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|  **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP1** | **MATHEMATICS** |  |  |  |

**WEEK 1: LESSON 1**

**Strand:** Numbers

**Sub Strand:** Number recognition

**Specific Learning Outcomes:**

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

1.Identify number one from cut outs.

2.Model the number one.

3.Enjoy modeling the number one.

**Key Inquiry Question(s):**

- Which number have you modeled?

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| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
 |

**Learning Resources:**

- KLB Skillgrow Mathematics Activities PP1 Pg. 51
- Pictures
- Puzzles
- Objects
- Plasticine
- Number cutouts
- Digital devices

**Organisation of Learning:

Introduction (5 minutes):**

- 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 ( 20 minutes):**

 **Step 1:** Introduce the concept of recognizing the number one using visuals and examples.

**Step 2:** Engage students in hands-on activities where they identify the number one from cutouts and other materials.
**Step 3:** Encourage students to model the number one using plasticine or other modeling materials.

**Step 4:** Provide opportunities for students to enjoy modeling the number one through creative play.

**Conclusion (5 minutes):**

- 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 number one collage using pictures and cutouts from magazines.
- Play a digital game that involves identifying and modeling the number one.
- Encourage students to find and point out the number one in their environment or everyday objects.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 1: LESSON 2**

**Strand:** Numbers

**Sub Strand:** Number recognition

**Specific Learning Outcomes:**

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

1.Recognize the number two.

2. Demonstrate formation of the number two.
3.Confidently identify the number two.

**Key Inquiry Question(s):**

- Who can show me two numbers on the number chart that look alike?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
 |

**Learning Resources:**

- KLB Skillgrow Mathematics Activities PP1 Pg. 52
- Pictures
- Puzzles
- Objects
- Plasticine
- Number cutouts
- Digital devices

**Organization of Learning:**
**Introduction (5 minutes):**

- 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 (20 minutes):**

 **Step 1:** Number Two Introduction

- Show learners visual representations of the number two through pictures and number cutouts.
- Discuss the concept of the number two and its significance.

 **Step 2:** Formation of Number Two

- Provide learners with plasticine or objects to practice forming the number two.
- Guide them in tracing and writing the number in the air or on surfaces.

 **Step 3:** Recognizing Number Two

- Engage learners in a number recognition activity where they identify and point out the number two in different contexts such as on the number chart or digital devices.

**Step 4:** Reinforcement Activity

- Conduct a fun puzzle activity where learners match pairs of number twos.
- Encourage them to confidently identify and demonstrate the formation of the number in the activity.

**Conclusion (5 minutes):**

- 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 drawing exercise related to the number two.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

**Extended Activities:**

- Ask learners to find real-world instances of the number two and create a collage or display.
- Play a counting game where learners have to find and show two of the same object.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 1: LESSON 3**

**Strand:** Numbers

**Sub-Strand:** Number Recognition

**Specific Learning Outcomes:**

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

1. Identify the number two from cutouts.
2. Model the number two.
3. Appreciate modeling the number two.

**Key Inquiry Question:**

- How do you model number 2?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
 |

**Learning Resources:**

- KLB Skillgrow Mathematics Activities PP1 Pg. 52
- Pictures
- Puzzles
- Objects
- Plasticine
- Number cutouts
- Digital devices

**Organisation of Learning:

Introduction (5 minutes):**

1. Review the previous lesson on number recognition.
2. Discuss the importance of understanding numbers and introduce the concept of modeling number 2.

**Lesson Development (20 minutes):**

**Step 1:** Number Identification
- Show the learners various cutouts with different numbers.
- Guide them to identify and pick out the number two.
- Ask them to explain how they know it is the number two.

**Step 2:** Modeling Number 2
- Provide each student with plasticine or playdough.
- Demonstrate how to model the number two using the material.
- Let the students practice modeling the number two individually or in pairs.

**Step 3:** Appreciating Modeling
- Discuss the importance of modeling numbers to understand their shapes and values.
- Encourage students to appreciate the process of modeling the number two.

**Conclusion (5 minutes):**

1. Summarize the key points learned during the lesson: identifying, modeling, and appreciating the number two.
2. Conduct a brief interactive activity where students showcase their modeled number twos.
3. Preview the next lesson topic or ask questions to spark curiosity about upcoming lessons.

**Extended Activities:**

- Encourage students to practice modeling other numbers at home using household items like beans, sticks, or buttons.
- Create a counting activity where students can count and model different numbers using objects in the classroom.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP1** | **MATHEMATICS** |  |  |  |

**WEEK 1: LESSON 4**

**Strand:** Numbers

**Sub Strand:** Number recognition

**Specific Learning Outcomes:**

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

1.Identify the number three from number cutouts.
2.Read the number three.
3.Display the ability to read the number three.

**Key Inquiry Question(s):**

- How do we write number three in the air?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
 |

**Learning Resources:**

- KLB Skillgrow Mathematics Activities PP1 Pg. 53
- Pictures
- Puzzles
- Objects
- Plasticine
- Number cutouts
- Digital devices

**Organisation of Learning:**
**Introduction (5 minutes):**

- 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 ( 20 minutes):**

**Step 1:** Present the number cutouts with the number three prominently displayed. Discuss what the number looks like and how it is different from other numbers.

 **Step 2:** Guide students to practice tracing the number three in the air using their fingers. Encourage them to say the number out loud as they trace it.

 **Step 3:** Provide individual number cutouts to each student. Have them identify and read the number three on their cutout.

 **Step 4:** Engage students in a group activity where they use plasticine to mold the number three. Encourage creativity and hands-on exploration of the number's shape.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity where students take turns tracing the number three in the air and calling out the number.
- Preview upcoming topics related to number recognition to get students excited about the next lesson.

**Extended Activities:**

- For extended practice, students can create their own number cutouts for numbers 1-5 and play a matching game where they have to match the written number with the cutout.
- Encourage students to find objects in the classroom or at home that represent the number three and bring them to class for a show-and-tell activity.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 1: LESSON 5**

**Strand:** Numbers

**Sub Strand:** Number Recognition

**Specific Learning Outcomes:**

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

1. Read the number three from an ICT device.
2. Model the number three.
3. Display the ability to model the number three.

**Key Inquiry Question(s):**

- How do you model the number three?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
 |

**Learning Resources:**- KLB Skillgrow Mathematics Activities PP1 Pg. 53
- Pictures
- Puzzles
- Objects
- Plasticine
- Number cutouts
- Digital devices

**Organization of Learning:**

**Introduction (5 minutes):**- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

**Lesson Development (20 minutes):**
- Based on learning experience, learners are guided in pairs, groups, or individually to read the number three from an ICT device and model the number three.

 **Step 1:** Introduce the concept of the number three using visuals and examples.

 **Step 2:** Practice reading and identifying the number three on different digital devices.

 **Step 3:** Engage learners in a hands-on activity where they use plasticine or number cutouts to model the number three.

**Step 4:** Provide opportunities for learners to share and explain their models to the class.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics, such as a counting game involving the number three.
- Prepare learners for the next session by offering a preview of upcoming topics or questions to consider.

**Extended Activities:**

- For extended activities, you can suggest fun and engaging tasks for learners to deepen their understanding of number three, such as:
- Creating a number three collage using pictures or objects.
- Playing a number recognition game with peers where they have to identify and model the number three in different contexts.
- Incorporating number three into a storytelling activity where learners need to count or identify three objects in the story.
 **Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 2: LESSON 1**

**Strand:** Numbers

**Sub Strand:** Number recognition

**Specific Learning Outcomes:**

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

1. Show the number four from the book.
2. Sing an action song about the number four.
3. Have fun singing a song about the number four.

**Key Inquiry Question:**

- How does the number four look like?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
 |

**Learning Resources:**

- KLB Skillgrow Mathematics Activities PP1 Pg. 54
- Pictures
- Puzzles
- Objects
- Plasticine
- Number cutouts
- Digital devices
 **Organisation of Learning:

Introduction (5 minutes):**

- Review the previous lesson with students.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes):**

 **Step 1:** Show the number four from the book.
- Display a book page with the number four prominently featured.
- Guide students in identifying and tracing the number four.

 **Step 2:** Sing an action song about the number four.
- Teach students an action song related to the number four.
- Encourage active participation and movement while singing.

**Step 3:** Have fun singing a song about the number four.
- Sing a fun and engaging song focusing on the number four.
- Incorporate gestures and actions to make learning enjoyable.

**Step 4:** Additional Practice or Reinforcement Activity.
- Provide students with hands-on manipulatives like number cutouts, plasticine, or digital devices to explore the number four further.

**Conclusion (5 minutes):**

- 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 a recall game.
- Preview upcoming topics or questions to consider in the next session to keep students engaged and curious.

**Extended Activities:**

- For extended activities, students can engage in number recognition games using pictures and objects that represent the number four.
- Encourage students to create their own number four themed artwork using various materials.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP1** | **MATHEMATICS** |  |  |  |

**WEEK 2: LESSON 2**

**Strand:** Numbers

Sub Strand: Number recognition

**Specific Learning Outcomes:**

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

1.Show the number four from the book.

2.Sing an action song about the number four.
3. Have fun singing a song about the number four.

**Key Inquiry Question(s):**

- How does number four look like?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
 |

**Learning Resources:**

- KLB Skillgrow Mathematics Activities PP1 Pg. 54
- Pictures
- Puzzles
- Objects
- Plasticine
- Number cutouts
- Digital devices

**Organisation of Learning:

Introduction (5 minutes):**

- 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 (20 minutes):

Step 1:** Show and Tell
- Present a book showing the number four.
- Ask learners to identify and show the number four.
- Discuss how the number looks like and its significance.

**Step 2:** Action Song
- Teach the learners an action song related to the number four.
- Engage the learners in singing and performing the actions.
- Encourage active participation and enjoyment during the song.

**Step 3:** Fun with Number Four
- Provide fun activities related to the number four, such as drawing fours, counting to four, or finding four objects.
- Allow learners to explore and interact with the number in a playful manner.

**Step 4:** Consolidation
- Review the concepts learned about the number four.
- Encourage learners to express what they have learned and their experiences during the lesson.

**Conclusion (5 minutes):**

- 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 group discussion.
- Provide a preview of upcoming topics or questions to consider in the next session.

**Extended Activities:**

- Grade-relevant extended activities may include creating art projects with the number four, playing number recognition games, or incorporating the number four into storytelling.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 2: LESSON 3**

**Strand:** Numbers

**Sub Strand:** Number recognition

**Specific Learning Outcomes:**

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

1. Draw the number four on a sandpaper/sand/on the ground.
2. Identify the number four on number puzzles.
3. Have fun fixing the number four on puzzles.

**Key Inquiry Question(s):**
- How do we fix the puzzle?

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| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
 |

**Learning Resources:**

- KLB Skillgrow Mathematics Activities PP1 Pg. 55
- Pictures
- Puzzles
- Objects
- Plasticine
- Number cutouts
- Digital devices

**Organisation of Learning:

Introduction (5 minutes):**

- Review the previous lesson on number recognition.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes):**

- Based on learning experience, learners are guided in pairs, in groups or individually through the following steps:

**Step 1:** Drawing the Number Four

- Provide each learner with sandpaper/sand or a ground surface.
- Demonstrate how to draw the number four using fingers or a stick.
- Encourage learners to practice drawing the number four individually.

**Step 2:** Identifying Number Four on Puzzles

- Introduce number puzzles with the number four featured prominently.
- Guide learners to identify and match the number four pieces in the puzzles.
- Discuss the significance of recognizing numbers in puzzles.

**Step 3:** Fixing Number Four on Puzzles

- Provide puzzles with missing pieces of number four.
- In groups, encourage learners to fix the missing number four pieces in the puzzles.
- Emphasize teamwork and problem-solving skills during this activity.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson, emphasizing the importance of number recognition.
- Conduct a brief interactive activity where learners showcase their puzzle-solving skills.
- Preview upcoming topics or questions to consider for the next session to engage learners further.

**Extended Activities:**

- Create a number four scavenger hunt where learners search for objects in the classroom that represent the number four.
- Use plasticine to mold the number four and engage in a hands-on activity to reinforce recognition.
- Digitally explore apps or games that focus on number recognition and puzzle-solving for further practice.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP1** | **MATHEMATICS** |  |  |  |

**WEEK 2: LESSON 4**

**Strand:** Numbers

**Sub Strand:** Number recognition

**Specific Learning Outcomes:**

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

1. Draw the number four on a sandpaper/sand/on the ground.
2.Identify the number four on number puzzles.
3. Have fun fixing the number four on puzzles.

**Key Inquiry Question(s):**

- How do we fix the puzzle?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
 |

**Learning Resources:**

- KLB Skillgrow Mathematics Activities PP1 Pg. 55
- Pictures
- Puzzles
- Objects
- Plasticine
- Number cutouts
- Digital devices

**Organisation of Learning:

Introduction (5 minutes):**

- 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 (20 minutes):**

 **Step 1:** Drawing Number Four on Different Surfaces

- Demonstrate to learners how to draw the number four on sandpaper, sand, and the ground.
- Allow learners to practice drawing the number four on different surfaces individually.

**Step 2:** Identifying Number Four in Number Puzzles

- Provide learners with number puzzles containing the number four.
- Guide them on how to identify and fix the number four in the puzzles.
- Encourage them to work in pairs or groups to solve the puzzles collaboratively.

 **Step 3:** Fixing the Number Four on Puzzles

- Distribute various puzzles and challenge the learners to fix the number four on them.
- Monitor and provide support as needed, encouraging problem-solving and critical thinking.

 **Step 4:** Fun Fixing Activity

- Engage learners in a fun activity where they have to fix the number four on puzzles within a time limit.
- Encourage friendly competition and teamwork to complete the task.

**Conclusion (5 minutes):**

- 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:**

- As an extended activity, learners can create their number puzzles using plasticine or digital devices, incorporating the number four. This will deepen their understanding and creativity in recognizing and fixing numbers.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP1** | **MATHEMATICS** |  |  |  |

**WEEK 2: LESSON 5**

**Strand:** Numbers

**Sub Strand:** Number recognition

**Specific Learning Outcomes:**

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

1. Identify the number six on the number chart.
2. Read the number six.
3. Display ability to recognize the number six.

**Key Inquiry Question(s):**

- Who can show me two numbers on the number chart that look alike?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
 |

**Learning Resources:**

- KLB Skillgrow Mathematics Activities PP1 Pg. 56
- Pictures
- Puzzles
- Objects
- Plasticine
- Number cutouts
- Digital devices

**Organisation of Learning:

Introduction (5 minutes):**

- 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 (20 minutes):**

**Step 1:** Introduction to Number Six
- Show the learners the number chart.
- Explain the concept of number six and its representation on the chart.
- Engage students in a discussion about the characteristics of the number six.

**Step 2:** Identifying Number Six
- Provide each student with a number chart.
- In pairs or small groups, ask students to locate and identify the number six on the chart.
- Encourage students to point out similarities and differences between number six and other numbers.

**Step 3:** Reading and Recognizing Number Six
- Introduce flashcards or number cutouts with the number six displayed.
- Ask students to read the number six aloud and practice recognizing it.
- Conduct interactive exercises to reinforce recognition of the number six.

**Step 4:** Application Activity
- Engage students in a hands-on activity using objects, plasticine, or digital devices to represent the number six.
- Encourage students to demonstrate their ability to recognize and represent the number six in different ways.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity where students showcase their understanding of number six.
- Provide a preview of upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Encourage students to create their own number charts at home and identify number six in everyday objects.
- Organize a number hunt activity where students search for number six in their environment and take photos to share in the next class.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 3: LESSON 1**

**Strand:** Numbers

**Sub-Strand:** Number recognition

**Specific Learning Outcomes:**

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

1.Identify the number six on the number chart.
2. Read the number six.
3.Display the ability to recognize the number six.

**Key Inquiry Question(s):**- Who can show me two numbers on the number chart that look alike?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
 |

**Learning Resources:**

- KLB Skillgrow Mathematics Activities PP1 Pg. 56
- Pictures
- Puzzles
- Objects
- Plasticine
- Number cutouts
- Digital devices

**Organisation of Learning:**
**Introduction (5 minutes):**

- 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 ( 20 minutes):**

- Based on learning experience, guide learners in pairs, groups, or individually through the following steps to achieve the specific learning outcomes:

**Step 1:** Introduction to the Number Six
- Show the learners examples of the number six in different contexts, such as on the number chart, in objects, or on digital devices.
- Discuss the features of the number six, highlighting its shape and unique characteristics.

**Step 2:** Identifying and Reading Number Six
- Engage learners in activities where they are required to identify and read the number six from various resources provided, such as number charts, pictures, puzzles, and objects.
- Encourage active participation and verbalization of the number six.

**Step 3:** Recognizing Number Six
- Conduct interactive exercises where learners are prompted to recognize and highlight the number six amidst other numbers or objects.
- Provide positive reinforcement and constructive feedback to reinforce accurate recognition.

**Step 4:** Application of Number Six
- Facilitate hands-on activities where learners use plasticine or number cutouts to create and manipulate the number six.
- Encourage creativity and innovation in representing the number six in diverse ways.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity, such as a number recognition game, to reinforce the main topics.
- Provide a preview of upcoming topics or questions to consider in the next session.

**Extended Activities:**

- Grade-relevant extended activities may include:
- Creating a collage of numbers with a focus on the number six.
- Engaging in a number hunt around the classroom or home to find and label objects associated with the number six.
- Designing a digital presentation showcasing the number six in different contexts.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP1** | **MATHEMATICS** |  |  |  |

**WEEK 3: LESSON 2**

**Strand:** Numbers

Sub Strand: Number Recognition

**Specific Learning Outcomes:**

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

1.Fish out the number six.
2. Recognize the number six among other numbers.
3.Enjoy playing a number fishing game.

**Key Inquiry Question:**

- How does the number six look like?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
 |

**Learning Resources:**

- KLB Skillgrow Mathematics Activities PP1 Pg. 56
- Pictures
- Puzzles
- Objects
- Plasticine
- Number cutouts
- Digital devices

**Organization of Learning:

Introduction (5 minutes):**

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

**Lesson Development (20 minutes):**

 **Step 1:** Introduce the number six using visual aids like number cutouts. Engage students in a discussion about how the number six looks compared to other numbers.

**Step 2:** Conduct a number fishing game where students have to fish out the number six from a pool of other numbers. This hands-on activity will reinforce their recognition of the number six.

 **Step 3:** Provide puzzles or objects with the number six hidden among them. Encourage students to find and identify the number six in different contexts.

 **Step 4:** Use digital devices to show various representations of the number six, such as on a screen or through interactive games.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity, like a quick quiz or a counting exercise, to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

**Extended Activities:**

- For extended activities, students can create their own number six cutouts using plasticine, draw multiple instances of number six in a creative way, or practice writing the number six on mini whiteboards.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP1** | **MATHEMATICS** |  |  |  |

**WEEK 3: LESSON 3**

**Strand:** Numbers

**Sub Strand:** Number recognition

**Specific Learning Outcomes:

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

1.Fish out the number six.
2. Recognize the number six among other numbers.
3. Enjoy playing number fishing game.

**Key Inquiry Question(s):**

- How does number six look like?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
 |

**Learning Resources:**

- KLB Skillgrow Mathematics Activities PP1 Pg. 56
- Pictures
- Puzzles
- Objects
- Plasticine
- Number cutouts
- Digital devices

**Organisation of Learning:**
**Introduction (5 minutes):**

- Review the previous lesson on numbers.
- Engage learners in a discussion about the number six and how it stands out among other numbers.
- Introduce the learning resources and emphasize the importance of recognizing numbers correctly.

**Lesson Development (20 minutes):**

**Step 1:** Introduce the concept of number six using visual aids and interactive activities.

**Step 2:** Engage learners in a number fishing game where they have to find and fish out the number six.

**Step 3:** Provide individual or group activities for learners to recognize and differentiate number six from other numbers.

 **Step 4:** Reinforce learning by allowing learners to create the number six using plasticine or cutouts.

**Conclusion (5 minutes):**

- Summarize the key points about number recognition, specifically focusing on identifying the number six.
- Facilitate a quick interactive activity where learners showcase their understanding of the number six.
- Provide a preview of the next lesson on counting and encourage learners to think about different ways to represent numbers.

**Extended Activities:**

- Encourage learners to create their own number recognition games using number cutouts.
- Have a number hunt activity where learners search for hidden numbers around the classroom.
- Use digital devices to reinforce number recognition by playing interactive games focused on identifying the number six.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP1** | **MATHEMATICS** |  |  |  |

**WEEK 3: LESSON 4**

**Strand:** Numbers

**Sub Strand:** Number recognition

 **Specific Learning Outcomes:**

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

1. Read number seven from the books.
2. Recognize number seven from the ICT devices.
3. Display the ability to use ICT devices.

**Key Inquiry Question(s):**

- How does number seven look like?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
 |

**Learning Resources:**

- KLB Skillgrow Mathematics Activities PP1 Pg. 57
- Pictures
- Puzzles
- Objects
- Plasticine
- Number cutouts
- Digital devices

**Organisation of Learning:

Introduction (5 minutes):**

- 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 (20 minutes):**

 **Step 1:** Introduce the concept of number seven using visual aids such as pictures and number cutouts.

 **Step 2:** Engage learners in recognizing and tracing the number seven from books and other printed material.

 **Step 3:** Demonstrate the use of ICT devices to display and identify the number seven.

**Step 4:** Provide hands-on activities where learners practice typing and identifying the number seven on digital devices.
 **Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity where learners identify and trace the number seven.
- Preview upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Grade-relevant extended activities could include:
1. Creating their own number seven using plasticine.
2. Playing number recognition games on digital devices.
3. Drawing objects that represent the number seven.
 **Teacher Self-Evaluation:**

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| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP1** | **MATHEMATICS** |  |  |  |

**WEEK 3: LESSON 5**

**Strand:** Numbers

Sub Strand: Number Recognition

**Specific Learning Outcomes:**

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

1. Read number seven from the books.
2. Recognize number seven from ICT devices.
3. Display the ability to use ICT devices.

**Key Inquiry Question:**

- How does number seven look like?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
 |

**Learning Resources:**

- KLB Skillgrow Mathematics Activities PP1 Pg. 57
- Pictures
- Puzzles
- Objects
- Plasticine
- Number cutouts
- Digital devices

**Organisation of Learning:

Introduction (5 minutes):**

- Welcome the students and briefly review the previous lesson.
- Introduce the key inquiry question: "How does number seven look like?"
- Guide students to interact with the learning resources and discuss the concept of number seven.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Number Seven
- Show pictures and objects representing number seven.
- Discuss the shape and formation of the number.

**Step 2:** Reading Number Seven
- Encourage students to practice reading the number seven from books.
- Provide them with guided reading materials containing the number.

**Step 3:** Recognizing Number Seven on ICT Devices
- Introduce digital devices with the number seven displayed.
- Ask students to identify and point out the number on the devices.

**Step 4:** Using ICT Devices to Interact with Number Seven
- Allow students to explore using ICT devices to interact with the number seven.
- Provide interactive games or applications for them to practice.

**Conclusion (5 minutes):**

- Summarize the main points learned about number seven.
- Engage students in a brief interactive activity related to the lesson, such as a counting game using number seven.
- Preview upcoming topics or questions for the next lesson.

**Extended Activities:**

- Encourage students to create their own number seven cutouts using plasticine.
- Provide a puzzle activity where students have to identify and place number seven pieces in the correct sequence.
- Use digital devices for additional interactive activities to reinforce number recognition skills.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP1** | **MATHEMATICS** |  |  |  |

**WEEK 4: LESSON 1**

**Strand:** Numbers

**Sub Strand:** Number recognition

 **Specific Learning Outcomes:**

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

1. Recognize objects that look like the number seven.
2. Touch and feel the objects that look like the number seven.
3. Have fun taking a nature walk.

**Key Inquiry Question(s):**

- Where do we find the number seven?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
 |

**Learning Resources:**

- KLB Skillgrow Mathematics Activities PP1 Pg. 57
- Pictures
- Puzzles
- Objects
- Plasticine
- Number cutouts
- Digital devices

**Organization of Learning:

Introduction (5 minutes):**

- 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 (20 minutes):**

**Step 1:** Exploring Objects
- Show pictures and objects resembling the number seven.
- Discuss with students where they can find the number seven in daily life.

**Step 2:** Tactile Exploration
- Provide plasticine or other tactile materials for students to create their own representations of the number seven.
- Encourage them to touch and feel the objects they create.

**Step 3:** Nature Walk
- Take students on a nature walk and point out natural objects that resemble the number seven.
- Allow students to explore and interact with these objects.

**Step 4:** Reflection and Discussion
- Gather students back to discuss their experiences during the nature walk.
- Reinforce the concept of number recognition through a group discussion.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity, like a counting game using number cutouts, to reinforce the main topics.
- Provide a preview of upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Have students create a number seven collage using pictures cut from magazines.
- Ask students to find and bring objects from home that resemble the number seven and share them with the class.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP1** | **MATHEMATICS** |  |  |  |

**WEEK 4: LESSON 2**

**Strand:** Numbers

**Sub Strand:** Number recognition

**Specific Learning Outcomes:**

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

1. Read the number eight from flashcards and books.
2. Sing a song about the number eight.
3.Enjoy singing a song about the number eight.

**Key Inquiry Question(s):**

- How does the number eight look like?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
 |

**Learning Resources:**
- KLB Skillgrow Mathematics Activities PP1 Pg. 58
- Pictures
- Puzzles
- Objects
- Plasticine
- Number cutouts
- Digital devices
 **Organisation of Learning:

Introduction(5 minutes):**- 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 (20 minutes):**
**Step 1:**
- Introduce the number eight using flashcards and discuss its visual representation.
- Encourage learners to trace the number eight using their fingers on tactile materials such as plasticine.

**Step 2:**
- Sing a song about the number eight together as a class to reinforce auditory recognition and memory of the number.
- Engage learners in a call-and-response style to make the learning interactive and fun.

**Step 3:**
- Provide books with illustrations of the number eight and guide learners to read and identify the number independently or in pairs.
- Encourage learners to point out and count objects in the illustrations that represent the number eight.

**Step 4:**
- Facilitate a group activity where learners create their own number eight cutouts using paper or craft materials.
- Display and share their creations with the class, reinforcing their understanding of the number's shape and representation.

**Conclusion (5 minutes):**

- Summarize key points about the number eight and the activities done during the lesson.
- Conduct a brief interactive activity where learners show what they have learned by identifying the number eight in different contexts.
- Provide a preview of upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Encourage learners to practice writing the number eight on paper or using digital devices.
- Create a number scavenger hunt where learners search for objects shaped like the number eight around their homes or classroom.
- Play a counting game where learners have to identify and count groups of eight objects to strengthen their numerical recognition skills.

**Teacher Self-Evaluation**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP1** | **MATHEMATICS** |  |  |  |

**WEEK 4: LESSON 3**

**Strand:** Numbers

**Sub Strand:** Number recognition

**Specific Learning Outcomes:**

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

1. Match all the number eights.
2. Play a game of searching all the number eights underneath the sand.
3.Have fun playing the game.

**Key Inquiry Question(s):**

- How do we search for numbers underneath the soil?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
 |

**Learning Resources:**

- KLB Skillgrow Mathematics Activities PP1 Pg. 58
- Pictures
- Puzzles
- Objects
- Plasticine
- Number cutouts
- Digital devices
 **Organisation of Learning:

Introduction (5 minutes):**

- 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 (20 minutes):**

 **Step 1:** Introduce the concept of number recognition by showing examples of the number eight.

**Step 2:** Engage learners in a matching game where they have to match objects representing the number eight.

**Step 3:** Set up a simulated sand area where learners can search for hidden number eights and practice identifying them.

 **Step 4:** Facilitate a group game where learners take turns searching for number eights underneath the sand and cheering each other on.

**Conclusion (5 minutes):**

- 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 memory game.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

**Extended Activities:**

- Provide additional practice worksheets or online games where learners can continue to practice number recognition skills.
- Encourage learners to create their own number recognition game using materials at home and share it with their classmates during the next lesson.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP1** | **MATHEMATICS** |  |  |  |

**WEEK 4: LESSON 4**

**Strand:** Numbers

**Sub Strand:** Number recognition

**Specific Learning Outcomes:**

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

1. Identify and read the number nine.
2. Fix the number nine in puzzles.
3. Enjoy fixing the puzzle.

**Key Inquiry Question(s):**

- How do we fix the number nine puzzle?

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| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
 |

**Learning Resources:**

- KLB Skillgrow Mathematics Activities PP1 Pg. 59
- Pictures
- Puzzles
- Objects
- Plasticine
- Number cutouts
- Digital devices

**Organisation of Learning:**
**Introduction (5 minutes):**

- 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 (20 minutes):**

 **Step 1:** Introduce the number nine using visual aids and examples.

**Step 2:** Demonstrate how to fix the number nine in puzzles.

 **Step 3:** Engage learners in hands-on activities where they practice fixing the number nine in puzzles.

**Step 4:** Encourage learners to work in pairs or groups to create their own number nine puzzles using plasticine or cutouts.

**Conclusion (5 minutes):**

- 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 number recognition games using digital devices.
- Have learners identify and count objects in the classroom or outdoors, focusing on the number nine.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP1** | **MATHEMATICS** |  |  |  |

**WEEK 4: LESSON 5**

**Strand:** Numbers

**Sub Strand:** Number recognition

**Specific Learning Outcomes:**

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

1.Recite a poem about the number nine.
2. Make the number nine using sticks/leaves.
3.Display the ability to identify and make the number nine.

**Key Inquiry Question(s):**

- What is number nine like?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
 |

**Learning Resources:**

- KLB Skillgrow Mathematics Activities PP1 Pg. 59
- Pictures
- Puzzles
- Objects
- Plasticine
- Number cutouts
- Digital devices

**Organization of Learning:**

**Introduction (5 minutes):**

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

**Lesson Development (20 minutes):**

 **Step 1:** Recite a poem about the number nine.
 **Step 2:** Make the number nine using sticks/leaves.
 **Step 3:** Display the ability to make the number nine.
**Step 4:** Practice identifying and counting instances of the number nine.

**Conclusion (5 minutes):**

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

**Extended Activities:**

- Grade-relevant extended activities could include creating a number nine-themed craft using different materials, playing a number recognition game on digital devices, or going on a nature walk to find patterns of number nine in the environment.
 **Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP1** | **MATHEMATICS** |  |  |  |

**WEEK 5: LESSON 1**

**Strand:** Numbers

**Sub Strand:** Number recognition

**Specific Learning Outcomes:**

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

1.Read the numbers 1-9 drawn on a hopscotch game.
2. Play the hopscotch game while mentioning numbers.
3. Enjoy playing the hopscotch game.

**Key Inquiry Question:**

- How do you jump on numbers?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
 |

**Learning Resources:**

- KLB Skillgrow Mathematics Activities PP1 Pg. 60
- Pictures
- Puzzles
- Objects
- Plasticine
- Number cutouts
- Digital devices
 **Organisation of Learning:

Introduction (5 minutes):**

- Review the previous lesson with the learners.
- Engage the learners in reading and discussing relevant content from the learning resources to reinforce key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Introduce the concept of number recognition and explain the rules of the hopscotch game.

**Step 2:** Guide learners in pairs, groups, or individually to read the numbers 1-9 drawn on the hopscotch game.
**Step 3:** Facilitate the learners to play the hopscotch game while mentioning the numbers they land on.
**Step 4:** Encourage the learners to enjoy playing the hopscotch game and provide positive reinforcement.

**Conclusion( 5 minutes):**

 - Summarize the key points covered in the lesson.
- Conduct a brief interactive activity, such as a quick quiz or a counting game, to reinforce learning.
- Provide a preview of the upcoming topics or questions for the next session to keep the learners engaged.

**Extended Activities:**

- To deepen understanding, suggest grade-relevant extended activities such as creating their own hopscotch game with numbers, identifying numbers in everyday objects, or practicing number recognition through digital games.

**Teacher Self-Evaluation:**

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| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP1** | **MATHEMATICS** |  |  |  |

**WEEK 5: LESSON 2**

**Strand:** Numbers

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

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

1.Read the numbers 1-9 drawn on a hopscotch game.
2.Play the hopscotch game by mentioning numbers.
3. Enjoy playing the hopscotch game.

**Key Inquiry Question:**

- How do you jump on numbers?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
 |

**Learning Resources:**

- KLB Skillgrow Mathematics Activities PP1 Pg. 60
- Pictures
- Puzzles
- Objects
- Plasticine
- Number cutouts
- Digital devices
 **Organisation of Learning:

Introduction (5 minutes):**

- Review the previous lesson briefly.
- Guide learners to read and discuss relevant content from the learning resources, focusing on understanding key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Introduce the concept of number recognition using the hopscotch game. Show examples of numbers 1-9 and explain how to read them.

**Step 2:** Demonstrate how to play hopscotch by mentioning numbers in the correct order. Encourage active participation from students.

**Step 3:** Provide opportunities for learners to practice reading numbers and playing hopscotch individually, in pairs, or in groups.

**Step 4:** Facilitate a discussion on the experience of playing the game and reinforce the importance of number recognition in a fun and engaging way.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity, such as a quick quiz or a counting 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 create their own hopscotch game using number cutouts and play with friends or family.
- Ask students to find and identify numbers in their environment, such as on street signs or household items, to reinforce number recognition skills.

**Teacher Self-Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP1** | **MATHEMATICS** |  |  |  |

**WEEK 5: LESSON 3**

**Strand:** Numbers

**Sub-Strand:** Number Recognition

**Specific Learning Outcomes:**

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

1. Pick number cut outs.
2. Read number cut outs.
3. Display the ability to differentiate numbers.

**Key Inquiry Question:**- Which number have you picked?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
 |

**Learning Resources:**

- KLB Skillgrow Mathematics Activities PP1 Pg. 61
- Pictures
- Puzzles
- Objects
- Plasticine
- Number cutouts
- Digital devices

**Organisation of Learning:**
**Introduction (5 minutes):**

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 (20 minutes):**

**Step 1:** Introduction to number cutouts and their significance in understanding numbers.

**Step 2:** Practice picking number cutouts and identifying them.

**Step 3:** Reading number cutouts aloud and identifying the numbers correctly.

**Step 4:** Differentiating between various numbers and displaying understanding through interactive activities.

**Conclusion (5 minutes):**

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:**

- Engage students in a number scavenger hunt where they find and identify numbers in their environment.
- Use number cutouts to create simple addition or subtraction problems for students to solve.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP1** | **MATHEMATICS** |  |  |  |

**WEEK 5: LESSON 4**

**Strand:** Numbers

**Sub Strand:** Number recognition

**Specific Learning Outcomes:**

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

1.Pick number cut outs.
2. Read number cut outs.
3.Display the ability to differentiate numbers.
 **Key Inquiry Question(s):**- Which number have you picked?

|  |  |  |
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| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
 |

**Learning Resources:**

- KLB Skillgrow Mathematics Activities PP1 Pg. 61
- Pictures
- Puzzles
- Objects
- Plasticine
- Number cutouts
- Digital devices

**Organisation of Learning:

Introduction (5 minutes):**

- Review the previous lesson (if applicable).
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Number Cutouts
- Show the learners different number cutouts and allow them to pick one each.
- Ask each learner to verbally state the number they have picked.

**- Step 2:** Reading Number Cutouts
- Have the learners practice reading out loud the numbers on their chosen cutouts.
- Encourage them to focus on correct pronunciation and recognition of each number.

 **Step 3:** Differentiating Numbers
- Provide exercises where learners have to group or sort the number cutouts based on certain criteria (e.g., odd/even numbers, higher/lower numbers).
- Guide them in discussing the differences between various numbers.

 **Step 4:** Number Recognition Activity
- Engage learners in a fun activity where they have to match numbers with corresponding objects or pictures, using the number cutouts as reference.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity (e.g., number identification game) to reinforce the main topics.
- Preview upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Provide grade-relevant extended activities such as:
- Creating number cutout flashcards for further practice at home.
- Using digital devices to play online number recognition games.
- Engaging in a number hunt around the classroom or school to identify numbers in real-world contexts.
 **Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP1** | **MATHEMATICS** |  |  |  |

**WEEK 5: LESSON 5**

**Strand:** Numbers

**Sub Strand:** Number Recognition

**Specific Learning Outcomes:**

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

1.Recognize numbers from electronic gadgets.
2. Read numbers from electronic gadgets.
3. Appreciate electronic gadgets.

**Key Inquiry Question(s):**- Which electronic devices have numbers?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
 |

**Learning Resources:**

- KLB Skillgrow Mathematics Activities PP1 Pg. 62
- Pictures
- Puzzles
- Objects
- Plasticine
- Number cutouts
- Digital devices

**Organisation of Learning:**
**Introduction (5 minutes):**

- Review the previous lesson on numbers and their importance.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts related to numbers and electronic devices.

**Lesson Development (20 minutes):**

**Step 1:** Introduce different electronic gadgets such as calculators, digital clocks, or smartphones that display numbers. Discuss with students which electronic devices they have seen before and what numbers are present on them.

 **Step 2:** Engage students in a hands-on activity where they are shown digital devices with numbers displayed on them. Encourage them to identify and recognize the numbers shown on these gadgets.

 **Step 3:** Provide number cutouts for students to match with the numbers displayed on electronic devices. This activity will help reinforce their understanding of number recognition and association with real-life objects.

**Step 4:** Have a class discussion on the importance of electronic gadgets in our daily lives and how understanding numbers on these devices is crucial. Encourage students to appreciate the role of numbers in technology.

**Conclusion (5 minutes):**

- Summarize the key points covered during the lesson, emphasizing the importance of number recognition and its application in everyday life.
- Conduct a brief interactive activity where students can demonstrate their ability to recognize numbers on digital devices.
- Provide a preview of upcoming topics and questions to consider for the next session to keep students engaged and curious about learning.

**Extended Activities:**

- Set up a number hunt game where students search for numbers around the classroom or school environment using digital devices or number cutouts.
- Create a mini digital device using cardboard or paper with displayed numbers for students to practice number recognition in a creative way.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP1** | **MATHEMATICS** |  |  |  |

**WEEK 6: LESSON 1**

**Strand:** Numbers

**Sub Strand:** Number recognition

**Specific Learning Outcomes:**

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

1.Recognize numbers from electronic gadgets.
2. Read numbers from electronic gadgets.
3.Appreciate electronic gadgets.

**Key Inquiry Question(s):**

- Which electronic devices have numbers?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
 |

**Learning Resources:**

- KLB Skillgrow Mathematics Activities PP1 Pg. 62
- Pictures
- Puzzles
- Objects
- Plasticine Number cutouts
- Digital devices
 **Organisation of Learning:

Introduction (5 minutes):**

- 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 (20 minutes):**

- Based on learning experience: Learners are guided in pairs, in groups, or individually to: Recognize numbers from electronic gadgets. Read numbers from electronic gadgets.

**Step 1:** Introduce the concept of electronic gadgets that display numbers. Show examples like a digital clock, calculator, phone, or tablet. Discuss the importance of numbers on these devices in everyday life.

**Step 2:** Engage learners in a hands-on activity where they identify and match numbers displayed on digital devices to number cutouts or flashcards.

**Step 3:** Provide opportunities for learners to practice reading numbers from electronic gadgets independently or in pairs. Encourage them to point out numbers they recognize and say them aloud.

**Step 4:** Facilitate a discussion on the role of electronic gadgets in our lives and how numbers are essential for operating these devices effectively. Reiterate the importance of understanding numbers in the context of technology.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics, such as a number recognition game using digital devices.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

**Extended Activities:**

- Encourage learners to observe numbers on different electronic gadgets at home or in their surroundings and record them in a mini journal.
- Create a simple counting or matching game using digital devices to reinforce number recognition skills.
- Integrate technology-based activities where learners interact with educational apps or games that involve numbers and counting.

**Teacher Self-Evaluation:**

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| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP1** | **MATHEMATICS** |  |  |  |

**WEEK 6: LESSON 2**

**Strand:** Numbers

**Sub Strand:** Counting concrete objects

**Specific Learning Outcomes:**

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

1. Count objects up to the number one.
2.Demonstrate one-to-one correspondence while counting concrete objects.
3.Enjoy counting concrete objects within their environment.

**Key Inquiry Question(s):**

- How many objects are these?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
 |

**Learning Resources:**

- KLB Skillgrow Mathematics Activities PP1 Pg. 63
- Pictures
- Puzzles
- Objects
- Plasticine
- Number cutouts
- Digital devices

**Organisation of Learning:

Introduction (5 minutes):**

- 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 (20 minutes):**
**Step 1:**
- Introduce the concept of counting objects up to the number one.
- Use visual aids such as pictures and objects to engage learners in counting activities.
- Demonstrate one-to-one correspondence while counting objects together as a class.
 **Step 2:**
- Divide learners into groups or pairs.
- Provide each group with a set of objects to count up to the number one.
- Encourage learners to practice counting and maintaining one-to-one correspondence with their partner or group members.

**Step 3:**
- Utilize plasticine and number cutouts to create hands-on activities for the learners.
- Ask learners to form numbers using plasticine and match them to the corresponding number cutouts.
- Emphasize the importance of accuracy and precision in counting.

**Step 4:**- Introduce the use of digital devices for counting exercises.
- Engage learners in interactive counting games on digital devices to reinforce the concept of counting objects up to the number one.
- Encourage learners to enjoy the process of counting and exploring numbers in a fun way.

**Conclusion (5 minutes):**

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

**Extended Activities:**

- Suggest grade-relevant extended activities such as creating number puzzles or conducting a scavenger hunt to deepen understanding of counting concepts.
- Encourage learners to practice counting objects in their daily environment and report back on their experiences in the next lesson.
 **Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP1** | **MATHEMATICS** |  |  |  |

**WEEK 6: LESSON 3**

**Strand:** Numbers

**Sub Strand:** Counting concrete objects

**Specific Learning Outcomes:**

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

1. Count objects up to the number two.
2. Demonstrate one to one correspondence while counting concrete objects.
3. Enjoy counting concrete objects within their environment.

**Key Inquiry Question(s):**

- How do we count objects?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
 |

**Learning Resources:**

- KLB Skillgrow Mathematics Activities PP1 Pg. 64
- Pictures
- Puzzles
- Objects
- Plasticine
- Number cutouts
- Digital devices

**Organisation of Learning:

Introduction (5 minutes):**

- 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 (20 minutes):**

Learners are guided in pairs, in groups, or individually through the following steps:

**Step 1:** Introduction to Counting
- Use pictures and objects to demonstrate counting up to two.
- Encourage students to count along with you.

**Step 2:** One-to-One Correspondence
- Explain the concept of one-to-one correspondence.
- Provide examples using objects and have students practice counting while touching each object individually.

**Step 3:** Counting Practice
- Distribute plasticine or number cutouts for hands-on practice.
- Guide students to count objects up to two, ensuring one-to-one correspondence.

**Step 4:** Enjoying Counting

- Engage students in a fun counting activity within their environment.
- Encourage them to count objects around them and share their experiences.

**Conclusion(5 minutes):**

- 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 in the next session.

**Extended Activities:**

- Encourage students to create their counting puzzles using pictures and objects.
- Have students practice counting with digital devices or interactive math games.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP1** | **MATHEMATICS** |  |  |  |

**WEEK 6: LESSON 4**

**Strand:** Numbers

**Sub Strand:** Counting concrete objects
 **Specific Learning Outcomes:**

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

1.Count objects up to the number three.
2.Say the number three.
3. Enjoy counting objects up to the number three.

**Key Inquiry Question(s):**

- How do we count objects up to number three?

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| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
 |

**Learning Resources:**

- KLB Skillgrow Mathematics Activities PP1 Pg. 65
- Pictures
- Puzzles
- Objects
- Plasticine
- Number cutouts
- Digital devices

**Organisation of Learning:

Introduction (5 minutes):**

- Review the previous lesson on counting objects up to two.
- Guide learners to engage with the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes):**

 **Step 1:** Introduction to Number Three
- Introduce the number three using visual aids and engage students in recognizing it.

 **Step 2:** Counting Objects
- Provide various objects up to the number three, and guide students to count each set.

 **Step 3:** Saying the Number Three
- Encourage students to practice saying the number three out loud as they count objects.

**Step 4:** Enjoying Counting
- Create a fun and interactive counting activity involving objects up to the number three.

**Conclusion (5 minutes):**

- Summarize the key points of the lesson - counting objects and saying the number three.
- Conduct a brief counting activity for reinforcement.
- Preview the next session's topic on recognizing numbers four and five.

**Extended Activities:**

- Ask students to bring three objects from home and count them with a family member.
- Create a simple worksheet for students to practice counting objects up to three.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 6: LESSON 5**

**Strand:** Numbers

**Sub Strand:** Counting concrete objects

**Specific Learning Outcomes:**

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

1.Count objects from number 1 up to 3.
2. Group objects from number 1 up to 3.
3.Have fun grouping objects.

**Key Inquiry Question(s):**

- How do you group the objects?

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| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
 |

**Learning Resources:**

- KLB Skillgrow Mathematics Activities PP1 Pg. 66
- Pictures
- Puzzles
- Objects
- Plasticine
- Number cutouts
- Digital devices
 **Organisation of Learning:

Introduction (5 minutes):**

- 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** **(20 minutes):**

 **Step 1:**
- Introduce the concept of counting concrete objects from 1 to 3.
- Engage students with a hands-on activity where they count objects individually.

**Step 2:**
- Demonstrate how to group objects from 1 to 3.
- Provide visual aids and prompts to help students group objects effectively.

**Step 3:**
- Facilitate a group activity where students work together to count and group objects.
- Encourage discussions on how they approached grouping the objects.

**Step 4:**
- Reinforce learning by allowing students to create their own groupings using materials provided.
- Provide feedback and guidance as they engage in this hands-on activity.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity where students demonstrate their understanding of counting and grouping objects.
- Preview upcoming topics or questions for the next session to keep students engaged and excited about learning.

**Extended Activities:**

- Provide additional objects for students to count and group independently during free play.
- Encourage students to create their own counting and grouping games using the concepts learned in the lesson.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP1** | **MATHEMATICS** |  |  |  |

**WEEK 7: LESSON 1**

**Strand:** Numbers

**Sub Strand:** Counting concrete objects
 **Specific Learning Outcomes:**

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

1.Demonstrate how to count four objects.
2. Group objects into fours.
3. Appreciate the use of one-to-one correspondence in real life situations.

**Key Inquiry Question(s):**

- How many objects are there?

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| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
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**Learning Resources:**

- KLB Skillgrow Mathematics Activities PP1 Pg. 67-68
- Pictures
- Puzzles
- Objects
- Plasticine
- Number cutouts
- Digital devices

**Organisation of Learning:

Introduction (5 minutes):**

- 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 (20 minutes):**

**Step 1:** Introduction to Counting
- Use pictures or objects to introduce the concept of counting.
- Guide learners in counting individual objects up to the number four.

**Step 2:** Grouping Objects
- Introduce the concept of grouping objects into sets of four.
- Provide puzzles or plasticine for learners to group objects into fours.

 **Step 3:** One-to-One Correspondence
- Explain the importance of one-to-one correspondence in counting accurately.
- Engage learners in real-life scenarios where one-to-one correspondence is crucial.

 **Step 4:** Practical Application
- Encourage learners to apply their knowledge by counting and grouping objects independently.

**Conclusion (5 minutes):**

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

**Extended Activities:**

- Grade-relevant extended activities could include:
- Creating their own counting game using number cutouts.
- Drawing pictures of objects and grouping them into sets of four.
- Using digital devices to practice counting and grouping objects.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP1** | **MATHEMATICS** |  |  |  |

**WEEK 7: LESSON 2**

**Strand:** Numbers

**Sub Strand:** Counting concrete objects

**Learning Objective:**

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

1.Demonstrate how to count four objects accurately.
2.Group objects into sets of four.
3. Use one-to-one correspondence to count objects in real-life situations.

**Key Inquiry Question:**
- How many objects are there in each group?

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| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
 |

**Learning Resources:**

- KLB Skillgrow Mathematics Activities PP1 Pg. 67-68
- Pictures
- Puzzles
- Objects
- Plasticine
- Number cutouts
- Digital devices

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on counting and identifying numbers.
- Introduce the concept of counting objects in sets of four.
- Show pictures or objects and ask students how many objects they see.

**Lesson Development (20 minutes):**
**Step 1:** Introduction to Counting Four Objects
- Show students a group of four objects.
- Demonstrate how to count each object by touching or pointing to it.
- Ask students to count with you as you demonstrate.
- Provide individual assistance as needed.

**Step 2:** Grouping Objects into Fours
- Give students a larger group of objects (e.g., 8 objects).
- Ask students to group the objects into sets of four.
- Encourage students to count each set to ensure there are four objects in each group.
- Monitor and guide students as they work on this task.

**Step 3:** Using One-to-One Correspondence
- Explain the concept of one-to-one correspondence.
- Provide examples of real-life situations where one-to-one correspondence is used (e.g., counting fruits, toys, etc.).
- Have students practice counting objects using one-to-one correspondence.

**Conclusion (5 minutes):**

- Summarize the key points of the lesson: counting four objects, grouping into sets of four, and using one-to-one correspondence.
- Engage students in a brief interactive activity where they count objects in sets of four.
- Preview the next lesson on comparing the quantity of objects.

**Extended Activities:**

- Encourage students to practice counting objects at home in sets of four.
- Provide worksheets or online activities for further practice on counting and grouping objects into fours.
- Have students create their own sets of objects to count and share with the class in the next lesson.
 **Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP1** | **MATHEMATICS** |  |  |  |

**WEEK 7: LESSON 3**

**Strand:** Numbers

**Sub Strand:** Counting concrete objects

**Specific Learning Outcomes:**

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

1. Demonstrate how to count five objects.
2. Group objects into fives.
3. Appreciate the use of one-to-one correspondence in real-life situations.

**Key Inquiry Question(s):**

- How many objects are these?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
 |

**Learning Resources:**

- KLB Skillgrow Mathematics Activities PP1 Pg. 69-70
- Pictures
- Puzzles
- Objects
- Plasticine
- Number cutouts
- Digital devices

**Organisation of Learning:

Introduction (5 minutes):**

- Review the previous lesson briefly.
- Guide learners to read and discuss relevant content from the learning resources, focusing on understanding the key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Introduce the concept of counting five objects using visual aids such as pictures and objects.

**Step 2:** Guide learners in groups to practice counting and grouping objects into fives.

**Step 3:** Engage learners in a hands-on activity using plasticine to create groups of five objects.

**Step 4:** Encourage learners to apply one-to-one correspondence to real-life situations around them.

**Conclusion (5 minutes):**

- Summarize the key points learned during the lesson.
- Conduct a brief interactive activity to reinforce counting and grouping objects into fives.
- Preview upcoming topics or questions for the next session to prepare learners.

**Extended Activities:**

- Grade-relevant extended activities may include:
1. Creating a counting and grouping objects game for home practice.
2. Encouraging learners to count and group items around their house in fives.
3. Using digital devices to practice counting and grouping objects interactively.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP1** | **MATHEMATICS** |  |  |  |

**WEEK 7: LESSON 4**

**Strand:** Numbers

**Sub Strand:** Counting concrete objects

**Specific Learning Outcomes:**

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

1.Demonstrate how to count five objects.
2. Group objects into fives.
3.Appreciate the use of one-to-one correspondence in real life situations.

**Key Inquiry Question:**

- How many objects are these?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
 |

**Learning Resources:**

- KLB Skillgrow Mathematics Activities PP1 Pg. 69-70
- Pictures
- Puzzles
- Objects
- Plasticine
- Number cutouts
- Digital devices

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on counting and numbers.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts related to counting objects and grouping them.

**Lesson Development (5 minutes):**

 **Step 1:**
- Begin by demonstrating how to count five objects using visual aids like pictures or objects.

**Step 2:**
- Guide learners to practice counting objects in pairs or small groups and group them into sets of five.

 **Step 3:**
- Introduce the concept of one-to-one correspondence and explain its importance in counting accurately.
**Step 4:**
- Engage learners in a hands-on activity where they apply what they have learned by counting objects and practicing grouping them into fives.

**Conclusion (5 minutes):**

- Summarize the key points covered during the lesson on counting objects and grouping by fives.
- Conduct a brief interactive activity where learners practice counting and grouping objects to reinforce the main topics.
- Preview upcoming topics or questions to consider for the next session to keep learners engaged and curious about future lessons.

**Extended Activities:**

- Provide grade-appropriate extended activities such as:
- Creating their own sets of objects to practice counting.
- Using digital devices to play counting games.
- Making number cutouts and sorting them into groups of five.
- Drawing pictures or puzzles to represent groups of objects for counting practice.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 7: LESSON 5**

**Strand:** Numbers

**Sub Strand:** Counting Concrete Objects

**Specific Learning Outcomes:**

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

1.Count objects in groups of six.
2.Practice how to count pictures of objects from number 1-6.
3.Enjoy counting concrete objects within their environment.

**Key Inquiry Question(s):**

- How many learners are in your group?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
 |

**Learning Resources:**

- KLB Skillgrow Mathematics Activities PP1 Pg. 71-72
- Pictures
- Puzzles
- Objects
- Plasticine
- Number cutouts
- Digital devices

**Organisation of Learning:

Introduction (5 minutes):**

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

**Lesson Development (20 minutes):**

Based on learning experience, learners are guided in pairs, groups, or individually to:

**Step 1:** Count objects in groups of six.
**Step 2:** Practice how to count pictures of objects from number 1-6.

**Step 3:** Engage learners in hands-on activities using concrete objects for counting practice.

**Step 4:** Encourage learners to explore and count objects within their immediate environment.

**Conclusion (5 minutes):**

- 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 counting games with digital devices where learners can practice counting from 1-6.
- Use plasticine to mold objects and practice counting them in groups of six.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 9: LESSON 1**

**Strand:** Numbers

**Sub Strand:** Counting concrete objects

**Specific Learning Outcomes:**

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

1. Count objects in groups of six.
2. Practice how to count pictures of objects from numbers 1-6.
3. Enjoy counting concrete objects within their environment.

**Key Inquiry Question(s):**

- How many learners are in your group?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
 |

**Learning Resources:**

- KLB Skillgrow Mathematics Activities PP1 Pg. 71-72
- Pictures
- Puzzles
- Objects
- Plasticine
- Number cutouts
- Digital devices

**Organisation of Learning:**

 **Introduction (5 minutes):**- 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 (20 minutes):**

 **Step 1:**- Introduce the concept of counting objects in groups of six. Use visual aids such as pictures and objects to demonstrate.

**Step 2:**
- Guide learners to practice counting pictures of objects from numbers 1-6. Encourage active participation and engagement.

 **Step 3:**
- Provide opportunities for learners to count concrete objects within their environment. This hands-on experience will deepen their understanding of numbers.

**Step 4:**
- Conduct group activities where learners count objects in groups of six collaboratively. This fosters teamwork and reinforces counting skills.

**Conclusion (5 minutes):**

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

**Extended Activities:**

- Create a counting scavenger hunt where learners have to find and count six objects of different shapes and colors.
- Use plasticine to create various objects and challenge learners to count them in groups of six.
- Incorporate digital devices for interactive counting games to make learning engaging and fun.
 **Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP1** | **MATHEMATICS** |  |  |  |

**WEEK 9: LESSON 2**

**Strand:** Numbers

**Sub-Strand:** Counting concrete objects

**Specific Learning Outcomes:**

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

1. Count objects in groups of seven.
2. Practice counting pictures of objects from numbers 1 to 7.
3. Enjoy counting concrete objects within their environment.

**Key Inquiry Question(s):**

- How many boys or girls are in your group?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
 |

**Learning Resources:**

- KLB Skillgrow Mathematics Activities PP1 Pg. 73-74
- Pictures
- Puzzles
- Objects
- Plasticine
- Number cutouts
- Digital devices

**Organisation of Learning:**
**Introduction (5 minutes):**

- Review the previous lesson with students.
- Guide learners to read and discuss relevant content from the learning resources, focusing on understanding key concepts.

**Lesson Development (20 minutes):**

 **Step 1:** Introduce the concept of counting objects in groups of seven. Provide examples and demonstrate the process to the students.

**Step 2:** Engage students in activities where they practice counting pictures of objects from numbers 1 to 7. Monitor their progress and provide guidance as needed.

**Step 3:** Divide students into pairs, groups, or task them individually to apply what they have learned by counting concrete objects within their environment.

**Step 4:** Facilitate a discussion among students to share their experiences and learning outcomes from the counting exercises.

**Conclusion (5 minutes):**

- Summarize the key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity such as a group counting game to reinforce the main topics.
- Preview upcoming topics or questions for the next session to stimulate curiosity and engagement.

**Extended Activities:**

- Encourage students to create their counting scenarios using everyday objects at home and share their experiences with the class.
- Organize a counting competition where students are required to count objects in groups of seven within a set time limit, promoting accuracy and speed skills.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 9: LESSON 3**

**Strand:** Numbers

**Sub Strand:** Counting Concrete Objects
 **Specific Learning Outcomes:**

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

1.Count objects in groups of seven.
2. Practice how to count pictures of objects from number 1-7.
3.Enjoy counting concrete objects within their environment.

**Key Inquiry Question(s):**

- How many boys or girls are in your group?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
 |

**Learning Resources:**

- KLB Skillgrow Mathematics Activities PP1 Pg. 73-74
- Pictures
- Puzzles
- Objects
- Plasticine
- Number cutouts
- Digital devices

**Organization of Learning:**

**Introduction (5 minutes):**

- 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 (20 minutes):**

- Based on learning experience: Learners are guided in pairs, in groups, or individually to count objects in groups of seven and practice how to count pictures of objects from number 1-7.

**Step 1:**
- Introduce the concept of counting objects in groups of seven.
**Step 2:**
- Engage learners in a hands-on activity where they practice counting pictures of objects from numbers 1-7.
**Step 3:**
- Provide opportunities for learners to count concrete objects within their environment.
**Step 4:**- Review and reinforce the concept through group discussions and interactive activities.

**Conclusion (5 minutes):**

- 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 learners to create their own counting activity with objects in groups of seven.
- Encourage learners to count objects in their immediate surroundings and share their findings with the class.

**Teacher Self-Evaluation:**

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

**Strand:** Numbers

**Sub Strand:** Counting concrete objects

**Specific Learning Outcomes:**

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

1. Count objects in groups of eight
2. Practice how to count pictures of objects from number 1-8
3. Have fun counting concrete objects within their environment

**Key Inquiry Question:**

- How many balls are there?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
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**Learning Resources:**

- KLB Skillgrow Mathematics Activities PP1 Pg. 75-76
- Pictures
- Puzzles
- Objects
- Plasticine
- Number cutouts
- Digital devices

**Organisation of Learning:

Introduction (5 minutes):**

- Review the previous lesson on counting and numbers.
- Encourage learners to engage with the learning resources by reading and discussing key concepts related to counting objects.
 **Lesson Development (20 minutes):**

 **Step 1:** Counting Objects in Groups of Eight
- Introduce the concept of counting objects in groups of eight using visual aids and concrete objects.
- Have learners practice counting objects such as balls, blocks, or toys in groups of eight.

 **Step 2:** Practicing Counting from 1-8 with Pictures
- Display pictures of various objects (e.g., animals, fruits) with numbers from 1 to 8.
- Guide learners to count the objects in each picture and match them with the correct numeral.

**Step 3:** Engaging in Fun Counting Activities
- Provide hands-on activities where learners count objects within their immediate environment (e.g., counting chairs, books, or pencils).
- Encourage students to enjoy the process while improving their counting skills.

**Step 4:** Applying Counting Skills
- Create scenarios where learners need to count a specific number of objects (e.g., "How many apples are on the tree?") to practice their counting abilities.
 **Conclusion (5 minutes):**

- Summarize the key points covered during the lesson on counting objects.
- Conduct a brief interactive activity, such as a counting game or puzzle, to reinforce learning.
- Provide a glimpse into the next session's topics to prepare learners for upcoming lessons.

**Extended Activities:**

- Create counting worksheets with pictures for learners to practice independently.
- Arrange a scavenger hunt where students need to count specific items in the classroom or school playground.
- Incorporate counting activities into everyday routines, like counting steps while walking or counting objects during playtime.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP1** | **MATHEMATICS** |  |  |  |

**WEEK 9: LESSON 5**

**Strand:** Numbers

**Sub Strand:** Counting concrete objects

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

1.Count objects in groups of eight.
2. Practice how to count pictures of objects from numbers 1-8.
3. Have fun counting concrete objects within their environment.

**Key Inquiry Question(s):**

- How many balls are there?

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| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
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**Learning Resources:**

- KLB Skill grow Mathematics Activities PP1 Pg. 75-76
- Pictures
- Puzzles
- Objects
- Plasticine
- Number cutouts
- Digital devices
 **Organization of Learning:

Introduction (5 minutes):**

- 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 (20 minutes):**

**Step 1:**
- Show pictures of objects from numbers 1-8.
- Guide learners to count and identify the number of objects in each picture.

 **Step 2:**
- Introduce groups of eight objects.
- Demonstrate how to count objects in groups of eight using concrete materials.

 **Step 3:**
- Provide puzzles for learners to solve involving counting objects from 1-8.
- Encourage group work and discussion to reinforce counting skills.

 **Step 4:**- Utilize digital devices with interactive counting games.
- Engage learners in a fun activity where they count objects within their environment.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics, such as asking learners to count specific objects in the classroom.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

**Extended Activities:**

- Ask students to find and count objects around their homes in groups of eight.
- Prompt learners to create their own counting book with pictures of objects from 1-8.
- Encourage students to play counting games with their peers to reinforce their skills.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP1** | **MATHEMATICS** |  |  |  |

**WEEK 10: LESSON 1**

**Strand:** Numbers

**Sub Strand:** Counting concrete objects

**Specific Learning Outcomes:**

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

1. Count objects in groups of nine
2. Practice how to count pictures of objects from number 1-9
3.Have fun counting concrete objects within their environment

**Key Inquiry Question(s):**

- How many spoons are they?

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| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
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**Learning Resources:**

- KLB Skillgrow Mathematics Activities PP1 Pg. 77-78
- Pictures
- Puzzles
- Objects
- Plasticine
- Number cutouts
- Digital devices

**Organisation of Learning:

Introduction (5 minutes):**

- 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 (20 minutes):**

**Step 1:** Introduce the concept of counting objects in groups of nine. Display pictures or objects in groups of nine for visual representation.

 **Step 2:** Engage learners in practicing how to count pictures of objects from numbers 1-9. Encourage active participation and verbal counting.

 **Step 3:** Provide concrete objects within the classroom environment for students to count. Encourage them to have fun while counting and interacting with the objects.

**Step 4:** Consolidate learning by asking questions related to the key concepts covered during the lesson. Encourage students to explain their counting process and reasoning.
 **Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity, such as a quick game or counting challenge, to reinforce the main topics.
- Prepare learners for the next session by providing a preview of upcoming topics or questions to consider.

**Extended Activities:**

- Grade-relevant extended activities could include:
- Creating their own counting puzzles using pictures or objects.
- Using plasticine to mold shapes and count the number of sides on each shape.
- Using digital devices for interactive counting games or apps.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 10: LESSON 2**

**Strand:** Numbers

**Sub Strand:** Counting concrete objects

**Specific Learning Outcomes:**

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

1.Count objects in groups of nine
2.Practice how to count pictures of objects from numbers 1-9
3.Have fun counting concrete objects within their environment

**Key Inquiry Question(s):**

- How many spoons are they?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
 |

**Learning Resources:**

- KLB Skillgrow Mathematics Activities PP1 Pg. 77-78
- Pictures
- Puzzles
- Objects
- Plasticine
- Number cutouts
- Digital devices

**Organisation of Learning:

Introduction (5 minutes):**

- Review the previous lesson with a quick recap.
- Guide learners to read and discuss relevant content from the learning resources, putting emphasis on the key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to counting objects in groups of nine. Demonstrate how to count objects efficiently and accurately.

**Step 2:** Practice counting pictures of objects from numbers 1-9. Use interactive methods and visual aids for better understanding.
**Step 3:** Engage learners in counting concrete objects within their environment. Encourage them to actively participate and enjoy the process.

**Step 4:** Provide opportunities for learners to apply their counting skills independently or in pairs. Monitor their progress and provide guidance as needed.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity, such as a counting game, to reinforce the main topics covered.
- Preview upcoming topics or questions to consider for the next session to keep learners engaged and looking forward to the next lesson.

**Extended Activities:**

- For extended activities, consider providing worksheets or interactive games for further practice on counting objects and numbers 1-9. Encourage hands-on activities using objects and digital tools to deepen understanding of counting concepts.
 **Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 10: LESSON 3**

**Strand:** Numbers

**Sub Strand:** Counting concrete objects

**Specific Learning Outcomes:**

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

1.Match numerals with concrete objects.

2. Count objects in their class up to 9.
3.Enjoy using ICT devices to count concrete objects.

**Key Inquiry Question(s):**

- How many pineapples are there?

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| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
 |

**Learning Resources:**

- KLB Skillgrow Mathematics Activities PP1 Pg. 79
- Pictures
- Puzzles
- Objects
- Plasticine
- Number cutouts
- Digital devices

**Organisation of Learning:**
**Introduction (5 minutes):**

- Review the previous lesson on counting.
- Engage learners with the key inquiry question: "How many pineapples are there?"
- Discuss the importance of matching numerals with objects and counting accurately.
 **Lesson Development (20 minutes):**

**Step 1:** Matching Numerals with Concrete Objects
- Show learners a set of pictures with numerals beside them.
- Guide them to match the correct numeral with each concrete object.
- Encourage peer collaboration and discussion.

**Step 2:** Counting Objects in Class Up to 9
- Distribute objects like plasticine or number cutouts to the class.
- In pairs or groups, instruct learners to count the objects up to 9.
- Utilize digital devices for a fun counting activity.

**Step 3:** Enjoyment of Using ICT Devices for Counting
- Introduce digital counting games or apps on devices to the class.
- Allow students to explore and interact with the technology for counting practice.
- Monitor and facilitate their engagement with ICT devices.

**Conclusion (5 minutes):**

- Recap the lesson by reviewing the key concepts of matching, counting, and using ICT devices.
- Conduct a quick counting game or puzzle to reinforce learning.
- Provide a brief overview of what to expect in the next lesson, encouraging curiosity and participation.

**Extended Activities:**

- Create a counting scavenger hunt in the classroom where students find and count specific objects.
- Encourage learners to draw pictures of objects and match numerals to enhance their understanding.
- Have a group discussion on different ways to represent numbers using objects or drawings.

**Teacher self-evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP1** | **MATHEMATICS** |  |  |  |

**WEEK 10: LESSON 4**

**Strand:** Numbers

**Sub Strand:** Number Sequencing

**Specific Learning Outcomes:**

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

1. Identify number symbols 1-9 as indicated on number cards.
2.Count and write the missing numbers on the sequence.
3.Display ability to identify the missing numbers in the sequence.

**Key Inquiry Question(s):**

- Which number can you see on this card I am holding?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
 |

**Learning Resources:**

- KLB Skillgrow Mathematics Activities PP1 Pg. 80-81
- Pictures
- Puzzles
- Objects
- Plasticine
- Number cutouts
- Digital devices

**Organisation of Learning:**
**Introduction (5 minutes):**

- 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 (20 minutes):**

**Step 1:**
- Present number cards with symbols 1-9 to the learners.
- Engage students in identifying and naming each number.

 **Step 2:**
- Demonstrate a sequence with missing numbers and ask students to fill in the blanks.
- Guide students in counting and writing the missing numbers.

 **Step 3:**
- Provide hands-on activities with pictures, puzzles, and objects for students to practice number sequencing.
- Encourage group or pair work to enhance learning.

**Step 4:**
- Use digital devices to engage students in interactive activities related to number sequencing.
- Reinforce the concept of identifying missing numbers in a sequence.

**Conclusion (5 minutes):**

 - 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:**

- Provide students with number cutouts and plasticine to create their own number sequences.
- Encourage students to create simple number puzzles for their peers to solve, focusing on number sequencing.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP1** | **MATHEMATICS** |  |  |  |

**WEEK 10: LESSON 5**

**Strand:** Numbers

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

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

1. Read the numbers in the sequence.
2. Fill in the missing numbers in the sequence.
3. Have fun filling in the missing numbers.

**Key Inquiry Question(s):**

- Which number comes before this number?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
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**Learning Resources:**

- KLB Skillgrow Mathematics Activities PP1 Pg. 82
- Pictures
- Puzzles
- Objects
- Plasticine
- Number cutouts
- Digital devices

**Organisation of Learning:

Introduction (5 minutes):**

- Review the previous lesson on numbers and sequencing.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Engage students by showing a sequence of numbers (e.g., 1, 2, \_, 4, 5) and have them identify and read the missing number.

**Step 2:** Provide opportunities for students to practice filling in missing numbers in sequences independently or with a partner.

**Step 3:** Introduce a hands-on activity where students use physical objects like plasticine or number cutouts to create their own number sequences.

**Step 4:** As a fun closing activity, present picture puzzles with missing numbers and have students identify and fill in the missing numbers.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson, emphasizing the importance of sequencing and number recognition.
- Conduct a brief interactive activity, such as a quick quiz or game, to reinforce the main topics covered in the lesson.
- Provide a preview of the next session's topic or pose questions for students to consider.

**Extended Activities:**

- Encourage students to create their own number sequences using different materials or digital tools.
- Have students practice sequencing numbers in everyday contexts, such as counting steps, toys, or items in their environment.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP1** | **MATHEMATICS** |  |  |  |

**WEEK 11: LESSON 1**

**Strand:** Numbers

**Sub Strand:** Number sequencing

**Specific Learning Outcomes:**

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

1. Read the numbers in the sequence.
2. Fill in the missing numbers in the sequence.
3. Have fun filling in the missing numbers.

**Key Inquiry Question(s):**- Which number comes before this number?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
 |

**Learning Resources:**

- KLB Skillgrow Mathematics Activities PP1 Pg. 82
- Pictures
- Puzzles
- Objects
- Plasticine
- Number cutouts
- Digital devices

**Organisation of Learning:

Introduction (5 minutes):**

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

 **Development Lesson (20 minutes):**

 **Step 1:** Introduce the concept of number sequencing by showing examples and discussing the order of numbers.

 **Step 2:** Engage learners in a hands-on activity where they read numbers in a sequence displayed on cards or on the board.

**Step 3:** Guide learners to fill in missing numbers in sequences provided, encouraging peer collaboration and discussion.

**Step 4:** Utilize digital devices or interactive tools to reinforce the concept of number sequencing through engaging games or puzzles.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity, such as a quick quiz or challenge, to reinforce understanding.
- Preview the next lesson's topics or questions to spark curiosity and encourage continued learning.

**Extended Activities:**

- Encourage students to create their own number sequences using materials like plasticine or number cutouts.
- Provide worksheets for additional practice on number sequencing at home for reinforcement.
 **Teacher Self-Evaluation:**

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| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP1** | **MATHEMATICS** |  |  |  |

**WEEK 11: LESSON 2**

**Strand:** Numbers

**Sub-Strand:** Number Sequencing

**Specific Learning Outcomes:**

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

1. Count the pictures and read the numbers.
2. Say the missing numbers.
3. Appreciate reading numbers in sequence.

**Key Inquiry Question:**

- Which number comes after this number?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
 |

**Learning Resources:**

- KLB Skill grow Mathematics Activities PP1 Pg. 83-84
- Pictures
- Puzzles
- Objects
- Plasticine
- Number cutouts
- Digital devices

**Organisation of Learning:

Introduction (5 minutes):**

- 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 (20 minutes):**

**Step 1:** Introduce the concept of number sequencing by counting pictures and reading numbers aloud.

 **Step 2:** Engage learners in identifying and saying the missing numbers in a sequence.

**Step 3:** Provide opportunities for learners to practice reading numbers in sequence with interactive activities and group discussions.

 **Step 4:** Reinforce learning by having learners apply their knowledge in real-world scenarios or interactive games.

**Conclusion (5 minutes):**

- 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:**

- Encourage students to create their number sequencing puzzles using plasticine or cutouts.
- Utilize digital devices for interactive games or practice exercises related to number sequencing.
- Tailor tasks according to individual learner needs to ensure deep understanding and application of the concepts.

**Teacher Self-Evaluation:**

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| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP1** | **MATHEMATICS** |  |  |  |

**WEEK 11: LESSON 3**

**Strand:** Numbers

**Sub-Strand**: Number Sequencing

**Specific Learning Outcomes:**

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

1. Read numbers in sequence.
2. Arrange number cards in sequence for completing sequence puzzles.
3.Enjoy arranging numbers in sequence in their day-to-day life.

**Key Inquiry Question(s):**

- Which number comes after this number?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
 |

**Learning Resources:**

- KLB Skillgrow Mathematics Activities PP1 Pg. 85
- Pictures
- Puzzles
- Objects
- Plasticine
- Number cutouts
- Digital devices

**Organisation of Learning:

Introduction (5 minutes):**

- 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 (20 minutes):**

- Based on learning experience, learners are guided in pairs, in groups, or individually to:
- Read numbers in sequence.
- Arrange number cards in sequence for completing sequence puzzles.
- Lesson development split into 4 distinct steps:

**Step 1:** Understanding Number Sequences
- Introduce the concept of number sequencing.
- Demonstrate how to read numbers in sequence.

**Step 2:** Arranging Number Cards
- Provide number cards to learners.
- Guide them to arrange the cards in ascending and descending order.

**Step 3:** Completing Sequence Puzzles
- Introduce sequence puzzles to the learners.
- Encourage them to complete the puzzles by arranging numbers in the correct order.

**Step 4:** Engaging in Real-life Sequencing
- Discuss the importance of sequencing in daily activities.
- Encourage learners to identify and arrange numbers in sequence in their everyday lives.

**Conclusion (5 minutes):**

 - 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:**

- Provide learners with number sequencing worksheets for practice at home.
- Encourage them to create their own sequence puzzles using number cards.
- Integrate sequencing activities into daily routines, such as organizing toys or counting steps.

**Teacher Self-Evaluation:**

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| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP1** | **MATHEMATICS** |  |  |  |

**WEEK 11: LESSON 4**

**Strand:** Numbers

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

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

1. Read numbers in sequence.
2. Arrange number cards in sequence for completing sequence puzzles.
3. Enjoy arranging numbers in sequence in their day-to-day life.

**Key Inquiry Question(s):**

- Which number comes after this number?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
 |

**Learning Resources:**

- KLB Skillgrow Mathematics Activities PP1 Pg. 85
- Pictures
- Puzzles
- Objects
- Plasticine
- Number cutouts
- Digital devices

**Organisation of Learning:

Introduction (5 minutes):**

- 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 (20 minutes):**

**Step 1:** Introduction to Number Sequencing
- Engage students with a fun activity using pictures or objects to help them identify and understand the concept of number sequencing.

**Step 2:** Reading Numbers in Sequence
- Introduce number cards to the students and guide them through reading numbers in sequence, ensuring they understand the concept of ascending order.

**Step 3:** Arranging Number Cards in Sequence
- Provide students with a set of number cards and ask them to arrange the cards in the correct sequence, either independently or in pairs/groups.

 **Step 4:** Completing Sequence Puzzles
- Present the students with sequence puzzles using plasticine or digital devices, where they have to arrange the numbers in the correct order to solve the puzzle.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity where students practice sequencing numbers to reinforce their understanding.
- Provide a preview of upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Encourage students to practice number sequencing in their day-to-day activities, such as arranging objects in order of size or playing number sequencing games on digital devices.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP1** | **MATHEMATICS** |  |  |  |

**WEEK 11: LESSON 5**

**Strand:** Numbers

**Sub Strand:** Symbolic representation of number (number writing)

**Specific Learning Outcomes:**

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

1.Identify number symbols 1-9 for development of numeracy skills.
2. Join dots to form number symbols 1-9 on a surface.
3. Appreciate the use of numbers within their environment.

**Key Inquiry Question(s):**

- Which number symbol is this?

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| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
 |

**Learning Resources:**

- KLB Skillgrow Mathematics Activities PP1 Pg. 86-87
- Pictures
- Puzzles
- Objects
- Plasticine
- Number cutouts
- Digital devices

**Organisation of Learning:

Introduction (5 minutes):**

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 (20 minutes):**

- Split into 4 distinct steps:

**Step 1:** Introduction to Number Symbols
- Show learners the number symbols 1-9 using visual aids.
- Engage students in a discussion about the importance of numbers in their daily lives.

**Step 2:** Identifying Number Symbols
- Provide worksheets or flashcards with numbers 1-9.
- Guide learners to identify and match the correct number symbol with the corresponding numeral.

**Step 3:** Joining Dots to Form Numbers
- Distribute worksheets with dotted outlines of numbers 1-9.
- Encourage students to connect the dots in sequential order to form the complete number.

**Step 4:** Real-World Application
- Engage students in a hands-on activity where they identify and write numbers they see in their surroundings.
- Encourage students to count and label objects with the appropriate number symbol.

**Conclusion (5 minutes):**

1. Summarize key points and learning objectives achieved during the lesson.
2. Conduct a brief interactive activity to reinforce the main topics, such as a counting game.
3. Provide a preview of upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Encourage students to create their own number cards with illustrations representing each numeral.
- Engage students in a number hunt activity where they search for specific numbers in their environment and take pictures or draw them.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP1** | **MATHEMATICS** |  |  |  |

**WEEK 12: LESSON 1**

**Strand:** Numbers

**Sub Strand:** Symbolic representation of number (number writing) - 2

**Specific Learning Outcomes:**

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

1.Identify number symbols 1-9 for development of numeracy skills.
2. Join dots to form number symbols 1-9 on a surface.
3.Appreciate the use of numbers within their environment.

**Key Inquiry Question(s):**- Which number symbol is this?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
 |

**Learning Resources:**

- KLB Skillgrow Mathematics Activities PP1 Pg. 86-87
- Pictures
- Puzzles
- Objects
- Plasticine
- Number cutouts
- Digital devices

**Organisation of Learning:**
**Introduction (5 minutes):**

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 (20 minutes):**

 **Step 1:** Identifying Number Symbols
- Show learners images of number symbols 1-9.
- Ask learners to identify each number symbol and say its name out loud.

 **Step 2:** Joining Dots to Form Number Symbols
- Provide learners with worksheets containing dots to form number symbols 1-9.
- Guide learners to connect the dots in the correct order to form the numbers.

 **Step 3:** Appreciating Numbers in the Environment
- Take learners on a short walk around the school or classroom.
- Ask them to identify and point out numbers they see in their environment.

**Step 4:** Interactive Number Formation
- Hand out plasticine or number cutouts to each learner.
- Have them use the materials to form number symbols 1-9 on a surface.

**Conclusion (5 minutes):**

1. Summarize key points and learning objectives achieved during the lesson.
2. Conduct a brief interactive activity where learners showcase their ability to identify and form number symbols.
3. Preview upcoming topics or questions for the next session.

**Extended Activities:**

- Create a number puzzle game where learners match number symbols with corresponding objects.
- Encourage learners to count and write down the numbers they see at home or in their community to reinforce number recognition skills.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP1** | **MATHEMATICS** |  |  |  |

**WEEK 12: LESSON 2**

**Strand:** Numbers

**Sub Strand:** Symbolic representation of numbers (number writing)

**Specific Learning Outcomes:**

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

1**.**Describe how to model different numbers.
2. Model different number symbols.
3. Have fun modeling different number symbols.

**Key Inquiry Question:**

- How do we model number symbols?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
 |

 **Learning Resources:**

- KLB Skillgrow Mathematics Activities PP1 Pg. 88
- Pictures
- Puzzles
- Objects
- Plasticine
- Number cutouts
- Digital devices

**Organisation of Learning:

Introduction (5 minutes):**

- 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 (20 minutes):**
**Step 1:** Exploring Number Symbols
- Show different number symbols to the students.
- Discuss how numbers are represented in different ways.
- Engage students in identifying and pointing out numbers in their environment.

**Step 2:** Modeling Numbers with Objects
- Provide students with objects like blocks or counters.
- Ask them to model different numbers using the objects.
- Encourage students to work in pairs to represent numbers creatively.

**Step 3:** Using Plasticine to Create Number Symbols
- Give students plasticine to mold into number shapes.
- Have them create numbers from 1 to 10 using the plasticine.
- Discuss the importance of understanding and recognizing number symbols.

**Step 4:** Digital Exploration of Number Symbols
- Introduce digital devices with number-related apps or games.
- Allow students to explore and interact with different number symbols.
- Encourage them to practice identifying and matching numbers digitally.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity where students showcase their modeled number symbols.
- Preview upcoming topics or provide questions for students to think about before the next session.

**Extended Activities:**

- Extension 1: Encourage students to create their own number puzzles using cutouts with numbers.
- Extension 2: Organize a number hunt activity where students search for and identify numbers in their surroundings.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP1** | **MATHEMATICS** |  |  |  |

**WEEK 12: LESSON 3**

**Strand:** Numbers

**Sub Strand:** Symbolic representation of number (number writing)

**Specific Learning Outcomes:**

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

1. Describe how to model different number

2. Model different number symbols
3. Have fun modeling different number symbols

**Key Inquiry Question(s):**
- How do we model number symbols?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
 |

**Learning Resources:**

- KLB Skill grow Mathematics Activities PP1 Pg. 88
- Pictures
- Puzzles
- Objects
- Plasticine
- Number cutouts
- Digital devices

**Organisation of Learning:**
**Introduction (5 minutes):**

- 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 (20 minutes):**

- Based on learning experience, learners are guided in pairs, in groups, or individually through the following steps:

**Step 1:** Introduction to Number Symbols
- Show examples of number symbols and explain their importance.
- Use objects or pictures to represent different numbers.

**Step 2:** Modeling Numbers
- Demonstrate how to model numbers using plasticine and number cutouts.
- Encourage learners to practice modeling numbers individually.

**Step 3:** Guided Practice
- Assign tasks for learners to model specific numbers and symbols.
- Provide support and guidance as needed.

**Step 4:** Fun Activity
- Engage learners in a fun activity where they can create their own unique number symbols using digital devices or other creative materials.

**Conclusion (5 minutes):**

- 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:**

- Encourage learners to engage in further modeling of numbers at home using everyday objects.
- Suggest a number hunt activity where learners search for and identify numbers in their surroundings.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP1** | **MATHEMATICS** |  |  |  |

**WEEK 12: LESSON 4**

**Strand:** Numbers

**Sub Strand:** Symbolic representation of number (number writing)

**Specific Learning Outcomes:**

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

1. Describe how to trace number symbols on the surface.
2.Trace number symbol cut-outs 1-9 on a surface.
3.Appreciate tracing number symbols.

**Key Inquiry Question:**

- How can we trace this number?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
 |

**Learning Resources:**

- KLB Skillgrow Mathematics Activities PP1 Pg. 89
- Pictures
- Puzzles
- Objects
- Plasticine
- Number cutouts
- Digital devices
 **Organisation of Learning:**
**Introduction (5 minutes):**

- 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 (20 minutes):**

 **Step 1:** Introduction to Tracing Numbers
- Demonstrate how to trace number symbols on the surface using visual aids and examples.
- Provide opportunities for learners to practice tracing numbers 1-3.

**Step 2:** Tracing Number Cut-outs
- Distribute number symbol cut-outs 1-9 to learners.
- Guide learners on how to trace these cut-outs on a surface.
- Encourage peer collaboration and feedback during this activity.

**Step 3:** Independent Practice
- Allow learners to practice tracing number symbols individually.
- Monitor and provide guidance as needed to ensure correct tracing techniques are being followed.

**Step 4:** Reflection and Appreciation
- Lead a discussion on the significance of tracing number symbols.
- Encourage learners to appreciate the process and its importance in understanding number concepts.

**Conclusion (5 minutes):**

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

**Extended Activities:**

- Provide worksheets with additional numbers for tracing practice at home.
- Encourage learners to create their own number cut-outs and engage in a tracing game with family members.
- Use digital devices for interactive tracing activities or online games related to number symbols.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP1** | **MATHEMATICS** |  |  |  |

**WEEK 12: LESSON 5**

**Strand:** Numbers

**Sub Strand:** Symbolic representation of number (number writing)

**Specific Learning Outcomes:**

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

1. Describe how to trace number symbols on the surface.
2. Trace number symbol cut-outs 1-9 on a surface.
3. Appreciate tracing number symbols.

**Key Inquiry Question:**

- How can we trace this number?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving**
* **Communication and collaboration**
* **Imagination and creativity**
 | * **Unity**
* **Love**
* **Responsibility**
* **Peace**
 | * **Safety**
* **Hygiene**
* **Recognition**
 |

**Learning Resources:**

- KLB Skillgrow Mathematics Activities PP1 Pg. 89
- Pictures
- Puzzles
- Objects
- Plasticine
- Number cutouts
- Digital devices

**Organisation of Learning:**
**Introduction (5 minutes):**

1. Review the previous lesson on numbers and engage students by asking questions related to tracing numbers.
2. Guide learners to read and discuss relevant content from the provided learning resources, focusing on understanding how to trace number symbols effectively.

**Lesson Development (20 minutes):

Step 1:** Introduction to Number Symbols Tracing
- Explain the importance of tracing number symbols accurately.
- Demonstrate how to trace number symbols on a surface using examples from the learning resources.
- Allow students to practice tracing numbers 1-5 on their own or in pairs.

**Step 2:** Tracing Number Symbol Cut-outs
- Provide students with number symbol cut-outs 1-9.
- Instruct students to trace each cut-out on a surface carefully.
- Encourage students to pay attention to the shape and direction of each number while tracing.

**Step 3:** Appreciation of Tracing Number Symbols
- Discuss the significance of tracing number symbols for improving number recognition and writing skills.
- Encourage students to appreciate the process of tracing number symbols as a helpful learning activity.

**Step 4:** Interactive Tracing Activity
- Engage students in a fun and interactive tracing activity using digital devices or other resources.
- Allow students to trace numbers in a creative way, reinforcing their understanding of number symbols.

**Conclusion (5 minutes):**

1. Summarize the key points covered during the lesson, emphasizing the importance of accurately tracing number symbols.
2. Conduct a brief interactive activity to reinforce learning objectives, such as a quick number tracing game.
3. Provide a preview of the next lesson's topic or pose questions for students to consider before the next session.

**Extended Activities:**

- Homework assignment: Ask students to practice tracing numbers 1-9 at home and bring their traced sheets to the next class for review.
- Number hunt: Create a scavenger hunt activity where students have to find and trace numbers in their surroundings, promoting real-world application of tracing skills.

**Teacher Self-Evaluation:**