling Days of the Week  
- Introduce the days of the week to the students.  
- Have students practice reciting the days of the week together.  
- Provide individual practice for students to spell out the names of the days of the week.  
  
**Step 2:** Ordering Days of the Week  
- Use flashcards with the days of the week and have students work in groups to arrange them in the correct order.  
- Encourage students to verbalize the sequence as they place the cards.  
- Facilitate discussions on why the days are in that specific order.  
  
**Step 3:** Filling in Missing Days  
- Present a partially completed calendar with missing days of the week.  
- Ask students to identify and fill in the missing days in the correct sequence.  
  
**Step 4:** Discussions on Activities  
- Divide students into groups and assign each group a day of the week.  
- Have students discuss and share the different activities they typically do on that specific day.  
- Encourage creative thinking and listening skills during the group discussions.  
  
**Conclusion:**

- Summarize key points learned during the lesson, including reciting, spelling, ordering days of the week, and relating activities to specific days.  
- Conduct a brief interactive activity, such as a quick quiz or memory game, to reinforce the main concepts.  
- Provide a preview of upcoming topics or questions to ponder for the next session.  
  
**Extended Activities:**

- For extended practice, students can create their own mini daily schedules for the week, incorporating different activities they do each day.  
- Students can also explore digital learning tools or educational apps that focus on reinforcing the concept of days of the week.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** | **MATHEMATICS** |  |  |  |

**WEEK 11: LESSON 2**

**Strand:** Measurement

**Sub Strand:** Money  
  
Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:  
1. Define the term money.  
2. Identify Kenyan currency coins and notes up to sh. 100.  
3. Appreciate the importance of money in day-to-day life.  
  
**Key Inquiry Question(s):**

- How can you identify Kenyan currency coins and notes?

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| **Core competencies** | **Values** | **PCIs** |
| * **Citizenship** * **Communication and Collaborations** * **Digital literacy** * **Self- efficacy** | * **Unity** * **Responsibility** * **Respect** | * **Integrity** * **Patriotism** * **Financial literacy** |

**Learning Resources:**

- Counters  
- Kenyan currency coins and notes up to sh. 100  
- KLB Tusome Mathematics Activities Pupils Book 1 Pg. 113  
  
**Organisation of Learning:**  
  
**Introduction:**

- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development:**

Based on learning experience:

**Step 1:** Definition of Money  
- Teacher explains the concept of money using simple language and examples.  
- Engage students in a discussion to ensure understanding.  
  
**Step 2:** Identifying Kenyan Currency  
- Show students real Kenyan currency coins and notes up to sh. 100.  
- Discuss the different values and features of each.  
- Guide students to identify the coins and notes correctly.  
  
**Step 3:** Noting Distinctive Features  
- Explain the distinctive features of coins and notes to help with identification.  
- Have students observe and discuss these features in groups.  
  
**Step 4:** Sorting and Grouping  
- Divide students into groups.  
- Provide a mix of Kenyan currency coins and notes for sorting and grouping based on their characteristics.  
 **Conclusion:**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity where students showcase their understanding by identifying coins and notes.  
- Provide a preview of upcoming topics or questions for the next session.  
  
**Extended Activities:**

- Grade relevant extended activities may include:  
- Creating a pretend "store" where students can practice buying and selling items using play money.  
- Designing their own currency notes or coins and explaining the features they include.  
- Practicing simple addition and subtraction with Kenyan currency values.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** | **MATHEMATICS** |  |  |  |

**WEEK 11: LESSON 3**

**Strand:** Measurement

**Sub Strand:** Money Buying and Selling  
  
**Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:**

1.Name five items that can be bought in a supermarket.  
2.Relate money to goods and services up to sh. 100 in shopping activities.  
3. Appreciate shopping in day-to-day life.  
  
**Key Inquiry Question:**

- What can you buy with Ksh. 100?

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| **Core competencies** | **Values** | **PCIs** |
| * **Citizenship** * **Communication and Collaborations** * **Digital literacy** * **Self- efficacy** | * **Unity** * **Responsibility** * **Respect** | * **Integrity** * **Patriotism** * **Financial literacy** * **Sustainable consumption** |

**Learning Resources:**

- Counters  
- Money with different values  
- Items labeled with prices  
- KLB Tusome Mathematics Activities Pupil's Book 1 Pg. 114  
  
**Organisation of Learning:  
  
Introduction:**

- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.  
  
**Lesson Development:**  
  
**Step 1:** Naming Items

- Ask learners to name five items they can buy in a supermarket.  
- Discuss with the class and list the items on the board.  
  
**Step 2:** Shopping Activity

- Divide learners into groups.  
- Provide each group with play money up to sh. 100.  
- Groups to buy items equivalent to the money they have from a set of items.  
- Encourage discussions on how they made their choices.  
  
**Step 3:** Shopping Experiences Discussion

- Allow groups to discuss their shopping experiences.  
- Emphasize the relationship between money and the value of goods and services.  
  
**Step 4:** Price List Observation

- Have learners observe the price list on page 114.  
- Ask questions related to the prices of items on the list.  
  
**Conclusion:**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Provide a preview of upcoming topics or questions to consider for the next session.  
  
**Extended Activities:**

- Extend the shopping activity by introducing more complex items and prices.  
- Role-play scenarios where learners have a certain amount of money to buy various items.  
 **Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** | **MATHEMATICS** |  |  |  |

**WEEK 11: LESSON 4**

**Strand:** Measurement

**Sub Strand:** Money - Needs and Wants  
  
**Specific Learning Outcomes:**

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

1. Define the terms wants and needs.  
2. Identify items that are wants and needs.  
3.Appreciate differentiating between wants and needs.  
  
**Key Inquiry Question(s):**- What is a need?  
- What is a want?

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| **Core competencies** | **Values** | **PCIs** |
| * **Citizenship** * **Communication and Collaborations** * **Digital literacy** * **Self- efficacy** | * **Unity** * **Responsibility** * **Respect** | * **Integrity** * **Patriotism** * **Financial literacy** * **Sustainable consumption** |

**Learning Resources:**

- Counters  
- Picture cards of needs and wants  
- KLB Tusome Mathematics Activities Pupils Book 1 Pg. 115  
  
**Organisation of Learning:  
  
Introduction:**

- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development:**

**Step 1:** Defining Wants and Needs  
- Introduce the terms 'wants' and 'needs' to the students using simple language.  
- Discuss examples and allow students to share their understanding.  
  
**Step 2:** Identifying Needs  
- Provide students with picture cards of various items.  
- In small groups, have students identify which items are needs and explain their reasoning.  
  
**Step 3:** Identifying Wants  
- Similarly, have students identify which items are wants in the picture cards provided.  
- Encourage discussion and justification of choices.  
  
**Step 4:** Drawing and Naming Wants and Needs  
- Distribute blank papers to students.  
- Ask them to draw and label items they consider as wants and needs.  
- Share and discuss their drawings as a class.  
  
**Observation of Pictures on Page 115**

- Show students the pictures on page 115 of the textbook.  
- Have students read the names and identify whether each item is a want or a need.  
  
**Conclusion:**

- Summarize key points about wants and needs.  
- Conduct a brief interactive activity, such as a group discussion or a quick quiz, to reinforce learning.  
- Preview upcoming topics or questions for the next lesson.  
  
**Extended Activities:**

- Encourage students to create their own wants vs. needs sorting activity at home using household items.  
- Have students bring in a small item to class and present to the class whether they think it is a want or a need.  
 **Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** | **MATHEMATICS** |  |  |  |

**WEEK 11: LESSON 5**

**Strand:** Geometry

**Sub Strand:** Lines - Straight lines  
  
**Specific Learning Outcomes:**

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

1.Define a line.  
2. Model a straight line using plasticine and clay.  
3. Enjoy modeling straight lines until mastery.  
  
**Key Inquiry Question:**- What is a line?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Creativity and Imagination** * **Critical thinking and problem solving** | * **Unity** * **Peace** * **Integrity** | * **Social cohesion** * **Safety** * **Creativity** |

**Learning Resources:**

- Counters  
- Pictures of items with straight lines  
- Plasticine  
- Clay  
- KLB Tusome Mathematics Activities Pupils Book 1 Pg. 116  
  
**Organization of Learning:**  
**Introduction:**

- Review the previous lesson on basic shapes.  
- Encourage students to discuss the concept of lines based on their prior knowledge.  
- Introduce the key inquiry question: What is a line?  
  
**Lesson Development:**

**Step 1:** Define a Line  
- Discuss the definition of a line as a continuous dot that extends infinitely in both directions.  
  
**Step 2:** Modeling a Straight Line  
- Demonstrate to students how to model a straight line using either plasticine or clay.  
- Allow students to observe the demonstration and ask clarifying questions.  
  
**Step 3:** Guided Practice  
- Guide students as they model straight lines in the classroom using the provided materials.  
- Monitor their progress and provide assistance as needed.  
  
**Step 4:** Independent Practice  
- Let students practice modeling straight lines independently, encouraging creativity and exploration.  
- Provide feedback and support as they work towards mastery.  
  
**Conclusion:**

- Recap the key points covered in the lesson, including the definition of a line and the process of modeling straight lines.  
- Engage students in a quick interactive activity to reinforce their understanding, such as a simple drawing exercise.  
- Preview the next session by hinting at upcoming topics or asking open-ended questions to spark curiosity.  
  
**Extended Activities:**

- For extended activities, students can explore the concept of lines in their environment by identifying and sketching different types of lines they see around them. This could be done as a homework assignment or a class project.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** | **MATHEMATICS** |  |  |  |

**WEEK 12: LESSON 1**

**Strand:** Geometry

**Sub Strand:** Lines - Straight lines

**Specific Learning Outcomes:**

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

1.Name two types of lines.  
2. Identify items that have straight lines.  
3. Enjoy drawing straight lines.  
  
**Key Inquiry Question(s):**

- What type of lines are they?  
- How can we draw a straight line?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Creativity and Imagination** * **Critical thinking and problem solving** | * **Unity** * **Peace** * **Integrity** | * **Social cohesion** * **Safety** * **Creativity** |

**Learning Resources:**

- Counters  
- Pictures of items with straight lines  
- Rulers  
- Sticks  
- KLB Tusome Mathematics Activities Pupils Book 1 Pg. 117  
  
**Organisation of Learning:  
  
Introduction:**

- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development:**

**Step 1:** Naming types of lines

- Introduce the concept of straight lines to students.  
- Discuss and identify examples of straight lines in the classroom or on visuals.  
- Encourage students to name two types of lines, emphasizing straight lines.  
  
**Step 2:** Formation of straight lines

- Have students stand behind one another facing the same side.  
- Demonstrate how when they are all in a single file, they form a straight line.  
- Discuss the characteristics of a straight line with the students.  
  
**Step 3:** Drawing straight lines

- Divide students into groups.  
- Ask each group to mark two points on the ground.  
- Instruct students to use rulers or sticks to draw a straight line by joining the two points.  
- Provide guidance and support as students practice drawing straight lines.  
  
**Step 4:** Enjoying drawing straight lines

- Encourage students to express their creativity by drawing various straight lines on paper or whiteboards.  
- Allow time for students to practice drawing straight lines independently with different tools.  
  
**Conclusion:**

- Summarize key points learned during the lesson, including the types of lines and how to draw straight lines.  
- Conduct a brief interactive activity where students identify straight lines in the classroom.  
- Preview upcoming topics or questions to consider for the next session.  
  
**Extended Activities:**

- Ask students to go on a scavenger hunt around the school or their homes to find items with straight lines and make a list.  
- Have students draw a picture incorporating different types of lines, emphasizing straight lines in their artwork.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 12: LESSON 2**

**Strand:** Geometry

**Sub Strand:** Lines - Curved lines  
  
**Specific Learning Outcomes:**

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

1.Identify curved lines in nature.  
2. Model a curved line using plasticine and clay.  
3. Enjoy modeling curved lines until mastery.  
  
**Key Inquiry Question:**- What is a curved line?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Creativity and Imagination** * **Critical thinking and problem solving** | * **Unity** * **Peace** * **Integrity** | * **Social cohesion** * **Safety** * **Creativity** |

**Learning Resources:**

- Counters  
- Pictures of items with curved lines  
- Plasticine  
- Clay  
- KLB Tusome Mathematics Activities Pupils Book 1 Pg. 118  
  
**Organisation of Learning:**  
**Introduction:**

- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development:**  
  
**Step 1:** Identifying Curved Lines   
- Ask students to identify and point out examples of curved lines in the classroom and their environment (rainbow, hills, mountains).  
- Discuss with the class what makes a line curved rather than straight.  
  
**Step 2:** Modeling Curved Lines Demonstration   
- Demonstrate to the students how to model a curved line using plasticine or clay.  
- Emphasize the shape and smoothness of the curved line.  
  
**Step 3:** Modeling Curved Lines Activity  
- Provide students with plasticine or clay.  
- Guide them through the process of modeling their own curved lines.  
- Encourage creativity and experimentation with different shapes.  
  
**Step 4:** Reflection and Sharing   
- Have students share their creations with the class.  
- Discuss the experience of creating curved lines and encourage students to reflect on their learning.  
  
**Conclusion:**

- Summarize key points about curved lines.  
- Conduct a brief interactive activity where students point out curved lines in pictures or objects.  
- Preview upcoming topics or questions for the next lesson.  
  
**Extended Activities:**

- Encourage students to find more examples of curved lines in nature or their surroundings and create a collage of pictures.  
- Have students create a mini sculpture using curved lines and present it to the class.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** | **MATHEMATICS** |  |  |  |

**WEEK 12: LESSON 3**

**Strand:** Geometry

**Sub Strand:** Lines - Curved lines  
  
**Learning Objectives:**

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

1. Name utensils that have curved lines.  
2. Brainstorm and list items that have curved lines.  
3. Appreciate drawing curved lines.  
  
**Key Inquiry Question(s):**- Which items at home have curved lines in their shape?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Creativity and Imagination** * **Critical thinking and problem solving** | * **Unity** * **Peace** * **Integrity** | * **Social cohesion** * **Safety** * **Creativity** |

**Learning Resources:**  
- Counters  
- Pictures of items with curved lines  
- Flexible rulers  
- Strings  
- Rope  
- KLB Tusome Mathematics Activities Pupils Book 1 Pg. 119  
  
**Organization of Learning:  
  
Introduction:**

- Review the previous lesson on the concept of lines.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts related to curved lines.  
  
**Lesson Development:**

**Step 1:** Naming Curved Lines  
- Introduce the concept of curved lines and discuss examples of items with curved lines.  
- Have learners brainstorm and list utensils or objects that have curved lines.  
  
**Step 2:** Identifying Semi-Circle as a Curved Lines  
- Demonstrate how to form a semi-circle and explain that it is a type of curved line.  
- Allow learners to practice forming semi-circles and identify them as curved lines.  
  
**Step 3:** Drawing Curved Lines  
- Divide learners into small groups.  
- In groups, have learners mark two points on the ground and use strings or flexible rulers to draw curved lines connecting the points.  
- Encourage creativity in drawing curved lines.  
  
**Step 4:** Drawing Curved Lines in Exercise Books   
- Distribute exercise books to learners.  
- Instruct learners to draw curved lines in their exercise books, practicing the skill they learned during the lesson.  
  
**Conclusion:**

- Summarize key points about curved lines and the importance of understanding this concept.  
- Conduct a brief interactive activity where learners identify curved lines in pictures of items.  
- Provide a preview of upcoming topics related to geometry to prepare learners for the next lesson.  
  
**Extended Activities:**

- As an extended activity, students could be asked to find additional examples of objects with curved lines at home and prepare a short presentation to share with the class in the next lesson.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** | **MATHEMATICS** |  |  |  |

**WEEK 12: LESSON 4**

**Strand:** Geometry

**Sub Strand:** Shapes - Circle  
  
**Specific Learning Outcomes:**

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

1.Draw and name a circle shape.  
2. Brainstorm and identify the circle shape on different items in the environment.  
3. Appreciate the circle shapes in the immediate environment.  
  
**Key Inquiry Question(s):**- What shape is your face?  
- What shape is a Ksh. 40coin?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Creativity and Imagination** * **Critical thinking and problem solving** | * **Unity** * **Peace** * **Integrity** | * **Social cohesion** * **Safety** * **Creativity** |

**Learning Resources:**

- Counters  
- A chart on different items with a circle shape  
- Real items with a circle shape  
- KLB Tusome Mathematics Activities Pupils Book 1 Pg. 120  
 **Organisation of Learning:  
  
Introduction:**

1. Review the previous lesson.  
2. Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development:**

Based on learning experience, the lesson development will be divided into four distinct steps:  
  
**Step 1:** Naming Shapes

- Introduce different shapes and have students name them.  
- Discuss the characteristics of a circle shape and how it differs from other shapes.  
  
**Step 2:** Drawing Circle Shape

- Demonstrate how to draw a circle shape on the board.  
- Provide each student with paper and crayons to practice drawing their own circle shapes.  
- Walk around to offer support and guidance as needed.  
  
**Step 3:** Identifying Circle Shapes

- Have students look around the classroom environment to identify items with a circle shape.  
- Encourage them to point out objects like clocks, wheels, and plates, and name them aloud.  
- Discuss why these items are considered to have circle shapes.  
  
**Step 4:** Recognizing Circle Shapes in Pictures

- Use the pictures on page 126 of the textbook to help students identify shapes and objects with a circle shape.  
- Discuss any new items they recognize as having circle shapes.  
  
**Conclusion:**

1. Summarize key points and learning objectives achieved during the lesson.  
2. Conduct a brief interactive activity where students point out circle shapes around the classroom.  
3. Provide a preview of upcoming topics or questions for the next session.  
  
**Extended Activities:**

- Ask students to bring in a circular item from home for the next lesson and share with the class why they chose that item.  
- Create a collage using cutouts of circle shapes from magazines or newspapers to reinforce shape recognition.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** | **MATHEMATICS** |  |  |  |

**WEEK 12: LESSON 5**

**Strand:** Geometry

**Sub Strand:** Shapes and Making Patterns  
  
**Specific Learning Outcomes:**

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

1. Identify shapes used in the pattern.  
2.Draw and create patterns using different shapes.  
3.Appreciate making patterns involving rectangles, circles, triangles, ovals, and squares.  
  
**Key Inquiry Question(s):**

- What shapes can you identify in your environment?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Creativity and Imagination** * **Critical thinking and problem solving** | * **Unity** * **Peace** * **Integrity** | * **Social cohesion** * **Safety** * **Creativity** |

**Learning Resources:**

- Counters  
- A chart on different shapes  
- Sample patterns  
- KLB Tusome Mathematics Activities Pupils Book 1 Pg. 121  
  
**Organisation of Learning:**  
**Introduction:**

- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development:**

**Step 1:** Identifying Shapes

- Learners to identify and name the different shapes found in their classroom.  
  
**Step 2**: Making Patterns- Learners to make patterns of their choice using a combination of two different shapes.  
  
**Step 3:** Group Activity – Sharing Patterns   
- Learners in groups to make patterns and share with other groups.  
  
**Step 4:** Digital Patterns  
- Learners to make patterns using digital devices.  
 **Conclusion:**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Ask students to find shapes in their homes or school environments and create a shape scavenger hunt.  
- Have students create more complex patterns using three or more shapes.  
- Integrate art into the lesson by having students create shape and pattern collages using different materials.  
 **Teacher Self-Evaluation:**