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Maths Teachers' Guide: Class 1

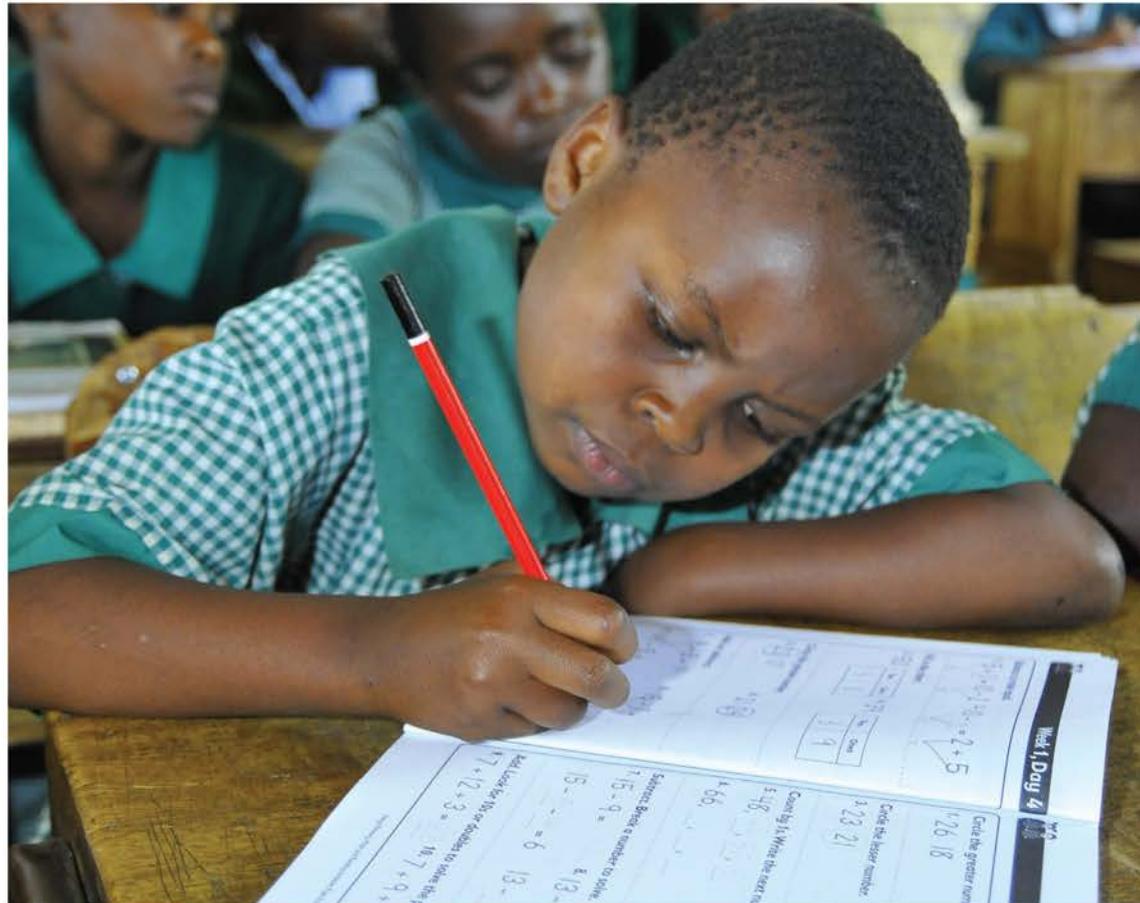


PHOTO: Alex Kamweru

Primary Math and Reading (PRIMR) Initiative

PRIMR MATH'S TEACHERS' GUIDE - Class 1

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Welcome to PRIMR!

Welcome to the **Mathematics Programme**. This programme is developed to help teach your child the critical mathematics concepts introduced in the Kenyan Mathematics Syllabus. With the introduction of a comprehensive mathematics programme, mathematics understanding and scores are expected to improve. This programme has been designed to build upon the success of earlier initiatives and address the required mathematics to help your pupils succeed. Throughout the year, your pupils will learn a variety of new mathematics skills using this book in the classroom and at home. Each day's activity is organized to have the teacher's guide and the pupil's book on one page. This is meant to make the teachers work easier as the teacher will not be required to carry two books yet they can still see what the pupils are expected to do.

Programme Components

Teachers' Guide

The *Mathematics* programme has two main components: the Teachers' Guide and the *Pupil Activity Book*. Although both contain instruction, the Lesson Plans are the main instructional components and must be followed closely to ensure that pupils achieve the full benefit of the programme.

The teachers' guide contains more than 100 daily lessons for the teacher with the pupil's book embedded in the same page.

Week 1 - 3 has fully scripted lesson guides for the teacher to refer to and understand the PRIMR methodology while the rest of the weeks from 4 - 27 are guides that help the teacher deliver the lessons without having to make their own lesson plans.

These guides use the following terms to help the teacher.

Draw: This refers to what the teacher ought to write on the board.

Demonstrate: This is the teacher's activity. It is expected that the teacher shows the pupils how to work out the various operations.

Guide: The teacher and the pupils need to work out the activities at this time. The teacher asks leading questions to check if the pupils understood what was demonstrated.

Activities: The 'activity' represents a separate concept in each lesson and the activities range from 1 - 4 per lesson with most being revision while a new concept is introduced each day.

PARTS OF A DETAILED TEACHERS' GUIDE

WEEK 2, DAY 1

Subject	Class	Date	Time	Roll	Duration
Mathematics					30 min.

Shows the topics covered in the lesson.

Topics

Measurement, Representation and Notation

Subtopics

- Comparing objects by texture
- Creating groups of upto 5 objects

Objectives

By the end of the lesson, pupils will be able to:

- compare textures of different objects to group them.
- create groups of up to 5 objects

Learning Resources

1. Objects with different textures in groups of 5 each (such as rough rocks, rough pieces of paper, hard nuts or seeds, hard or soft beans, soft cloth, smooth rocks, soft leaves or blades of grass, and soft berries)

2. pupil's activity books

Pupil Activity Book

Classwork page 6

Shows materials required in teaching the lesson.



Introduction (5 min.)

Review

This section quickly reviews the previous concept taught.

- *Good morning, children. Today we will learn about comparing objects by how they feel when we touch them. Before we begin our new lesson, let's practice writing the numbers from 1 to 5.*
- Write the numbers 1 to 5 on the board. Then write them in the air 1 at a time with a finger, while facing the same direction as the pupils. Say the numbers as you write. Form the lines of each number in the correct order and direction (for example, make a loop from upper left to bottom left with a flat line across the bottom for the number 2). Give pupils a chance to write the numbers in the air.

Development (20 min.)

New

Using the instructional model below, teach pupils how to compare objects based on their textures. Before you begin, make sure you have the objects you will need.

Teacher icons indicates that a section contains scripting and instruction strategies for the teacher to follow to demonstrate to the pupils how to work out the activity.



Teacher Activities

"I do."

Today we will compare objects by texture. Texture is the way something feels when you touch it. For example, an object might feel hard or soft. It might feel rough or smooth. It might feel wet or dry.

Let us first review how to write numbers 1 to 5. Ask some pupils to write numbers 1 to 5 on the board.

Step 1

Write hard, soft, rough, smooth, wet, dry on the board. Display objects with different textures.

I will compare these objects by texture. I can even close my eyes or look away when I compare them.

Demonstrate feeling 1 hard object (such as a rock). ***This object feels hard.***

Demonstrate feeling 1 soft object (such as a piece of cloth). ***This object feels soft.***

Pass around the objects to allow pupils to feel their textures.

Repeat step 1 with 1 rough object, 1 smooth object, 1 wet object and 1 dry object.

Step 2

I will now show you how to count the objects in different groups and write the number below them.

Draw different groups of objects between 1 and 5 on the board. Demonstrate how to count the different groups of objects and then write the number below them.

WEEK 2, DAY 1

Teacher and pupils icon indicates guided practise activities for teachers and pupils to work out together.



Teacher and Pupil Activities
"We do."

Step 3

Now let's compare the textures of these objects.

Show new objects and ask pupils to call out what they think their textures are. Choose a pupil to feel the textures and describe them to the rest of the pupils. Then pass around the objects for all pupils to feel them. Ask the following questions about each object.

Is this object hard or soft? Is it rough or smooth? Is it wet or dry? Sort the objects with pupils.

Draw objects that pupils find hard and those they find soft on the board.

Step 4

Let us look at some groups together.

Draw different groups of 1, 2, 3, 4, 5 objects on the board.

Point to the group with one object. **Let us count the number of objects in this group** (1). Write the number 1 on the board.

Point to the group with two objects. **Let us count the number of objects in this group** (2). Write the number 2 on the board.

Point to the group with three objects. **Let us count the number of objects in this group** (3). Write the number 3 on the board.

Point to the group with four objects. **Let us count the number of objects in this group** (4). Write the number 4 on the board.

Point to the group with five object. **Let us count the number of objects in this group** (5). Write the number 5 on the board.

Pupils icon indicates what pupils should do in their books as the teacher supervises.



Pupil Activities
"You do."

Application: (📖 page 6) Ask pupils to complete the page in class. Move around the classroom and review their work as they complete the exercises.



Conclusion (5 min.) Review

This section is for quick reviews of the main component of the lesson taught.

- **Today we learned about the different textures objects can have. We also learned how to count different groups of objects and write the number representing them. Now you can show me what you have learned.**
- Have several take a turn coming to the front of the class and writing numbers 1-5 on the board.

Each lesson ends with a homework assignment for pupils. The teacher copies the homework on the board for pupils to copy and do at home.



Homework

Write the home work on the board and let the pupils copy and work out at home.

Evaluation Note where pupils make errors or have difficulties. Suggest how future lessons can address these problems.

Notes:

This section holds your brief notes of pupil performance or tips that will help you use this lesson in future classes.

Introduction

Draw various shapes on the board and ask the pupils to identify the squares.



This part introduces the lesson by revising a previous concept taught.

Development

Activity 1

Show the pupils how to work out.

- **Demonstrate:** Count a group of 5 sticks and a group of 5 stones.
- Emphasize that the two groups are equal.
- **Guide:** Provide pupils with objects such as stones and sticks and work with pupils to make equal groups.
- **Draw:** Draw two groups of 2 objects each. ○○ △△
- **Demonstrate:** Count and write the numbers and equal sign below them:
○○ △△
2 = 2
- Remind pupils that the equal sign is used to show equal number of objects.
- **Guide:** Draw two equal groups of different shapes and guide pupils to write the numbers and the equal sign below the groups.

This summarizes the main concept of the lesson.

Classwork

Pupils to work out the activities on page 24.

Teacher refers pupils to the respective exercise

Conclusion

Ask pupils to draw equal groups, then write the numbers and the equal signs.

Homework

Count the objects in each group and write the number of objects.

The homework is to be written on the board for the pupils to copy and do at home.

1. $\begin{matrix} \triangle\triangle & \triangle\triangle \\ \triangle & \triangle \end{matrix}$ $\begin{matrix} \triangle\triangle\triangle \\ \triangle\triangle\triangle \end{matrix}$
2. $\begin{matrix} \circ\circ\circ & \triangle\triangle\triangle \\ \circ\circ\circ & \triangle\triangle\triangle \end{matrix}$
3. Draw lines under the squares.
○ △ □ △ ○ ☆ □

This is the main body of the days lesson. This represents different concepts for the lesson.

Work with the pupils to come up with the solution.

Activity 2

- **Demonstrate and draw:** Review the properties of a square and draw it on the board.
- **Draw:** The following shapes △△○○□□
- **Demonstrate:** Identify the square by drawing a line below it. △△○○□□
- **Guide:** Work with pupils to identify the other square by drawing a line below it. △△○○□□

This is the corresponding page from the Pupil's Book to the lesson.

Week 5, Day 2

Write the number of objects.

1. $\begin{matrix} \bullet\bullet & = & \triangle\triangle \\ \bullet\bullet & & \triangle\triangle \end{matrix}$ 2. $\begin{matrix} \bullet\bullet\bullet & = & \bullet\bullet\bullet \\ \bullet\bullet\bullet & & \bullet\bullet\bullet \end{matrix}$

_____ = _____ _____ = _____

3. $\begin{matrix} \text{shoe} & = & \text{sock} \\ \text{shoe} & & \text{sock} \end{matrix}$ 4. $\begin{matrix} \text{circle} & = & \text{bird} \\ \text{circle} & & \text{bird} \end{matrix}$

_____ = _____ _____ = _____

Write equal sign (=) between groups with the same number of objects.

5. $\begin{matrix} \bullet\bullet\bullet & \bullet\bullet\bullet & 6. & \heartsuit\heartsuit\heartsuit & \square\square\square \end{matrix}$

_____ _____ _____ _____

Draw lines under the squares.

7. $\begin{matrix} \blacksquare & \square & \triangle & \star & \bullet & \triangle & \hexagon & \blacksquare \end{matrix}$

8. $\begin{matrix} \circ & \heartsuit & \bullet & \triangle & \square & \hexagon & \triangle & \square \end{matrix}$

Record what went on in the lesson especially what pupils understood and what they did not understand.

Record how long the lesson took.

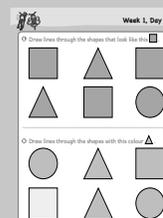
No. of pupils in the class as you taught.

Week 5, Day 2:	Duration:	Roll:
_____	_____	_____
Remarks: _____		

TEACHERS' GUIDE WEEK 1, DAY 1

Subject	Class	Date	Time	Roll	Duration
Mathematics					30 min.

<p>Topics Counting, Sorting</p> <p>Subtopics</p> <ul style="list-style-type: none"> • Rote counting from 1 to 5 (without objects) • Sorting objects by their shapes and colors <p>Objectives By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> • count to 5 without using objects. • sort objects by shapes and colors. 	<p>Learning Resources</p> <ol style="list-style-type: none"> 1. Objects with different colors (such as bottle tops with different colors) 2. Pupil's activity books <p>Pupil Activity Book Classwork page 1</p>
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Introduction (5 min.)

Review

- *Good morning, children. Today we will count numbers beginning with the number 1 and ending with the number 5. We will also sort objects by shapes and colors. Sorting means putting objects in groups because they are the same.*
- *Before we begin our lesson, I will show you objects with different shapes and colours. Show pupils objects with different shapes and colours e.g. bottle tops, books, blocks, etc.*

Development (20 min.)

New

Teach rote counting from 1 to 5 and sorting objects by shapes and colors. Use the instructional model below. Before you begin, gather the colored objects and draw a series of shapes on the board: 1 large circle, 1 large square, 1 small circle, and 1 small square.



Teacher Activities
"I do."

Step 1

Draw a series of shapes on the board: 1 large circle, 1 large square, 1 small circle and 1 small square.

Now I will sort these shapes. Remember that sorting means putting together objects that are the same. I'll put these shapes together because they are round. I'll put these shapes together because they have sides.

Shade in the circles and leave the squares unshaded to show the shapes you put together.

We can also sort the shapes by their color.

Show some of the colored objects as you sort them into groups.

Step 2

Listen carefully. I am going to count from 1 to 5.

Count from 1 to 5 three times, saying each number clearly and slowly.

TEACHERS' GUIDE WEEK 1, DAY 1

 Teacher and Pupil Activities <i>"We do."</i>	<p>Step 3</p> <p>Draw a new series of shapes on the board: 1 large triangle, 1 small circle, 1 small triangle similar to the first, and another small circle. Shade in the large triangle and the second of the small circles.</p> <p><i>Now let's try sorting these shapes by color. Which objects go together because of their color? Let's start with the shaded shapes.</i></p> <p>Draw a line through the first triangle, which is shaded.</p> <p><i>Which other shape is shaded?</i> (the second small circle)</p> <p>Draw a line through the small, shaded circle to group it with the shaded triangle. Point out that the remaining unshaded shapes are also grouped by color. Then work with pupils to group the round shapes (by underlining the circles).</p> <p>Step 4</p> <p><i>Let's count to 5 together. Count with me: 1-2-3-4-5.</i></p> <p>Count from 1 to 5 several times with pupils.</p>
 Pupil Activities <i>"You do."</i>	<p>Step 5</p> <p>Application: (📄 page 1) Ask pupils to complete the page in class. Move around the classroom and review their work as they complete the exercises.</p>



Conclusion (5 min.)

Review

- *Today we learned how to count from 1 to 5 and how to sort objects by their shapes and colors. Now you can show me what you have learned.*

Guide the pupils to count from 1-5.



Homework

Write the home work on the board and let the pupils copy and work out at home.

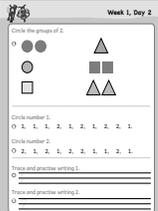
Evaluation *Note where pupils make errors or have difficulties. Suggest how future lessons can address these problems.*

Notes:

TEACHERS' GUIDE WEEK 1, DAY 2

Subject	Class	Date	Time	Roll	Duration
Mathematics					30 min.

<p>Topics Representation and Notation, Equivalence</p> <p>Subtopics</p> <ul style="list-style-type: none"> • Writing numbers 1 and 2 • Creating groups with 1 and 2 objects <p>Objectives By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> • write the numbers 1 and 2. • create groups with 1 and 2 objects. 	<p>Learning Resources</p> <ol style="list-style-type: none"> 1. Objects with different colors (such as bottle tops with different colors; 1 and 2 objects per color) 2. Pupil's activity books <p>Pupil Activity Book </p> <p>Classwork page 2</p>
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Introduction (5 min.)

Review

- *Good morning, children. Today we will learn to write the numbers 1 and 2. We will also create groups with 1 or 2 objects.*
- *Before we begin our new lesson, I would like you to practice counting from 1 to 5.* Lead the pupils in counting from 1 to 5 several times.

Development (20 min.)

New

Using the instructional model below, teach pupils how to create groups of 1 and 2 objects and how to write the numbers 1 and 2.



Teacher Activities "I do."

Now that we've practiced counting from 1 to 5 and sorting objects, I want to teach you more about the numbers 1 and 2.

Step 1

Everyone, watch me. I am going to write the number 1 on the board. I start at the top and draw a line straight down.

Write a 1 on the board. Show pupils 1 object and point to the number 1.

This is number 1.

Step 2

Now watch me again. I am going to write the number 2 on the board.

Write a 2 on the board. Show pupils 2 objects. Count them.

This is number 2.

Step 3

Now I will make groups with 1 and 2 objects. I will then write numbers 1 and 2.

Draw groups of 1 and 2 objects on the board. Demonstrate how to recognise the group with 2 by counting objects in each group. Circle the group with 2 objects.

This is a group of 2 objects.

TEACHERS' GUIDE WEEK 1, DAY 2

 <p>Teacher and Pupil Activities “We do.”</p>	<p>Step 4 <i>Let's look at some groups together.</i> Draw groups of 1 and 2 objects. Point to a group with 1 object. <i>How many objects are here?</i> (1) Point to a group with 2 objects. <i>How many objects are in this group?</i> (2) Circle the group with 2. Repeat the activity by circling all groups with 2 objects.</p> <p>Step 5 <i>Let's look at how to write the numbers 1 and 2.</i> Write the number 1 on the board. Show pupils how to draw a 1 in the air while facing the same direction with them. <i>This is the number 1. Use your finger to draw 1 in the air and write in your books.</i> Write the number 2 on the board. Show pupils how to draw a 2 in the air, while facing the same direction. <i>This is the number 2. Use your finger to draw 2 in the air and write in your books.</i></p>
 <p>Pupil Activities “You do.”</p>	<p>Step 6 Application: (📄 page 2) Ask pupils to complete the page in class. Move around the classroom and review their work as they complete the exercises.</p>



Conclusion (5 min.)

Review

- *Today we learned how to create groups of 1 and 2 objects and to write the numbers 1 and 2. Now you can show me what you have learned.*

Lead pupils in writing numbers 1 and 2 in the air.



Homework

Write the home work on the board and let the pupils copy and work out at home.

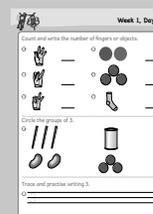
Evaluation *Note where pupils make errors or have difficulties. Suggest how future lessons can address these problems.*

Notes:

TEACHERS' GUIDE WEEK 1, DAY 3

Subject	Class	Date	Time	Roll	Duration
Mathematics					30 min.

<p>Topics Counting, Equivalence, Representation and Notation</p> <p>Subtopics</p> <ul style="list-style-type: none"> • Counting from 1 to 5 using objects • Creating groups of 3 • Writing the number 3 <p>Objectives By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> • count to 5 using fingers and objects. • create groups of 3 objects and write the numbers 3. 	<p>Learning Resources</p> <ol style="list-style-type: none"> 1. Objects with different colors (such as bottle tops with different colors) 2. Objects with different shapes (such as sticks and tin cans) 3. Pupil's activity books <p>Pupil Activity Book </p> <p>Classwork page 3</p>
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Introduction (5 min.)

Review

- *Good morning, children. Today we will learn about counting from 1 to 5 using our fingers and objects. We will also create groups of 3 objects and write the number 3.*
- *Before we begin our new lesson, let's practice counting from 1 to 5 together without objects. Count 1 to 5 several times aloud with pupils.*

Development (20 min.)

New

Using the instructional model below, teach pupils how to count from 1 to 5 using their fingers and objects that you give them. Teach them how to create groups of 3 objects and to write the number 3. Before you begin, make sure you have the objects you will need.



Teacher Activities "I do."

Step 1

Everyone, watch me. I am going to write the number 3 on the board. To write the number 3, I move my hand up to the top and make two open loops down and to the right.

Write a 3 on the board. Show pupils 3 objects and point to the number 3.

This is number 3. These are 3 objects. 1, 2, 3.

Step 2

I'm going to show you how to count using my fingers. I will start with my hand closed and stretch out a new finger for each new number I say.

Show how to count using your fingers. For each number you count, extend a new finger. Then show how to count 1 to 5 as you pick up bottle tops 1 at a time.

Now I'll show you how to count objects.

Touch each object and count. *1, 2, 3.*

Step 3

Lay down the bottle tops you have been using.

I have shown how to count using objects. Now I will count 3 objects and make a group.

Count as you pick up 3 bottle caps to make a group of 3. Then show how to write a 3.

Everyone, watch me while I write 3.

TEACHERS' GUIDE WEEK 1, DAY 3

 <p>Teacher and Pupil Activities “We do.”</p>	<p>Step 3 <i>Now let's work together on writing the number 3 and making a group of 3 objects.</i> Write 3 on the board. <i>This is the number 3. Use your finger to draw 3 in the air and write 3 in your books.</i> <i>Let us make a group of 3 together.</i> Count 3 objects together with the pupils. (1, 2, 3).</p> <p>Step 4 <i>Next let's count to 5 together as I hold up my fingers. What do we count when I hold up my first finger? (1) What do we count for each finger after that? (2, 3, 4, 5)</i> Extend 1 finger at a time as you and the pupils continue counting together from 1 to 5. <i>Now let's try counting 1 to 5 using objects.</i> Count from 1 to 5 with pupils as you pick up bottle tops 1 at a time. Repeat the counting a few times and then ask pupils to count while you pick up the bottle tops.</p>
 <p>Pupil Activities “You do.”</p>	<p>Step 5 Application: (📄 page 3) Ask pupils to complete the page in class. Move around the classroom and review their work as they complete the exercises.</p>



Conclusion (5 min.)

Review

- *Today we learned how to count to 5 using our fingers and objects. We also learned how to make groups of 3 objects and to write the number 3. Now you can show me what you've learned.*
- Ask pupils to demonstrate how to write the numbers 1, 2 and 3 in the air.



Homework

Write the home work on the board and let the pupils copy and work out at home.

Evaluation *Note where pupils make errors or have difficulties. Suggest how future lessons can address these problems.*

Notes:

TEACHERS' GUIDE WEEK 1, DAY 4

Subject	Class	Date	Time	Roll	Duration
Mathematics					30 min.

Topics
Comparing Numbers, Equivalence, Representation and Notation

Subtopics

- 1-to-1 correspondence of groups
- Creating groups of 4 and writing the number 4

Objectives
By the end of the lesson, pupils will be able to:

- match same-size groups with up to 3 objects.
- create groups of 4 objects and write the number 4.

Learning Resources

1. Objects of different sizes in sets of 4 (such as bottle tops, pencils, tin cans, and beans)
2. Pupil's exercise books
3. Pupil's activity books

Pupil Activity Book

Classwork page 4



Introduction (5 min.)

Review

- *Good morning, children. Today we will find equal groups with 1, 2, or 3 objects. We will also make groups of 4 objects, and write the number 4.*
- *Before we begin, let's practice counting from 1 to 5 without using our fingers or objects.*
- Count from 1 to 5 with pupils several times.

Development (20 min.)

New

Using the instructional model below, teach pupils to find groups with the same number of objects in them (up to 3) You will also teach them to create a group of 4 objects and to write the number 4. Before you begin, make sure you have the objects you will need.



Teacher Activities
"I do."

We have practiced counting from 1 to 5 in different ways, sorting objects, and putting them in groups. Now let's find groups with the same number of objects, make groups of 4 and write 4.

Step 1

Everyone, watch me. I am going to write the number 4 on the board. To do this, I start at the top left, draw a straight line down halfway, and make a small line right. Then I pick up my hand and draw a straight line all the way down along the right.

Write a 4 on the board. *This is number 4.*

Step 2

Show pupils how to make a group of 4 objects and to write the number 4 on the board.

Now I will make a group of 4 bottle tops. I count as I add the bottle tops to the group: 1-2-3-4. I will also write the number 4. Write number 4.

Step 3

I will now show you how to match a group to a number. Draw and write the following on the board.

● ● ● ●	4
● ●	2
● ● ●	3
●	1

Count the objects in the first group. *I will count the objects in the first group. 1, 2. These are two objects. I will match the 2 objects to the number 2.* Draw a line to match number 2 to the 2 objects.

TEACHERS' GUIDE WEEK 1, DAY 4

 Teacher and Pupil Activities <i>"We do."</i>	<p>Step 4 <i>Now let's try working together to find groups with the same number of objects. Which groups have 1 object? (ball). Which group has two objects (circles). Which group has three objects (dots). Which groups has four objects (triangles). Draw lines to match the group and the object.</i></p> <p>Step 5 <i>Now let's make groups of 4 counters, and write the number 4. Let's count them to make a group.</i> Lift 1 counter at a time as you count. 1-2-3-4. How many counters are there? (4) Now let's write the number 4 in the air and in your books. (Pupils should each draw the number 4 with a finger in the air and write number 4 in their books.)</p>
 Pupil Activities <i>"You do."</i>	<p>Application: (📄 page 4) Ask pupils to complete the page in class. Move around the classroom and review their work as they complete the exercises.</p>



Conclusion (5 min.)

Review

- *Today we learned how to compare groups of 1, 2, or 3 objects and to find groups with the same number of objects. We learned to make a group of 4 objects and write the number 4. Show me what you've learned.*
- Draw 1 large circle, 1 large square, 2 small circles, and 2 small squares on the board. Have pupils tell how many of the largest circles there are (1) and which other shape has the same number of objects (large squares). Ask the pupils to write the number of objects. (1) Have another pupil tell the number of smaller circles and squares and write the corresponding numeral. (2)



Homework

Write the home work on the board and let the pupils copy and work out at home.

Evaluation *Note where pupils make errors or have difficulties. Suggest how future lessons can address these problems.*

Notes:

TEACHERS' GUIDE WEEK 1, DAY 5

Subject	Class	Date	Time	Roll	Duration
Mathematics					30 min.

<p>Topics Operations, Equivalence, Representation and Notation</p> <p>Subtopics</p> <ul style="list-style-type: none"> • Basic addition of different objects to make 2 • Creating groups of 5 and writing the number 5 <p>Objectives By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> • add objects to make 2. • create groups of 5 objects and write the number 5. 	<p>Learning Resources</p> <ol style="list-style-type: none"> 1. Objects of different sizes: bottle tops, beans, and tin cans (5 bottle tops and 2 each of other groups of objects) 2. Pupil's exercise books 3. Pupil's activity books <p>Pupil Activity Book </p> <p>Classwork page 5</p>
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Introduction (5 min.)

Review

- *Good morning, children. Today we will learn to add 2 objects together to make groups of 2. We will also learn to create a group of 5 objects and write the number 5.*
- *Before we begin our new lesson, let's practice sorting objects.*
- Draw the following groups on the board: circles, squares, and triangles. Ask pupils to sort out the shapes that look a like.

Development (20 min.)

New

Using the instructional model below, teach pupils how to put 2 objects together. Gather objects before you begin.

<div style="text-align: center; margin-bottom: 10px;">  </div> <p>Teacher Activities "I do."</p>	<p><i>Now I want to teach you how to write the number 5 and how to combine groups. When we combine the groups, we put them together to make larger groups.</i></p> <p>Step 1 <i>Everyone, watch me. I am going to write the number 5 on the board. To write the number 5, you start at the upper left, draw a straight line halfway down, form a loop around to the right, and then come back to the top and draw another line moving to the right.</i> Write a 5 on the board. Show pupils 5 objects and point to the number 5. <i>This is number 5. I also have 5 objects. Let me count the objects. 1, 2, 3, 4, 5.</i></p> <p>Step 2 <i>I am going to combine 1 bottle top and 1 more bottle top to make a group of 2 bottle tops. I will say, "1 bottle top and 1 bottle top is 2 bottle tops."</i> Show the bottle tops individually. Then pick up each bottle top to add it to a pile (1 at a time). Say the quoted sentence above as you do this. Then add 2 bottle tops to another 2 bottle tops, using a similar sentence.</p>
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TEACHERS' GUIDE WEEK 1, DAY 5

 <p>Teacher and Pupil Activities “We do.”</p>	<p>Step 3 <i>Now let's talk about the number 5. Call out the number 5 as I write it.</i></p> <p>Write the number 5 on the board as pupils call out. Then show pupils how to write a 5 in the air, facing the same direction with them.</p> <p><i>Let's write a 5 in the air together.</i></p> <p>Use your finger to show how to write a 5 in the air.</p> <p><i>Now write number 5 in your books.</i></p> <p>Step 4 <i>Let's practice combining objects.</i></p> <p>Draw 2 balls tops with plus sign between them. Choose a pupil to combine these to make a group of 2.</p> <p><i>If we combine 1 ball and 1 more ball, how many balls do we have? (2) That's correct, 1 ball and 1 ball makes 2 balls</i></p> <p>Repeat by putting 2 pencils together as a group.</p> <p><i>How many pencils are in the group after we combine 1 pencil and 1 other pencil? (2)</i></p> <p><i>That's right, 1 pencil and 1 pencil makes 2 pencils.</i></p> <p>Step 5 Let us look at some groups together and identify the group with three objects.</p> <p>Draw different groups of 1, 2, 3 objects on the board.</p> <p>Point at the group with one object. How many objects are here? (1)</p> <p>Point at the group with two objects. How many objects are here? (2)</p> <p>Point at the group with three objects. How many objects are here? (3)</p> <p>I will circle the group with 3 objects. Circle the group with 3 objects.</p>
 <p>Pupil Activities “You do.”</p>	<p>Step 6 Application: (📄 page 5) Ask pupils to complete the page in class. Move around the classroom and review their work as they complete the exercises.</p>



Conclusion (5 min.)

Review

- *Today we learned how to combine 1 object and another 1 object to make a group of 2 objects. We also learned to make a group of 5 objects and to write the number 5. Now you can show me what you've learned.*
- Draw groups of 2 and 3 objects on the board, ask the pupils to identify the number of objects in each group.



Homework

Write the home work on the board and let the pupils copy and work out at home.

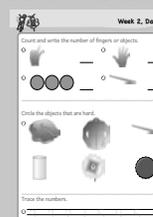
Evaluation *Note where pupils make errors or have difficulties. Suggest how future lessons can address these problems.*

Notes:

TEACHERS' GUIDE WEEK 2, DAY 1

Subject	Class	Date	Time	Roll	Duration
Mathematics					30 min.

<p>Topics Measurement, Representation and Notation</p> <p>Subtopics</p> <ul style="list-style-type: none"> • Comparing objects by texture • Creating groups of upto 5 objects <p>Objectives By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> • compare textures of different objects to group them. • create groups of up to 5 objects 	<p>Learning Resources</p> <ol style="list-style-type: none"> 1. Objects with different textures in groups of 5 each (such as rough rocks, rough pieces of paper, hard nuts or seeds, hard or soft beans, soft cloth, smooth rocks, soft leaves or blades of grass, and soft berries) 2. pupil's activity books <p>Pupil Activity Book Classwork page 6</p>
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Introduction (5 min.)

Review

- *Good morning, children. Today we will learn about comparing objects by how they feel when we touch them. Before we begin our new lesson, let's practice writing the numbers from 1 to 5.*
- Write the numbers 1 to 5 on the board. Then write them in the air 1 at a time with a finger, while facing the same direction as the pupils. Say the numbers as you write. Form the lines of each number in the correct order and direction (for example, make a loop from upper left to bottom left with a flat line across the bottom for the number 2). Give pupils a chance to write the numbers in the air.

Development (20 min.)

New

Using the instructional model below, teach pupils how to compare objects based on their textures. Before you begin, make sure you have the objects you will need.



Teacher Activities "I do."

Today we will compare objects by texture. Texture is the way something feels when you touch it. For example, an object might feel hard or soft. It might feel rough or smooth. It might feel wet or dry.

Let us first review how to write numbers 1 to 5. Ask some pupils to write numbers 1 to 5 on the board.

Step 1

Write hard, soft, rough, smooth, wet, dry on the board. Display objects with different textures.

I will compare these objects by texture. I can even close my eyes or look away when I compare them.

Demonstrate feeling 1 hard object (such as a rock). *This object feels hard.*

Demonstrate feeling 1 soft object (such as a piece of cloth). *This object feels soft.*

Pass around the objects to allow pupils to feel their textures.

Repeat step 1 with 1 rough object, 1 smooth object, 1 wet object and 1 dry object.

Step 2

I will now show you how to count the objects in different groups and write the number below them.

Draw different groups of objects between 1 and 5 on the board. Demonstrate how to count the different groups of objects and then write the number below them.

 <p>Teacher and Pupil Activities “We do.”</p>	<p>Step 3 <i>Now let’s compare the textures of these objects.</i></p> <p>Show new objects and ask pupils to call out what they think their textures are. Choose a pupil to feel the textures and describe them to the rest of the pupils. Then pass around the objects for all pupils to feel them. Ask the following questions about each object. Is this object hard or soft? Is it rough or smooth? Is it wet or dry? Sort the objects with pupils. Draw objects that pupils find hard and those they find soft on the board.</p> <p>Step 4</p> <p>Let us look at some groups together.</p> <p>Draw different groups of 1, 2, 3, 4, 5 objects on the board.</p> <p>Point to the group with one object. Let us count the number of objects in this group (1). Write the number 1 on the board.</p> <p>Point to the group with two objects. Let us count the number of objects in this group (2). Write the number 2 on the board.</p> <p>Point to the group with three objects. Let us count the number of objects in this group (3). Write the number 3 on the board.</p> <p>Point to the group with four objects. Let us count the number of objects in this group (4). Write the number 4 on the board.</p> <p>Point to the group with five object. Let us count the number of objects in this group (5). Write the number 5 on the board.</p>
 <p>Pupil Activities “You do.”</p>	<p>Application: (📄 page 6) Ask pupils to complete the page in class. Move around the classroom and review their work as they complete the exercises.</p>



Conclusion (5 min.)

Review

- *Today we learned about the different textures objects can have. We also learned how to count different groups of objects and write the number representing them. Now you can show me what you have learned.*
- Have several take a turn coming to the front of the class and writing numbers 1-5 on the board.



Homework

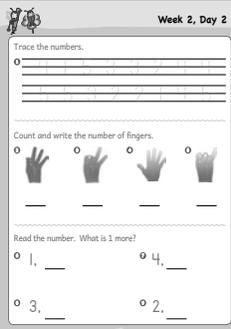
Write the home work on the board and let the pupils copy and work out at home.

Evaluation Note where pupils make errors or have difficulties. Suggest how future lessons can address these problems.

Notes:

TEACHERS' GUIDE WEEK 2, DAY 2

Subject	Class	Date	Time	Roll	Duration
Mathematics					30 min.

<p>Topics Counting, Operations</p> <p>Subtopics</p> <ul style="list-style-type: none"> • Subitizing with fingers (recognizing number of fingers quickly) • Adding 1 to small numbers orally, without objects <p>Objectives By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> • identify numbers of fingers held up quickly. • add 1 to small numbers to identify “one more.” 	<p>Learning Resources 1. Pupil activity books</p> <p>Pupil Activity Book Classwork page 7</p>	
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Introduction (5 min.)

Review

- *Good morning, children. Today we will learn to tell quickly how many fingers or objects someone is holding up. We will also learn to combine “one more” with a number without using objects.*
- *Before we begin our new lesson, let’s practice counting 1 to 5.*
- Count from 1 to 5 with pupils. Then write the numbers one at a time in the air with pupils. Choose a pupil to come to the board to write each number.

Development (20 min.)

New

Using the instructional model below, teach pupils how to subitize, or quickly identify, a certain number of fingers being held up. Also teach pupils to add 1 to small numbers (without calling it “adding”). Gather the objects you will need before beginning—you may reuse the objects from your earlier review.



Teacher Activities “I do.”

We have practiced counting from 1 to 5 using our fingers, now we will practice seeing quickly how many fingers someone holds up.

Step 1

Write the numbers 1 to 5 on the board using dots. **Watch me as I show you how to trace the number 1 to 5.**

Demonstrate to the pupils how to trace the various numbers by starting at the right point of every number.

Step 2

I need someone to help me with the first part of the lesson. You will hold up different numbers of fingers and quickly take them down. I will say how many fingers I saw.

Choose a volunteer to hold up fingers as you say how many you see.

I see 2 . . . 5 . . . 1 . . . 3 . . . 2 . . . 4 (for example). Thank you, we can stop. By practicing, I get better at seeing the number of fingers someone holds up very quickly, without counting them.

Step 3

Tell pupils about combining 1 with any number from 1 to 4 (without using objects).

We have practiced counting from 1 to 5. I can combine 1 with each of these numbers. Combining 1 with a number gives you “one more”—the next number you would count. We already combined 1 with 1 to make 2. The number 2 is one more than 1. One more than 2 is 3. One more than 3 is 4. One more than 4 is 5.

TEACHERS' GUIDE WEEK 2, DAY 2

 Teacher and Pupil Activities <i>"We do."</i>	<p>Step 4</p> <p>Write the numbers 1-5 on the board using dots. <i>I will ask some pupils to come and trace the numbers 1 to 5 on the board.</i> Guide the pupils to come to the board and trace the numbers.</p> <p>Step 5</p> <p><i>Now I will name numbers from 1 to 4. Let's say together what "one more" is for each of these numbers.</i></p> <p>Say the numbers 1 to 4 and lead pupils to say what "one more" is for each number. After saying the numbers in order 1 time each, choose numbers at random and lead pupils to tell what "one more" is.</p> <p><i>What is one more than 1? (2) What is one more than 2? (3) What is one more than 3? (4) What is one more than 4? (5) Now, what is one more than 3 again? (4) What is one more than 1? (2)</i></p> <p>Step 6</p> <p><i>Let's try saying quickly how many fingers I am holding up. We'll do this together.</i></p> <p>Hold up different numbers of fingers from 1 hand, at random. Hold the fingers there for only a few seconds. Say the first few numbers with pupils. Then go around the room and have each pupil take a turn quickly saying how many fingers you hold up.</p>
 Pupil Activities <i>"You do."</i>	<p>Step 7</p> <p>Application: (📄 page 7) Ask pupils to complete the page in class. Move around the classroom and review their work as they complete the exercises.</p>



Conclusion (5 min.)

Review

- *Today we learned how to quickly see and say numbers of fingers when someone shows them. We also learned to combine 1 with the numbers 1 to 4. Now you can show me what you have learned.*
- Hold up fingers between 1 to 4. Ask pupils to tell you one more.



Homework

Write the home work on the board and let the pupils copy and work out at home.

Evaluation *Note where pupils make errors or have difficulties. Suggest how future lessons can address these problems.*

Notes:

TEACHERS' GUIDE WEEK 2, DAY 3

Subject	Class	Date	Time	Roll	Duration
Mathematics					30 min.

Topics
Equivalence, Operations, Measurement

Subtopic

- Creating groups that are equivalent using up to 5 objects
- Putting groups of objects together.
- Comparing sizes of objects

Objective
By the end of the lesson, pupils will be able to:

- create groups of the same size with up to 5 objects in a group.
- putting groups of objects together
- comparing sizes of objects

Learning Resources

- Objects with different sizes (such as beans, bottle tops, and tin cans)
- Pupil's activity books

Pupil Activity Book
Classwork: page 8



Introduction (5 min.)

Review

- Good morning, children. Today we will learn to create groups with the same number of objects in them and put different groups together.
- Before we begin our new lesson, let's practice saying the number of fingers I hold up and combining "one more" with the numbers 1 to 4.
- Ask the pupils to say the numbers between 1 and 4 and let another pupil say what is one more.

Development (20 min.)

New

Using the instructional model below, teach pupils how to create groups with equal numbers of objects and put different groups together. Use bottle tops, beans, sticks, and rocks as suggested below. Or use other objects you have gathered with different sizes and textures.



Teacher Activities
"I do."

Now that we can count the number of objects in a group, we can make groups with the same number of objects.

Step 1

I can choose a number from 1 to 5 and make groups with that number of objects. I will use bottle tops right now. I want to make a group with 2 bottle tops. I count 1, 2 bottle tops and put them in a group.

Count 1 bottle top at a time and place 2 of them in a group to your left.

I count 1, 2, 3 bottle tops and put them in another group. Now we have a group of two and another group of three. I put the groups together to find a group of 1, 2, 3, 4, 5.

Put the groups together and count the bottle tops 1 at a time. (5 bottle caps).

Step 2

If I want to make 2 equal groups with 4 circles, I draw one group of four circles count and draw another group of four circles, count to show that they are equal.

Draw 2 groups of 4 circles each. Count them and show that they are equal.

Step 3

Now we want to compare sizes of different objects.

Draw two similar shapes of different sizes. Show the pupils the one that is bigger than the other and indicate that it is bigger by drawing a line through the bigger shape.

This shape is bigger than this shape. I will draw a line through it to show that it is bigger.

TEACHERS' GUIDE WEEK 2, DAY 3

 <p>Teacher and Pupil Activities “We do.”</p>	<p>Step 4 <i>Let's try this together. Say we want 2 equal groups of 2 sticks. I will start counting sticks. Count with me and say “stop” when I have counted enough for 1 group. Then I will count sticks for the other group and you can tell me to stop when I have the same number of sticks.</i></p> <p>Start counting slowly as you pick up 1 stick at a time and place it to the left of you. Pupils should stop you at 2 sticks. Then count slowly again as you place objects to the right of you. Pupils should again stop you after you place 2 sticks.</p> <p>Step 5 Draw groups of different objects, one group with 2 objects and another group with 1 object. <i>We want to put the two groups together.</i></p> <p>Touch the group with 2 objects. <i>Let us count the number of objects in this group.</i> (1, 2). Touch the group with 1 object. <i>Let us count the number of objects in this group.</i> (1). <i>Let us put them together and count the number of objects in the new group.</i></p> <p>Draw the new group with all the objects. Ask pupils to count. (1, 2, 3).</p> <p>Step 6 Draw two triangles of the different sizes on the board. <i>We are now going to compare the sizes of objects.</i> Ask the pupils to show you which shape is bigger. Let the pupils cross the bigger triangle. Practice this with different pupils and with different objects of various sizes.</p>
 <p>Pupil Activities “You do.”</p>	<p>Step 7 Application: (📄 page 8) Ask pupils to complete the page in class. Move around the classroom and review their work as they complete the exercises.</p>



Conclusion (5 min.)

Review

- *Today we learned how to make groups with equal numbers of objects and put different groups together. Now you can show me what you have learned.*
- Draw a group on the board with 1, 2, 3, 4, or 5 objects. Choose a pupil to draw another group with the same number of objects on the opposite side. Repeat this by drawing groups with other numbers of objects. Choose other pupils to draw groups with the same number of objects on the opposite side.



Homework

Write the home work on the board and let the pupils copy and work out at home.

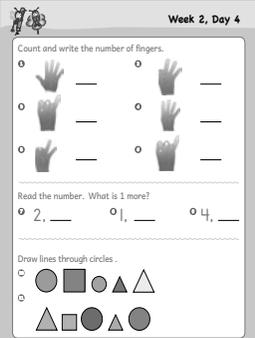
Evaluation *Note where pupils make errors or have difficulties. Suggest how future lessons can address these problems.*

Notes:

TEACHERS' GUIDE WEEK 2, DAY 4

Subject	Class	Date	Time	Roll	Duration
Mathematics					30 min.

<p>Topics Counting, Operations, Geometry</p> <p>Subtopics</p> <ul style="list-style-type: none"> • subitizing with fingers (recognizing the number of fingers quickly) • adding 1 to small numbers orally, without objects • identifying the circle shapes <p>Objectives By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> • identify number of fingers held up quickly • add 1 to small numbers to identify “one more” • identify the circle from a group of shapes 	<p>Learning Resources 1. Pupil activity books</p> <p>Pupil Activity Book Classwork page 9</p>
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Introduction (5 min.)

Review

- *Good morning, children. Today we will learn to tell quickly how many fingers or objects someone is holding up. We will also identify the circle shape and combine one more with a number.*
- *Before we begin our new lesson, let's practice creating groups with the same number of objects.*
- Draw pairs of groups of objects, two groups of three and another pair with three and two objects. Say that you want to identify equal group with the same number of objects. Ask pupils to identify equal groups through counting.

Development (20 min.)

New

Using the instructional model below, teach pupils how to quickly tell how many fingers or objects someone is holding up and identify the circle shape.



Teacher Activities “I do.”

Step 1

I need someone to help me with the first part of the lesson. You will hold up different numbers of fingers and quickly take them down. I will say how many fingers I saw.

Choose a volunteer to hold up fingers as you say how many you see.

I see 2 . . . 5 . . . 1 . . . 3 . . . 2 . . . 4 (for example). Thank you, we can stop. By practicing, I get better at seeing the number of fingers someone holds up very quickly, without counting them.

Step 2

I will now show you how to draw a circle, watch me.

Draw a circle on the board. Point at it and tell the pupils that it is a circle.

Step 3

Tell pupils about combining 1 with any number from 1 to 4 (without using objects).

We have practiced counting from 1 to 5. I can combine 1 with each of these numbers. Combining 1 with a number gives you “one more”—the next number you would count. We already combined 1 with 1 to make 2. The number 2 is one more than 1. One more than 2 is 3. One more than 3 is 4. One more than 4 is 5.

TEACHERS' GUIDE WEEK 2, DAY 4

 <p>Teacher and Pupil Activities “We do.”</p>	<p>Step 4 <i>We will now practice counting the number of fingers that I hold up quickly.</i> Hold up different number of fingers and quickly take them down as you let the pupils say how many fingers they saw. 2... 5... 1... 3... 2... 4 (for example). <i>Thank you, we can stop. We will practice later to get better at seeing the number of fingers someone holds up very quickly, without counting them.</i></p> <p>Step 5 <i>We will now draw a circle in the air.</i> Turn to face the same direction as the children. Draw a circle on the air as the pupils draw. Draw another circle on the board. Point at it and say with the pupils that it is a circle. <i>I will now draw different shapes on the board and you will show me the circle.</i> Draw different shapes on the board and guide the pupils identify the circle.</p> <p>Step 6 Guide the pupils to combine 1 with any number from 1 to 4 (without using objects). <i>I can combine 1 with another number. Combining 1 with a number gives you “one more”. Combining 1 with 1 gives me 2. 1 more than 1 is 2. Let us now do it together. What is 1 more than 2? (3). What is 1 more than 3? (4). What is 1 more than 4? (5).</i></p>
 <p>Pupil Activities “You do.”</p>	<p>Step 7 Application: (📄 page 9) Ask pupils to complete the page in class. Move around the classroom and review their work as they complete the exercises.</p>



Conclusion (5 min.)

Review

- *Today we learned about a circle, one more than a given a number and counting the fingers.*
- Guide the pupils to to name objects with the circle shape in the classroom.



Homework

Write the home work on the board and let the pupils copy and work out at home.

Evaluation *Note where pupils make errors or have difficulties. Suggest how future lessons can address these problems.*

Notes:

TEACHERS' GUIDE WEEK 2, DAY 5

Subject	Class	Date	Time	Roll	Duration
Mathematics					30 min.

<p>Topics Measurement</p> <p>Subtopics</p> <ul style="list-style-type: none"> Creating equivalent groups (using up to 5 objects) Sequencing events by time <p>Objectives By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> create groups of the same size with up to 5 objects. sequence events by time of day. 	<p>Learning Resources</p> <p>1. Pupil's activity books</p> <p>Pupil Activity Book </p> <p>Classwork page 10</p>	
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Introduction (5 min.)

Review

- Good morning, children. Today we will practice creating equal groups. We will also put events in order based on the time of day they happen.*
- Before we begin our new lesson, let's practice counting different groups of objects.*
- Draw different groups of objects between 1 to 4 and ask pupils to count and say the number.

Development (20 min.)

New

Using the instructional model below, practice creating groups with equal numbers of objects and ordering events by time of day. You may use the same objects you used in the Review section above. Include bottle tops and beans (or substitute items).



Teacher Activities "I do."

Step 1

Everyone, watch me. I will show again how to make equal groups. Remember that equal groups have the same number of objects in them. I want to make 2 equal groups with 4 triangles in each group.

Draw a big rectangle and inside the rectangle, draw and count 4 triangles.

I count 4 triangles and put them in a another group.

Draw another big rectangle next to the first one and inside this rectangle, draw and count 4 triangles.

Now these groups each have triangles each. They are equal.

Step 2

Now I will show you on how to put events in the order they happened, by time of day.

Make simple drawings of yourself going to school, going to sleep, and eating your morning food.

Here are 3 things that happened to me: I go to school, I went to sleep, and I ate my morning food. Eating my morning food happens early in the day. Going to school happens later in the day. Going to sleep happens at night. I will write "1" for the first thing that happened: eating morning food. Write 1 next to the sketch of someone eating morning food.

I will write "2" for the second thing: going to school. Write 2 next to the sketch of someone going to school.

I will write "3" for the third thing: going to sleep. Write 3 next to the sketch of someone going to sleep.

TEACHERS' GUIDE WEEK 2, DAY 5

 <p>Teacher and Pupil Activities “We do.”</p>	<p>Step 3</p> <p><i>Now let's try to put a few new events in order. During what time of the day do we wake up, prepare for school, eat lunch and go home from school?</i></p> <p>Guide the pupils in ordering the above events.</p> <p><i>If we wanted to give the number 1 to the thing that happened first, what would that be (waking up). If we wanted to give the number 2 to the next thing that happened, what would that be? (preparing for school). Number 3 would be given to eating lunch while going home from school will be given number 4.</i></p> <p>Step 4</p> <p><i>Let's try this together. Say we want 2 equal groups of 2 sticks. I will start by counting the sticks. Count with me and say “stop” when I have counted enough for 1 group. Then I will count sticks for the other group and you can tell me to stop when I have the same number of sticks.</i></p> <p>Start counting slowly as you pick up 1 stick at a time and place it on your left. Pupils should stop you at 2 sticks. Then count slowly again as you place objects on your right. Pupils should again stop you after you place 2 sticks.</p> <p>I have equal groups on each side. Each side has 2 sticks.</p> <p>Step 5</p> <p>I will now guide you on how to match equal groups. We will count the objects in each group and match the groups with the same number of objects.</p> <p>Draw different groups of number of objects on either side . Guide the pupils to count and match the group with equal number of objects by drawing a line to match equal groups.</p>
 <p>Pupil Activities “You do.”</p>	<p>Step 6</p> <p>Application: (📖 page 10) Ask pupils to complete the page in class. Move around the classroom and review their work as they complete the exercises.</p>



Conclusion (5 min.)

Review

- *Today we practiced how to make groups with equal numbers of objects and order events by time of day. Now you can show me what you have learned.*
- Ask pupils to order different events of the day: reading, sleeping, eating lunch, waking up and playing.



Homework

Write the home work on the board and let the pupils copy and work out at home.

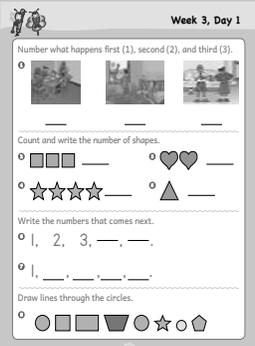
Evaluation *Note where pupils make errors or have difficulties. Suggest how future lessons can address these problems.*

Notes:

TEACHERS' GUIDE WEEK 3, DAY 1

Subject	Class	Date	Time	Roll	Duration
Mathematics					30 min.

<p>Topics Comparing Numbers, Equivalence, Measurement</p> <p>Subtopics</p> <ul style="list-style-type: none"> Comparing the numbers of objects in 2 groups Identifying a circle Time <p>Objectives By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> compare numbers of objects in 2 groups (in groups of up to 5 objects). identify a circle. 	<p>Learning Resources</p> <ol style="list-style-type: none"> Objects of 2 different types in sets of 5 (such as sticks and stones) Pupil exercise books <p>Pupil Activity Book Classwork page 11</p>
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Introduction (5 min.)

Review

- Good morning, children. Today we will order events by time of day and count objects and write the number of the objects. We will also learn about the shapes called circles.
- Before we begin our new lesson, let's practice something we learned earlier: telling the order that things happened by whether they happened in the morning, the middle of the day, or at night.
- Ask the pupils to describe the different activities that they do from when they wake up till they go to bed.

Development (20 min.)

New

Using the instructional model below, teach pupils how to order events by time of day. Count and write the number of objects and identify the circle shape. Gather the resources you will need before you begin.



Teacher Activities
"I do."

Step 1

I will now remind you how to order events by time of day.

Make simple drawings of yourself waking up, going to sleep, and eating your morning food. Demonstrate how to order the activities by saying :

Here are 3 things that happened to me: I woke up, I went to sleep, and I ate my morning food. Waking up happens first early in the day. Taking break fast follows. Going to sleep happens at night. I will write "1" for the first thing that happened: waking up . Write 1 next to the sketch for someone waking up.

I will write "2" for the second thing: taking break fast. Write 2 next to the sketch of someone taking breakfast.

I will write "3" for the third thing: going to sleep. Write 3 next to the sketch of someone going to sleep.

Step 2

Now I am going to count and write the number of objects that I have counted.

Draw different groups of shapes from 1 to 5. Demonstrate to the pupils how to count the different groups and write the number below the group.

▲ ▲ ▲ ● ● ● ● ● ■ ■ ▲ ▲ ▲ ▲ ★ ★

I am now going to count each group of shapes and write the number of shapes below. Count the number and write the number below each group of shapes.

Step 3

I am going to show you how to find the number that comes next in a pattern.

Write 1, 2, 3, _____, _____ on the board.

I am going to fill the missing numbers by counting. Count aloud. 1, 2, 3, 4, 5. Point to each number or blank space and write the missing numbers.

TEACHERS' GUIDE WEEK 3, DAY 1

 <p>Teacher and Pupil Activities "We do."</p>	<p>Step 3</p> <p>Make simple drawings of yourself going home, going to school, eating lunch. Guide the pupils on how to order the activities by saying. <i>Here are 3 things that will happen to me. I will go home after school, I will go to school in the morning, I will eat lunch. Going to school happens early in the morning, eating lunch happens in the middle of the day and going home from school happens at the end of the day.</i></p> <p><i>Let us order these activities together. Which activity happens first?</i> (Going to school). Write 1 next to the sketch showing someone going to school. <i>What activity happens next?</i> (Eating lunch). Write 2 next to the sketch showing someone eating lunch. <i>What activity happens last?</i> (Going home). Write 3 next to the sketch showing someone going home from school.</p> <p>Step 4</p> <p><i>Now, we are going to find the numbers that come next in the pattern.</i></p> <p>Write 1, 2, _____, _____, _____ on the board.</p> <p><i>We are going to fill the missing numbers by counting.</i></p> <p>Count together with the pupils pointing to each number or blank space. (1, 2, 3, 4, 5).</p> <p><i>What number is in the first blank space?</i> (3).</p> <p><i>What number is in the second blank space?</i> (4).</p> <p><i>What number is in the third blank space?</i> (5).</p> <p>Step 5</p> <p><i>Let's count the objects in 2 groups of circles and then write the number of objects in the groups.</i></p> <p>Draw 4 large circles on the board to the left. Draw 5 small circles to the right. Count the groups with pupils.</p> <p><i>How many large circles are in the first group?</i> (4) <i>How many small circles are in the second group?</i> (5)</p> <p>Choose 1 or more pupils to write the number of objects drawn.</p>
 <p>Pupil Activities "You do."</p>	<p>Step 7</p> <p>Application: (📄 page 11) Ask pupils to complete the page in class. Move around the classroom and review their work as they complete the exercises.</p>



Conclusion (5 min.)

Review

- *Today we learned how to count and write numbers for groups of objects and also about circles. Now you can show me what you have learned.*
- Draw different groups of objects on the board and let the children count and write the numerals.



Homework

Write the home work on the board and let the pupils copy and work out at home.

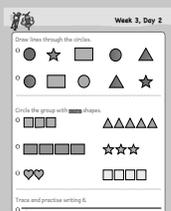
Evaluation *Note where pupils make errors or have difficulties. Suggest how future lessons can address these problems.*

Notes:

TEACHERS' GUIDE WEEK 3, DAY 2

Subject	Class	Date	Time	Roll	Duration
Mathematics					30 min.

<p>Topics Counting, Representation and Notation, Geometry</p> <p>Subtopics</p> <ul style="list-style-type: none"> • Rote and object counting of numbers 1 to 10 • Writing the number 6 <p>Objectives By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> • count from 1 to 10. • write the number 6. 	<p>Learning Resources</p> <ol style="list-style-type: none"> 1. Objects of 2 different types in sets of 10 (such as bottle caps, beans, or sticks) 2. Pupil exercise books. <p>Pupil Activity Book </p> <p>Classwork page 12</p>
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Introduction (5 min.)

Review

- *Good morning, children. Today we will review the circle shape and identify groups with more objects. We will also learn how to write the number 6.*
- *Before we begin our new lesson, let's practice adding one more.*
- Have different groups of objects on the table(1-4) and call one child to come and hold a number of objects while the other pupils says the number that is one more than the number of sticks held.

Development (20 min.)

New

Using the instructional model below, teach pupils about rote counting from 1 to 10 and about how to write the number 6. Before you begin, gather 10 counters.



Teacher Activities
"I do."

Step 1

We know how to count from 1 to 5. Now let's count from 1 to 10. It is important to practice this many times, so you remember these numbers.

Count 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Repeat this several times.

Count from 1 to 6 as you pick counters each time you count. Show pupils the counters.

Step 2

We have talked about the numbers 1 to 5 already. Today we're learning about the numbers that come after 5. The next number after 5 is 6. Everyone watch me as I write the number 6.

Write the number 6 on the board, showing pupils how to start at the top and to the right, looping down to the left, and making a circle at the bottom of the number. Say the name of the number (6). Then show pupils how to draw a 6 in the air, facing the same direction as the pupils.

Step 3

Now I will teach you about a type of shape called a circle. A circle is a perfectly round shape. I can tell a shape is a circle when its edge is a curved line and it is neither longer nor shorter in any direction.

Draw a circle. Then draw other circles of different sizes and point out that they are all evenly round.

Write circle under the circles. Point to the word as you say it. Circle.

Step 4

Now I will show you how to compare the number of objects in 2 groups.



Count how many circles are in this group? Let's count. (1-2-3-4) How many triangles are in this group? Let's count. (1-2) This shows that we have more circles (4) than triangles (2).

Cancel one item at a time from each group until you have cancelled all items in one group. The group that has items not canceled has more. The circles are more.

TEACHERS' GUIDE WEEK 3, DAY 2

 Teacher and Pupil Activities <i>"We do."</i>	<p>Step 3 <i>We just learned about the number 6. Let's practice writing the number 6 together.</i></p> <p>Write the number 6 on the board. Ask pupils to call out the number as a group. Show pupils how to draw a 6 in the air, facing the same direction as the pupils.</p> <p><i>What is this number?</i> Use your finger to make 6 in the air (6). <i>Now write 6 in your books as I write it on the board.</i> Write 6 on the board and have pupils write it in their books.</p> <p>Step 4 <i>Now let's count to 10 together. Count with me: 1-2-3-4-5-6-7-8-9-10.</i></p> <p>Count from 1 to 10 several times with pupils. Then have pupils count as you pick up 10 counters, 1 at a time. Then count the counters again, but count to 6 and stop.</p> <p>Step 5 <i>Now let's return to comparing the number of objects in 2 groups.</i></p> <p>Draw 4 large squares and 2 triangles in groups on the board.</p> <p><i>How many circles are in this group? Let's count. (1-2-3-4) How many triangles are in this group? Let's count. (1, 2) Do we have the same number of circles in each group? (No) Let's match to find the group with more.</i> Match with the pupils and find the group with more.</p>
 Pupil Activities <i>"You do."</i>	<p>Step 6 Application: (📄 page 12) Ask pupils to complete the page in class. Move around the classroom and review their work as they complete the exercises.</p>



Conclusion (5 min.)

Review

- *Today we learned how to compare groups and recognise circles. We also learned how to write the number 6.*
- Ask the pupils to count from 1 to 10 several times after you, then draw the number 6 in the air.



Homework

Write the home work on the board and let the pupils copy and work out at home.

Evaluation *Note where pupils make errors or have difficulties. Suggest how future lessons can address these problems.*

Notes:

TEACHERS' GUIDE WEEK 3, DAY 3

Subject	Class	Date	Time	Roll	Duration
Mathematics					30 min.

Topics
Place Value and Composing/Decomposing, Notation, Comparing

Subtopics

- Creating groups of up to 10 objects
- Writing the number 7

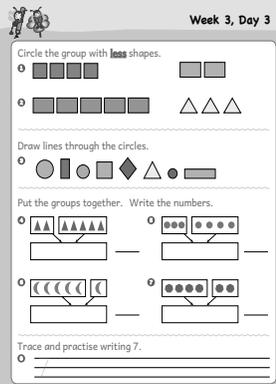
Objectives
By the end of the lesson, pupils will be able to:

- create groups of up to 10 objects.
- write the number 7.

Learning Resources

1. Pupil activity books

Pupil Activity Book
Classwork page 13





Introduction (5 min.)

Review

- *Good morning, children. Today we will create groups of up to 10 objects. We will also learn how to write the number 7.*
- *Before we begin our new lesson, let's practice counting from 1 to 10 several times.*
- Count from 1 to 10 aloud with pupils several times.

Development (20 min.)

New

Using the instructional model below, teach pupils to find groups with the same number of objects in them (up to 10). You will also teach them to write the number 7. Before you begin, make sure you have the objects you will need.



Teacher Activities
"I do."

We have practiced counting from 1 to 10. Now I will teach you how to make groups of up to 10 objects. We will also learn how to recognise the groups with less.

Step 1
Draw a group of 3 circles and another group of 3 circles next to each other. Point to each of the circles as you count them.

I have 2 groups of circles. I count 3 circles in the first group: 1, 2, 3. I count 3 circles in the second group: 1, 2, 3. Then I put the groups together in a new group. I count the circles in this new group: 1, 2, 3, 4, 5, 6. I have made a group of 8 circles.

Step 2
Everyone, watch me now as I write the number 7. I start at the top left, draw a line across to the right, and then draw a line slanting down and back to the left.

Write the number 7 on the board, demonstrating the correct writing motions.

Step 3
Now I will show you how to compare the number of objects in 2 groups to get the one with less.

Draw 4 circles and 2 triangles in groups on the board.

● ● ● ● ▲ ▲

Count how many circles are in the first group. (1, 2, 3, 4). Count how many triangles are in the second group. (1, 2). *We are going to find out which group has less.* Cancel one item from each group at a time until you have canceled all items in the group with less (triangles).

● ● ● ● ▲ ▲

The triangles are less as there is none left after cancelling.

This shows that we have less triangles. Emphasize the word less.

TEACHERS' GUIDE WEEK 3, DAY 3

 Teacher and Pupil Activities <i>"We do."</i>	<p>Step 4</p> <p><i>Let us compare the number of objects in two groups to get the one with less.</i></p> <p>Draw 4 squares and 1 triangle on the board. <i>Let us count the squares</i> (1, 2, 3, 4). <i>Let us count the triangles</i> (1). <i>Which group has less objects?</i> (Triangles). <i>Why?</i> (1 less than 4).</p> <p><i>Now let's match to see which group has less.</i> Match the two groups of items by canceling one item from each group until you have cancelled all items from one of the groups (the group with less).</p> <p><i>Which group are all cancelled?</i> (Triangle). <i>Which shapes are less?</i> (Triangle).</p> <p>Step 5</p> <p><i>Now let's write a 7 in the air together.</i></p> <p>Show pupils how to draw a 7 in the air, facing the same direction of the pupils.</p> <p><i>I will write the number 7 on the board as you write in your exercise books.</i></p> <p>Step 6</p> <p><i>Now let's work together to make a big group out of 2 smaller groups of circles.</i></p> <p>Draw a group of 2 circles and a group of 3 circles. Have pupils count each group with you. Then combine the groups.</p> <p><i>If we have 2 circles and combine 3 more circles with them, how many circles do we have? Let's count the new group: 1, 2, 3, 4, 5. We have 5 circles in the new group.</i></p>
 Pupil Activities <i>"You do."</i>	<p>Step 7</p> <p>Application: (📄 page 13) Ask pupils to complete the page in class. Move around the classroom and review their work as they complete the exercises.</p>



Conclusion (5 min.)

Review

- *Today we learned how to create groups of up to 10 objects. We also learned how to write number 7. Now you can show me what you have learned.*
- Draw a group of 3 objects and another group of 5 objects. Ask the pupils to put them together, then count and write the number.



Homework

Write the home work on the board and let the pupils copy and work out at home.

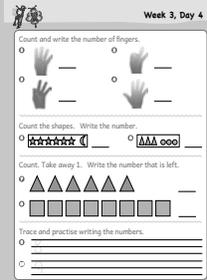
Evaluation *Note where pupils make errors or have difficulties. Suggest how future lessons can address these problems.*

Notes:

TEACHERS' GUIDE WEEK 3, DAY 4

Subject	Class	Date	Time	Roll	Duration
Mathematics					30 min.

<p>Topic Representation and Notation, Counting, Operations</p> <p>Subtopic</p> <ul style="list-style-type: none"> Writing the numbers 8 and 9, counting, taking away <p>Objective By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> write the numbers 8 and 9. take away one from a group 	<p>Learning Resources</p> <ol style="list-style-type: none"> 1. Pupil's exercise books 2. Pupil's activity book <p>Pupil Activity Book </p> <p>Classwork page 14</p>
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Introduction (5 min.)

Review

- Good morning, children. Today we will learn how to write the numbers 8 and 9. We will also learn how to count objects in a group and take away 1 object from a group of objects.*
- Before we begin our new lesson, let's practice writing the numbers 1 to 7.*
- Write the numbers from 1 to 7 one at a time in the air facing the same direction as the pupils.

Development (20 min.)

New

Using the instructional model below, have pupils create groups of up to 9 objects and teach them how to write the numbers 8 and 9. Also have pupils take away 1 object from a group of objects. Gather the learning resources that you will need before you begin.



Teacher Activities
"I do."

Today I want to teach you more about the numbers 8 and 9.

Step 1

Watch me as I write the number 8 on the board.

Write the number 8 on the board, demonstrating your writing strokes.

Now watch me again. I am going to write the number 9 on the board.

Write the number 9 on the board. Point to the number and say: This is number 9.

Step 2

Draw a group of 5 squares on the board.



I have drawn some shapes on the board. Let us count them 1, 2, 3, 4, 5. I will show you how to take away 1. Cancel the square at the end of the group.

Now I can take away 1 square from this group. If I take away 1 square from 5 squares, I get 4 squares.

Count the squares that have not been canceled. *I count 1-2-3-4.*

If I take away 1 from 5, I remain with 4.

Step 3

Now I will show you how to count 8 objects.

Draw the following on the board.



Let me count the objects. Point to each object as you count. 1, 2, 3...8. These are 8 objects.

TEACHERS' GUIDE WEEK 3, DAY 4

 Teacher and Pupil Activities <i>"We do."</i>	<p>Step 4</p> <p><i>Now let's make a group with 8 objects and write an 8 under it. I want you to count as I draw some objects on the board.</i></p> <p>Draw 8 small circles on the board. Have the pupils count the number of circles. (8). Call on a pupil to write the number 8 below the circles.</p> <p><i>Now let's make this group into a group of 9 objects. We will write a 9 under it.</i></p> <p>Erase the number 8 below the circles. Add one more circles so that they are now 9. <i>Let us count the circles on the board.</i> Count the circles with the pupils. (9). Call on a pupil to come and write 9 below the circles.</p> <p>Step 5</p> <p><i>Now let us learn how to take away 1.</i></p> <p>Draw a group of 6 circles on the board.</p> <p style="text-align: center;">● ● ● ● ● ●</p> <p><i>Let us count the shapes 1- 2- 3 -4- 5-6.</i></p> <p><i>I am now going to take away 1 circle.</i> Erase 1 circle to demonstrate take away.</p> <p><i>I have taken away 1. I started out with 6 circles, then took away 1. Let us count how many remained. 1- 2- 3- 4- 5. If I take away 1 from 6, I remain with 5.</i></p>
	<p>Step 6</p> <p><i>We just learned about the number 8. Let's practice writing number 8 together.</i> Write number 8 on the board. Ask pupils to call out the number as a group. Show pupils how to draw 8 in the air, facing the same direction.</p> <p><i>Now write 8 in your books as I write it on the board.</i> Write 8 on the board and let pupils write it in their books.</p>
 Pupil Activities <i>"You do."</i>	<p>Step 7</p> <p>Application: (📄 page 14) Have pupils complete the page in class. Move around the room and review their work as they complete the exercises. Make sure pupils can write the numerals 8 and 9.</p>



Conclusion (5 min.)

Review

- *Today we learned how to write the numbers 8 and 9. We also practiced creating groups of up to 10 objects and taking 1 object away from a group. Now you can show me what you have learned.*
- Count 10 sticks, take away 1 stick and ask the pupils to say how many sticks are left.



Homework

Write the home work on the board and let the pupils copy and work out at home.

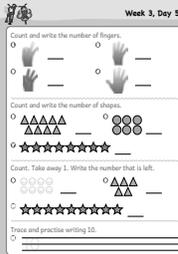
Evaluation *Note where pupils make errors or have difficulties. Suggest how future lessons can address these problems.*

Notes:

TEACHERS' GUIDE WEEK 3, DAY 5

Subject	Class	Date	Time	Roll	Duration
Mathematics					30 min.

<p>Topics Representation, Notation, Operations, Numbers</p> <p>Subtopic</p> <ul style="list-style-type: none"> Writing the number 10 Taking away 1 <p>Objective By the end of the lesson, pupils will be able to:</p>	<ul style="list-style-type: none"> write the number 10. Take away 1 from a number <p>Learning Resources</p> <ol style="list-style-type: none"> Pupil exercise books Pupil's activity book <p>Pupil Activity Book </p> <p>Classwork page 15</p>
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Introduction (5 min.)

Review

- Good morning, children. Today we will learn how to write the number 10. We will also learn how to count objects in a group and take away 1 object from a group of objects.*
- Before we begin our new lesson, let's practice writing the numbers 1 to 9.* Write the numbers 1 to 9 in the air with pupils, facing the same direction as the pupils.

Development (20 min.)

New

Using the instructional model below, teach pupils how to create groups of up to 10 objects and how to write the number 10. Also have pupils take away 1 object from a group of objects. Gather the learning resources that you will need before you begin.



Teacher Activities
"I do."

We've practiced counting from 1 to 10, now I want to teach you more about the number 10.

Step 1

Everyone, watch me write the number 10 on the board. To write the number, this is what you need to know: For the first part of the number, I write a 1. Then, after this, I write a round number called a "zero to the right of 1. I make a zero by starting at the top, curving to the left, and then curving back up to where I started.

Write a 10 on the board, demonstrating your writing strokes.

This is number 10.

Step 2

Draw a group of 9 circles on the board.



I have drawn some shapes on the board. Let us count them 1, 2, 3, 4, 5, 6, 7, 8, 9. I will show you how to take away 1. Cancel the circle that is at the end.

Now I have taken away 1 circle from this group. If I take away 1 circle from 9 circle, I left with 8 squares. I count 1, 2, 3, 4, 5, 6, 7, 8.

Step 3

Draw a group of 5 squares on the board.



I have drawn some shapes on the board. Let us count them 1, 2, 3, 4, 5. I will show you how to take away 1. Cancel the square at the end of the group.

Now I have taken away 1 square from this group. If I take away 1 square from 5 squares, I get 4 squares.

Count the squares that have not been canceled. *I count 1-2-3-4.*

If I take away 1 from 5, I remain with 4.

TEACHERS' GUIDE WEEK 3, DAY 5

 Teacher and Pupil Activities <i>"We do."</i>	<p>Step 3 <i>I will hold up different numbers of fingers and quickly take them down and you will tell me how many fingers you can see.</i> Let the pupils say how many fingers you have held up. <i>I see 2... 5... 1... 3... 2... 4</i> (for example). Emphasize to the pupils that by practicing, they get better at seeing the number of fingers someone holds up very quickly, without counting them.</p> <p>Step 4 <i>Now we are going to count some objects that I will draw on the board.</i></p> <p style="text-align: center;">    </p> <p><i>Look at these shapes</i> (point to the triangles). <i>Let us count them together. 1, 2, 3...5. They are 5 objects.</i> Write 5 below the triangles. <i>Now let us count these objects</i> (point to the circles). <i>Let us count the objects together. 1, 2, 3...6. These are 6 objects.</i> Write 6 below the circles. <i>Let us now count these objects.</i> Point to the squares. <i>1, 2, 3 4. These are 4 objects.</i> Write 4 below the squares.</p> <p>Step 5 <i>Now let us practice how to take away 1.</i> Draw a group of 6 triangles on the board. <i>Let us count the shapes 1, 2, 3, 4, 5, 6.</i> <i>We are now going to take away 1. What do I do to show that I am taking away 1</i> (cancel 1 shape) <i>Let's count how many are left together. 1, 2, 3, 4, 5.</i> <i>6 take away 1 is 5.</i></p>
	<p>Step 6 <i>We just learned writing 10. Let us practice writing the number together.</i> Write 10 on the board. Ask pupils to call out the number as a group. Show pupils how to draw 10 in the air, facing the same direction. <i>Now write number 10 in your exercise books as I write it on the board.</i> Write number 10 on the board and let the pupils copy it in their books.</p>
 Pupil Activities <i>"You do."</i>	<p>Step 6 Application: (☐ page 15) Have pupils complete the page in class. Move around the classroom and review their work as they complete the exercises. Make sure pupils can write the numeral 10.</p>



Conclusion (5 min.)

Review

- *Today we learned how to write the numeral 10. We also practiced taking 1 away from a group and creating groups of up to 10 objects. Now you can show me what you have learned.*
- Choose pupils to come to the front and show how to write the numeral 10. Choose other pupils to come to the board and write the number that is 1 less than numbers you say from 1 to 10.



Homework

Have pupils use their composition books to continue practicing writing numerals 1 to 10.

Evaluation *Note where pupils make errors or have difficulties. Suggest how future lessons can address these problems.*

Notes:

Introduction

Count numbers 1 - 10 with the pupils saying each number clearly and loudly.

Development

Activity 1

- **Demonstrate:** Raise up five fingers and count them.
- **Demonstrate:** Raise a number of fingers e.g 2 and show the pupils the number of fingers you need to make 5 by counting the folded fingers.
- **Guide:** Work with pupils to find out the number of fingers needed to make 5. Start with 3 fingers raised and count the fingers that are folded.

Activity 2

- **Draw:** Draw 6 circles on the board.
○○○○○○ 6
- **Demonstrate:** Show how to count and write the number of circles drawn.
○○○○○○ 6
- **Guide:** Draw 5 triangles and work with pupils to count and write the number of triangles drawn.
△△△△△ 5

Activity 3

- **Demonstrate:** Draw 2 groups of 5 objects and 3 objects and show how to use matching to identify group with **more** objects.
- **Guide:** Draw 2 groups of 2 objects and 4 objects and work with pupils to use matching to identify the group that has more.

Classwork

Pupils to work out the activities on page 16.

Conclusion

- Put up three fingers and ask pupils to tell how many more are needed to make 5.

Homework

Count and write the number of shapes.

1. △△△△△ _____
2. □□□□□□□□ _____
3. ○○○ _____

Circle the group with more objects.

4. □□□ ○○○○○
5. ○○○○ △



Count and write the number of fingers you need to make 5.

1. _____

2. _____

3. _____

4. _____

Count and write the number of shapes.

5. _____

6. _____

7. _____

Circle the group with **more** objects.

8.

9.

10.

Week 4, Day 1:	Duration:	Roll:
_____	_____	_____
Remarks: _____		

Introduction

Draw two groups of objects on the board and ask pupils to identify the group with less objects by matching.

Development

Activity 1

- **Demonstrate:** Use two groups of objects such as 4 sticks and 2 stones and show how to identify the group with **less** objects through matching.
- **Guide:** Work with a pupil to count 3 stones in one group and another group to have one stick. Let the class to say who has **less**.
- **Guide:** Draw two groups of 5 triangles and 3 circles on the board and work with a pupil to circle the group with **less** objects. $\triangle \triangle \triangle \triangle \triangle$ $\bigcirc \bigcirc \bigcirc$

Activity 2

- **Demonstrate:** Count five stones and five sticks. Show that they are equal in number by matching.
- **Draw:** Draw a group of stones and another group of 5 sticks on the board.



- **Demonstrate:** Write the number 5 under each group. Show how to put an equal sign.



=



5

5

- **Guide:** Work with pupils to use a group of 7 sticks and 7 stones to show equivalence.

Activity 2

- **Demonstrate:** Draw a rectangle and write 'rectangle'. Read the word together with pupils.
- **Guide:** Work with pupils to identify objects a rectangle shape in the classroom.

Classwork

Pupils to work out the activities on page 17.

Conclusion

- **Guide:** Let one pupil count five stones and another pupil four stones and the rest of the class show you who has less.

Homework

Circle the group with less objects.

1. $\square \square$ \square _____
2. $\bigcirc \bigcirc \bigcirc$ $\square \square \square \square$ _____
3. $\triangle \triangle \triangle \triangle \triangle$ $\bigcirc \bigcirc \bigcirc \bigcirc$

Count the shapes write the numbers and the equal sign =

4. $\triangle \triangle \triangle \triangle$ $\bigcirc \bigcirc \bigcirc \bigcirc \bigcirc$
5. $\square \square$ $\triangle \triangle$

Circle the group with **less** objects.

1. _____
2. _____

Write the number of shapes. Write the equal sign (=).

3. _____
4. _____
5. _____

Draw lines through the rectangles.

6. _____

Week 4, Day 2:	Duration:	Roll:
_____	_____	_____
Remarks: _____		

Introduction

Count with the pupils from 1 to 10 orally

Development

Activity 1

- **Demonstrate:** Show how to count from 1 - 5 while raising up your fingers one at a time.
- Raise up 1 finger and ask the pupils how many you need to make a 5.
- Repeat step above by raising 2 fingers, then 3 fingers.
- **Guide:** Ask pupils to work in groups one raise their fingers while the other counts.

Activity 2

- **Demonstrate:** Show how to count from 5 to 10 while writing the numbers on the board.
- **Guide:** Work with the pupils to write the numbers 5 to 10 in the air as you guide them.

Activity 3

- **Demonstrate:** Draw six circles and six sticks on the board. Count each of the objects in a group and write the number 6 under it. Write the equal sign between the numbers.

$$\begin{array}{c} \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \\ 6 \end{array} = \begin{array}{c} \text{////} \text{////} \text{////} \text{////} \text{////} \text{////} \\ 6 \end{array}$$

- **Draw:** Two groups of 7 triangles and 7 rectangles.
- **Guide:** Work with pupils to count and write the number 7 and an equal sign to show that they are equal.

Classwork

Pupils to work out the activities on page 18.

Conclusion

- Have two groups of objects such as stones and sticks.
- Guide a pupil to pick 8 stones and another to pick an equal number of stones.

Homework

Write the number that comes next.

1. 5, 6, ____, ____, ____, ____

2. 7, 8, ____, ____.

Count the shapes. Write the numbers. Write = if they are the same.

3. $\begin{array}{c} \bigcirc \bigcirc \bigcirc \\ \bigcirc \end{array}$ $\begin{array}{c} \triangle \triangle \\ \triangle \triangle \end{array}$

5. $\begin{array}{c} \square \square \square \\ \square \square \square \end{array}$ $\begin{array}{c} \star \star \star \\ \star \star \star \end{array}$



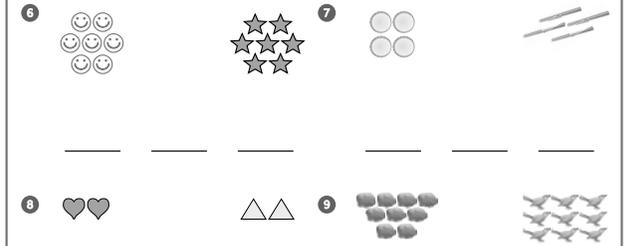
Write how many more fingers you need to make 5.



Write the numbers that come next.

4. 5, 6, ____, ____, ____ 5. 7, 8, ____, ____.

Count the shapes. Write the numbers. Write equal (=).



Week 4, Day 3:

Duration:

Roll:

Remarks: _____

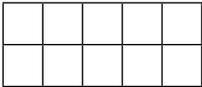
Introduction

- Ask pupils to count from 1 to 15.

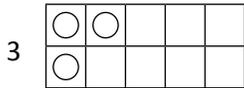
Development

Activity 1

- Draw:** Draw an empty tens frame and show the pupils. It should have 2 rows and 5 columns:



- Demonstrate:** Write the number 3 and draw three circles in the boxes to represent the number 3.



- Guide:** Draw an empty ten frame and let pupils to draw circles to represent the number 4.

Activity 2

- Draw:** Write the numbers 5 to 15 on the board and guide pupils to copy the numbers in their exercise books.

Activity 3

- Draw:** Draw the shapes as shown.
- Guide:** Work with pupils to identify a rectangle and draw a line through it as shown:

Classwork

Pupils to work out the activities on page 19.

Conclusion

- Draw tens frame and write the number 7. Ask the pupils to draw the number of dots that represent the number.

Homework

Draw a line through a rectangle.

1.

2.

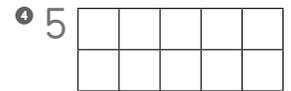
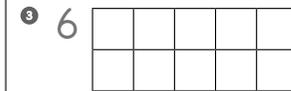
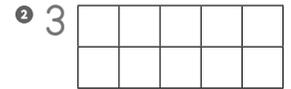
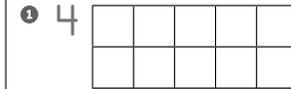
Fill the boxes with the correct number of circles represented by the number.

3. **5**

4. **7**



Fill the boxes with the correct number of circles.



Write the numbers that come next.

5. **6**, __, __, __, __, __, __.

6. **4**, __, __, __, __, __, __.

7. **9**, __, __, __, __, __, __.

Draw lines through the rectangles.



Week 4, Day 4:

Duration:

Roll:

Remarks: _____

Introduction

Draw a tens frame and let the pupils represent the number 8 by drawing circles.

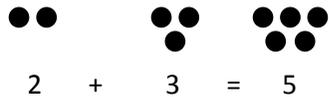
Development

Activity 1

- **Demonstrate:** Draw a group of 2 circles and another group of 3 circles. Write the numbers and the plus sign below them.



- Explain that the plus sign shows 'putting together'.
- Put the objects together by counting and drawing the new group of circles.
- Write the equal sign and the number 5.



- Tell the pupils that $2 + 3 = 5$ is a number sentence.
- **Guide:** Draw a group of 2 circles and another group of 1 circle.
- **Guide:** Work with pupils to put the groups together and write a number sentence.
- Emphasize the use of the plus and equal signs.

Activity 2

- **Guide:** Draw a group of 5 rectangles on the board and let pupils count and write the number

Classwork

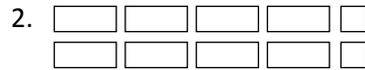
Pupils to work out the activities on page 20.

Conclusion

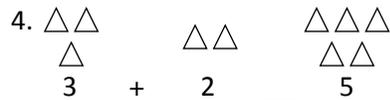
Guide pupils to write an addition number sentence using two groups of objects.

Homework

Write the number of rectangles in the groups.



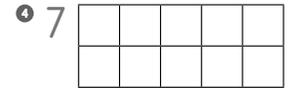
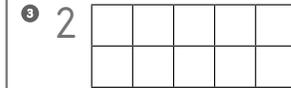
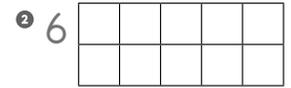
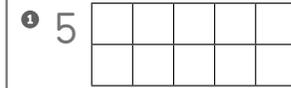
Write the number or the signs.



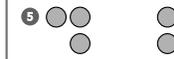
Note: Do not forget to give the weekly test!



Fill the boxes with the correct number of circles.

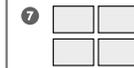


Write the numbers or signs.

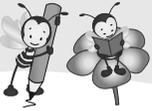


3 ___ 2 ___ 5 ___ + ___ = ___

Write the number of rectangles in the groups.



Week 4, Day 5:	Duration:	Roll:
_____	_____	_____
Remarks: _____		



Speed test 1



Check-Up Quiz, Weeks 1-4

Work out.

1 + 2 = _____

3 + 1 = _____

2 + 2 = _____

1 + 1 = _____

4 + 1 = _____

2 + 1 = _____

1 + 4 = _____

1 + 3 = _____

2 + 3 = _____

5 + 2 = _____

3 + 4 = _____

2 + 4 = _____

1 + 5 = _____

3 + 2 = _____

2 + 2 = _____

6 + 1 = _____

4 + 1 = _____

3 + 4 = _____

3 + 3 = _____

5 + 1 = _____

2 + 5 = _____

4 + 2 = _____

1 + 1 = _____

4 + 3 = _____

2 + 5 = _____

1 + 6 = _____

3 + 2 = _____

Write the numbers that come next.

1 | , _____, _____, _____, _____, _____, _____, _____, _____, _____.

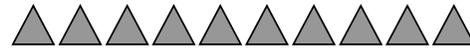
Write the number of fingers needed to make 5.

2  _____

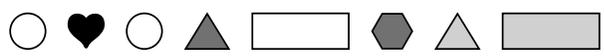
3  _____

4  _____

Write the number of shapes.

5  _____

Draw lines through the rectangles.

6 

Circle the group with more. Write an equal sign between the equal groups.

7   8  

Put the groups together. Write the number.

9   _____

10   _____

Introduction

Count from 1 - 10 with the pupils.

Development

Activity 1

- **Draw:** Draw a square.
- **Demonstrate:** Show that all the sides of a square have the same length.
- **Guide:** Draw various shapes    and let pupils tell you which one is a square.

Activity 2

- **Draw:** Write the numbers 1 - 10 on the board.
- **Guide:** Work with the pupils to write them in the air.
- **Guide:** Ask pupils to copy the numbers 1 - 10 in their exercise books.

Activity 3

- **Demonstrate:** Provide 6 bottle tops then count and then write the number 6 on the board. (You can use other visible materials)
- **Draw:** Draw 5 similar shapes on the board.
- **Demonstrate:** Show how to count and write the number of objects.
 **5**
- **Draw:** Draw 8 triangles on the board.
- **Guide:** Ask pupils to count and write the number:
 **8**

Activity 4

- **Draw:** Write 1, 2, 3, __, __ on the board.
- **Guide:** Work with pupils to identify the numbers that come next by counting.

Classwork

Pupils to work out the activities on page 23.

Conclusion

- Draw 10 circles on the board and let the pupils count and write the number 10.

Homework

Draw the lines under the squares.

1.  2.  3. 

Count the shapes.

3.  _____
4.  _____



Draw lines **under** the squares.



Count and write the number of shapes.



Write the numbers that come next.

6. 1, 2, 3, 4, 5, __, __, __, __, __.

7. 1, 2, __, __, __, __, __, __, __, __.

Week 5, Day 1:

Duration:

Roll:

Remarks: _____

Introduction

Draw various shapes on the board and ask the pupils to identify the squares.



Development

Activity 1

- **Demonstrate:** Count a group of 5 sticks and a group of 5 stones.
- Emphasize that the two groups are equal.
- **Guide:** Provide pupils with objects such as stones and sticks and work with pupils to make equal groups.
- **Draw:** Draw two groups of 2 objects each. ○○ △△
- **Demonstrate:** Count and write the numbers and equal sign below them:
○○ △△
2 = 2
- Remind pupils that the equal sign is used to show equal number of objects.
- **Guide:** Draw two equal groups of different shapes and guide pupils to write the numbers and the equal sign below the groups.

Activity 2

- **Demonstrate and draw:** Review the properties of a square and draw it on the board.
- **Draw:** The following shapes △△○○□○□
- **Demonstrate:** Identify the square by drawing a line below it. △△○○□○□
- **Guide:** Work with pupils to identify the other square by drawing a line below it. △△○○□○□

Classwork

Pupils to work out the activities on page 24.

Conclusion

Ask pupils to draw equal groups, then write the numbers and the equal signs.

Homework

Count the objects in each group and write the number of objects.

1. $\begin{array}{cc} \triangle\triangle & \triangle\triangle \\ \triangle & \triangle \\ \underline{\quad} & = & \underline{\quad} \end{array}$ 2. $\begin{array}{cc} \circ\circ\circ & \triangle\triangle\triangle \\ \circ\circ\circ & \triangle\triangle\triangle \\ \underline{\quad} & = & \underline{\quad} \end{array}$

3. Draw lines under the squares.



Week 5, Day 2

Write the number of objects.

1. $\begin{array}{cc} \circ\circ & = & \triangle\triangle \\ \circ\circ & & \triangle\triangle \\ \underline{\quad} & = & \underline{\quad} \end{array}$ 2. $\begin{array}{cc} \circ\circ\circ & = & \circ\circ\circ \\ \circ\circ\circ & & \circ\circ\circ \\ \underline{\quad} & = & \underline{\quad} \end{array}$

3. $\begin{array}{cc} \text{shoe} & = & \text{sock} \\ \underline{\quad} & = & \underline{\quad} \end{array}$ 4. $\begin{array}{cc} \text{smiley} & = & \text{bird} \\ \text{smiley} & & \text{bird} \\ \underline{\quad} & = & \underline{\quad} \end{array}$

Write equal sign (=) between groups with the same number of objects.

5. $\begin{array}{cc} \circ\circ\circ & \circ\circ\circ \\ \underline{\quad} & \underline{\quad} \end{array}$ 6. $\begin{array}{cc} \heartsuit\heartsuit\heartsuit & \square\square\square \\ \underline{\quad} & \underline{\quad} \end{array}$

Draw lines under the squares.



24

Week 5, Day 2:

Duration:

Roll:

Remarks: _____

Introduction

Choose a pupil to lead the class in counting backwards from 5 to 1.

Development

Activity 1

- **Demonstrate:** Count from 5 to 15 while writing the numbers.
- **Guide:** Call a pupil to write the number 5 to 10 and another pupil to write the number 11 to 15 on the board as you guide them.

Activity 2

- **Demonstrate:** Count a group of 9 objects and show pupils how to separate the group into 2 groups of 8 objects and 1 object.
- **Guide:** Work with pupils to use the same group of objects to form 2 other groups e.g 7 and 2, 6 and 3, 5 and 4.
- Emphasize that all these groups make number families of 9.
- **Draw:** Write

8	3
6	2
7	1
- **Demonstrate:** Show how to match numbers in the family of 9 by matching 8 and 1:
- **Guide:** Work with pupils to match the other families of 9.

Activity 3

- **Draw:** Draw four balls on the board 
- **Guide:** Work with pupils to draw an equal number of sticks  = 

Classwork

Pupils to work out the activities on page 25.

Conclusion

Ask pupils to make 2 groups of objects that make a 9. Let them make 3 different groups.

Homework

Match the numbers in the family of 9.

- 2 8
- 4 5
- 1 7

Write the numbers from 5 - 15.

5, 6, 7, _____, _____, _____, _____, _____, _____, _____, _____,



Match the numbers in the family of 9.

- | | |
|-----|---|
| 1 8 | 4 |
| 2 | 1 |
| 5 | 3 |
| 6 | 7 |

Write the next number.

- 2 6, 7, 8, _____ 3 5, 4, _____
- 4 5, 4, 3, _____ 5 11, 12, 13, _____

Count the circles. Draw an equal number of sticks.

6 

Trace and practise writing the numbers.

7 

Week 5, Day 4:	Duration:	Roll:
_____	_____	_____
Remarks: _____		

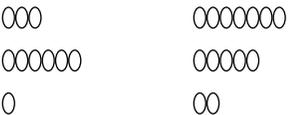
Introduction

Ask the pupils make a pair of numbers that form a family of 9.

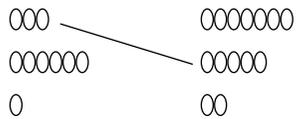
Development

Activity 1

- **Demonstrate:** Count a group of 8 objects. Show how to separate the group into two groups of 7 objects and 1 object.
- **Guide:** Work with pupils to use the same group of objects to form two other groups e.g 6 and 2, 5 and 3, 4 and 4.
- Emphasize that all these groups make number families of 8.

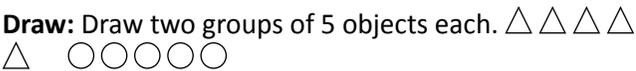
• **Draw:** 

- **Demonstrate:** Show how to match numbers in the family of 8:



- **Guide:** Work with pupils to match the other families of 8.

Activity 2

- **Draw:** Draw two groups of 5 objects each. 
- **Guide:** Work with pupils to count and write the numbers and equal sign below them:


5 = 5

Activity 3

- **Draw:** Write 8, 9, __, __ and
- **Guide:** Work with pupils to count and write the next numbers.

Classwork

Pupils to work out the activities on page 27.

Conclusion

- Ask 1 pupil to draw 2 groups of three circles each then to write the number 3 in each group and an equal sign to show that they are equal.

Homework

Match the numbers in the family of 8.

- 4 3
- 5 7
- 1 4

Write the next numbers.

- 4, 5, ____, ____, ____
- 5, 4, ____, ____, ____

Note: Do not forget to give the weekly test!



Week 5, Day 5

Match the objects that make a family of 8.

1  

2  

3  

Draw the number of circles.

4 10

Write the next number.

- 5 10, 11, ____, ____ 6 3, 2, ____, ____
- 7 13, 14, ____, ____ 8 4, 3, ____, ____

Write the numbers and equal sign.

9     10    

____ ____ ____ ____ ____ ____

27

Week 5, Day 5:

Duration:

Roll:

Remarks: _____

Introduction

Ask pupils to state different pairs of numbers that form the family of 8

Development

Activity 1

- **Demonstrate:** Form 2 groups of 6 counters and 3 counters.  
- Count the objects in each group with the pupils.
- Count the two groups together to make 9.
- Emphasize that 6 and 3 are in the number family of 9.
- **Guide:** Work with pupils to make another family of 9 by taking one object from the group of 6 counters and adding it to the group of 3 counters. (5 and 4.)
 
- Emphasize to pupils that 5 and 4 are also in the number family of 9.
- **Guide:** Work with pupils to make other families of 9.

Activity 2

- **Demonstrate:** Show how to make a family of 6 using groups of 1 counter and 5 counters.
- **Guide:** Work with pupils to make other families of 6.

Activity 3

- **Draw:** Write 11, 12, __, __.
- **Guide:** Work with pupils to count and write the next numbers.

Classwork

Pupils to work out the activities on page 28.

Conclusion

Ask pupils to give pairs of numbers in the family of 6.

Homework

1. Write the numbers that come next.
10, 11, __, __, __, __.
2. Match the numbers in the number family of 6.

4 3
1 2
3 5

Match the objects in the family of 9.

3. 
4. 
5. 



Match numbers in the family of 9.

- | | |
|-----|---|
| ① 6 | 5 |
| 4 | 7 |
| 2 | 1 |
| 8 | 3 |

Match objects in the family of 6.

- ②  
- ③  
- ④  
- ⑤  

Write the number that comes next.

- ⑥ 10, 11, __, __
- ⑦ 12, 13, __, __

Week 6, Day 1:

Duration:

Roll:

Remarks: _____

Introduction

Draw a circle, rectangle and square on the board and ask pupils to name them.

Development

Activity 1

- **Demonstrate:** Count from 1 to 20 as pupils listen.
- **Guide:** Count from 1-20 with pupils.
- **Draw:** Write the numbers 16 - 20.
- **Guide:** Let several pupils come to the front and identify the various numbers between 16 and 20.

Activity 2

- **Draw:** Draw a triangle and emphasize that it has 3 sides.
- **Guide:** Provide pupils with cut outs of different shapes and guide pupils to identify triangles.

Activity 3

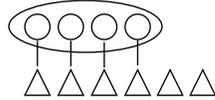
- **Demonstrate:** Have a group of 19 stones. Count the stones and write the number 19 to represent the total number of stones.
- **Guide:** Provide pupils with different groups of stones between 15 and 20 and let them count the stones and write the numbers.

Activity 4

- **Draw:** Draw 4 circles and 6 triangles.

○○○○
△△△△△△

- **Demonstrate:** Use matching to identify and circle the group that is less.



- **Draw:** Draw 5 squares and 6 triangles

□□□□□
△△△△△△

- **Guide:** Work with pupils to match and identify the group that is less.

Classwork

Pupils to work out the activities on page 29.

Conclusion

Choose one pupil to pick 8 stones (or other visible objects), let the second child pick 8 stones and ask the pupils if they have less, more or same number of stones.

Homework

1. Draw a triangle.

Put an equal sign in the group with equal number.

2. □□□□ □□□□
3. □□□ △△
4. △△△△△ △△△△△

Draw lines under the triangles.

1 _____

Match the groups to the numbers.

2 19

3 16

4 18

Circle the group with less. Write equal sign (=) between equal groups.

5 6 _____

7 8 _____

Week 6, Day 2:	Duration:	Roll:
_____	_____	_____
Remarks: _____		

Introduction

Write the numbers 10 to 20 on the board.

Ask the pupils to count from 10 - 20 and identify each number.

Development

Activity 1

- **Draw:** Draw various shapes.



- **Guide:** Ask pupils to identify the triangles.
- **Guide:** Ask pupils to draw a triangle in their exercise books.

Activity 2

- **Guide:** Work with pupils to count from 1 - 10 forward and backward.
- **Draw:** Write on the board numbers from 1 - 10 and skip the number 4. (1, 2, 3, __, 5, 6, 7, 8, 9, 10)
- **Guide:** Work with pupils to find the missing number through counting forward.
- **Draw:** Write the numbers 8, 7, __, 5.
- **Guide:** Work with pupils to count backwards and write the missing number. **(6)**

Activity 3

- **Draw:** Write the number 8 and draw two equal groups of 8 objects:
8 ○○○○○○○○ △△△△△△△△
- **Demonstrate:** Count each group and write an equal sign to show that they are equal.
- **Guide:** Work with pupils to repeat the activity above with the number 4.

Classwork

Pupils to work out the activities on page 30.

Conclusion

Ask pupils to count backwards from 10 - 1.

Homework

Write the missing number.

1. 3, 4, 5, __, 7

2. 5, 4, __, 2, 1

3. 7, 8, __, 10

Draw the number of circles represented by the number.

4. 6 _____

5. 9 _____



Draw lines under the triangles.



Write the missing number.

2 4, __, 6

3 8, __, 10

4 7, 6, __

5 3, 2, __

Draw 2 groups with the same number of objects. Write equal sign (=) between the groups.

6 7 _____

7 5 _____

Week 6, Day 3:	Duration:	Roll:
_____	_____	_____
Remarks: _____		

Introduction

Ask the pupils to count from 1 to 10 and 10 to 1 orally.

Development

Activity 1

- **Draw:** Draw a triangle on the board.
- **Demonstrate:** Emphasize that it has three sides.
- **Draw:** Draw different shapes on the board:

- **Guide:** Work with pupils to identify the triangles.

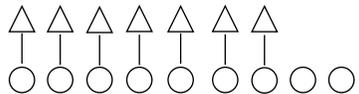
Activity 2

- **Draw:** Write the numbers 1 to 10 on the board.
- **Guide:** Ask the pupils to count from 10 - 1 as you point at the number.
- **Draw:** Write 9, 8, __, 6, 5.
- **Demonstrate:** Show how to find the missing number by counting backwards.
- **Draw:** Write 9, 8, 7, __, 5
- **Guide:** Ask pupils to count backward to find the missing number.

Activity 3

- **Draw:** Draw 2 groups of 7 and 9 objects each.


- **Demonstrate:** Show how to identify the group that is more by matching.



- **Draw:** Draw 2 groups of 8 objects each.

* * * * *

□ □ □ □ □ □

- **Guide:** Work with pupils to identify the group that is more by matching.

* * * * *

□ □ □ □ □ □

Activity 4

- **Demonstrate:** Use 5 counters to demonstrate how to 'take away' by taking away 3 and counting what is left.
- **Draw:** Draw a group of 6 circles ○ ○ ○ ○ ○ ○
- **Guide:** Work with pupils to take away 3 from the group of circles. ○ ○ ○ ~~○~~ ~~○~~ ~~○~~
- Let them count and write the number left.


Classwork

Pupils to work out the activities on page 31.

Conclusion

Ask pupils to count the numbers 16 - 20 several times.

Homework

Draw lines under the groups with more.

1. □ □ □ □ □ △ △ △

2. ○ ○ ○ □ □ □ □ □ □

Draw lines under the triangles.

3. □ △ ○ □ △

Write the number that represents the objects.

4. ○ ○ ○ ○ ○ ○ _____



Draw lines under the triangles.



Write the missing number.

2. 7, __, 9 3. 3, __, 5

Draw lines under the groups with more.



Write the number that is left.



Week 6, Day 4:

Duration:

Roll:

Remarks: _____

Introduction

Write the numbers 1 - 10 on the board and ask the pupils to count from 10 - 1.

Development

Activity 1

- **Guide:** Ask pupils to write the numbers 1 - 10 in the air while facing in the same direction.
- **Guide:** Ask several pupils to write the numbers 1 - 10 on the board.
- **Draw:** Write a number pattern 6, 7, __, 9, 10 on the board.
- **Guide:** Work with the pupils to obtain the missing number through counting.

Activity 2

- **Demonstrate:** Take 5 bottle tops. Count them with the pupils. Take away 2 and count what is left.
- **Draw:** Write the number sentence: $5 - 2 = 3$.
- Emphasize that the sign used for take away is the minus sign.
- **Draw:** Draw 5 triangles on the board. $\triangle\triangle\triangle\triangle\triangle$
- **Guide:** Work with pupils to take away one and write the number sentence.



$$5 - 1 = 4$$

Activity 3

- **Demonstrate:** Show how to write numbers backwards from 5 to 0: 5, 4, 3, 2, 1, 0.
- **Guide:** Work with pupils to write numbers backwards from 9 to 0: 9, 8, 7, 6, 5, 4, 3, 2, 1, 0.

Classwork

Pupils to work out the activities on page 32.

Conclusion

Ask several pupils to come to the front and write numbers from 10 - 5.

Homework

Write the numbers back to 0.

1. 7, 6, __, __, __, __, __, __.

2. 10, 9, __, __, __, __, __, __, __, __, __, __.

Write the number that is left.

3. $\triangle \triangle \triangle \triangle \triangle$ ____

$\bigcirc \bigcirc \bigcirc \bigcirc \bigcirc$ ____

Note: Do not forget to give the weekly test!



Write the missing number.

1. 5, __, 7

2. 8, __, 10

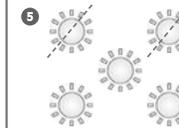
Write the number that is left.



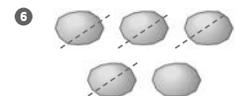
$4 - 2 = \underline{\quad}$



$3 - 1 = \underline{\quad}$



$5 - 2 = \underline{\quad}$



$5 - 4 = \underline{\quad}$

Write the numbers back to 0.

7. 6, __, __, __, __, __, __.

8. 8, __, __, __, __, __, __, __, __, __.

Week 6, Day 5:	Duration:	Roll:
_____	_____	_____
Remarks: _____		

Introduction

Write the number 10 to 20 as the pupils count.

Development

Activity 1

- **Demonstrate:** Use counters to demonstrate counting from 1 to 20.
- **Guide:** Work with pupils in groups and use counters to count from 1 to 20.
- **Draw:** Draw a group of 15 objects.
- **Guide:** Work with pupils to count and write the number of objects.

Activity 2

- **Draw:** Draw 2 groups of 8 triangles and 6 circles.
- **Demonstrate:** Show how to identify the group that is less by matching.
- **Draw:** Draw 5 squares and 9 circles.
- **Guide:** Work with pupils to identify the group that is less by matching.

Activity 3

- **Demonstrate:** Show how to draw a circle in the air, then draw it on the board.
- **Guide:** Guide pupils to practice drawing the circle in the air and in their exercise books.
- Ask pupils to look around the classroom and identify objects with the circle shape.

Classwork

Pupils to work out the activities on page 33.

Conclusion

Call pupils to write any number between 10 - 20 on the board.

Homework

Write the number of objects.

1. ○○○○○○○○○○

1. ○○○○○ _____

2. △△△△△△△△△△

2. △△△△△△△ _____

3. Write the numbers from 11 - 15.

4. Draw 3 circles



Write the number of objects.

1. _____

2. _____

3. _____

4. _____

Draw lines under the groups with **less**.

5. _____

6. _____

7. _____

8. Draw 4 circles.

9. Write the numbers from 11 to 20.

Week 7, Day 1:	Duration:	Roll:
_____	_____	_____
Remarks: _____		

Introduction

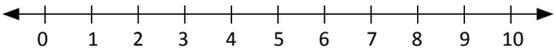
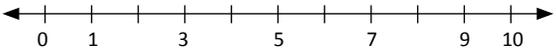
Draw a number line with numbers 1 to 10 and let the pupils count from 1 to 10.

Development

Activity 1

- **Demonstrate:** Have two pupils come in front of the class; the first to raise 5 fingers and the second to raise 3 fingers. Count all the raised fingers to get 8.
- Explain to the pupils that 5 and 3 make a family of 8.
- **Guide:** Using the 2 pupils, show how to make other families of 8 by asking one pupil to fold a finger while the other raises one more finger.

Activity 2

- **Draw:** Draw a number line from 0 to 10 on the board.

- **Demonstrate:** Tell the pupils that numbers on a number line increase from left to right.
- **Draw:** Draw a number line on the board as shown.

- **Guide:** Work with the pupils to fill in the missing numbers as they count.

Activity 3

- **Demonstrate:** Provide 2 groups of 5 stones; then count each group and write the number that they represent.
 5 5
- **Draw:** Write the equal sign to show that the 2 groups of 5 are equal.
 5 = 5

Activity 4

- **Demonstrate:** Count from 11 to 20 and write the numbers as you count.
- **Guide:** Let the pupils copy the numbers as they count.

Classwork

Pupils to work out the activities on page 35.

Conclusion

Ask the pupils to write numbers 15 - 20 as they count.

Homework

Write how many more objects you need to make a family of 8.

1. $\triangle \triangle \triangle \triangle$ ____.
2. $\circ \circ \circ \circ \circ$ ____.
3. $\square \square$ ____.

Write the next numbers.

4. 15, 16, ____, ____, ____, ____.



Match the numbers of objects in the family of 8.

1  

2  

3  

Fill in the missing numbers.

4 

Count the shapes. Write the numbers or equal sign.

5  =  6  = 

 = 7 7

Count by ones. Write the next numbers.

7 17, ____, ____, ____

8 13, ____, ____, ____, ____, ____, ____, ____

Week 7, Day 3:	Duration:	Roll:
_____	_____	_____
Remarks: _____		

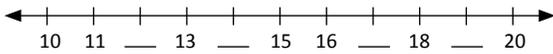
Introduction

- Write the numbers 11 to 20 on the board.
- Ask pupils to count from 11 to 20 as you point to the numbers.

Development

Activity 1

- **Draw:** Write the numbers 11 - 20 as you count.
- **Guide:** Ask the learners to copy the numbers down in their exercise books.
- **Draw:** Draw a number line from 1 - 20 on the board and count with the pupils from 1 - 20.
- **Demonstrate:** Tell the pupils that numbers increase from left to right.
- **Draw:** Draw another number line from 10 to 20 and skip some numbers e.g.



- **Guide:** Work with the pupils to fill in the missing numbers by counting.

Activity 2

- **Demonstrate:** Have 6 objects. Count them and show how to take away 1. Emphasize that what is left is one less.
- **Guide:** Work with pupils to count objects between 4 and 10 and take away 1. Then count the remaining number of objects.

Classwork

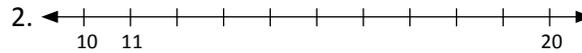
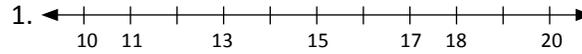
Pupils to work out the activities on page 36.

Conclusion

Ask pupils to count from 10 to 20 as they point at the numbers in their books.

Homework

Write the missing numbers.



3. 15, 16, ____, ____, ____, ____.

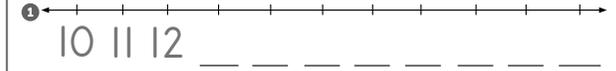
Count the shapes and write 1 less.

4. $\triangle \triangle \triangle \triangle \triangle \triangle \triangle \triangle \triangle$ ____.

5. $\circ \circ \circ \circ \circ \circ$ ____.



Write the missing numbers.



Write the next number.

5. 11 12 ____ 6. 15 16 ____

Count the shapes. What is 1 less?



Week 7, Day 4:	Duration:	Roll:
_____	_____	_____
Remarks: _____		

Introduction

Write numbers 1, 2, 3, 4, 5, __, __, __ and let the pupils say the next three numbers.

Development

Activity 1

- **Demonstrate:** Show how to measure the length of a desk by arranging bottle tops on the edge of the desk and counting the number of bottle tops that fit to the length of the desk.
- Count the number of bottle tops and write on the board. Emphasize that the length of the desk is ____ bottle tops.
- **Guide:** Let pupils measure the edge of their books using bottle tops and write how many bottle tops long their books are.

Activity 2

- **Draw:** Write the numbers 11 to 20 in the board
- **Guide:** Work with the pupils to count and write the numbers down in their books.
- **Draw:** Write 12, 13, 14, __, __ on the board.
- **Demonstrate:** Show pupils how to find the missing numbers. The teacher should count 12, 13, 14, 15, 16 to find the answers.
- **Guide:** Guide the pupils on how to identify the missing numbers. 17, 18, __, __.

Activity 3

- **Draw:** Draw 8 circles on the board.
○○○○○○○○
- **Demonstrate:** Show how to take away by crossing one and counting the remaining circles.
○○○○○○○○~~○~~ 7

- **Guide:** Draw another group of shapes and guide the pupils take away by crossing one and counting the remaining circles. Emphasize that the answer is one less than what we started with.

Classwork

Pupils to work out the activities on page 37.

Conclusion

Ask one pupil to come in front and measure the length of a book using bottle tops.

Homework

Write the next numbers.

1. 11, 12, __, __, __.
2. 15, 16, __, __, __, __.

Count and write what is 1 less.

3. △△△△△ ____.
4. ○○○○○○ ____.

Note: Do not forget to give the weekly test!

Measure the lines using bottle tops.

1 _____

2 _____

3 _____

4 _____

Write the number that comes next.

5 12 13 ____ 6 17 18 ____ 7 18 19 ____

Count the shapes. What is 1 less?

8 _____

9 _____

10 _____

Week 7, Day 5:	Duration:	Roll:
_____	_____	_____
Remarks: _____		

Introduction

Count with the pupils the numbers from 1 to 20 as you point at the numbers on the board.

Development

Activity 1

- **Guide:** Count from 11 - 20 while pupils write the numbers in their exercise books.
- **Draw:** Write 16, 17, __, __
- **Guide:** Work with the pupils to find the next numbers by counting.

Activity 2

- **Demonstrate:** Show how to count from 1 to 10 using fingers of both hands one at a time.
- Emphasize on one more as you add the next finger.
- **Guide:** Write the number 5 and guide pupils to identify the number that is one more than 5 by counting forward.
- Emphasize that 6 is one more than 5.
- **Guide:** Let the pupils identify the number that is one more than 7.

Activity 3

- **Draw:** Draw a rectangle on the board and emphasize that it has four sides and that two opposite sides are equal.
- **Guide:** Work with the pupils to draw a rectangle.

Activity 4

- **Demonstrate:** Show how to measure the length of a desk using sticks of same size by placing them from left to right then count how many fits on the desk.

- **Guide:** Let the children measure their desks using the sticks by arranging them from left to right then count how many sticks fit.

Classwork

Guide: Pupils to work out the activities on page 38.

Conclusion

Ask pupils to come and draw a rectangle on the board.

Homework

Write 1 more than the number presented.

1. 4 ____
2. 7 ____
3. 2 ____
4. 9 ____
5. Draw 2 rectangles.



Week 8, Day 1

Measure the lines using the objects.

1 _____

2 _____

3 _____

4 Draw 3 rectangles.

Write 1 more than the number shown.

5 6 ____

6 8 ____

7 3 ____

8 | ____

Write the next number.

9 10, 11, ____.

10 14, 15, ____.

38

Week 8, Day 1:

Duration:

Roll:

Remarks: _____

Introduction

Ask the pupils to count 1 - 10 and raise the fingers as they count.

Development

Activity 1

- **Demonstrate:** Review how to measure the edge of the book using bottle tops and count how many bottle tops fit.
- **Guide:** Work with the pupils to measure different lengths using bottle tops. Let them identify which ones are longer by counting the number of bottle tops.

Activity 2

- **Draw:** Write the number sentence $5 + 1$ on the board.
- **Demonstrate:** Using counters, show that $5 + 1$ is 6.
- **Draw:** Write $5 + 1 = 6$
- **Demonstrate:** Emphasize on the = sign to show $5 + 1 = 6$.
- **Draw:** Write the number sentence $5 + 2 = 7$.
- **Guide:** Guide the pupils to put together 5 and 2 to get 7.
- Write a plus sign to indicate that $5 + 2 = 7$. Emphasize that putting together is represented with a + sign.
- **Guide:** Ask pupils to make other number sentences.

Activity 3

- **Demonstrate:** Show how to use 6 fingers to show how many more are needed to make a 10 from 6 by counting.

- **Guide:** Raise up any number of fingers between 1 and 9 and guide the pupils identify how many more fingers you need to make a ten.

Classwork

Pupils to work out the activities on page 39.

Conclusion

Write the number sentence $3 + 1 = 4$ and let the pupils identify the sign to complete the sentence.

Homework

Write how many more you need to make 10.

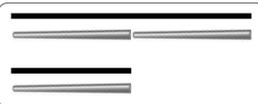
1. $4 + \underline{\quad}$ 2. $3 + \underline{\quad}$ 3. $6 + \underline{\quad}$

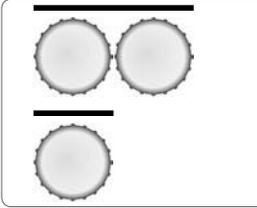
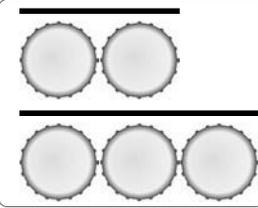
Complete using a '+' or '='.

4. $3 + 1 + \underline{\quad} = 4$ 5. $6 + \underline{\quad} = 7$

Week 8, Day 2

Circle the longer line.

1  2 

3  4 

Write + or =.

5 $4 - 1 = \underline{\quad}$ 6 $2 + 1 = \underline{\quad}$

How many more to have 10?

7  8 

39

Week 8, Day 2:	Duration:	Roll:
_____	_____	_____
Remarks: _____		

Introduction

- Draw a number line showing number 1-10 and count with the pupils.

Development

Activity 1

- **Demonstrate:** Have two sticks of different lengths, measure their lengths using bottle tops, from left to right.
- Count the bottle tops to find which one takes more or less to fit.
- Explain that the one with more is longer while the one with less is shorter.
- **Guide:** Have 2 sticks of equal lengths and measure using bottle tops.
- Let the pupils observe that the two sticks take the same number of bottle tops and emphasize that the two sticks are equal.

Activity 2

- **Draw:** Write $10 - \underline{\quad} = 4$
- **Demonstrate:** Show pupils how to find the missing number by counting on from 4 to 10.
- **Draw:** Write $10 - \underline{\quad} = 8$
- **Guide:** Work with pupils to solve the problem by counting on from 8 to 10 to find the missing number.

Activity 3

- **Demonstrate:** Review how to get one more of a given number.
- **Draw:** Write the number 4.
- **Guide:** Work with the pupils to add one more by counting and write the answer.

Classwork

Pupils to work out the activities on page 40.

Conclusion

Write $10 - \underline{\quad} = 3$. Ask a pupil to solve by counting on.

Homework

Add 1 to the number and write the answer.

1. $4 + \underline{\quad}$ 2. $3 + \underline{\quad}$ 3. $6 + \underline{\quad}$

Write the numbers to complete the number sentence

4. $10 - \underline{\quad} = 9$ 5. $10 - \underline{\quad} = 1$



Circle the shorter line. Circle both lines if they are the same length.

1 2 3 4

Write numbers to complete the number sentences.

- 5 $10 - \underline{\quad} = 7$ 6 $10 - \underline{\quad} = 5$
 7 $10 - \underline{\quad} = 6$ 8 $10 - \underline{\quad} = 3$

Write 1 more.

- 9 $5, \underline{\quad}$ 10 $3, \underline{\quad}$

Week 8, Day 3:	Duration:	Roll:
_____	_____	_____
Remarks: _____		

Introduction

Ask pupils to count from 10 - 1.

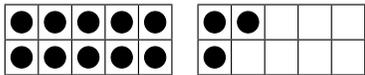
Development

Activity 1

- **Demonstrate:** Have two sticks of different lengths, measure their lengths using bottle tops, from left to right.
- Count the bottle tops to find which one takes more or less to fit.
- Explain that the one with more is longer while the other is shorter.
- **Guide:** Work with pupils to measure different lengths to identify which ones are longer.

Activity 2

- **Draw:** Draw 2 tens frames. Fill the first one with 10 dots and the second one with 3 dots.



10

3

- **Demonstrate:** Show the pupils that the first 10 dots are in 1 ten frame and the 3 dots are in the other tens frame. Therefore, $13 = 10 + 3$
- **Guide:** Work with the pupils to represent the number 19 on two tens frames and write the number sentence $19 = 10 + 9$. Emphasize on the + and = signs.

Activity 3

- **Draw:** Write the numbers 10 to 1 on the board.
- **Guide:** Count with the pupils as you point at the numbers.
- **Draw:** Write the numbers 6, 5, __, 3, 2.

- **Guide:** Ask the pupils to fill the missing number by counting.

Classwork

Pupils to work out the activities on page 41.

Conclusion

Ask pupils to count from 10 - 1 and fill in the missing number in 8, 7, 6, __, 4, 3.

Homework

Circle a longer line.

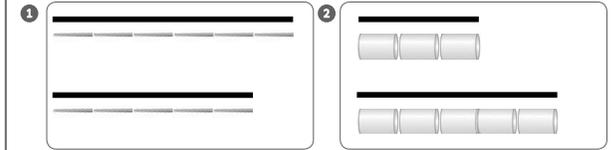


Write the missing number.

4. 5, 4, __, 2, 1 5. 9, 8, 7, __, 5



Circle the longer line.



Write + or = signs.

1. $12 _ 10 + 2$

4. $10 _ 7 = 17$

5. $10 + 8 _ 18$

Write the missing number.

6. 9, 8, __, 6

7. 5, 4, __, 2

8. 7, 6, __, 4

9. 3, 2, __, 0

Week 8, Day 4:

Duration:

Roll:

Remarks: _____

Introduction

Draw a number line from 1 to 20 and ask pupils to count from 1 - 20 then from 10 - 1 on the number line.

Development

Activity 1

- **Draw:** Write the numbers 10, 9, 8, __, 6.
- **Demonstrate:** Show how to count backwards to find the missing number 5 and write it on the blank space.
- **Draw:** Write the numbers 10 - 20 on the board.
- **Demonstrate:** Count backwards as you point at the numbers.
- **Guide:** Ask the pupils to count backwards from 20 - 10 orally.
- **Draw:** Write the numbers 20, 19, 18, __, 16, 15.
- **Guide:** Work with the pupils to find the missing number by counting backwards.
- Ask pupils to fill the missing number in the pattern 15, 14, 13, __, 11, 10.

Activity 2

- **Draw:** Two tens frames to represent the number 17.

●	●	●	●	●
●	●	●	●	●

●	●	●	●	
●	●	●		
- **Demonstrate:** Show that the first tens frame has 10 dots and the second has 8 dots hence $10 + 7 = 17$. Emphasize the use of equal sign and a plus.
- **Guide:** Ask pupils to use tens frames to represent the number 14 and make a number sentence.

Classwork

Pupils to work out the activities on page 42.

Conclusion

Choose a boy and a girl to come in front of the class and ask them to count from 20 - 1.

Homework

Write the missing number.

1. 20, 19, 18, ____, 16, 15
2. 15, 14, 13, 12, ____
3. 10, 9, 8, ____, ____
4. 5, 4, 3, 2, 1, ____
5. 6, 5, ____, 3, 2

Note: Do not forget to give the weekly test!



Week 8, Day 5

Write the next number.

① 20, 19, 18, 17, __

② 20, 19, 18, 17, 16, 15, 14, __

Write + and = signs.

③ 10 __ 3 = 13

④ 10 + 6 __ 16

⑤ 19 = 10 __ 9

Write the missing number.

⑥ 10, 9, __

⑦ 6, 5, __

⑧ 2, 1, __

⑨ 8, 7, __

42

Week 8, Day 5:

Duration:

Roll:

Remarks: _____



Speed test 2

Work out.

3 + 3 = _____

4 + 2 = _____

6 + 1 = _____

4 + 4 = _____

2 + 7 = _____

5 + 1 = _____

6 + 2 = _____

4 + 3 = _____

7 + 1 = _____

5 + 3 = _____

8 + 1 = _____

2 + 5 = _____

1 + 7 = _____

2 + 6 = _____

5 - 2 = _____

7 - 4 = _____

8 - 3 = _____

6 - 2 = _____

7 - 6 = _____

8 - 2 = _____

7 - 5 = _____

8 - 5 = _____

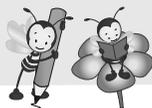
9 - 1 = _____

8 - 7 = _____

9 - 4 = _____

8 - 1 = _____

8 - 6 = _____



Check-Up Quiz, Weeks 5-8

Write the numbers that come next.

1 10, 11, _____, _____, _____, _____, _____, _____, _____, _____.

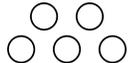
2 10, 9, _____, _____, _____, _____, _____, _____, _____, _____.

Write the missing number.

3 2, 4, _____, 8, 10

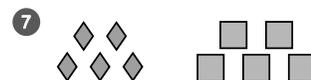
4 5, _____, 3, 2

Count the number of shapes. Write the numbers.

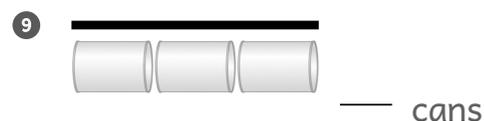
5  +  = _____

6  = _____

Circle the group with less. Write = between equal groups.



Write the length of each line. Circle the longer line.



Draw lines under the squares and rectangles.



Introduction

Count backwards from 20 to 1 twice with pupils.

Development

Activity 1

- **Draw:** Write the number 10 - 20 on the board.
- **Guide:** Ask the pupils to come and identify various numbers.
- **Draw:** Write 10, 11, 12, __, 14 on the board.
- **Demonstrate:** Show how to find the missing number by counting.
- **Draw:** Write 14, 15, 16, 17, __, 19, 20.
- **Guide:** Work with the pupils to fill in the missing number by counting.
- **Draw:** Write the pattern 20, 19, 18, 17, __.
- **Demonstrate:** Show how to find the missing number by counting backwards.
- **Draw:** Write 20, 19, 18, 17, 16, 15, __.
- **Guide:** Work with the pupils to fill in the missing number by counting backwards.

Activity 2

- **Demonstrate:** Have 2 sticks of different lengths
- Compare the lengths of the two sticks to determine the longer one.
- Emphasize that the other stick is the shorter one.
- Add another stick to the two.
- Compare the lengths of the three sticks to determine the longest.
- **Guide:** Work with pupils to compare a group of two and three sticks to determine the longer, the shorter and the longest.

Classwork

Pupils to work out the activities on page 45.

Conclusion

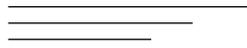
Give groups of pupils 3 sticks of different lengths and let them pick the longest stick

Homework

Write the missing number.

1. 10, 11, 12, ____, 14
2. 20, 19, 18, 17, 16, ____
3. 13, 14, 15, ____

Circle the longest line

4. 
5. 



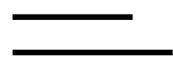
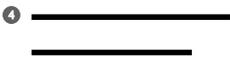
Week 9, Day 1

Write the next number.

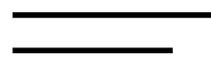
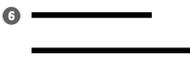
① 20, 19, 18, __

② 20, 19, 18, 17, 16, 15, __

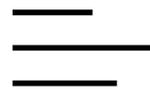
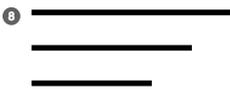
Circle the **longer** line.

③  ④ 

Circle the **shorter** line.

⑤  ⑥ 

Circle the **longest** line.

⑦  ⑧ 

Write the missing number.

⑨ 10, 11, __, 13 ⑩ 13, 14, __, 16

45

Week 9, Day 1:

Duration:

Roll:

Remarks: _____

Introduction

- Show pupils 2 sticks with different sizes. Ask the pupils to tell you which stick is longer and which is shorter.

Development

Activity 1

- **Draw:** Write 13, 14, 15, __, 17 on the board.
- **Demonstrate:** Show how to find the missing number by counting.
- **Draw:** Write 15, __, 17, 18
- **Guide:** Work with the pupils to fill in the missing number by counting.

Activity 2

- **Demonstrate:** Have 2 sticks of different lengths
- Compare the length of the two sticks to determine the longer one.
- Emphasize that the other stick is the shorter one.
- Add another stick to the two.
- Compare the lengths of the three sticks to determine the shortest.
- **Guide:** Work with pupils to compare a group of two and three sticks to determine the longer, the shorter and the shortest.

Activity 3

- **Draw:** Draw two tens frames to represent the number 14.



- **Demonstrate:** Show that the first tens frame has 10 dots and the second has 4 dots
- **Draw:** Write the number sentence $14 = 10 + 4$.
- **Guide:** Work with pupils to use tens frames to represent the number 16 and make a number sentence.

Classwork

Pupils to work out the activities on page 46.

Conclusion

Write numbers between 12 and 19 on the board. Let pupils use tens frames to make a number sentence.

Homework

Count and write the missing number.

1. 15, 16, 17, 18, __, 20.
2. 13, __, 15, 16, 17.

Write the missing number.

3. $16 = 10 + \underline{\quad}$
4. $19 = 10 + \underline{\quad}$
5. $11 = 10 + \underline{\quad}$



Write the missing number.

1. 16, 17, __, 19
2. 11, __, 13, 14

Circle the **longer** line.



Circle the **shorter** line.



Circle the **shortest** line.



Write the missing number.

9. $16 = 10 + \underline{\quad}$
10. $19 = \underline{\quad} + 9$

Week 9, Day 2:

Duration:

Roll:

Remarks: _____

Introduction

Write the number 16 on the board. Let pupils use tens frames to make a number sentence.

Development

Activity 1

- **Draw:** Write 14, 15, 16 ____, 18
- **Guide:** Work with the pupils to fill in the missing number by counting.

Activity 2

- **Draw:** Write $3 + 2 = \underline{\quad}$ on the board.
- **Demonstrate:** Show how to work out the question by drawing a group of 3 circles and another group of 2 circles on the board.
- Count and draw circles to represent the total. Write 5 beneath the total.



$$3 + 2 = 5$$

- **Draw:** Write $3 + 1 = \underline{\quad}$ on the board.
- **Guide:** Pupils to work out the question by drawing objects and counting the total.

Activity 3

- **Demonstrate:** Show how to draw a triangle and emphasize that it has three sides.
- **Guide:** Ask 2 pupils to draw a triangle each on the board.

Classwork

Pupils to work out the activities on page 47.

Conclusion

Write the problem $4 + 1 = \underline{\quad}$. Ask pupils to draw groups of objects and work out the total.

Homework

Solve by drawing the total number of objects then write the sum.

1.  +  = $\underline{\quad}$
 $3 + 1 = \underline{\quad}$

2.  +  = $\underline{\quad}$
 $4 + 1 = \underline{\quad}$

Write the missing number.

3. $14 = 10 + \underline{\quad}$ 4. $15 = \underline{\quad} + 5$



Write the missing number.

1. 13, 14, __, 16 2. 15, 16, 17, __

Circle the **longest** line.



Write the missing number.

5. $17 = \underline{\quad} + 7$ 6. $14 = 10 + \underline{\quad}$

Write the total.

7.  +  = $\underline{\quad}$ 8.  +  = $\underline{\quad}$
 $3 + 2 = \underline{\quad}$ $3 + 1 = \underline{\quad}$

9. Draw 3 triangles.

Week 9, Day 3:

Duration: _____

Roll: _____

Remarks: _____

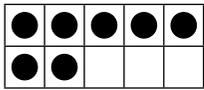
Introduction

Ask the pupils to count from 1 to 20 and then from 20 to 1.

Development

Activity 1

- **Demonstrate:** Show how to make a number family of ten using the diagram below:



- Count and write the number of dots. (7)
- Count and write the number of blank boxes. (3)

- Emphasize that 7 and 3 make a family of 10
- **Demonstrate:** Show how to make other families of ten by erasing or adding one dot and counting the number of dots and the number of blank spaces.
- **Guide:** Work with pupils to make and write number families of 10 using tens frame.

Activity 2

- **Draw:** Write $3 + 1 = \underline{\quad}$ on the board.
- **Guide:** Work with the pupils to draw three circles and add one circle then count all of them together to find the total.

$$\begin{array}{c} 3 \\ \bullet \bullet \bullet \end{array} + \begin{array}{c} 1 \\ \bullet \end{array} = \begin{array}{c} 4 \\ \bullet \bullet \bullet \bullet \end{array}$$

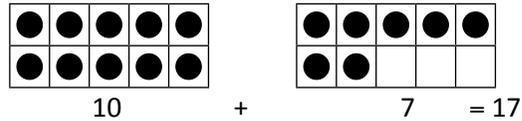
Activity 3

- **Draw:** Draw two tens frames as shown.



- **Demonstrate:** Explain that a tens frame with 10 ten dots represents 1 ten and the incomplete tens frame represents ones, therefore 17 is 1 ten and 7 ones.

- **Guide:** Work with the pupils to represent a number sentence from the tens frames above.



Classwork

Pupils to work out the activities on page 48.

Conclusion

Draw 6 circles and ask the pupils to find the number of circles required to make a 10.

Homework

Write the number you need to make families of 10.

- _____
- _____
- _____

Write the missing number.

- $14 = 10 + \underline{\quad}$
- $19 = \underline{\quad} + 9$



Write the number you need to make number families of 10.

$$\begin{array}{c} 1 \\ \bullet \bullet \bullet \\ \bullet \bullet \bullet \end{array} \quad \underline{\quad} \quad \begin{array}{c} 2 \\ \bullet \bullet \\ \bullet \bullet \end{array} \quad \underline{\quad}$$

$$\begin{array}{c} 3 \\ \bullet \bullet \bullet \bullet \bullet \end{array} \quad \underline{\quad} \quad \begin{array}{c} 4 \\ \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \end{array} \quad \underline{\quad}$$

Write the missing number.

$$5 \quad 13 = 10 + \underline{\quad} \quad 6 \quad 18 = \underline{\quad} + 8$$

Write the total.

$$7 \quad \begin{array}{c} \bullet \bullet \\ \bullet \bullet \end{array} + \begin{array}{c} \bullet \bullet \\ \bullet \bullet \end{array} = \underline{\quad} \quad 8 \quad \begin{array}{c} \blacklozenge \blacklozenge \\ \blacklozenge \blacklozenge \end{array} + \begin{array}{c} \blacklozenge \blacklozenge \\ \blacklozenge \blacklozenge \end{array} = \underline{\quad}$$

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

- Draw 2 triangles.

Introduction

Ask pupils to count and write numbers 10 - 20.

Development

Activity 1

- **Draw:** Draw a group of 9 triangles.

△△△ △△△ △△△

- **Demonstrate:** Show how to make a family of 9 by circling 5 triangles and counting how many triangles are outside the circle (4).

(△△△△△) △△△△

- Emphasize that 4 and 5 are in the family of 9.
- **Demonstrate:** Using the same triangles, demonstrate how to make other families of 9 by circling more or less triangles.

e.g. (△△△) △△△△△△

- **Guide:** Work with pupils to make and write other families of 9 in the same manner using objects or shapes.

Activity 2

- **Draw:** Write $1 + 4 = \underline{\quad}$
- **Demonstrate:** Show how to find the total using objects.
- **Guide:** Work with pupils to work out $3 + 2 = \underline{\quad}$ by drawing objects.

Activity 3

- **Draw:** Write 11, 12, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$ on the board.
- **Demonstrate:** Show how to find the next numbers by counting.

- **Draw:** Write 15, 16, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$ on the board.
- **Guide:** Work with the pupils to fill in the next numbers by counting.

Classwork

Pupils to work out the activities on page 49.

Conclusion

Draw a family of eight as shown below:

(△△△) △△△△△

Show that 3 and 5 make a family of 8. Have pupils draw and state other numbers that make a family of eight.

Homework

Match the objects that make a family of 9.

1. ○○○○ ○

2. ○○○○○○ ○○○○

3. ○○○○○ ○○

Solve by drawing the number of objects then write the sum.

4.  +  = $\underline{\quad}$

4 + 1 = $\underline{\quad}$

5. △△ + △△ = $\underline{\quad}$

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

Note: Do not forget to give the weekly test!



Write the next 5 numbers.

1. 12, 13, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$.

2. 16, 17, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$.

Write the number you need to make number families of 9.

3. ○○○○○○ $\underline{\quad}$

4. 
○○ $\underline{\quad}$

5. 
○○○ $\underline{\quad}$

6. 
○○○○○○ $\underline{\quad}$

Write the total.

7.  +  = $\underline{\quad}$

8.  +  = $\underline{\quad}$

3 + 1 = $\underline{\quad}$

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

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

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

4 + 1 = $\underline{\quad}$

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

Week 9, Day 5:

Duration:

Roll:

Remarks: _____

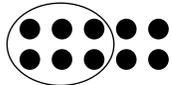
Introduction

Ask the pupils to count by ones backward from 19 - 10.

Development

Activity 1

- **Draw:** Draw a group of 10 dots in two rows and then circle 6 dots.



6 4

- Emphasize that 4 dots are outside the circle but the total number of dots remains 10; 6 and 4 make a family of 10.

- **Demonstrate:** Repeat the activity by circling 7 dots and ask pupils to form another family of 10 using 7 (7 and 3).
- **Guide:** Work with pupils to use the same process to form other families of 10. e.g 5 and 5, 4 and 6, 2 and 8 etc.

Activity 2

- **Draw:** Write the number 17 and draw a place value chart next to it.

17	Tens	Ones

- **Demonstrate:** Represent this number on the place value chart.

17	Tens	Ones
	1	7

- Review place value using tens frames to show that 17 has 1 ten and 7 ones.
- **Guide:** Work with pupils to represent 14 in a place value chart

14	Tens	Ones
	1	4

Activity 3

- **Demonstrate:** Have a group of 2 objects and another group of 3. Count them to get 5
- Rearrange to have 3 objects followed by 2 objects. Count them to get 5.
- Emphasize that regardless of the group that comes first, the total remains the same.

$$\begin{array}{c} \bullet \bullet \\ 2 \end{array} + \begin{array}{c} \bullet \\ \bullet \bullet \\ 3 \end{array} = \begin{array}{c} \bullet \bullet \\ \bullet \bullet \\ 3 \end{array} + \begin{array}{c} \bullet \bullet \\ 2 \end{array}$$

- **Guide:** Work with pupils to use the same process to show that $4 + 3 = 3 + 4$

Classwork

Pupils to work out the activities on page 50.

Conclusion

Guide: Ask pupils to name tens and ones in 13 and 19. Emphasize that the tens are placed in the tens and ones in the ones column in a place value chart.

Homework

Fill in the charts

1. 12

Tens	Ones

2. 16

Tens	Ones

3. 11

Tens	Ones

- Match the numbers that make a family of 10.
4. 4 2
7 6
8 3

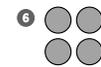
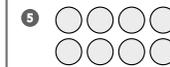
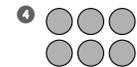


Write the next numbers.

1 19, 18, 17, 16, 15, 14, __, __, __.

2 17, 16, 15, __, __, __, __, __, __.

Write the number you need to make number families of 10.



Fill in the charts.

7 18

Tens	Ones

8 15

Tens	Ones

Write the missing signs. Write the missing numbers.

9 $\triangle + \triangle _ \triangle + \triangle$ 10 $\triangle \triangle _ \triangle \triangle = \triangle \triangle _ \triangle \triangle$

$1 + 2 = 1 + _$ $2 + 3 = 3 + _$

Week 10, Day 1:

Duration:

Roll:

Remarks: _____

Introduction

Ask the pupils to state the tens and ones in the numbers 10, 18 and 14 orally.

Development

Activity 1

- **Demonstrate:** Display 2 sticks of different lengths
- Compare the length of the two sticks to determine the longer one.
- Emphasize that the other stick is the shorter one.
- **Draw:** Draw two lines of different lengths on the board.
- **Guide:** Let the pupils compare them and circle the longer line.
- **Draw:** Draw 2 other lines of different lengths on the board.
- **Guide:** Let pupils compare them and circle the shorter line.

Activity 2

- **Guide:** Working in groups, provide each group with 4 sticks of different lengths.
- **Guide:** Let the pupils identify which stick is shorter than the other and let them arrange them in order from the longest to the shortest.

Activity 3

- **Guide:** Draw a place value chart on the board and ask the pupils to represent 16 on the chart. Emphasize that digit 1 is in the tens while 6 is in the ones.

Tens	Ones
1	6

- **Guide:** Repeat the activity with number 12 .

Classwork

Pupils to work out the activities on page 51.

Conclusion

Provide 4 sticks and ask pupils to order them from longest to shortest.

Homework

Fill in the place value charts

1. 12

Tens	Ones

2. 19

Tens	Ones

Circle the shorter line.

3. _____ 4. _____



Circle the **longer** line.

1. _____ 2. _____

Circle the **shorter** line.

3. _____ 4. _____

Number the lines 1, 2, 3, 4 from **longest to shortest**.

5. _____ 6. _____

7. _____ 8. _____

Fill in the charts.

9. 17

Tens	Ones

10. 14

Tens	Ones

Week 10, Day 2:

Duration:

Roll:

Remarks: _____

Introduction

Count with pupils by twos from 2 to 20.

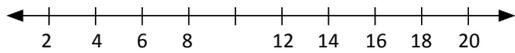
Development

Activity 1

- **Draw:** Draw a place value chart.
- **Demonstrate:** Show how to represent the number 13 in the chart.
- **Guide:** Work with the pupils to represent number 19 in the place value chart.

Activity 2

- **Draw:** Draw and label a number line by twos from 2 to 20 on the board leaving a space at 10.



- **Demonstrate:** Show how to find the missing number in a number line by counting by twos.
- **Draw:** Draw a similar number line with 14 missing.
- **Guide:** Work with pupils to find the missing number by counting.

Activity 3

- **Demonstrate:** Use the diagram below to demonstrate how to develop and write an addition number sentence.

$$\begin{array}{c} \textcircled{\circ} \textcircled{\circ} \\ \textcircled{\circ} \textcircled{\circ} \end{array} + \begin{array}{c} \triangle \triangle \triangle \\ \triangle \triangle \end{array} = \begin{array}{c} \textcircled{\circ} \textcircled{\circ} \triangle \triangle \triangle \\ \textcircled{\circ} \textcircled{\circ} \triangle \triangle \end{array}$$

$$4 + 5 = 9$$

- **Draw:** Draw a group of 3 circles and another one of 7 triangles.
- **Guide:** Work with the pupils to draw the total number of objects and write the number sentence.

Activity 4

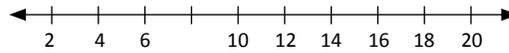
- **Guide:** Draw lines of different lengths and guide the pupils to order them from longest to shortest.

Classwork

Pupils to work out the activities on page 53.

Conclusion

Draw a number line and mark by 2s as shown with missing 8. Let the children fill in the missing number.



Homework

Fill in the place value charts

1. 17

Tens	Ones

2. 16

Tens	Ones

3. Count and add

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

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

4. $\begin{array}{c} \triangle \triangle \triangle \\ \triangle \triangle \end{array} + \begin{array}{c} \triangle \triangle \end{array} =$

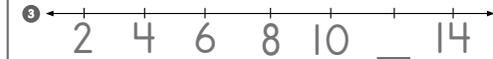
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



Number the lines 1, 2, 3, 4 from **longest to shortest**.



Write the missing number.



Fill in the charts.

4. 13

Tens	Ones

5. 18

Tens	Ones

6. 12

Tens	Ones

7. 15

Tens	Ones

Find how many objects.

8. $\begin{array}{c} \textcircled{\circ} \textcircled{\circ} \\ \textcircled{\circ} \textcircled{\circ} \end{array} + \begin{array}{c} \triangle \triangle \\ \triangle \triangle \end{array} = \begin{array}{c} \textcircled{\circ} \textcircled{\circ} \triangle \triangle \\ \textcircled{\circ} \textcircled{\circ} \triangle \triangle \end{array}$

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

9. $\begin{array}{c} \textcircled{\circ} \textcircled{\circ} \textcircled{\circ} \\ \textcircled{\circ} \textcircled{\circ} \end{array} + \begin{array}{c} \triangle \triangle \\ \triangle \triangle \end{array} =$

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

Week 10, Day 3:

Duration:

Roll:

Remarks: _____

Introduction

Draw a group of 5 circles and another group of 3 circles. Ask the pupils to find the total number of circles then write the number sentence.

Development

Activity 1

- **Demonstrate:** Have 4 sticks of different lengths and arrange them from the longest to the shortest.
- **Draw:** Draw lines of different lengths.
- **Demonstrate:** Arrange them from the longest to the shortest with the longest being number 1 and the shortest number 4.
- **Guide:** Draw 4 lines and work with pupils to order them from 1st to 4th.

Activity 2

- **Draw:** Draw a number line by twos from 2 to 20 on the board and count with the pupils with 6 missing.
- **Guide:** Let the pupils fill in the missing number by counting.
- **Guide:** Repeat the same with the number 14 missing and work with the pupils to find the missing number.

Activity 3

- **Demonstrate:** Write the number 13 and tell the pupils digit 1 is tens and 3 is ones.
- **Guide:** Repeat the activity with 15 and work with the pupils to identify the tens and the ones digits.

Activity 4

- **Draw:** Draw 3 triangles and 4 circles. Write the number of triangles below them.

- **Demonstrate:** Count the total number of shapes and write the number that represents the total.



$$3 + 4 = 7$$

- **Guide:** Let the pupils practice using 4 triangles and 5 circles.

Classwork

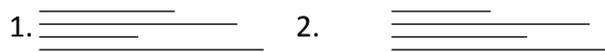
Pupils to work out the activities on page 53.

Conclusion

Ask pupils to write the missing number in the following pattern: 8, 10, 12, __, 16.

Homework

Number the lines 1, 2, 3, 4 from the longest to the shortest.



Add:

$$3. 4 + 3 = \underline{\quad}$$

$$4. 2 + 4 = \underline{\quad}$$

$$5. 5 + 4 = \underline{\quad}$$

$$6. 8 + 2 = \underline{\quad}$$

Number the lines 1, 2, 3, 4 from **longest to shortest**.

1 _____ 2 _____

3 _____ 4 _____

Write the missing number.

6 ← 2 4 6 8 10 12 _ 16 18 →

Write the numbers.

6 | 3 = ten ones 7 | 9 = ten ones

Add.

8  3 + 5 = 9  3 + 7 =

Week 10, Day 4:	Duration:	Roll:
_____	_____	_____
Remarks: _____		

Introduction

Count by twos from 2 to 20 then together with the pupils.

Development

Activity 1

- **Draw:** Write the numbers 13 and 16 on the board.
- **Demonstrate:** Count and show that 16 is more than 13 as it appears after (or to the right of) 13.
- **Guide:** Using numbers 12 and 15, work with the pupils to count and tell which one is more.

Activity 2

- **Draw:** Draw a number line by twos from 2 to 20 and skip number 12.
- **Demonstrate:** Show the pupils how to count by twos and fill in the missing number.
- **Draw:** Draw another similar number line and skip 16.
- **Guide:** Work with the pupils to count and find the missing number.

Activity 3

- **Draw:** Draw 6 circles and 3 triangles on the board.
- **Demonstrate:** Write the numbers 6 and 3 under the shapes. Count and write the total 9.



$$6 + 3 = \underline{9}$$

- **Guide:** Using a drawing of 5 triangles and 2 balls, work with the pupils in writing the number sentence and the total.

Classwork

Pupils to work out the activities on page 54.

Conclusion

Draw 8 circles and 2 triangles. Let the pupils come up with a number sentence and the total.

Homework

Circle the number that is more.

1. 13 11 2. 19 14 3. 15 10

Add

4. $\begin{array}{ccc} \square & \square & \square \\ \square & \square & \square \end{array}$ $\circ \circ$
 $6 + 2 = \underline{\quad}$

5. $\begin{array}{ccc} \triangle & \triangle & \triangle \\ & \triangle & \end{array}$ $\begin{array}{c} \circ \circ \\ \circ \end{array}$
 $4 + 3 = \underline{\quad}$

Note: Do not forget to give the weekly test!



Circle the number that is more.

1. 13, 15 2. 14, 10
 3. 11, 17 4. 20, 19

Write the missing number.



Find how many objects.

6. 7. $8 + 2 = \underline{\quad}$ $6 + 3 = \underline{\quad}$

8. 9. $5 + 4 = \underline{\quad}$ $4 + 4 = \underline{\quad}$

Week 10, Day 5:	Duration:	Roll:
_____	_____	_____
Remarks: _____		

Introduction

Ask the pupils to count from 1 to 20 twice. Ensure all pupils can count by calling individuals to count.

Development

Activity 1

- **Draw:** Write the number pattern 2, 4, 6, __, 10 and 1, 3, 5, __, 9 on the board.
- **Demonstrate:** Show how to find and write the missing number in the pattern 2, 4, 6, __, 10 by counting by twos from 2 to 10.
- **Demonstrate:** Show how to find and write the missing number in the pattern 1, 3, 5, __, 9 by counting by twos from 1 to 9.
- **Draw:** Write the number pattern 2, 4, __, 8, 10 and 1, 3, __, 7, 9 on the board.
- **Guide:** Work with the pupils to fill in the missing numbers through counting.

Activity 2

- **Demonstrate:** Show how to take away 1 using 3 circles drawn on the board. Write the corresponding number sentence as shown:
 $○○○ = 2$
 $3 - 1 = 2$
- Emphasize that the sign used for take away is the minus sign.
- **Draw:** Draw 4 triangles on the board. $\triangle\triangle\triangle\triangle$
- **Guide:** Work with pupils to take away one and write the number sentence.

$\triangle\triangle\triangle\triangle$

$4 - 1 = 3$

Activity 3

- **Draw:** Write 1, 3, 5, 7, __ on the board.
- **Guide:** Work with the pupils to count by twos from 1 to 9 and identify the missing number.

Classwork

Pupils to work out the activities on page 53.

Conclusion

Ask pupils to count by 2s from 1 to 9.

Homework

Subtract.

1. $\triangle\triangle\triangle\triangle$
 $4 - 1 = \underline{\quad}$

2. $\triangle\triangle$
 $2 - 1 = \underline{\quad}$

3. $\triangle\triangle\triangle$
 $3 \underline{\quad} 1 = \underline{\quad}$

Write the missing number:

4. 1, 3, __, 7

5. 2, 4, 6, __, 10



Write the next numbers.

1. 2, 4, 6, __, __, __, __, __, __.

2. 1, 3, 5, __, __, __, __, __, __.

Write the missing number.

3. 1, 3, __, 7 4. 3, 5, __, 9

5. 1, 3, 5, __, 9 6. 2, 4, 6, __, __

Subtract by crossing out.

7. $\bigcirc\bigcirc\bigcirc$

8. $\triangle\triangle$

$3 - 1 = \underline{\quad}$

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

9. $\blacksquare\blacksquare\blacksquare\blacksquare$

10. $\star\star\star\star\star$

$4 - 1 = \underline{\quad}$

$5 - 1 = \underline{\quad}$

Week 11, Day 1:

Duration:

Roll:

Remarks: _____

Introduction

Guide the pupils to count by 2s from 1 to 9 and from 2 to 10. Emphasize that in both cases you skip one number.

Development

Activity 1

- **Draw:** Write the numbers from 1 to 19
- **Demonstrate:** Count by twos as you point at the numbers.
- **Draw:** Write the pattern 9, 11, 13, __, 17, 19.
- **Demonstrate:** Show how to find the missing number through counting by twos.
- **Draw:** Write the pattern 7, 9, 11, __, 15.
- **Guide:** Work with the pupils to fill in the missing numbers through counting by twos.
- **Guide:** Use a number line drawn on the floor and work with the pupils to count numbers 9 to 19 as they skip the following number. 9, 11,

Activity 2

- **Demonstrate:** Show how to take away 1 using 8 circles drawn on the board. Write the corresponding number sentence as shown:

○ ○ ○ ○ ○ ○ ○ ○

$$8 - 1 = 7$$

- Emphasize that the sign used for take away is the

minus sign.

- **Draw:** Draw 7 triangles on the board.
- **Guide:** Work with pupils to take away one and write the number sentence.

$$(7 - 1 = 6)$$

Activity 3

- **Draw:** Write 2, 4, 6, 8, ___ on the board.
- **Guide:** Work with pupils to count by twos from 2 to 10 and identify the missing number.

Classwork

Pupils to work out the activities on page 56.

Conclusion

Guide: Lead the pupils in counting by 2s from 1 - 19.

Homework

Write the next numbers.

1. 1, 3, 4, ____, ____, ____, ____

2. 4, 6, 8, ____, ____, ____, ____

Subtract

3. $8 - 1 =$ ____

4. $7 - 1 =$ ____

Write the missing numbers:

5. 1, 3, 7, ____, 11

6. 8, 10, 12, ____, 16



Write the next numbers.

1. 1, 3, 5, ____, ____, ____, ____, ____, ____, ____

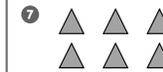
2. 2, 4, 6, ____, ____, ____, ____, ____, ____, ____

Write the missing number.

3. 1, 3, ____, 7 4. 5, 7, ____, 11

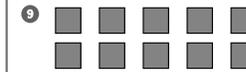
5. 9, 11, ____, 15 6. 13, 15, ____, 19

Write the minus sign or number.



$6 - 1 = 5$

$8 - 1 = 7$



$10 - 1 =$ ____

$7 - 1 =$ ____

Week 11, Day 2:

Duration:

Roll:

Remarks: _____

Introduction

Ask the pupils to count by twos from 1 to 19 orally.

Development

Activity 1

- **Demonstrate:** Arrange 3 pupils in front of the class and identify the tallest.
- Ask another taller pupil to join them and show pupils how to identify the tallest.
- **Guide:** Get another group of pupils and work with the pupils to identify the tallest.

Activity 2

- **Demonstrate:** Count from 11 to 20 orally. Write the numbers on the board and count as you point at the numbers.
- **Draw:** Write the pattern 11, 13, 15, ____, 19
- **Demonstrate:** Show how to fill in the missing numbers through counting by twos.
- **Draw:** Write another pattern 9, 11, 13, ____, 17
- **Guide:** Work with the pupils to fill in the missing number through counting by twos.

Activity 3

- **Demonstrate:** Draw 5 circles and cross two, then count to find 3. Represent this using the number sentence.

e.g. $\bigcirc \bigcirc \bigcirc \bigcirc \bigcirc = 5$
 $\bigcirc \bigcirc \bigcirc \bigcirc \bigcirc = 5$
 $5 - 2 = 3$

- **Guide:** Draw 5 circles and work with the pupils to take away 2 and represent the process using a number sentence.

$5 - 2 = 3$

Classwork

Pupils to work out the activities on page 57.

Conclusion

Ask 4 pupils to come to the front of class and let another pupil arrange the 4 from the tallest to the shortest. Emphasize the term **tallest**.

Homework

Write the missing number.

1. 5, 7, 9, ____, 13

2. 9, 11, 13, ____, 17

Subtract

3. $3 - 1 = \underline{\quad}$

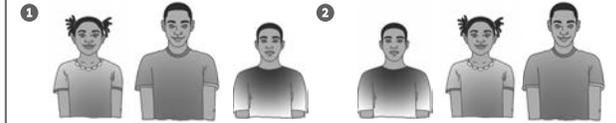
4. $5 - 2 = \underline{\quad}$

4. $8 - 3 = \underline{\quad}$

5. $6 - 1 = \underline{\quad}$



Circle the **tallest**.



Write the missing number.

3. 3, 5, ____, 9

4. 7, 9, ____, 13

5. 11, 13, ____, 17

6. 15, 17, ____

Subtract by crossing out.

7. $\bigcirc \bigcirc \bigcirc \bigcirc \bigcirc = 5$

8. $\blacktriangle \blacktriangle \blacktriangle = 3$

$5 - 4 = \underline{\quad}$

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

9. $\blacksquare \blacksquare \blacksquare \blacksquare \blacksquare = 5$

10. $\star \star \star \star \star = 5$

$4 - 1 = \underline{\quad}$

$5 - 3 = \underline{\quad}$

Week 11, Day 3:

Duration:

Roll:

Remarks: _____



Introduction

Ask 3 pupils to come to the front of class and let another pupil arrange them from the tallest to the shortest.

Development

Activity 1

- **Demonstrate:** Call 3 pupils of different heights to come to the front of class and show the class how to order them from the shortest to the tallest. Emphasize the term **shortest**.
- **Guide:** Work with pupils to arrange different objects from the shortest to the tallest.

Activity 2

- **Draw and demonstrate:** Show how to draw 5 circles on both sides of an equal sign:
 $\bigcirc \bigcirc \bigcirc \bigcirc \bigcirc = \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc$
- **Guide:** Work with the pupils in counting the circles on either side of the equals sign. Emphasize that they are equal.
- **Draw:** Draw six triangles: $\triangle \triangle \triangle \triangle \triangle \triangle$
- **Guide:** Work with the pupils to put an equal sign and draw an equal number of triangles.
 $\triangle \triangle \triangle \triangle \triangle \triangle = \triangle \triangle \triangle \triangle \triangle \triangle$

Activity 3

- **Draw:** Draw 4 circles. $\bigcirc \bigcirc \bigcirc \bigcirc$
- **Demonstrate:** Show how to take away 2 by cancelling.
- Count the remaining and represent the answer in a number sentence.
 $\bigcirc \bigcirc \cancel{\bigcirc} \cancel{\bigcirc}$
 $4 - 2 = 2$
- **Draw:** Draw 5 triangles $\triangle \triangle \triangle \triangle \triangle$

- **Guide:** Work with the pupils to take away 1 and represent the workings using a number sentence:

$\triangle \triangle \triangle \triangle \triangle$
 $5 - 1 = 4$

Classwork

Pupils to work out the activities on page 58.

Conclusion

Draw 3 circles on the board and guide pupils to put an equal sign and draw an equal number of circles.

Homework

Subtract

1. $5 - 2 = \underline{\quad}$ 2. $4 - 1 = \underline{\quad}$ 3. $4 - 2 = \underline{\quad}$

Match an equal number.

4. $\bigcirc \bigcirc \bigcirc \bigcirc$ $\bigcirc \bigcirc \bigcirc \bigcirc \bigcirc$
 5. $\bigcirc \bigcirc \bigcirc$ $\bigcirc \bigcirc \bigcirc \bigcirc$
 6. $\bigcirc \bigcirc \bigcirc \bigcirc \bigcirc$ $\bigcirc \bigcirc \bigcirc$

Circle the **shortest**.



Draw an equal number of shapes.

3. $\bigcirc \bigcirc \bigcirc \bigcirc \bigcirc =$ 4. $\square \square \square \square \square =$

Subtract by crossing out.

5. $\bigcirc \bigcirc \bigcirc$ 6. $\triangle \triangle \triangle \triangle \triangle$
 $3 - 3 = \underline{\quad}$ $5 - 4 = \underline{\quad}$

Subtract.

7. $3 - 2 = \underline{\quad}$ 8. $5 - 4 = \underline{\quad}$
 9. $5 - 3 = \underline{\quad}$ 10. $4 - 1 = \underline{\quad}$

Week 11, Day 4:	Duration:	Roll:
_____	_____	_____
Remarks: _____		

Introduction

- Draw 4 triangles on the board and guide pupils to put an equal sign and draw an equal number of circles.

Development

Activity 1

- **Demonstrate:** Call 3 pupils of different heights in front of the class and show how to order them from the shortest to the tallest. Emphasize on the **shortest** and **tallest**.
- **Guide:** Work with the pupils to order another group of 3 pupils from the shortest to the tallest.

Activity 2

- **Draw:** Draw 4 triangles on the board
 $\triangle \triangle \triangle \triangle$
- **Demonstrate:** Show how to draw an equal number of shapes with an equal sign between them:
 $\triangle \triangle \triangle \triangle = \square \square \square \square$
- **Draw:** Draw 3 circles and guide a pupil to put an equal sign and draw an equal number of triangles.

Activity 3

- **Draw:** Write $8 - 2 = \underline{\quad}$
- **Demonstrate:** Show how to work out the subtraction using counters.
- **Draw:** Write $7 - 4 = \underline{\quad}$
- **Guide:** Work with the pupils to work out the subtraction using counters.

Classwork

Pupils to work out the activities on page 59.

Conclusion

Call a group of 3 pupils of different heights and ask one pupil to order them from the shortest to the tallest.

Homework

Match the number of objects and the number.

1. $\triangle \triangle \triangle$ 4
2. $\circ \circ \circ \circ$ 5
3. $\square \square \square \square \square$ 2
4. $\triangle \triangle$ 3

Subtract

5. $4 - 1 = \underline{\quad}$
6. $5 - 2 = \underline{\quad}$

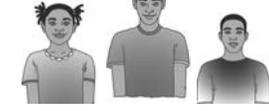
Note: Do not forget to give the weekly test!

Circle the **tallest**. Circle the **shortest**.

1



2



Draw an equal number of shapes.

3

 $\square \square =$

4

 $= \triangle \triangle \triangle \triangle$

5

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

6

 $\begin{matrix} \square & \square & \square & \square \\ \square & \square & \square & \square \end{matrix} =$

Subtract.

7

 $8 - 4 = \underline{\quad}$

8

 $7 - 5 = \underline{\quad}$

9

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

10

 $8 - 3 = \underline{\quad}$

Week 11, Day 5:	Duration:	Roll:
_____	_____	_____
Remarks: _____		

Introduction

Ask pupils to count by twos from 2 to 20.

Development

Activity 1

- **Draw:** Write the number pattern 20, 18, 16, _____, 12.
- **Demonstrate:** Show how to find the missing number by counting.
- **Draw:** Write the pattern 0, 2, 4, 6, 8, 10, 12, _____, 16.
- **Guide:** Work with pupils to count and fill in the missing number.

Activity 2

- **Draw:** Draw 5 circles on the board
○○○○○
- **Demonstrate:** Show how to draw an equal number of shapes with an equals sign between them:
○○○○○ = △ △ △ △ △
- **Draw:** Draw 8 squares.
- **Guide:** Work with a pupil to put an equal sign and draw an equal number of triangles.

Activity 3

- **Guide:** Work with pupils to draw a circle, a rectangle and a square in their books.

Classwork

Pupils to work out the activities on page 60.

Conclusion

- The pupils to find the next number in the following pattern: 1, 3, 5, 7, 9, __, 13

Homework

Write the next numbers.

1. 2, 4, 6, _____, 10
2. 18, 16, 14, 12, _____
3. 8, 10, _____, 14
4. 15, 13, 11, _____, 7

Draw

5. Triangle _____
6. Rectangle _____
7. Circle _____



Draw an equal number of the same shapes.

1  =

2  =

3  =

4  =

Write the next number.

5 0, 2, 4, _____, _____

6 4, 6, 8, _____, 12

7 0, 2, 4, 6, 8, 10, 12, 14, 16, 18, _____

8 14, 12, 10, 8, _____

- 9 Draw a circle 10 Draw a rectangle 11 Draw a triangle

Week 12, Day 1:

Duration:

Roll:

Remarks: _____

Introduction

Ask pupils to count from 20 to 10. Ensure all the pupils can count by asking individual pupils to count.

Development

Activity 1

- **Draw:** Write the numbers 1 to 10 on the board.
- **Demonstrate:** Count as you point at the number.
- **Demonstrate:** Use number cards for 3, 1 and 2 to show how to order them from lowest to highest by counting.
- **Guide:** Use number cards for 4, 6 and 1 and work with pupils to order them from lowest to highest by counting.

Activity 2

- **Draw:** Write the pattern 20, 18, _____, 14 on the board.
- **Demonstrate:** Show how to find the missing number through counting backwards by twos.
- **Guide:** Work with pupils to find the missing number in the pattern 14, 12, _____, 8 through counting backwards by twos.

Activity 3

- **Draw:** Draw 8 circles as shown.
 ○○○○
 ○○○○
- **Demonstrate:** Show how to take away 3 by cancelling 3 circles and writing a number sentence.
 ○○○○
 ○○○○
 $8 - 3 = 5$
- **Draw:** Draw 7 circles. ○○○○
 ○○○

- **Guide:** Work with pupils to take away 4 by cancelling 4 circles and writing a number sentence.

○○○○
 ○○○
 $7 - 4 = 3$

Classwork

Pupils to work out the activities on page 61.

Conclusion

Ask pupils to order the numbers 9, 5 and 7 from the lowest to the highest.

Homework

Order from the lowest to the highest.

1. 6, 2, 3 _____ 2. 10, 9, 7 _____ 3. 9, 2, 5 _____

Write the missing number.

4. 18, 16, 14, _____ . 5. 8, 6, 4, _____, _____ .



Order from **lowest to highest**.

1.

7	2	5
---	---	---

 2.

10	3	6
----	---	---

_____, _____, _____ _____, _____, _____

3.

9	1	4
---	---	---

 4.

7	8	6
---	---	---

_____, _____, _____ _____, _____, _____

Write the missing number.

5. 20, 18, _____, 14 6. 14, 12, _____

Subtract by crossing out.

7. ○○○○○○
 $6 - 4 = \underline{\quad}$

8. ○○○○
 ○○○○
 $8 - 3 = \underline{\quad}$

Week 12, Day 2:	Duration:	Roll:
_____	_____	_____
Remarks: _____		

Introduction

Count by twos from 2 to 20. Then let the pupils repeat after you several times.

Development

Activity 1

- **Demonstrate:** Using number cards for 5, 9 and 3 show how to order them from smallest to biggest by counting.
- **Guide:** Using number cards for 4, 10 and 6 work with pupils to order them from smallest to biggest by counting.

Activity 2

- **Guide:** Work with pupils to find the next numbers in the pattern 8, 10, 12, 14 ____, ____, through counting by twos.

Activity 3

- **Draw:** Draw 8 circles and 4 circles on either side of an equals sign.

$$\begin{array}{ccccccc} \bigcirc & = & \bigcirc & \bigcirc & \bigcirc & \bigcirc \\ 8 - 4 & & & = & & & & & & & & 4 \end{array}$$

- **Draw:** Draw 7 circles and 5 circles on either side of an equals sign.

- **Guide:** Work with pupils in taking away and writing a number sentence.

$$\begin{array}{ccccccc} \bigcirc & = & \bigcirc & \bigcirc & \bigcirc & \bigcirc & \bigcirc \\ 7 - 2 & & & = & & & & & & & & & 5 \end{array}$$

Classwork

Pupils to work out the activities on page 62.

Conclusion

Ask pupils to order the number cards for 6, 4 and 9 from the smallest to the biggest.

Homework

Order from smallest to biggest.

1. $\boxed{4}$ $\boxed{3}$ $\boxed{1}$ 2. $\boxed{1}$ $\boxed{6}$ $\boxed{2}$ 3. $\boxed{9}$ $\boxed{10}$ $\boxed{2}$

Write the missing numbers.

4. 10, 12, 14, ____, ____ .
5. 0, 2, 4, 6, ____, ____ .



Order from **smallest to biggest**.

1. $\boxed{5}$ $\boxed{8}$ $\boxed{3}$ 2. $\boxed{7}$ $\boxed{10}$ $\boxed{4}$

____, ____, ____

3. $\boxed{2}$ $\boxed{1}$ $\boxed{10}$ 4. $\boxed{9}$ $\boxed{3}$ $\boxed{7}$

____, ____, ____

Write the next numbers.

5. 0, 2, 4, 6, 8, 10, ____, ____, ____, ____, ____

6. 12, 14, 16, ____, ____, ____, ____, ____, ____

Write numbers to show subtraction.

7. $\begin{array}{ccc} \triangle \triangle \triangle & = & \triangle \triangle \\ \triangle \triangle \triangle & & \triangle \triangle \end{array}$
 $6 - \underline{\quad} = \underline{\quad}$

8. $\begin{array}{ccc} \triangle \triangle \triangle \triangle & = & \triangle \\ \triangle \triangle \triangle \triangle & & \triangle \end{array}$
 $7 - \underline{\quad} = \underline{\quad}$

Week 12, Day 3:

Duration:

Roll:

Remarks:

Introduction

Mix cards with numbers 1 to 10 and ask a pupil to come forward and order them from smallest to the biggest.

Development

Activity 1

- **Demonstrate:** Using the number card for 6, show how to identify another number to make a family of 10. (4)
- **Draw:** Write the corresponding number sentence: $6 + 4 = 10$.
- **Draw:** Write the number 7 on the board.
- **Guide:** Work with the pupils in identifying the other number to make a family of 10. (3)
- **Guide:** Work with a pupil to write the number sentence: $7 + 3 = 10$.

Activity 2

- **Demonstrate:** Place 2 groups of 5 objects each on the table and show that they are equal by matching.
- Place another group of 4 objects.
- **Guide:** Work with a pupil to place an equal group of different objects on the table.
- **Guide:** Work with pupils to match the two groups and confirm that they are equal.

Activity 1

- **Draw:** Draw 8 triangles on the board.
- **Demonstrate:** Show how to take away by crossing 4 triangles and writing the number sentence: $8 - 4 = 4$
- **Draw:** Draw 4 circles.
- **Guide:** Work with pupils to take away 1 by crossing 1 circle and writing a number sentence. $4 - 1 = 3$

Classwork

Pupils to work out the activities on page 63.

Conclusion

Show a card with number 3 and ask a pupil to pick a card that is needed to make a family of 10.

Homework

Write the missing numbers.

1. $4 + \underline{\quad} = 10$
2. $5 + \underline{\quad} = 10$
3. $1 + \underline{\quad} = 10$

Subtract

4. $4 - 2 = \underline{\quad}$
5. $9 - 4 = \underline{\quad}$

Order from the smallest to the biggest:

6. 8, 1, 6 _____
7. 4, 9, 2 _____



Order from smallest to biggest.

1.

4	6	7
---	---	---

 2.

9	3	5
---	---	---

_____, _____, _____ _____, _____, _____

Draw circles to make equal groups.

3.

▲	▲	▲	▲	▲	=
---	---	---	---	---	---

4.

■	■	■	■	■	■	■	=
---	---	---	---	---	---	---	---

Write the missing number.

5.

6

 + _____ = 10 6.

3

 + _____ = 10

Cross out the shapes to show subtraction.
Write the answer.

7.

●	●	●	●	●
---	---	---	---	---

$9 - 4 = \underline{\quad}$

8.

○	○	○	○	○
---	---	---	---	---

$8 - 6 = \underline{\quad}$

Week 12, Day 4:

Duration:

Roll:

Remarks: _____

Introduction

Ask pupils to work out the following facts orally:

$$5 - 2 = \underline{\quad}, 7 - 3 = \underline{\quad}$$

Development

Activity 1

- **Draw:** Draw 8 stones on the board to the left and another 8 circles to the right.
- **Demonstrate:** Count the 2 groups and show that they are equal. Put the equals sign.
- **Draw:** Draw another group of 5 circles.
- **Guide:** Work with a pupil to draw an equal number of triangles and write the equals sign.

Activity 2

- **Demonstrate:** Pick a number card with number 8 show how to identify another number to make a family of 10. (2)
- **Draw:** Write the corresponding number sentence: $8 + \underline{2} = 10$.
- **Draw:** Write the number 4 on the board.
- **Guide:** Work with pupils in identifying the other number to make a family of 10. (6)
- **Guide:** Work with a pupil to write the number sentence: $4 + \underline{6} = 10$.

Activity 3

- Display 2 sticks of different lengths.
- **Demonstrate:** Show how to compare the sticks using the term '**longer**'
- **Draw:** Draw 2 lines of different lengths on the board.
- **Guide:** Work with pupils to compare the lines and use the term '**longer**'.

Classwork

Pupils to work out the activities on page 64.

Conclusion

Give the pupil a card with a number between 1 - 9. Let another pupil say the number needed to make a 10.

Homework

Write the missing number.

1. $5 + \underline{\quad} = 10$

2. $4 + \underline{\quad} = 10$

3. $8 + \underline{\quad} = 10$

Match the number needed to make a 10.

4. 4 7

5 6

3 5

Note: Do not forget to give the weekly test!



Draw circles to make equal groups.

1. =

2. =

3. =

4. =

Write the missing number.

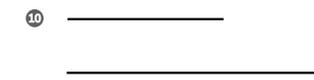
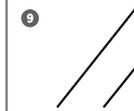
5. $\boxed{7} + \underline{\quad} = 10$

6. $\boxed{5} + \underline{\quad} = 10$

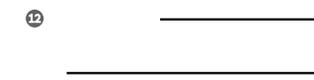
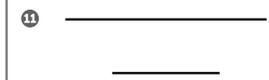
7. $\boxed{8} + \underline{\quad} = 10$

8. $\boxed{4} + \underline{\quad} = 10$

Circle the **longer** line.



Circle the **shorter** line.



Week 12, Day 5:

Duration:

Roll:

Remarks: _____

Introduction

Write the numbers 1 to 10 on the board and ask pupils to count as you point at the numbers.

Development

Activity 1

- **Demonstrate:** Pick a number card with number 6.
- Show how to identify another number to make a family of 10. (4)
- **Draw:** Write the corresponding number sentence: $6 + 4 = 10$.
- **Draw:** Write the number 1 on the board.
- **Guide:** Work with pupils in identifying the other number to make a family of 10. (9)
- Call on a pupil to write the number sentence: $1 + 9 = 10$ on the board.

Activity 2

- **Draw:** Draw 4 strokes to represent number 4 $||||$.
- **Demonstrate:** Explain that each stroke is called a tally.
- **Draw:** Draw on the board tallies for numbers 1 to 4
| - 1 || - 2 ||| - 3 |||| - 4 ~~||||~~ - 5
- **Demonstrate:** Explain that the 5th tally (stroke) is drawn across the other 4.
- **Guide:** Work with the pupils to write the tallies for numbers 1 to 5 in their books.
- **Draw:** Draw 4 tally marks. $||||$
- **Demonstrate:** Show how to draw an equal group of tally marks:
 $|||| = ||||$
- **Guide:** Draw 5 tally marks and guide pupils to draw an equal number of tally marks.

$$\del{||||} = \del{||||}$$

Classwork

Pupils to work out the activities on page 67.

Conclusion

Draw 3 tally marks and guide pupils to draw an equal number of tally marks

Homework

Write the missing number.

1. $9 + \underline{\quad} = 10$

2. $6 + \underline{\quad} = 10$

3. $4 + \underline{\quad} = 10$

Draw an equal group of tally marks.

4. $|| = \underline{\quad}$

5. $||| = \underline{\quad}$

6. $|||| = \underline{\quad}$

7. $\del{||||} = \underline{\quad}$



Write the missing number.

1. $9 + \underline{\quad} = 10$

2. $1 + \underline{\quad} = 10$

3. $3 + \underline{\quad} = 10$

4. $4 + \underline{\quad} = 10$

5. $6 + \underline{\quad} = 10$

6. $5 + \underline{\quad} = 10$

7. $8 + \underline{\quad} = 10$

8. $2 + \underline{\quad} = 10$

Draw an equal group of tally marks.

9. $|| = \underline{\quad}$

10. $||| = \underline{\quad}$

11. $|||| = \underline{\quad}$

12. $\del{||||} = \underline{\quad}$

13. $||| = \underline{\quad}$

14. $| = \underline{\quad}$

Week 13, Day 1:

Duration:

Roll:

Remarks: _____

Introduction

Ask pupils to count from 5 to 20 by 5s.

Development

Activity 1

- **Draw:** Write $6 + 1 = \underline{\quad}$ on the board.
- **Demonstrate:** Show how to work it out by counting by ones from 6 to get 7: $6 + 1 = 7$
- **Draw:** Write $8 + 1 = \underline{\quad}$
- **Guide:** Work with pupils to work it out by counting by ones from 8 to get 9: $8 + 1 = 9$

Activity 2

- **Draw:** Write the numbers 5, 10, 15, 20 on the board.
- **Demonstrate:** Count by fives as you point to the number.
- **Draw:** Write the pattern 5, 10, ,
- **Demonstrate:** Show how to find the next numbers in the pattern through counting by fives.
- **Guide:** Work with pupils to find the next number in the pattern 5, 10, 15 through counting by fives.

Activity 3

- **Demonstrate:** Show how to draw the tally marks for the number 6 as shown: $\text{||||} |$.
- Emphasize that you draw the 5th tally across 4 tally marks then you draw an extra mark.
- **Guide:** Draw tally marks for numbers 7, 8 and 9 and guide pupils to draw an equal number of tallies.

$$\text{||||} || = \text{||||} ||$$

$$\text{||||} ||| = \text{||||} |||$$

$$\text{||||} |||| = \text{||||} ||||$$

Classwork

Pupils to work out the activities on page 68.

Conclusion

Ask pupils to work out $7 + 1$ automatically.

Homework

Write the missing number.

1. 0, 5, 10, , 20.

2. 0, 5, , 15, 20.

Draw an equal group of tallies.

3. $\text{||||} | = \underline{\quad}$

4. $\text{||||} | = \underline{\quad}$



Add.

1. $4 + 1 = \underline{\quad}$

2. $6 + 1 = \underline{\quad}$

3. $3 + 1 = \underline{\quad}$

4. $7 + 1 = \underline{\quad}$

5. $5 + 1 = \underline{\quad}$

6. $2 + 1 = \underline{\quad}$

Count by 5s. Write the next numbers.

7. 5, 10, , , , .

8. 5, , , , .

Draw an equal group of tally marks.

9. $|| = \underline{\quad}$

10. $||| = \underline{\quad}$

11. $\text{||||} | = \underline{\quad}$

12. $\text{||||} ||| = \underline{\quad}$

Week 13, Day 2:

Duration:

Roll:

Remarks: _____

Introduction

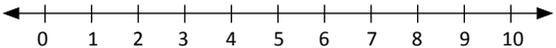
Draw a number line with numbers from 0 to 10 and count with the pupils as you point at the numbers.

Development

Activity 1

- **Draw:** Write $5 + 1 = \underline{\quad}$ on the board.
- **Demonstrate:** Show how to work it out by counting on by ones from 5 to get 6: $5 + 1 = \underline{6}$
- **Draw:** Write $4 + 1 = \underline{\quad}$
- **Guide:** Work with pupils to add by counting forward by ones from 4 to get 5: $4 + 1 = \underline{5}$

Activity 2

- **Draw:** Draw a number line from 0 to 10.

- **Demonstrate:** Show how to order the numbers 9, 7, 4 from least to the greatest using the number line.
- **Guide:** Write the numbers 3, 5, 2 and guide pupils to order them from the least to the greatest using the number line.

Activity 3

- **Demonstrate:** Write the number 4 and draw the tallies to represent the number: 4 ||||
- **Guide:** Write the number 7 and guide pupils to draw the tallies to represent the number:

7 ||||| ||

Classwork

Pupils to work out the activities on page 69.

Conclusion

Ask pupils to count from 5 to 20 by 5s.

Homework

Add

1. $8 + 1 = \underline{\quad}$ 2. $4 + 1 = \underline{\quad}$ 3. $1 + 1 = \underline{\quad}$

Write a tally for each number.

4. $7 = \underline{\quad}$ 5. $9 = \underline{\quad}$

Order the numbers from least to greatest

6. 3, 9, 6 7. 4, 9, 10



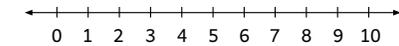
Week 13, Day 3

Add.

1. $8 + 1 = \underline{\quad}$ 2. $5 + 1 = \underline{\quad}$

3. $1 + 1 = \underline{\quad}$ 4. $9 + 1 = \underline{\quad}$

Write the numbers from **least to greatest**.



5. $\boxed{7} \quad \boxed{9} \quad \boxed{4}$

6. $\boxed{10} \quad \boxed{5} \quad \boxed{8}$

—, —, —

—, —, —

7. $\boxed{3} \quad \boxed{6} \quad \boxed{2}$

8. $\boxed{1} \quad \boxed{4} \quad \boxed{10}$

—, —, —

—, —, —

Draw tallies for each number.

9. 7

10. 10

69

Week 13, Day 3:

Duration:

Roll:

Remarks: _____

Introduction

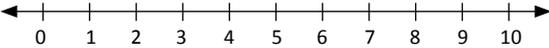
Count by twos from 19 to 1 several times with the pupils.

Development

Activity 1

- **Draw:** Write the numbers 19, 17, 15, 13, 11, 9, 7, 5, 3, 1.
- **Guide:** Count with the pupils as you point at the numbers.
- **Draw:** Write the pattern 19, 17, 15, ____, 11, 9.
- **Demonstrate:** Show how to find the next numbers in the pattern through counting backwards by twos.
- **Guide:** Work with pupils to find the next number in the pattern 9, 7, 5, ____, 1 through counting backwards by twos.

Activity 2

- **Draw:** Draw a number line from 0 to 10.
- 
- **Demonstrate:** Show how to order the numbers 4, 1, 6 from least to the greatest using the number line.
 - **Draw:** Write the numbers 9, 10, 3
 - **Guide:** Work with pupils to order them from the least to the greatest using the number line.

Classwork

Pupils to work out the activities on page 70.

Conclusion

Provide pupils with number cards and let them order numbers from least to greatest.

Homework

Add

1. $1 + 1 = \underline{\quad}$
2. $4 + 1 = \underline{\quad}$
3. $6 + 1 = \underline{\quad}$

Write the missing number.

4. 9, 7, 5, ____, 1
5. 19, 17, ____, 13

Order the numbers from least to greatest

6. 5, 8, 4 _____
7. 10, 1, 9 _____



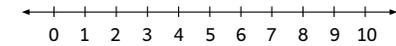
Week 13, Day 4

Add.

1 $2 + 1 = \underline{\quad}$ 2 $7 + 1 = \underline{\quad}$

3 $0 + 1 = \underline{\quad}$ 4 $9 + 1 = \underline{\quad}$

Write the numbers from **least to greatest**.



5 $\boxed{4} \quad \boxed{2} \quad \boxed{6}$

6 $\boxed{3} \quad \boxed{9} \quad \boxed{7}$

____, ____ , ____

____, ____ , ____

7 $\boxed{0} \quad \boxed{10} \quad \boxed{2}$

8 $\boxed{1} \quad \boxed{5} \quad \boxed{8}$

____, ____ , ____

____, ____ , ____

Write the missing number.

9 19, 17, 15, ____, 11

10 11, 9, 7, ____, 3

70

Week 13, Day 4:

Duration:

Roll:

Remarks: _____

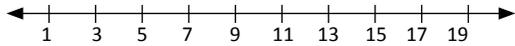
Introduction

Count by twos from 19 to 1 and let pupils repeat after you.

Development

Activity 1

- **Draw:** Draw a number line by twos from 1 to 19.



- **Demonstrate:** Count by twos from 19 to 1 as you point at the numbers.
- **Draw:** Write the pattern 19, 17, 15, 13, ____, 9
Demonstrate: Show how to find the missing number in the pattern using the number line.
- **Guide:** Work with pupils to find the next number in the pattern 19, 17, ____, 13, 11 using the number line. (15)

Activity 2

- **Demonstrate:** Use a stone and a piece of paper to explain the terms heavier and lighter.
- **Guide:** Provide two objects of different mass and ask pupils to say which one is heavier by lifting.
- **Guide:** Let pupils practice the use of heavier and lighter by lifting different objects in the class.
- **Draw:** Draw a piece of paper and a big stone.
- **Demonstrate:** Use them to show how to identify and circle the heavier object.
- **Draw:** Draw a door and a leaf.
- **Guide:** Work with pupils to identify and circle the heavier object.

Classwork

Pupils to work out the activities on page 71.

Conclusion

Guide: Using two objects of different mass let a pupil show which is heavier.

Homework

Circle the greater number.

1. 8 0 2. 10 3 3. 7 8

Write the missing numbers.

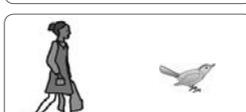
4. 9, ____, 5, 3, 1.
5. 19, 17, 15, 13, 11, ____, ____ .
6. 2, 4, 8, ____, 12

Note: Do not forget to give the weekly test!

Circle the **heavier** object.

1.  2. 

3.  4. 

5.  6. 

Write the missing number.

7. 19, ____, 15, 13, 11
8. 7, 5, ____, 1
9. 17, ____, 13, 11, 9
10. 15, 13, ____, 9

Week 13, Day 5:	Duration:	Roll:
_____	_____	_____
Remarks: _____		

Introduction

Count by fives from 5 to 20 with the pupils.

Development

Activity 1

- **Demonstrate:** Show how to draw a rectangle and explain its properties of having 2 equal opposite sides.
- **Guide:** Work with pupils to identify objects with a rectangle shape in the class.
- **Guide:** Ask pupils to draw a rectangle in their books.

Activity 2

- **Draw:** Write the numbers 5 to 20 on the board.
- **Demonstrate:** Count as you point to each number.
- **Guide:** Work with pupils to find the missing number in the pattern 20, 15, __, 5 through counting backwards by fives.

Activity 3

- **Draw:** Write $6 + 2 = \underline{\quad}$ on the board
- **Demonstrate:** Show how to work it out through counting by ones from 6, i.e. 6, 7, 8.
- **Draw:** Write $5 + 1 = \underline{\quad}$ on the board
- **Guide:** Work with pupils to work it out through counting by ones from 5, then write the answer.

Classwork

Pupils to work out the activities on page 72.

Conclusion

Ask pupils to work out $4 + 2 = \underline{\quad}$ and $7 + 1 = \underline{\quad}$ in their books.

Homework

Draw

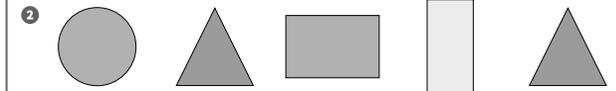
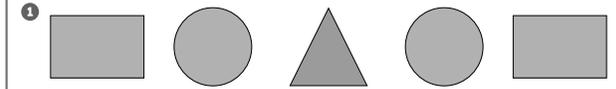
1. Triangle _____
2. Rectangle _____
3. Circle _____

Write the next number.

4. 20, 15, 10, _____
5. 0, 5, _____, 15, 20.



Draw lines under the rectangles.



Write the next numbers.

3 0, 5, 10, __, __. 4 15, 10, __.

5 20, 15, 10, __, __. 6 5, 10, 15, __.

Add.

7 $6 + 1 = \underline{\quad}$ 8 $6 + 2 = \underline{\quad}$

9 $3 + 1 = \underline{\quad}$ 10 $8 + 1 = \underline{\quad}$

Week 14, Day 1:

Duration:

Roll:

Remarks: _____

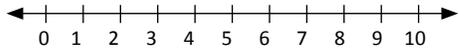
Introduction

Count by twos from 20 to 0 with the pupils.

Development

Activity 1

- **Draw:** Draw a number line from 0 to 10.



- Write the numbers 5 and 7.
- **Demonstrate:** Show pupils how to compare the two numbers using the number line.
- Emphasize that 5 is to the left of 7 on the number line so it is lesser.
- **Guide:** Write the numbers 6 and 2 and guide pupils to compare the two numbers then circle the **lesser** number.

Activity 2

- **Demonstrate:** Count by fives from 20 to 0.
- **Guide:** Work with the pupils to find the next number in the pattern 20, 15, 10, ___ by counting backwards by fives.
- **Guide:** Work with the pupils to find the missing number in the pattern 0, 2, 4, 6, 8, 10, ____, 14 through counting by twos.

Activity 3

- **Demonstrate:** Show pupils how to draw the tally marks for 5, 6 and as shown:

5 is  6 is  | 8 is .

- **Draw:** Draw the tallies: 
- **Guide:** Work with the pupils to count and write the number:  7

Classwork

Pupils to work out the activities on page 74.

Conclusion

Ask pupils to explain how to draw tally marks for 6.

Homework

Match the tallies to the number.

1. 4 
2. 5 
3. 8 

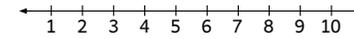
Circle the lesser number.

4. 8 3
5. 4 9



Week 14, Day 3

Circle the **lesser** number.



1. 7 5 2. 4 6
3. 2 9 4. 8 3

Write the missing number.

5. 20, 15, __, 5, 0

6. 0, 2, 4, 6, 8, __, 12

Add.

7. $5 + 2 = \underline{\quad}$ 8. $8 + 2 = \underline{\quad}$

Write the number.

9.  _____ 10.  _____

74

Week 14, Day 3:

Duration:

Roll:

Remarks: _____

Introduction

Draw tallies  and ask the pupils to count and write the number.

Development

Activity 1

- **Demonstrate:** Have a book, a leaf and a stone (heavier than the book).
- Hold the book in one hand and the stone in the other hand to show the pupils that the stone is heavier than the book.
- **Guide:** Let pupils to hold the book in one hand and the stone in the other hand and identify which is heavier.

Activity 2

- **Demonstrate:** Hold the book in one hand and the leaf in the other hand to show the pupils that the leaf is lighter than the book.
- **Guide:** Let pupils to hold the book in one hand and the leaf in the other hand and identify which is lighter.

Activity 3

- **Draw:** Draw tally marks for 5 
- **Demonstrate:** Show pupils how to count the tallies to find the number.
- **Draw:**   and .
- **Guide:** Work with the pupils to count and find the number of tallies.

Classwork

Pupils to work out the activities on page 76.

Conclusion

Provide a book, chalk and paper and lead the pupils. Use more than or less than to compare the mass of any two objects.

Homework

Write the numbers.

1.  _____

2.  | _____

3.  _____

4.   _____

Add

5. $6 + 2 =$ _____

6. $8 + 1 =$ _____

7. $3 + 7 =$ _____

Note: Do not forget to give the weekly test!



Circle the object that is **heavier** than the book. 

1.  2. 
 

Circle objects that is **lighter** than the book. 

3.  4. 
 

Write the number.

5.  _____ 6.  _____
7.   _____ 8.  _____

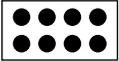
Week 14, Day 5:	Duration:	Roll:
_____	_____	_____
Remarks: _____		

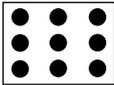
Introduction

Draw tally marks |||| || and ask the pupils to state the number represented.

Development

Activity 1

- **Draw:** Draw a rectangle with 2 rows of 4 dots inside it to represent the number 8. 
- **Demonstrate:** Show how to find the number of dots you need to make a ten by counting up from 8: 9, 10 (2 dots)
- **Draw:** Draw another rectangle with dots as shown:



- **Guide:** Work with pupils to find the number of dots needed to make 10 by counting from 9: 10 (1 dot)

Activity 2

- **Demonstrate:** Using counters and given the number 7, show how to identify and write the number to make 10.
- Show pupils that you added 3 more counters hence 7 and 3 make 10.
- **Guide:** Work with pupils to use counters to identify and write the number to make 10 from 5.

Activity 3

- **Draw:** Write the number 8 on the board.
- **Demonstrate:** Show how to make a ten by adding tallies from 8 as you count 9, 10.
- **Demonstrate:** Show pupils that you added 2 more tallies hence 8 and 2 make 10.

- **Draw:** Write the number 8 on the board.
- **Guide:** Work with the pupils to draw tally marks needed to make 10.

Activity 4

- **Guide:** Work with pupils to weigh different objects and tell which ones weighs more.

Classwork

Pupils to work out the activities on page 77.

Conclusion

Draw a rectangle with 3 rows of 2 dots

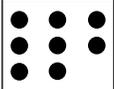
Ask pupils to write the number of dots needed to make 10.

Homework

Write the number to make 10.

1. 6 _____ 2. 8 _____ 3. 5 _____

Write how many more dots you need to make 10.

4.  _____  _____



Count and write the number of dots.

1.  _____ 2.  _____

3.  _____ 4.  _____

Circle the object that weighs more than the book.

5.   

Write the number needed to make 10.

6. 7 _____ 7. 2 _____

Draw tally marks needed to make 10.

8. 7 _____ 9. 5 _____

Week 15, Day 1:	Duration:	Roll:
_____	_____	_____
Remarks: _____		

Introduction

Have pupils count backwards from 20 to 0 by twos.

Development

Activity 1

- **Draw:** Draw 1 row of 5 dots and a second row of 4 dots as shown. 
- **Demonstrate:** Show how to find the number of dots you need to make a ten by counting up from 9: 10 (1 dots)
- **Draw:** Draw 2 rows of 3 dots.
- **Guide:** Work with pupils to find the number of dots needed to make 10 by counting from 6: 7, 8, 9, 10 (4 dots)

Activity 2

- **Draw:** Write 20, 18, 16, 14, _____, 10.
- **Demonstrate:** Show how to fill in the missing number by counting backwards by twos.
- **Draw:** Write 14, 12, 10, 8, _____, 4, 2
- **Guide:** Work with pupils to write the missing number by counting backwards by twos.

Activity 3

- **Draw:** Draw tally marks for the number 7  on the board.
- **Demonstrate:** Show how to make a ten by adding tallies from 7 as you count 8, 9, 10.
Show pupils that you added 3 more tallies hence 7 and 3 make 10.



- **Draw:** Draw tally marks for the number 6
- **Guide:** Work with pupils to draw tally marks needed to make 10.

Classwork

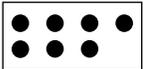
Pupils to work out the activities on page 78.

Conclusion

Draw tally marks for number 4 and ask a pupil to draw tally marks to make a 10.

Homework

Write the number needed to make 10..

-  _____
-  _____
-  _____

Draw tally marks to make 10.

-  _____
-  _____



Write how many more are needed to make a 10.

-  _____
-  _____
-  _____
-  _____

Count backward by twos. Write the next numbers.

- 20, 18, 16, _____, _____, _____.

- 20, _____, _____, _____, _____, _____.

Draw tally marks needed to make 10.

-  _____
-  _____
-  _____
-  _____

Week 15, Day 2:

Duration:

Roll:

Remarks: _____

Introduction

Ask the pupils to say how many more are required to make 10 given a number represented in a group of dots.

Development

Activity 1

- **Draw:** Draw 3 rows of 3 dots
- **Guide:** Work with pupils to find the number of dots needed to make 10 by counting from 9:
10 (1 dot)

Activity 2

- **Draw:** Draw tally marks for the number 7.
- **Guide:** Work with pupils to draw tally marks needed to make 10.

Activity 3

- **Demonstrate:** Provide a pupil with 2 groups of 2 counters each. ○○ ○○
- Provide another pupil with 2 groups of 3 counters and 1 counter. ○○ ○
○
- **Guide:** Let the pupils say how many counters each pupil is holding. Explain that both pupils are holding the same number of counters.
- **Demonstrate:** Show how to work this out on the board.

$$\begin{array}{c} \text{○○} \text{○○} \\ 2 + 2 \end{array} = \begin{array}{c} \text{○○○} \\ \text{○} \\ 3 + 1 \end{array}$$

- **Draw:** ○○ + ○○ = ○○ + ○
○ + ○ = ○ + ○
3 + 2 = 4 +

- **Guide:** Work with pupils to find the missing number by counting and showing that the two groups are equal:

Classwork

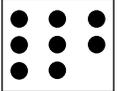
Pupils to work out the activities on page 79.

Conclusion

Ask pupils to work out $7 + 1 = \underline{\quad}$, $4 + 1 = \underline{\quad}$, $9 + 1 = \underline{\quad}$

Homework

Write the number needed to make 10.

1.  _____
2.  _____

Write the missing number.

$$4. \begin{array}{c} \text{○○} \\ \text{○} \\ 3 \end{array} + \begin{array}{c} \text{○○} \\ 2 \end{array} = \begin{array}{c} \text{○○○} \\ \text{○○} \\ 4 \end{array} + \underline{\quad}$$

$$5. \begin{array}{c} \text{○○} \text{○○} \\ \text{○} \\ \underline{\quad} + 2 \end{array} = \begin{array}{c} \text{○○○} \\ \text{○} \\ 3 + \underline{\quad} \end{array}$$



Write how many more are needed to make 10.

1.  _____
2.  _____

Write the number needed to make 10.

3.  _____
4.  _____

5. 5 _____
6. 2 _____

Add.

7. $8 + 1 = \underline{\quad}$
8. $6 + 1 = \underline{\quad}$

Write the missing numbers.

9. $\text{○○} + \text{○○} = \text{○○○} + \text{○}$
10. $\text{○○○} + \text{○} = \text{○○} + \text{○○○}$
- $2 + \underline{\quad} = 3 + \underline{\quad}$ $4 + \underline{\quad} = 2 + \underline{\quad}$

Week 15, Day 3:

Duration:

Roll:

Remarks: _____

Introduction

Ask pupils to count backward by ones from 10 to 1.

Development

Activity 1

- **Draw:** Write $3 - 1 = \underline{\quad}$.
- **Demonstrate:** Show how to work it out by counting backwards by ones.
- **Draw:** Write $4 - 1 = \underline{\quad}$
Guide: Work with pupils to work it out by counting backwards by ones.

Activity 2

- **Demonstrate:** Using containers of different capacities show how to identify which container holds **more** through emptying and filling activities.
- **Guide:** Work with pupils to practice emptying and filling with different containers to identify which container holds **more**.

Activity 3

- **Draw:** Write $4 + 1 = 3 + \underline{\quad}$.
- **Demonstrate:** Show how to work out the missing number by comparing the two groups:

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

$$4 + 1 = 3 + \underline{2}$$

- **Draw:** Draw and write the following on the board:

$$\begin{array}{c} \triangle \\ \triangle \triangle \\ \triangle \end{array} = \triangle \triangle + \underline{\quad}$$

$$1 + 3 = 2 + \underline{\quad}$$

- **Guide:** Work with pupils to draw the missing shapes and write the missing numbers.

Classwork

Pupils to work out the activities on page 80.

Conclusion

Draw a cup and a jug on the board and guide pupils to circle the container that holds more.

Homework

Subtract

1. $4 - 1 = \underline{\quad}$

2. $3 - 1 = \underline{\quad}$

3. $2 - 1 = \underline{\quad}$

Write the missing number.

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

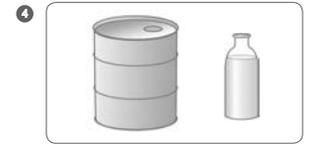
$4 + \underline{\quad} = 3 + \underline{\quad}$

5. $\begin{array}{c} \circ \circ \\ \circ \end{array} + \begin{array}{c} \circ \circ \\ \circ \circ \end{array} = \circ + \underline{\quad}$

$3 + 2 = 1 + \underline{\quad}$



Circle the container which holds **more**.



Subtract.

5. $4 - 1 = \underline{\quad}$

6. $2 - 1 = \underline{\quad}$

7. $1 - 1 = \underline{\quad}$

8. $3 - 1 = \underline{\quad}$

Write the missing number.

9. $\begin{array}{c} \circ \circ \circ \\ \circ \circ \end{array} + \begin{array}{c} \circ \circ \\ \circ \end{array} = \begin{array}{c} \circ \circ \\ \circ \circ \end{array} + \underline{\quad}$

$5 + 3 = 4 + \underline{\quad}$

Week 15, Day 4:

Duration:

Roll:

Remarks: _____

Introduction

Count by twos from 20 to 2 with the pupils 3 times.

Development

Activity 1

- **Draw:** Write the pattern 10, 8, ____, 4, 2, 0 on the board.
- **Demonstrate:** Show how to find the missing number through counting backwards by twos
10, 8, 6, 4, 2, 0.
- **Draw:** Write the pattern 14, 12, 10, ____, 6, 4, ____, 0.
- **Guide:** Work with pupils to find the missing numbers through counting backwards by twos.

Activity 2

- **Demonstrate:** Using containers of different capacities show how to identify which container holds **less** through emptying and filling activities.
- **Guide:** Work with pupils to practice emptying and filling with different containers to identify which container holds **less**.

Activity 3

- **Draw:** Write $6 - 1 = \underline{\quad}$.
- **Guide:** Work with pupils to work out the number sentence through counting backwards by ones.

Activity 4

- **Draw:** Write $4 + 2 = \underline{\quad} + 1$.
- **Guide:** Work with pupils to draw circles and work out the missing number.

Classwork

Pupils to work out the activities on page 81.

Conclusion

Provide children with containers of different capacity. Let the pupils use emptying and filling to identify which holds less.

Homework

Subtract

- $8 - 1 = \underline{\quad}$
- $7 - 1 = \underline{\quad}$
- $9 - 1 = \underline{\quad}$

Fill in the missing number.

- $4 + 1 = 3 + \underline{\quad}$
- $2 + 1 = 1 + \underline{\quad}$

Write the next numbers:

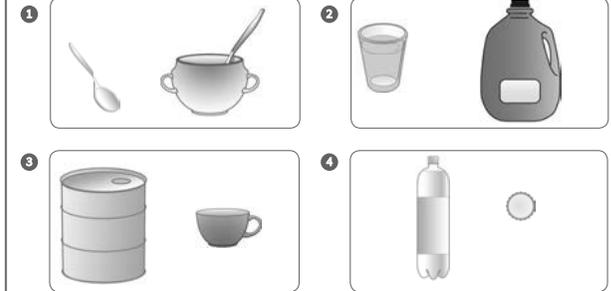
- 2, 4, 6, 8, 10, ____, 14.
- 10, 12, 14, ____, 18, 20.

Note: Do not forget to give the weekly test!



Week 15, Day 5

Circle the container that holds **less**.



Subtract.

5 $8 - 1 = \underline{\quad}$ 6 $10 - 1 = \underline{\quad}$

Write the missing number to make equal.

7 $\begin{array}{c} \bullet \bullet \bullet \\ \bullet \bullet \end{array} + \begin{array}{c} \bullet \bullet \\ \bullet \bullet \end{array} = \begin{array}{c} \bullet \bullet \\ \bullet \bullet \end{array} + \underline{\quad}$
 $5 + 2 = 4 + \underline{\quad}$

Write the next number.

8 20, 18, 16, 14, 12, 10, ____, ____, ____, ____, __.

81

Week 15, Day 5:

Duration:

Roll:

Remarks: _____

Introduction

Draw tally marks for number 7 and ask pupils to say how many more tally marks are needed to make 10.

Development

Activity 1

- **Demonstrate:** Have five sticks of different lengths and show how to order them from the shortest to the longest by comparing 2 sticks at a time.
- **Draw:** Draw sticks of different lengths on the board
- **Demonstrate:** Show how to order them from the shortest to the longest using the numbers 1 to 5.
- **Draw:** Draw a different set of sticks on the board
- **Guide:** Work with pupils to order them from the shortest to the longest using the numbers 1 to 5.

Activity 2

- **Draw:** Write $2 + 6 \underline{\quad} 8$, $5 \underline{\quad} 1 = 6$, $4 \underline{\quad} 3 = 1$
- **Demonstrate:** Show how to identify the missing symbol to complete the number sentences.
- **Draw:** Write $9 \underline{\quad} 4 = 5$, $5 + 4 \underline{\quad} 9$, $7 \underline{\quad} 3 = 4$
- **Guide:** Work with pupils to complete the number sentences by identifying the missing symbol.

Activity 3

- **Guide:** Provide containers of different capacities and work with pupils to carry out emptying and filling activities to identify the container that hold more.

Classwork

Pupils to work out the activities on page 82.

Conclusion

Have 5 sticks of different lengths and let the pupils order them from shortest to longest.

Homework

Write a number to make a ten.

1. $6 \underline{\quad}$ 2. $7 \underline{\quad}$ 3. $2 \underline{\quad}$

Add

4. $8 + 2 = \underline{\quad}$ 5. $7 + 3 = \underline{\quad}$

Write the correct sign

6. $4 \underline{\quad} 1 = 3$ 7. $6 + 2 \underline{\quad} 8$ 8. $5 \underline{\quad} 1 = 6$



Week 16, Day 1

Circle the container that holds **more**.



Write the correct sign: +, -, =.

3 $3 + 4 \quad 7$

4 $4 \underline{\quad} 1 = 3$

Order from **shortest to longest**. Write 1 above the shortest and 5 above the longest.



Draw the tallies needed to make 10.



82

Week 16, Day 1:

Duration:

Roll:

Remarks: _____

Introduction

Ask pupils to count from 1 to 30 by ones.

Development

Activity 1

- **Demonstrate:** Count by 2s from 10 to 30.
- **Draw:** Write the pattern 18, 20, 22, _____, 26, 28, 30.
- **Demonstrate:** Show how to find the next numbers in the pattern through counting by twos.
- **Guide:** Work with pupils to find the next number in the pattern 14, 16, 18, _____ through counting by twos.

Activity 2

- **Demonstrate:** Have five sticks of different lengths and demonstrate how to order them from the shortest to the longest by comparing 2 sticks at a time.
- **Draw:** Draw a different set of sticks on the board.
- **Guide:** Work with pupils to order them from the shortest to the longest using the numbers 1 to 5.

Activity 3

- **Draw:** Write $4 _ 1 = 3$ and $4 _ 1 = 5$.
- **Demonstrate:** Show how to identify the missing symbol to complete the number sentences.
- **Draw:** Write $5 _ 1 = 4$ and $3 _ 2 = 1$.
- **Guide:** Work with pupils to complete the number sentences by identifying the missing symbol.

Classwork

Pupils to work out the activities on page 83.

Conclusion

Ask pupils to count by 2s from 10 - 30.

Homework

Write the missing number.

1. 21, 22, 23, _____, 25, 26
2. 14, 16, 18, 20, _____, 24

Write plus or minus

3. $3 _ 2 = 1$
4. $3 _ 1 = 2$
5. $2 _ 2 = 4$
6. $3 _ 2 = 5$



Week 16, Day 2

Write the missing number.

① 1, 3, 5, _____, 9, _____, _____.

② 14, _____, 18, 20, _____, _____.

③ 14, 16, 18, 20, _____, 24

④ 24, 26, _____, 30, _____, _____.

Order from **shortest to longest**. Write 1 above the shortest and 5 above the longest.

⑤ _____

⑥ _____

⑦ _____

⑧ _____

Write the correct sign: + or - .

⑨ $3 _ 1 = 2$

83

Week 16, Day 2:

Duration:

Roll:

Remarks: _____

Introduction

Write numbers between 20 and 30 on the board skipping 28. Ask the pupils to fill in the missing number.

Development

Activity 1

- **Draw:** Write the numbers between 0 and 30 on the board.
- **Demonstrate:** Count by twos with the pupils as you point to the numbers.
- **Draw:** Write the pattern 14, 16, __, 20, 22.
- **Demonstrate:** Show how to find the next numbers in the pattern through counting by twos.
- **Guide:** Work with pupils to find the next number in the pattern 10, 12, 14 __, 18, 20 through counting by twos.

Activity 2

- **Draw:** Write $4 - 2 =$
- **Demonstrate:** Show how to get the answer by counting backwards by two steps from 4.
- **Draw:** Write $6 - 2 =$
- **Guide:** Work with the pupils on how to find the answer by counting backwards two steps from 6.

Activity 3

- **Draw:** Draw a set of sticks on the board.
- **Guide:** Work with pupils to order them from the shortest to the longest using the numbers 1 to 5.

Classwork

Pupils to work out the activities on page 84.

Conclusion

Write $5 - 2$ and ask a pupil to count backwards by two steps from 5.

Homework

Write the missing number.

- 0, 2, 4, __, __, __
- 14, 18, __, 22, 24
- 9, 7, 5, __, 1

Subtract

- $6 - 2 =$ _____
- $7 - 2 =$ _____



Write the missing number.

- 18, 16, 14, __, 10
- 20, 22, 24, __, 28, 30
- 22, __, 26, 28, 30
- 24, 22, 20, __, 16, 14

Subtract.

- $9 - 2 =$ _____
- $6 - 2 =$ _____
- $5 - 2 =$ _____
- $8 - 2 =$ _____

Order from **longest to shortest**. Write 1 above the longest and 5 above the shortest.

- _____
- _____

Week 16, Day 3:	Duration:	Roll:
_____	_____	_____
Remarks: _____		

Introduction

Write $9 - 2 = \underline{\quad}$ on the board and ask a pupil to count backward two steps from 9 to get the answer.

Development

Activity 1

- **Demonstrate:** Write the numbers between 11 and 29 on the board.
- **Guide:** Count by twos with the pupils as you point to the numbers.
- **Draw:** Write the pattern 11, 13, 15, $\underline{\quad}$, 19, 21.
- **Demonstrate:** Show how to find the next numbers in the pattern through counting by twos.
- **Guide:** Work with pupils to find the next number in the pattern 9, 11, 13, $\underline{\quad}$, 17, 19, 21 through counting by twos.

Activity 2

- **Guide:** Work with pupils to count by twos from 10 to 0 and from 9 to 1.
- **Draw:** Write $6 - 2 = \underline{\quad}$
Demonstrate: Show how to get the answer by counting backwards two steps from 6.
- **Draw:** Write $9 - 2 = \underline{\quad}$
Guide: Work with the pupils to find the answer by counting backwards two steps from 9.

Activity 3

- **Draw:** Draw a place value chart on the board and write the number 17. 17

Tens	Ones
- **Demonstrate:** Show how to represent the number 17 in the chart.

17	Tens	Ones
	1	7

- **Guide:** Write the number 23 and guide pupils to represent it in a place value chart.

23	Tens	Ones
	2	3

Classwork

Pupils to work out the activities on page 85.

Conclusion

Draw a place value chart and ask a pupil represent number 20 in the chart.

Homework

Fill in the place value charts

1. 16

Tens	Ones

2. 12

Tens	Ones

3. 19

Tens	Ones

Subtract.

4. $9 - 2 = \underline{\quad}$ 5. $7 - 2 = \underline{\quad}$ 5. $4 - 2 = \underline{\quad}$



Write the missing number.

1. 13, 15, $\underline{\quad}$, 19, 21, $\underline{\quad}$

2. 22, $\underline{\quad}$, 26, 28, 30

Subtract.

3. $9 - 2 = \underline{\quad}$ 4. $2 - 2 = \underline{\quad}$

5. $5 - 2 = \underline{\quad}$ 6. $3 - 2 = \underline{\quad}$

7. $8 - 2 = \underline{\quad}$ 8. $10 - 2 = \underline{\quad}$

Fill in the place-value charts.

9. 14

Tens	Ones

 10. 20

Tens	Ones

Week 16, Day 4:	Duration:	Roll:
_____	_____	_____
Remarks: _____		

Introduction

Count by twos from 9 to 1 and from 10 to 2 with the pupils twice.

Development

Activity 1

- **Guide:** Work with pupils to count backwards by twos from 9 to 1.
- **Draw:** Write $7 - 2 = \underline{\quad}$
- **Guide:** Work with the pupils on how to find the answer by counting backwards two steps from 7.

Activity 2

- **Draw:** Draw a rectangle on the board. Write 2 beside it. 2
- **Demonstrate:** Show how to divide it into 2 parts.
2
- Count the parts and show pupils that they are 2.
- **Draw:** Draw another rectangle on the board. Write 3 beside it.
- **Guide:** Work with pupils to divide it into 3 parts.

Activity 1

- **Draw:** Draw place value chart on the board and write the number 12. 12

Tens	Ones
- **Demonstrate:** Show how to represent the number 12 in the chart.

12	Tens	Ones
	1	2

- **Draw:** Write the number 16

- **Guide:** Work with pupils to represent it in a place value chart.

16	Tens	Ones
	1	6

Classwork

Pupils to work out the activities on page 86.

Conclusion

Draw a place value chart and ask a pupil to represent number 18 in the chart.

Homework

Subtract.

- $9 - 2 = \underline{\quad}$
- $8 - 2 = \underline{\quad}$
- $10 - 2 = \underline{\quad}$

Draw the lines to make equal number of parts.

- 2
- 3

Note: Do not forget to give the weekly test!



Subtract.

- $3 - 2 = \underline{\quad}$
- $8 - 2 = \underline{\quad}$
- $10 - 2 = \underline{\quad}$
- $5 - 2 = \underline{\quad}$

Draw lines to make the number of parts.

- 2
- 3

Fill in the place-value charts.

- 12

Tens	Ones
- 10

Tens	Ones
- 17

Tens	Ones
- 20

Tens	Ones

Week 16, Day 5:	Duration:	Roll:
_____	_____	_____
Remarks: _____		



Speed test 4



Check-Up Quiz, Weeks 13-16

Work out.

$6 + 4 = \underline{\quad}$

$7 + 4 = \underline{\quad}$

$8 + 2 = \underline{\quad}$

$1 + 9 = \underline{\quad}$

$3 + 7 = \underline{\quad}$

$6 + 5 = \underline{\quad}$

$4 + 7 = \underline{\quad}$

$7 + 6 = \underline{\quad}$

$8 + 3 = \underline{\quad}$

$7 + 5 = \underline{\quad}$

$5 + 6 = \underline{\quad}$

$8 + 3 = \underline{\quad}$

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

$8 + 6 = \underline{\quad}$

$10 - 6 = \underline{\quad}$

$11 - 7 = \underline{\quad}$

$10 - 1 = \underline{\quad}$

$12 - 7 = \underline{\quad}$

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

$11 - 9 = \underline{\quad}$

$12 - 4 = \underline{\quad}$

$11 - 8 = \underline{\quad}$

$12 - 5 = \underline{\quad}$

$11 - 2 = \underline{\quad}$

$12 - 9 = \underline{\quad}$

$13 - 6 = \underline{\quad}$

$11 - 3 = \underline{\quad}$

Write the next numbers.

1 0, 5, 10, ,

Circle the lesser number.

2 24 19

Write the missing numbers.

3 19, 21, , 25

Write the number needed to make 10.

4 

5 

Add or subtract.

6 $9 - 1 = \underline{\quad}$

7 $5 + 2 = \underline{\quad}$

Circle the object that weighs more than a book.



Circle the container with greater capacity.



Introduction

Ask pupils to count from 1 to 30 orally.

Development

Activity 1

- **Draw:** Draw 4 tally marks.
- **Demonstrate:** Show how to draw more tallies to make 10.
- **Draw:** Draw 3 tally marks.
- **Guide:** Work with pupils to draw and count more tally marks to make 10.

Activity 2

- **Draw:** Write a number 8 on the board.
- **Guide:** Work with the pupils to identify the number needed to make 10 by counting up from 8.

Activity 3

- **Demonstrate:** Display a clock face showing the hour hand and minute hand. Explain that the long hand shows the minutes and the short hand shows the hour.
- **Demonstrate:** Explain how to show 1 o'clock by having the hour hand at 1 and the minute hand at 12.
- Display another clock face with the hour hand at 3 and the minute hand at 12.
- **Guide:** Work with the pupils to indicate the position of the hour hand, the minute hand and to tell the time - **3 o'clock.**

Activity 4

- **Draw:** Write the numbers from 20 to 30 on the board.
- **Guide:** Ask pupils to copy them in their books.

Classwork

Pupils to work out the activities on page 89.

Conclusion

Display a clock face showing 4 o'clock ask the pupils to tell the time.

Homework

Draw tally marks needed to make 10.

1.  _____ 2.  _____

Match the number needed to make a 10

- | | |
|------|---|
| 3. 7 | 1 |
| 4. 2 | 3 |
| 5. 1 | 8 |



Week 17, Day 1

Write the time.

1.  __ o'clock 2.  __ o'clock

3.  __ o'clock 4.  __ o'clock

Draw tally marks needed to make 10.

5.  _____ 6.  _____

Write the number needed to make 10.

7. 2 _____ 8. 4 _____

9. 5 _____ 10. 7 _____

11 Write the numbers from 20 to 30.

20 _____

Week 17, Day 1:

Duration:

Roll:

Remarks: _____

Introduction

Work with the pupils to count from 30 to 1 using the hundreds chart.

Development

Activity 1

- Display a clock face with the hour hand at 2 and the minute hand at 12.
- **Demonstrate:** Show how to read and tell the time by checking the position of the hour hand and the minute hand.
- Display another clock face with the hour hand at 4 and the minute hand at 12.
- **Guide:** Work with the pupils to indicate the position of the hour hand, the minute hand and to tell the time - **4 o'clock.**

Activity 2

- **Draw:** Draw a rectangle on the board. Write 5 beside it.
- **Demonstrate:** Show how to divide the rectangle into 5 parts by drawing 4 lines as shown:



- Count the parts and show pupils that they are 5.
- **Draw:** Draw another rectangle on the board.
- **Guide:** Work with the pupils to divide the rectangle into 5 parts.

Activity 3

- **Draw:** Write the number from 30 to 20.
- **Demonstrate:** Show how to count backward as you point at the numbers.

- **Draw:** Write the pattern 25, 26, 27, ____, ____, ____
- **Guide:** Work with the pupils to write the next numbers by counting.

Classwork

Pupils to work out the activities on page 90.

Conclusion

Guide three pupils to write the numbers 24, 29 and 30 on the board.

Homework

Write the missing numbers

1. 5, 7, 8, ____, ____ .
2. 11, 12, 13, ____, ____ .
3. 21, 22, 23, ____, ____ .

Divide each rectangle into 5 equal parts

4. 
5. 



Write the time.

1.  __ o'clock

2.  __ o'clock

3.  __ o'clock

4.  __ o'clock

Write the next number.

5. 7, 8, ____
6. 25, 26, 27, ____
7. 13, 12, ____
8. 30, 29, ____

Divide each rectangle into 5 equal parts.

9.  

Week 17, Day 2:	Duration:	Roll:
_____	_____	_____
Remarks: _____		

Introduction

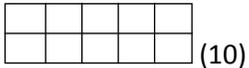
Guide the pupils to count from 30 to 1 and from 1 to 30.

Activity 1

- **Demonstrate:** Display a clock face showing 2 o'clock and show to the children how to read and tell the time.
- **Draw:** Draw another clock showing 6 o'clock.
- **Guide:** Work with the pupils to read and tell the time from the clock face.

Activity 2

- **Demonstrate:** Draw a rectangle and divide into 5 equal parts by drawing 4 lines to make 5 columns. Draw another line across and count the number of parts made.



- **Guide:** Draw another rectangle and guide the pupils make 10 equal parts.

Activity 3

- **Draw:** Write the numbers 20 to 30 and count as you point at the numbers.
- **Draw:** Write the pattern 30, 28, 26, _____, 22, 20.
- **Demonstrate:** Show how to find the missing number in the pattern through counting backwards by twos.
- **Guide:** Work with pupils to find the missing number in the pattern 30, 28, _____, 24, 22 through counting backwards by twos.

Classwork

Pupils to work out the activities on page 91.

Conclusion

Ask the pupil to draw another rectangle and divide it into 10 parts.

Homework

Write the missing numbers from 20 to 30.

1. 20, 21, _____, _____, _____, _____, _____

Write the missing number

2. 26, 24, 22, _____, 18

3. 12, 10, _____, 6, 4

4. 25, 26, _____, 28, 29, 30



Week 17, Day 3

Write the time.



1. _____ o'clock



2. _____ o'clock

Write the next number.

3. 30, 29, _____

4. 23, 24, _____

5. 21, 20, _____

6. 25, 24, _____

Divide each rectangle into 10 parts.



Write the missing number.

7. 30, 28, _____, 24

8. 24, 22, _____, 18

91

Week 17, Day 3:

Duration:

Roll:

Remarks: _____

Introduction

Guide the pupils how to count from 11 to 30 and from 30 to 11.

Development

Activity 1

- **Demonstrate:** Show how to count from 21 to 30 by 1s writing each number on the board as you count.
- **Draw:** Write 21 on the board.
- **Guide:** Work with the pupils to count and tell you the next number as you write until you reach 30.

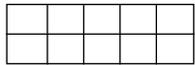
Activity 2

- **Draw and demonstrate:** Draw a rectangle and divide it into 5 parts. Count the parts and write the number represented in the parts.



5

- **Draw and guide:** Draw a rectangle and divide it into 10 parts and work with the pupils to count and write the number of parts.



(10)

Activity 3

- **Draw:** Write the pattern 26, 24, __, 20.
- **Demonstrate:** Show how to find the missing numbers in the pattern through counting backwards by twos.
- **Guide:** Work with pupils to find the missing number in the pattern 20, 18, 16, 14, __, 10 through counting backwards by twos.

Classwork

Pupils to work out the activities on page 92.

Conclusion

Count and write the number from 30 to 18 with 22 missing. Let pupils fill in the missing number.

Homework

Write the missing number

1. 26, 24, 22, ____, 18, 16

2. 30, 28, ____, 24, 22

Write the next two numbers.

3. 14, 15, 16, ____, ____

4. 23, 24, 25, ____, ____



Count forward by ones. Write the next number.

1 23, ____

2 27, ____

3 21, ____

4 25, ____

5 24, ____

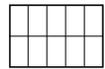
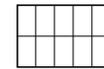
6 29, ____

Count and write the number of parts in each rectangle.

7



8



—

—

—

—

Write the missing number.

9 30, ____, 26, 24

10 20, 18, 16, ____, 12

Week 17, Day 4:

Duration:

Roll:

Remarks: _____

Introduction

Ask pupils to count in twos backwards from 30 to 10 twice.

Development

Activity 1

- **Demonstrate:** Count the numbers from 21 to 30 by 1s while writing each number as you count.
- **Guide:** Work with the pupils in identifying a number between 21 and 29 while the other pupils writes the next number.
- **Draw:** Write the pattern 28, 26, 24, ____, 20
Demonstrate: Show how to find the next numbers in the pattern through counting backwards by twos.
- **Guide:** Work with pupils to find the missing number in the pattern 20, 18, ____, 14, 12, 10 through counting backwards by twos.

Activity 2

- **Demonstrate:** Use the addition statement $4 + 1 =$ ____ to show how to work it out and form a related subtraction statement.
($5 - 1 = 4$ or $5 - 4 = 1$)
- **Draw:** Write $3 + 2 =$ __
- **Guide:** Work with the pupils to work it out and form a related subtraction statement ($5 - 2 = 3$ or $5 - 3 = 2$)

Activity 3

- **Draw:** Write the subtraction statement $3 - 2 =$ __
- **Demonstrate:** Show pupils how to work it out and form a related addition statement. ($1 + 2 = 3$)
- **Draw:** Write $3 + 1 =$ __ and $4 - 3 =$ __.
- **Guide:** Work with pupils to work them out then come up with related addition or subtraction statements.

Classwork

Pupils to work out the activities on page 93.

Conclusion

Ask a pupil to count from 30 to 1 with the class.

Homework

Add

1. $4 + 5 =$ ____
2. $3 + 2 =$ ____

Subtract.

3. $8 - 2 =$ ____
4. $10 - 2 =$ ____

Write the next 3 numbers.

5. 21, 22, 23, ____, ____, ____.
6. 15, 16, ____, ____, ____.

Note: Do not forget to give the weekly test!



Week 17, Day 5

Add or subtract. Match the problems that are number families.

① $2 + 1 =$ ____ $1 + 3 =$ ____

② $4 - 3 =$ ____ $3 - 1 =$ ____

③ $2 + 3 =$ ____ $5 - 3 =$ ____

Write the next number.

④ 21, 22, ____ ⑤ 26, 25, ____

Write the missing number.

⑥ 26, 24, 22, ____, 18

⑦ 18, ____, 14, 12, 10

93

Week 17, Day 5:

Duration:

Roll:

Remarks: _____

Introduction

Ask the pupils to count from 20 to 30 and then backwards from 30 to 20.

Development

Activity 1

- **Draw:** Write the number from 20 to 30 on the board as you count.
- **Guide:** Work with the pupils to copy the numbers in their books.
- **Draw:** Write the number 25.
- **Guide:** Work with the pupils to write the next number.

Activity 2

- **Draw:** Write the pattern 29, 27, 25, _____, 21.
- **Demonstrate:** Show how to find the missing number through counting by twos.
- **Draw:** Write 29, 27, 25, _____, 21
- **Guide:** Work with the pupils to find the missing number through counting by twos.

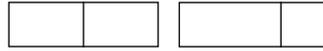
Activity 3

- **Draw:** Write $4 - 3 = 1$
- **Demonstrate:** Show how to come up with a related addition fact: $3 + 1 = 4$. Emphasize on the relationship between addition and subtraction.
- **Draw:** Write $3 - 2 = 1$.
- **Guide:** Work with the pupils to write a related addition sentence that uses 2, 3 or 1.

Activity 4

- **Demonstrate:** Display a rectangular piece of paper and demonstrate how to fold into two equal parts.
- **Guide:** Provide pupils with rectangular pieces of paper and ask them to fold into two equal parts..

- **Draw:** Draw a rectangle and divide into 2 equal parts as shown. Draw another rectangle and divide into 2 unequal parts as shown.



- **Guide:** Work with the pupils to identify the rectangle which is divided into two equal parts.

Classwork

Pupils to work out the activities on page 94.

Conclusion

Write $1 + 2 = 3$ and let pupils give a subtraction number sentence that has the numbers 1, 2 and 3.

Homework

Write an addition problem that forms a number family.

1. $3 - 2 = 1$ _____ 2. $4 - 2 = 2$ _____

Circle the shape that shows halves.



Add or subtract. Match the problems that are number families.

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

② $4 - 2 = \underline{\quad}$ $3 - 2 = \underline{\quad}$

Write the next number.

③ 27, 26, _____ ④ 22, 23, _____

Write the missing number.

⑤ 29, 27, _____, 23

⑥ 25, 23, 21, _____, 17, 15

Draw lines under the shapes that show 2 equal parts.



Week 18, Day 1:

Duration:

Roll:

Remarks: _____

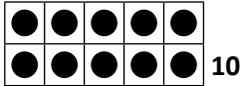
Introduction

Let the pupils count from 10 to 30 by ones.

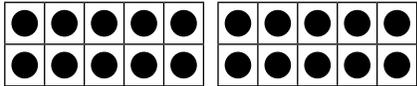
Development

Activity 1

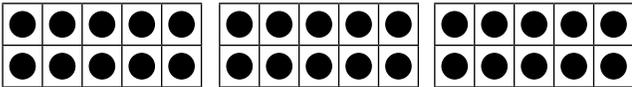
- **Guide:** Count by tens from 10 to 30 several times with the pupils.
- **Draw:** Draw a tens frame and put dots in each box.



- **Draw:** Draw two tens frames and put dots in each box.



- **Demonstrate:** Count by tens to show the number 20.
- **Draw:** Draw another ten frame so that you now have 3 ten frames.



- **Guide:** Work with the pupils to count all the frames by tens to show the number 30.

Activity 2

- **Demonstrate:** Show how to order the number cards for 8, 19 and 15 from greatest to least.
- Emphasize 8 is least because it is a single digit number while 15 and 19 are 2 digits, and 19 is greater than 15 because 9 is greater than 5.
- **Guide:** Using number cards 12, 5, 17 work with the pupils to arrange them from least to greatest using place value.

Activity 3

- **Draw:** Draw 2 circles and divide them as shown:



- **Guide:** Work with pupils to identify the circle that shows equal divisions.

Classwork

Pupils to work out the activities on page 95.

Conclusion

Draw 3 tens frames and ask pupils to fill in with dots to represent the number 30.

Homework

Arrange from greatest to least.

1. 14, 7, 10
2. 11, 19, 2
3. 4, 8, 13

Underline the shapes that show equal parts



Fill the tens frame to show the number.

1. 20

 2. 30

Order from greatest to least.

3.

13	8	11
----	---	----

 4.

14	6	9
----	---	---

—, —, — —, —, —

5.

12	4	19
----	---	----

 6.

19	10	11
----	----	----

—, —, — —, —, —

Write the missing number.

7. 27, 25, —, 21, 19

8. 19, 17, —, 13, 11

Underline the shapes that show equal parts.

9. 10.

Week 18, Day 2:	Duration:	Roll:
_____	_____	_____
Remarks: _____		

Introduction

Guide pupils to count by twos from 29 to 1 three times.

Development

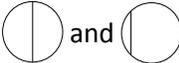
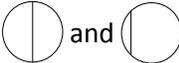
Activity 1

- **Demonstrate:** Pick number cards for 20, 6 and 15 and show how to order the cards from greatest to the least.
- Emphasize that 6 is least because it is a single digit number while 20 is greater than 15 because it has 2 in the tens column.
- **Guide:** Work with the pupils to use the number cards for 20, 9 and 14 to order them from least to greatest. Let them explain the ordering.

Activity 2

- **Draw:** Write the pattern 29, 27, 25, 23, 21, _____, 17
Demonstrate: Show how to find the missing number in the pattern through counting backwards by twos.
- **Guide:** Work with pupils to find the next number in the pattern 19, 17, _____, 13, 11 through counting backwards by twos.

Activity 3

- **Demonstrate:** Draw a circle and demonstrate how to divide it into two equal parts.
- **Draw:** Draw 2 other circles as shown:
 and 
- **Guide:** Work with the pupils to identify the circle that shows equal divisions.

Classwork

Pupils to work out the activities on page 96.

Conclusion

Write the numbers 19, 17, 10 ask the pupils to order them from the least to the greatest.

Homework

Order from least to greatest.

1. 20, 1, 10
2. 15, 11, 19
3. 19, 9, 17

Fill in the missing number.

4. 21, 19, 17, _____, 13
5. 29, 27, _____, 23, 21



Order from least to greatest.

1.

20	17	8
----	----	---

2.

15	12	19
----	----	----

____, _____, _____

____, _____, _____

Write the missing number.

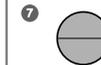
3. 27, 25, 23, _____, 19

4. 15, 13, _____, 9, 7

5. 9, 7, 5, 3, _____

6. 21, 19, _____, 15

Underline the shapes that show two equal parts.



Week 18, Day 3:

Duration:

Roll:

Remarks: _____

Introduction

Let the pupils count by fives from 5 to 30.

Development

Activity 1

- **Draw:** Write the pattern 0, 5, _____, 15, 20

Demonstrate: Show how to find the missing number in the pattern through counting by fives.

- **Guide:** Work with pupils to find the next number in the pattern 0, 10, _____, 20 through counting by tens.

Activity 2

- **Draw:** Draw 5 rows of 3 dots in a rectangle.



- **Demonstrate:** Show that there are 3 dots in each row. Then show how to count by threes to get the total number of dots. **(15)**

- **Draw:** Draw a rectangle of 4 rows of 5 dots.

- **Guide:** Work with pupils to count by fives to find the total number of dots.



(20)

Activity 3

- **Guide:** Count by twos from 0 to 30 together with the pupils.

- **Draw:** Write the pattern 14, 16, 18, _____, 22

- **Demonstrate:** Show how to find the missing number in the pattern through counting by twos.

- **Draw:** Write a pattern 20, 22, 24, _____, 28.

- **Guide:** Ask the pupils to count by twos to find the missing number.

Classwork

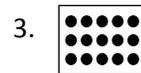
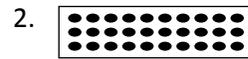
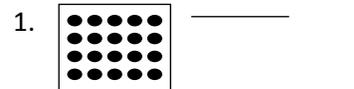
Pupils to work out the activities on page 97.

Conclusion

Guide: Ask pupils to count by 2s from 0 to 30.

Homework

Write the number of dots.



Fill in the missing number.

4. 4, 6, 8, _____, _____ 5. 22, 24, 26, _____, _____



Week 18, Day 4

Count by twos. Write the next numbers.

1. 4, 6, __, __, __. 2. 18, 20, __, __.

3. 24, 26, __, __. 4. 12, 14, __, __.

Count and write the number of dots.



Write the next number.

9. 0, 10, 20, _____

10. 0, 5, 10, 15, 20, _____

97

Week 18, Day 4:

Duration: _____

Roll: _____

Remarks: _____

Introduction

Have the pupils count by tens from 10 to 30 and from 30 to 10.

Development

Activity 1

- **Draw:** Write $6 + 4 = \underline{\quad}$ on the board.
- **Demonstrate:** Show the pupils how to work it out and form a related subtraction sentences.
($6 + 4 = 10$; $10 - 4 = 6$ or $10 - 6 = 4$)
- **Draw:** Write $10 - 1 = \underline{\quad}$.
- **Guide:** Work with the pupils to write related addition sentence.
($9 + 1 = 10$)

Activity 2

- **Draw:** Draw 8 tally marks $\text{||||} \text{|||}$ and count the strokes with the pupils.
- **Demonstrate:** Show the pupils how to find how many more tally marks are needed to make a 10 by adding tallies from 8 then write the number. (2)
- **Guide:** Draw 6 rectangles and work with the pupils to count how many more rectangles they need to add to make a 10.



(4)

Activity 3

- **Draw:** Write the number pattern 30, 20, $\underline{\quad}$.
- **Demonstrate:** Count by tens from 30 to 10 to find the missing number.
- **Draw:** Write 0, 10, 20, $\underline{\quad}$.

- **Guide:** Work with the pupils to count by tens to find the missing number.

Classwork

Pupils to work out the activities on page 99.

Conclusion

Draw 7 rectangles and let the pupils write the number of the rectangles needed to make 10 rectangles.

Homework

Write the number needed to make 10.

1. $\text{||||} |$ $\underline{\quad}$
2. $\circ \circ \circ$ $\underline{\quad}$
3. $//$ $\underline{\quad}$

Subtract

4. $10 - 2 = \underline{\quad}$
5. $9 - 6 = \underline{\quad}$



Week 19, Day 1

Add or subtract. Match the problems that are number families.

1 $4 + 5 = \underline{\quad}$ $4 + 3 = \underline{\quad}$

2 $7 - 3 = \underline{\quad}$ $9 - 5 = \underline{\quad}$

Write the number needed to make 10.

3 $\text{||||} |$ $\underline{\quad}$ 4 $\square \square$ $\underline{\quad}$
 $\square \square$ $\underline{\quad}$

5 $\text{||||} ||$ $\underline{\quad}$ 6 ☺ ☺ ☺ ☺ $\underline{\quad}$
 ☺ ☺ ☺ ☺ $\underline{\quad}$

Write the next number.

7 10, 20, $\underline{\quad}$ 8 10, 15, 20, $\underline{\quad}$

9 30, 20, $\underline{\quad}$ 10 30, 25, 20, $\underline{\quad}$

99

Week 19, Day 1:

Duration:

Roll:

Remarks: _____

Introduction

Let the pupils count by fives from 5 to 30 and from 30 to 5.

Development

Activity 1

- **Draw:** Write the pattern 30, 25, 20, _____, 10
- **Demonstrate:** Show the pupils how to count by fives to find the missing number in the pattern.
- **Draw:** Write 15, 10, _____, _____.
- **Guide:** Work with the pupils to count by fives to find the next numbers in the pattern.

Activity 2

- **Demonstrate:** Using number cards for 10, 14, 4 show pupils how to order from least to greatest showing 4 is the least because it has a single digit while 14 is greater than 10 because 4 is greater than 0.
- **Draw:** Write 16, 12, 20.
- **Guide:** Work with the pupils to order them from least to greatest.

Activity 3

- **Draw:** Use triangles to write an addition sentence as shown:
 $\triangle \triangle + \square = \triangle \triangle \triangle \triangle$
- **Demonstrate:** Show the pupils how to fill the missing triangles to make the addition sentence by drawing 3 triangles in the box.
 $\triangle \triangle + \square = \triangle \triangle \triangle \triangle$

- **Draw:** Use circles to write an addition sentence as shown.

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

- **Guide:** Work with the pupils to fill the number of circles to complete the sentence by drawing circles in the box.

Classwork

Pupils to work out the activities on page 100.

Conclusion

Draw $\circ \circ \circ \circ \circ + \square = \circ \circ \circ \circ \circ \circ$ ask the pupils to balance.

Homework

Order from least to greatest.

1. 11, 5, 15 2. 9, 11, 7 3. 2, 20, 12

Draw shapes to balance

$$4. \begin{array}{c} \circ \circ \\ \circ \end{array} = \square + \begin{array}{c} \circ \circ \end{array}$$

$$5. \begin{array}{c} \circ \\ \circ \end{array} = \square + \begin{array}{c} \circ \circ \circ \circ \\ \circ \circ \circ \end{array}$$



Order from **least to greatest**.

1. $\begin{array}{|c|} \hline 12 \\ \hline \end{array} \begin{array}{|c|} \hline 10 \\ \hline \end{array} \begin{array}{|c|} \hline 8 \\ \hline \end{array}$

2. $\begin{array}{|c|} \hline 12 \\ \hline \end{array} \begin{array}{|c|} \hline 4 \\ \hline \end{array} \begin{array}{|c|} \hline 6 \\ \hline \end{array}$

—, —, —

—, —, —

3. $\begin{array}{|c|} \hline 18 \\ \hline \end{array} \begin{array}{|c|} \hline 20 \\ \hline \end{array} \begin{array}{|c|} \hline 14 \\ \hline \end{array}$

4. $\begin{array}{|c|} \hline 16 \\ \hline \end{array} \begin{array}{|c|} \hline 10 \\ \hline \end{array} \begin{array}{|c|} \hline 18 \\ \hline \end{array}$

—, —, —

—, —, —

Write the next number.

5. 30, 20, _____

6. 10, 20, _____

Write the missing number.

7. 30, 25, 20, _____, _____, _____

8. 10, 15, 20, _____, _____

Draw shapes to complete the addition sentence.

9. $\begin{array}{c} \circ \circ \circ \\ \circ \circ \end{array} = \square + \begin{array}{c} \circ \\ \circ \circ \end{array}$

Week 19, Day 2:

Duration:

Roll:

Remarks: _____

Introduction

Using numbers cards for 18, 6 and 14 ask pupils to order from the least to the greatest.

Development

Activity 1

- Take the number cards of 16, 12 and 20.
- Demonstrate:** Show pupils how to order from the least to the greatest. Emphasize that 20 is the greatest because it has 2 in the tens place while 16 is greater than 12 because 6 is greater than 2.
- Guide:** Using number cards for 7, 20, 17 work with the pupils to order them from least to greatest.

Activity 2

- Draw:** Write $4 + 2 + 3 = \underline{\quad}$.
- Demonstrate:** Show the pupils how to work out by drawing objects to represent the numbers as shown:



$$4 + 2 + 3 = \underline{\quad}$$

- Work out the addition by counting the first 2 groups of objects to add the first 2 numbers, then add third group of objects: $4 + 2 = 6 + 3 = \underline{9}$
- Draw:** Write $3 + 2 + 5 = \underline{\quad}$.
- Guide:** Work with the pupils by drawing objects on the board to represent the numbers then ask them to work out the addition.

Activity 3

- Draw:** Write 30, 25, $\underline{\quad}$, 15, 10 and 5, 10, $\underline{\quad}$, 20.
- Guide:** Work with the pupils to find the missing numbers in the patterns by counting.

Classwork

Pupils to work out the activities on page 101.

Conclusion

Write $3 + 5 + 1 = \underline{\quad}$ on the board. Call one pupil to demonstrate how to find the answer.

Homework

Add

$$1. \quad \triangle \triangle \quad \begin{array}{|c|} \hline \square \\ \hline \square \\ \hline \end{array} \quad \circ \quad 2. \quad 5 + 4 + 1 = \underline{\quad}$$

$$2 + 4 + 1 = \underline{\quad}$$

Order from least to greatest.

- 20, 19, 4
- 7, 19, 10
- 14, 6, 20



Order from **least to greatest**.

1. $\boxed{12} \quad \boxed{14} \quad \boxed{10}$

2. $\boxed{10} \quad \boxed{2} \quad \boxed{8}$

3. $\underline{\quad}, \underline{\quad}, \underline{\quad}$
 $\boxed{16} \quad \boxed{12} \quad \boxed{20}$

4. $\underline{\quad}, \underline{\quad}, \underline{\quad}$
 $\boxed{6} \quad \boxed{8} \quad \boxed{14}$

Find the total.

5. $\begin{array}{c} \circ \circ \circ \\ \circ \circ \circ \end{array} \quad \begin{array}{|c|} \hline | \\ \hline | \\ \hline \end{array} \quad \triangle$

$$6 + 2 + 1 = \underline{\quad}$$

6. $\begin{array}{c} \circ \\ \circ \end{array} \quad \begin{array}{|c|} \hline | \\ \hline | \\ \hline | \\ \hline \end{array} \quad \triangle$

$$3 + 5 + 2 = \underline{\quad}$$

Write the missing number.

7. 30, $\underline{\quad}$, 20, 15

8. 5, $\underline{\quad}$, 15, 20

Write the next number.

9. 22, 21, 20, $\underline{\quad}, \underline{\quad}, \underline{\quad}$.

10. 27, 26, 25, $\underline{\quad}, \underline{\quad}, \underline{\quad}$.

Week 19, Day 3:

Duration:

Roll:

Remarks: _____

Introduction

Ask the pupils to count by ones from 30 to 1.

Development

Activity 1

- **Draw:** Write the numbers 10, 2, 18.
- **Demonstrate:** Show pupils how to order from the least to the greatest. {2 is a single digit so is the least, 18 is greater than 10 because 8 is greater than 0 in the ones column. (2, 10, 18)}
- **Draw:** Write the numbers 14, 7, 12
- **Guide:** Ask pupils to order them from least to greatest.

Activity 2

- **Draw:** Write $2 + 7 + 1 = \underline{\quad}$.
- **Demonstrate:** Show pupils how to add starting with either 2 and 7 or 1 and 7. Then draw objects and count.
 $\bigcirc\bigcirc + \triangle\triangle\triangle\triangle\triangle\triangle + \square =$
 $2 + 7 + 1 =$
- **Draw:** Write $4 + 1 + 3 = \underline{\quad}$
- **Guide:** Work with the pupils to work out the addition.

Activity 3

- **Draw:** Draw 2 circles, divide one into two equal parts and the other into unequal parts as shown:



- **Guide:** Work with the pupils to identify the circle that is divided into equal parts.

Classwork

Pupils to work out the activities on page 102.

Conclusion

Draw  and  on the board.

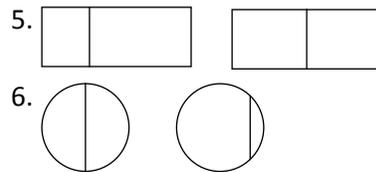
Ask a pupil to come and show you the one that shows half.

Homework

Add

- $3 + 4 + 5 = \underline{\quad}$
- $5 + 2 + 1 = \underline{\quad}$
- $6 + 1 + 1 = \underline{\quad}$
- $4 + 2 + 4 = \underline{\quad}$

Underline the shape that shows half. ($\frac{1}{2}$)



Order from **least to greatest**.

1. $\boxed{16}$ $\boxed{12}$ $\boxed{18}$

2. $\boxed{4}$ $\boxed{14}$ $\boxed{8}$

—, —, —

—, —, —

Find the total.

3.   

4.   

$4 + 1 + 3 = \underline{\quad}$

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

Write the missing number.

5. 5, 10, —, 20 6. 30, —, 20, 15

Write the next number.

7. 28, 27, —, —, —

8. 22, 21, —, —, —

Draw a line below the shape that has 2 equal parts.



Week 19, Day 4:

Duration:

Roll:

Remarks:

Introduction

Pupils to write numbers from 0 to 30 in their exercise books as they say the numbers.

Development

Activity 1

- **Draw:** Write $4 + 3 + 1 = \underline{\quad}$.
- **Demonstrate:** Show the pupils how to add starting either with 4 or 3 and 1 then 4. Draw objects to represent the numbers then count. Let the pupils see that you get the same answer.
- **Draw:** Write $4 + 2 + 3 = \underline{\quad}$.
- **Guide:** Work with the pupils to add in various ways to get the answer.

Activity 2

- **Draw:** Draw the shapes  and .
- **Demonstrate:** Show pupils that the first one shows two equal parts.
- **Draw:** Draw  and .
- **Guide:** Work with the pupils to identify the diagram that has equal parts.

Activity 3

- **Draw:** Write 24, 25, 26, , , , .
- **Guide:** Work with the pupils to find the next numbers in the pattern by counting.

Classwork

Pupils to work out the activities on page 103.

Conclusion

Write $6 + 2 + 1 = \underline{\quad}$. Ask pupils to work it out by adding two numbers first.

Homework

Add

1. $4 + 3 + 1 = \underline{\quad}$
2. $6 + 3 + 1 = \underline{\quad}$
3. $2 + 3 + 4 = \underline{\quad}$

Write the next number

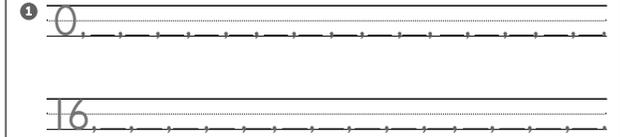
4. 18, 17, 16, ,
5. 29, 28, 27, ,

Note: Do not forget to give the weekly test!



Week 19, Day 5

Write the numbers from 0 to 30.

1 

Find the total.

2  
 $2 + 3 + 2 = \underline{\quad}$ $5 + 1 + 3 = \underline{\quad}$

Write the next number.

4 24, 23, 22, , . 5 19, 18, 17, , .

Draw a line below the shape that has 2 equal parts.

6   7  

103

Week 19, Day 5:

Duration:

Roll:

Remarks: _____

Introduction

- Draw   and ask the pupils to identify the shape that is divided into equal parts.

Development

Activity 1

- **Draw:** Write $1 + 1 = \underline{\quad}$.
- **Demonstrate:** Show the pupils how to add the same numbers to get 2.
- **Draw:** Write $2 + 2 = \underline{\quad}$
- **Guide:** Work with the pupils to give the answer. (Continue with $3 + 3 = 6$, $4 + 4 = 8$, $5 + 5 = 10$). Emphasize how the total increases by twos.

Activity 2

- **Demonstrate:** Count by fives from 5 to 30 and backwards from 30 to 5. Using counting by fives, show the pupils to find the missing number in the number pattern 0, 5, 10, $\underline{\quad}$, 20.
- **Draw:** Write 30, 25, 20, 15, $\underline{\quad}$, 5.
- **Guide:** Work with the pupils to count backwards to find the missing number.

Activity 2

- **Draw:** Draw  
- **Demonstrate:** Show the pupils how to identify the shape that is divided into equal parts.
- **Draw:** Draw  .
- **Guide:** Work with the pupils to identify the shape that is divided into equal parts.

Classwork

Pupils to work out the activities on page 104.

Conclusion

Ask pupils to count by 5s from 30 to 0 twice.

Homework

Add

1. $1 + 1 = \underline{\quad}$

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

3. $4 + 4 = \underline{\quad}$

Write the missing number.

4. 5, 10, 15, $\underline{\quad}$, 25

5. 30, 25, $\underline{\quad}$, 15, 10



Add.

1. $1 + 1 = \underline{\quad}$ 2. $3 + 3 = \underline{\quad}$

3. $2 + 2 = \underline{\quad}$ 4. $5 + 5 = \underline{\quad}$

5. $4 + 4 = \underline{\quad}$ 6. $6 + 6 = \underline{\quad}$

Write the next number.

7. 5, 10, 15, 20, $\underline{\quad}$

8. 30, 25, 20, 15, $\underline{\quad}$

Circle the shape that shows 2 equal parts.



Week 20, Day 1:

Duration:

Roll:

Remarks: _____

Introduction

Let the pupils work out $2 + 2 = \underline{\quad}$, $4 + 4 = \underline{\quad}$,

$5 + 5 = \underline{\quad}$, $3 + 3 = \underline{\quad}$,

$1 + 1 = \underline{\quad}$.

Development

Activity 1

- **Draw:** Write $3 + 3 = \underline{\quad}$.
- **Demonstrate:** Show pupils how to find the answer 6.
- **Draw:** Write $4 + 4 = \underline{\quad}$.
- **Guide:** Work with the pupils to obtain the answer.

Activity 2

- Show pupils number cards for 8, 12, 10
- **Demonstrate:** Show how to order the cards from greatest to least. Emphasize that 8 is least because its a single digit and 12 is greatest because 2 is greater than 0.
- **Guide:** Provide cards with the numbers 16, 8, 18 and work with the pupils to arrange them from the greatest to the least.

Activity 3

- **Draw:** Write the pattern 30, 25, 20, $\underline{\quad}$, $\underline{\quad}$.
- **Demonstrate:** Counting by fives to find the missing numbers.
- **Draw:** Write 0, 5, 10, 15, $\underline{\quad}$, 25.
- **Guide:** Work with the pupils to fill in the missing number through counting by fives.

Classwork

Pupils to work out the activities on page 105.

Conclusion

Ask the pupils to add same digits e.g. $1 + 1 = \underline{\quad}$,
 $2 + 2 = \underline{\quad}$, $3 + 3 = \underline{\quad}$, $4 + 4 = \underline{\quad}$, $5 + 5 = \underline{\quad}$

Homework

Order from the greatest to the least.

1. 15, 17, 10 2. 18, 7, 10 3. 9, 11, 20

Add

4. $2 + 2 = \underline{\quad}$

5. $4 + 4 = \underline{\quad}$



Add.

1 $3 + 3 = \underline{\quad}$ 2 $5 + 5 = \underline{\quad}$

3 $| + | = \underline{\quad}$ 4 $4 + 4 = \underline{\quad}$

Order from greatest to least.

5

12	6	14
----	---	----

 6

18	20	8
----	----	---

$\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$

$\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$

7

6	8	12
---	---	----

 8

14	12	16
----	----	----

$\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$

$\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$

Write the next numbers.

9 30, 25, $\underline{\quad}$, $\underline{\quad}$.

10 0, 5, 10, $\underline{\quad}$, $\underline{\quad}$.

Week 20, Day 2:

Duration:

Roll:

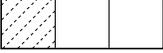
Remarks: _____

Introduction

Write the numbers 31 to 40 on the board and count as you point at the numbers.

Development

Activity 1

- **Draw:** Draw a rectangle and divide it into 3 parts. Shade one part.
- **Demonstrate:** Show the pupils that 1 of 3 parts has been shaded. 
- **Draw:** Draw another rectangle and shade 2 parts.
- **Guide:** Work with pupils to count the total number of parts as well as the shaded parts. Let them see that 2 of 3 parts are shaded. 

Activity 2

- Provide the number cards with numbers 20, 14 and 16.
- **Demonstrate:** Show how to order from the greatest to the least indicating that 20 is greater because of 2 in the tens place while 14 is least because 6 is greater than 4 in the ones place.
- **Draw:** Write the numbers 18, 20, 9.
- **Guide:** Work with the pupils to arrange from the greatest to the least as you guide them.

Activity 3

- **Draw:** Write the numbers 31 to 50 on the board.
- **Guide:** Ask the pupils to write them in their books.

Classwork

Pupils to work out the activities on page 106 .

Conclusion

Draw a circle. Divide it into 3 parts  and shade 2 parts. Ask pupils to state the shaded parts.

Homework

Order from the greatest to the least.

1. 8, 1, 9 2. 11, 19, 7 3. 14, 20, 19

Write the numbers from 31 to 40.

4. 31, 32, _____, _____, _____, _____, _____, _____, _____, _____.

Add:

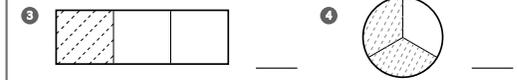
5. $3 + 3 = \underline{\quad}$ 6. $4 + 4 = \underline{\quad}$ 7. $5 + 5 = \underline{\quad}$



Add.

1. $4 + 4 = \underline{\quad}$ 2. $2 + 2 = \underline{\quad}$

Count and write the shaded parts.



Order from greatest to least.



_____, _____, _____ _____, _____, _____

Write the numbers from 31 to 50.



Week 20, Day 3:	Duration:	Roll:
_____	_____	_____
Remarks: _____		

Introduction

Write the numbers from 51 to 70 and count with the pupils as you point at the numbers.

Development

Activity 1

- **Draw:** Write $12 + 4 = \underline{\quad}$ on the board.
- **Demonstrate:** Show the pupils how to add 12 to 4 by counting 4 steps from 12 to find 16.
- **Draw:** Write $10 + 3 = \underline{\quad}$.
- **Guide:** Work with the pupils to count 3 steps from 10 to find the answer (11, 12, 13.)

Activity 2

- **Draw:** Draw a circle and divide it into 3 parts.
- **Demonstrate:** Shade two parts and show the pupils how to count the shaded parts.
- **Draw:** Draw a circle and divide it into 3 parts. Shade 1 part.
- **Guide:** Work with pupils to count the shaded parts.

Activity 3

- **Draw:** Write the statement $10 = 5 + 3 + \underline{\quad}$. Draw various shapes to represent the numbers and a box in the blank space as shown:
 $\begin{array}{c} \triangle \triangle \triangle \triangle \triangle \\ \triangle \triangle \triangle \triangle \triangle \end{array} = \triangle \triangle \triangle \triangle \triangle + \triangle \triangle \triangle + \square$
- **Demonstrate:** Show how to work out by adding 3 to 5 and count how many more you need to make a 10.
- **Draw:** Write $12 = 8 + 3 + \underline{\quad}$.
- **Guide:** Work with pupils to draw objects to work out the problem.

Classwork

Pupils to work out the activities on page 107.

Conclusion

Write $11 + 3 = \underline{\quad}$. Ask the pupils to come and work out the answer.

Homework

Add

1. $8 + 7 = \underline{\quad}$

2. $12 + 3 = \underline{\quad}$

3. $7 + 4 = \underline{\quad}$

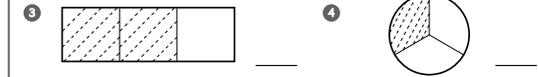
Count the shaded parts.



Add.

1. $14 + 1 = \underline{\quad}$ 2. $12 + 3 = \underline{\quad}$

Count and write the shaded parts.



Order from greatest to least.



____, ____, ____ ____, ____, ____

Write the numbers from 51 to 70.



Write the missing numbers.

9. $10 = 5 + 3 + \underline{\quad}$ 10. $15 = 8 + \underline{\quad}$

Week 20, Day 4:	Duration:	Roll:
_____	_____	_____
Remarks: _____		

Introduction

Write $4 + \underline{\quad} = 9$ and ask pupils to work it out.

Development

Activity 1

- **Draw:** Write $11 + 2 = \underline{\quad}$ and $12 + 1 = \underline{\quad}$ on the board.
- **Demonstrate:** Show how to work out and see the relationship between the two statements.
- **Draw:** Write $12 + 2 = \underline{\quad}$
- **Guide:** Work with pupils to work it out and come up with another related addition sentence.

Activity 2

- **Draw:** Write $14 = 8 + 3 + \underline{\quad}$. Draw shapes to represent the numbers.
- **Demonstrate:** Show how to add 8 and 3 to get 11. Then count how many shapes you need to make 14 to fill in the missing number. (3)
- **Draw:** Write $8 = 3 + 2 + \underline{\quad}$
- **Guide:** Work with pupils to work it out using shapes.

Activity 3

- **Demonstrate:** Count by twos from 30 to 0.
- **Draw:** Write the pattern 30, 28, 26, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$
- **Demonstrate:** Show how to find the next numbers through counting backwards by twos.
- **Draw:** Write 14, 12, 10, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$
- **Guide:** Work with the pupils to find the next numbers through counting backwards by twos.

Classwork

Pupils to work out the activities on page 108.

Conclusion

Call 2 pupils and let them count by 2s from 30 to 10.

Homework

Write the missing number.

1. $8 = 2 + 4 + \underline{\quad}$ 2. $10 = 3 + 5 + \underline{\quad}$

Write the next numbers.

3. 10, 12, 14, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$

4. 30, 28, 26, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$

Note: Do not forget to give the weekly test!



Add.

1 $12 + 3 = \underline{\quad}$ 2 $5 + 10 = \underline{\quad}$

3 $3 + 12 = \underline{\quad}$ 4 $11 + 4 = \underline{\quad}$

Write the next numbers.

5 30, 28, 26, 24, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$.

6 12, 10, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$.

Draw the missing shape or shapes. Write the missing number.

7  =  +  8  +  = 

$4 = \underline{\quad} + 3$ $2 + \underline{\quad} = 4$

Write the missing number.

9 $13 = 4 + 5 + \underline{\quad}$ 10 $15 = 5 + 4 + \underline{\quad}$

Week 20, Day 5:

Duration:

Roll:

Remarks: _____

Introduction

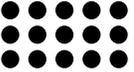
Have the pupils count from 0 to 30 and from 30 to 0.

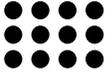
Development

Activity 1

- **Draw:** Write $8 + 6 = \underline{\quad}$
- **Demonstrate:** Use 8 counters and another 6 counters to show how to get the result.
- **Draw:** Write $9 + 4 = \underline{\quad}$.
- **Guide:** Let the pupils use the same method to obtain the result as 13.

Activity 2

- **Draw:** Draw 3 rows of 5 dots and 3 rows of 4 dots.
- 


- **Demonstrate:** Count to find the group that has more, then circle it.
 - **Draw:** Draw 2 rows of 5 dots and 4 rows of 2 dots.
 - **Guide:** Let the pupils count to identify which group has more by putting a circle around it.



Activity 3

- **Draw:** Write $4 + \underline{\quad} = 5$.
- **Demonstrate:** Using counters, demonstrate how to find the missing number to complete the statement.
- Emphasize that the total number of counters should be same on both sides.
- **Draw:** Write $5 = 3 + \underline{\quad}$.
- **Guide:** Let the pupils use the same method to find the correct results.

Classwork

Pupils to work out the activities on page 111.

Conclusion

Guide: Draw 3 rows of 2 circles and 2 rows of 4 circles. Let the pupils count and identify which have more.

Homework

Add.

1. $8 + 5 = \underline{\quad}$

2. $9 + 5 = \underline{\quad}$

3. $12 + 6 = \underline{\quad}$

Write the missing number.

4. $8 = 3 + \underline{\quad}$

5. $10 = \underline{\quad} + 4$



Week 21, Day 1

Find the total.



$7 + 6 = \underline{\quad}$

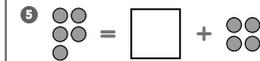


$8 + 3 = \underline{\quad}$

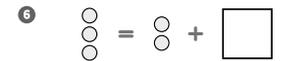
Circle the group with more.



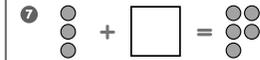
Draw the missing shape or shapes. Write the missing number.



$5 = \underline{\quad} + 4$



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



$3 + \underline{\quad} = 5$



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

Week 21, Day 1:

Duration:

Roll:

Remarks: _____

Introduction

Ask the pupils to make addition sentences with a total of 5 orally e.g. $0 + 5 = 5$, $1 + 4 = 5$, $2 + 3 = 5$, $3 + 2 = 5$, $4 + 1 = 5$, $5 + 0 = 5$.

Development

Activity 1

- **Demonstrate:** Show pupils number cards with 7, 11 and 9. Show how to arrange them from the least to the greatest. Emphasize that 11 is the greatest since it has 2 digits. Between 9 and 7, 9 is the greatest so 7, 9, 11 is the order.
- **Guide:** Using the number cards for 9, 15 and 13, work with the pupils to order them from the least to the greatest.

Activity 2

- **Draw:** Write $18 + 2 = \underline{\quad}$.
- **Demonstrate:** Show how to find the answer by counting two steps forwards from 18.
- **Draw:** Write $12 + 2 = \underline{\quad}$.
- **Guide:** Work with the pupils to count two steps from 12.

Activity 3

- **Draw:** Write $9 + 6 = \underline{\quad}$. Draw two groups of circles to represent 9 and 6.
- **Demonstrate:** Show how to add by counting all the circles.
- **Draw:** Write $8 + 5 = \underline{\quad}$.
- **Guide:** Let the pupils draw sticks to help them add.

Activity 4

- **Demonstrate:** Draw a rectangle. Divide it into 3. Shade one part to show one part of three.
- **Guide:** Draw another rectangle and guide pupils to divide into 3 and shade two parts of 3 to show two parts of three.

Classwork

Pupils to work out the activities on page 112.

Conclusion

Write the numbers 13, 23, 19. Ask the pupils to order from the greatest to the least.

Homework

Add.

1. $18 + 2 = \underline{\quad}$

2. $16 + 2 = \underline{\quad}$

3. $9 + 8 = \underline{\quad}$

Shade to represent the fraction.

4. $\frac{1}{3}$ 

5. $\frac{2}{3}$ 



Find the total.

1. 
 $9 + 4 = \underline{\quad}$

2. 
 $7 + 8 = \underline{\quad}$

Order from least to greatest.

3. 13 11 9

4. 19 15 17

—, —, —

—, —, —

Circle the group with more.

5.  

6.  

Add.

7. $13 + 2 = \underline{\quad}$

8. $20 + 2 = \underline{\quad}$

Shade to show one part out of three.

9. 

10. 

Week 21, Day 2:

Duration:

Roll:

Remarks: _____

Introduction

Give number cards 18, 6, 14. Ask a pupil to come and arrange from least to greatest and another pupil from greatest to least.

Development

Activity 1

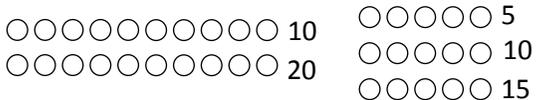
- **Draw:** Write $12 - 7 = \underline{\quad}$.
- **Demonstrate:** Draw 12 balls and cross out 7 balls and count the remaining ones then write the answer. e.g.

 $12 - 7 = 5$

- **Draw:** Write $14 - 6 = \underline{\quad}$.
- **Guide:** Work with the pupils to draw 14 circles and cross 6 to find the answer.

 $14 - 6 = 8$

Activity 2

- **Draw:** Draw two rows of 10 circles and 3 rows of 5 circles.
- **Demonstrate:** Count by tens or fives and then circle the larger group.

- **Draw:** Draw 5 rows of 3 objects and 2 rows of 5 objects.

- **Guide:** Let the pupils count to get which is a larger group.

Activity 3

- **Draw:** Write the numbers 25, 31, 29.
- **Guide:** Work with pupils to order the numbers from the least to the greatest.

Activity 3

Have the number cards 13, 23, 3. Work with the pupils to order them from least to the greatest.

Classwork

Pupils to work out the activities on page 113.

Conclusion

Write $15 - 3 = \underline{\quad}$. Ask one pupil to come and work out the subtraction.

Homework

Subtract.

- $13 - 2 = \underline{\quad}$
- $15 - 8 = \underline{\quad}$
- $14 - 6 = \underline{\quad}$

Write the missing number.

- $16 + \underline{\quad} = 18$
- $14 + 3 = \underline{\quad}$



Subtract.

1  $14 - 8 = \underline{\quad}$

2  $12 - 7 = \underline{\quad}$

Order from least to greatest.

3  $\underline{\quad}, \underline{\quad}, \underline{\quad}$

4  $\underline{\quad}, \underline{\quad}, \underline{\quad}$

Circle the group with more.

5 

6 

7 

8 

Write the missing number.

9 $14 + \underline{\quad} = 15$

10 $12 + \underline{\quad} = 14$

Week 21, Day 3:	Duration:	Roll:
_____	_____	_____
Remarks: _____		

Introduction

Ask pupils to write numbers 15 to 30 in their exercise books.

Development

Activity 1

- **Draw:** Write $18 - 9 = \underline{\quad}$.
- **Demonstrate:** Draw 18 circles then cross 9. Count the remaining circles to obtain the difference between 18 and 9.
- **Draw:** Write $15 - 7 = \underline{\quad}$.
- **Guide:** Work with the pupils to work out the subtraction by crossing out those to be subtracted.

Activity 2

- **Draw:** Write $8 + 8 = \underline{\quad}$.
- **Demonstrate:** Show on how to work out the addition by counting after eight to get the answer e.g. start $-9, -10, -11, -12, -13, -14, -15, -16$ until you have counted 8 numbers.
- **Draw:** Write $9 + 9 = \underline{\quad}$.
- **Guide:** Ask the pupils to work out the addition using the same method to get 18.

Activity 3

- **Draw:** Write $13 + \underline{\quad} = 16$.
- **Demonstrate:** Show the pupils how to find the missing number by counting from 13 till 16. Show that the missing number in $13 + \underline{\quad} = 16$ is the same as $16 - 3 = \underline{\quad}$ because of the relationship between addition and subtraction.
- **Guide:** Write $13 + \underline{\quad} = 14$. Let the pupils work out the missing number.

Classwork

Pupils to work out the activities on page 115.

Conclusion

Guide: Write $8 + 8 = \underline{\quad}$ and $7 + 7 = \underline{\quad}$. Ask pupils to work out the activities.

Homework

Subtract.

1. $18 - 6 = \underline{\quad}$
2. $19 - 7 = \underline{\quad}$
3. $18 - 9 = \underline{\quad}$

Add.

4. $9 + 9 = \underline{\quad}$
5. $10 + 10 = \underline{\quad}$
6. $7 + 7 = \underline{\quad}$

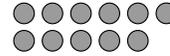
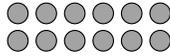
Note: Do not forget to give the weekly test!



Week 21, Day 5

Subtract.

1  2 
 $15 - 7 = \underline{\quad}$ $12 - 6 = \underline{\quad}$

3  4 
 $11 - 5 = \underline{\quad}$ $14 - 7 = \underline{\quad}$

Add.

5 $10 + 10 = \underline{\quad}$ 6 $9 + 9 = \underline{\quad}$
7 $8 + 8 = \underline{\quad}$ 8 $7 + 7 = \underline{\quad}$

Write the missing number.

9 $8 + \underline{\quad} = 15$ 10 $13 = \underline{\quad} + 3$

115

Week 21, Day 5:

Duration:

Roll:

Remarks: _____

Introduction

Count from 30 to 50 and from 50 to 30 twice with the pupils.

Development

Activity 1

- **Draw and demonstrate:** Show how to write the numbers 31 to 50 as you call out each number.
- **Guide:** Work with the pupils as they write numbers 31 to 50 in their books.
- **Draw and Guide:** Write from 50 to 30 and count together with the pupils as you point at the numbers.
- **Guide:** Ask the pupils to identify numbers 50, 47, 43, 41, 36.

Activity 2

- **Draw:** Write the pattern 50, 49, 48, _____, _____, _____, _____, _____.
- **Guide:** Work with the pupils to fill in the next 7 numbers.

Activity 3

- **Draw:** Write $19 = 7 + 5 + \underline{\quad}$.
- **Demonstrate:** Show the pupils how to find the missing number by adding 5 and 7 then subtracting from 19.
- **Draw:** Write $8 = \underline{\quad} + 4 + 2$
- **Guide:** Work with the pupils to find the missing number.

Classwork

Pupils to work out the activities on page 117.

Conclusion

Ask pupils to write numbers 41 to 50 on the board.

Homework

Write the next 8 numbers.

1. 30, 31, 32, _____, _____, _____, _____, _____, _____, _____.
2. 40, 41, 42, _____, _____, _____, _____, _____, _____, _____.

Write the missing number.

3. $17 = 8 + 5 + \underline{\quad}$
4. $20 = 10 + 6 + \underline{\quad}$
5. $24 = 4 + 10 + \underline{\quad}$



Write the missing number.

1. $18 = 6 + 9 + \underline{\quad}$
2. $20 = \underline{\quad} + 6 + 8$
3. $19 = 8 + 5 + \underline{\quad}$
4. $17 = \underline{\quad} + 9$
5. $16 = \underline{\quad} + 5 + 4$
6. $20 = 4 + \underline{\quad} + 9$

Write the next 4 numbers.

7. 30, 31, 32, _____, _____, _____, _____.
8. 50, 49, 48, _____, _____, _____, _____.
9. 37, 38, 39, _____, _____, _____, _____.
10. 43, 42, 41, _____, _____, _____, _____.

Week 22, Day 2:

Duration:

Roll:

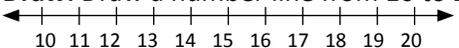
Remarks: _____

Introduction

Count by twos from 20 to 40 together with the pupils twice.

Development

Activity 1

- **Draw:** Draw a number line from 10 to 20.

- **Demonstrate:** Using 19, 20 and the number line, show how to determine which number is less and which one is more.
- **Draw and guide:** Write 17, 19 and work with the pupils to identify the number that is less on the number line.

Activity 2

- **Draw:** Draw a circle.

- **Demonstrate:** Show how to shade one part to represent one part of four.
- **Guide:** Draw a circle and work with the pupils to shade one part of four.

Activity 3

- **Draw:** Write $\begin{array}{c} \triangle \triangle \triangle \triangle \\ \triangle \triangle \triangle \end{array} + \triangle \triangle = \square + \begin{array}{c} \triangle \triangle \\ \triangle \end{array}$
 $7 + 2 = \underline{\quad} + 3$
- **Demonstrate:** Show pupils how to find the missing number by adding the complete side first then subtracting 3 to get the missing number.

- **Draw:** Write $5 + 2 = \underline{\quad} + 4$.
- **Guide:** Work with the pupils to find out the missing number.

Classwork

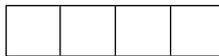
Pupils to work out the activities on page 119.

Conclusion

Write the number 48, 37, 24, 30. Ask the pupils to point the numbers as you say the number.

Homework

Shade part of the shape that shows:

4. $\frac{1}{4}$ 

5. $\frac{3}{4}$ 

Circle the lesser number

3. 18, 20

4. 10, 19

5. 21, 29

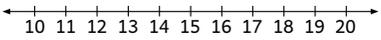


Write the missing number.

1 22, 24, 26, __, __, __

2 30, 32, 34, __, __, __

Circle the greater number.



3 19 18 4 17 20

Circle the lesser number.

5 16 15 6 19 20

Fill part of the shape to show one out of four (1 out of 4).

7  8 

Complete the number sentence to make it equal.

9  +  =  +  10  +  =  + 

3 + 6 = __ + 4 3 + __ = 5 + 2

Week 22, Day 4:	Duration:	Roll:
_____	_____	_____
Remarks: _____		

Introduction

Have pupils count by twos from 30 to 50. Write the numbers on the board as they count.

Development

Activity 1

- **Demonstrate:** Show how to count by ones from 30 to 50 and write the number on the board as you count.
- **Guide:** Work with the pupils to write the numbers 30 to 50 in their exercise books as they count.

Activity 2

- **Demonstrate:** Draw a rectangle and divide it into 4 parts. Show how to shade 3 parts to show three parts out of four.



- **Guide:** Draw a rectangle and work with the pupils to shade 3 parts out of four.

Activity 3

- **Draw:** Write $5 - 1 = \underline{\quad}$ and $5 + 1 = \underline{\quad}$.
- **Demonstrate:** Show how to work out by counting forward by 1 and counting backward by 1.
- **Draw:** Write $3 + 1 = \underline{\quad}$ and $3 - 1 = \underline{\quad}$
- **Guide:** Work with the pupils to count backward by 1 and forward by 1.

Classwork

Pupils to work out the activities on page 120.

Conclusion

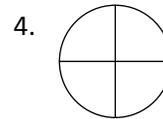
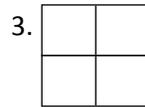
Draw a rectangle and guide the pupils to shade 3 fourths.

Homework

Solve:

- $3 + 1 = \underline{\quad}$
- $3 - 1 = \underline{\quad}$
- $6 + 1 = \underline{\quad}$
- $6 - 1 = \underline{\quad}$

Fill the part that shows 3 fourths.



Note: Do not forget to give the weekly test!



Write the missing number.

1. 32, 34, 36, , ,

2. 40, 42, 44, , ,

Write the next numbers.

3. 38,

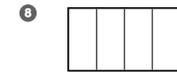
4. 44,

Work out.

5. $4 - 1 = \underline{\quad}$

6. $4 + 1 = \underline{\quad}$

Shade to show three parts out of four.



Count forward by ones. Write the next numbers.

9. 46, , , , .

10. 43, , , , , , , .

Week 22, Day 5:	Duration:	Roll:
_____	_____	_____
Remarks: _____		

Introduction

Write the numbers 71 to 90 on the board and let the pupils count as they identify the number.

Development

Activity 1

- **Draw:** Write the numbers;

36, ___ 54, ___

20, ___ 39, ___

- **Demonstrate:** Show pupils how to identify the next number through counting forward by one.

36, 37 54, 55

20, 21 39, 40

- **Draw:** Write the numbers:

40, ___ 38, ___

36, ___ 42, ___

- **Guide:** Work with the pupils in identifying and writing the next numbers by counting forward by ones.

Activity 2

- **Draw:** Write 5 examples of addition and subtraction basic facts on the board. e.g. $2 + 1 = \underline{\quad}$, $4 + 3 = \underline{\quad}$, $5 - 1 = \underline{\quad}$, $3 - 2 = \underline{\quad}$.

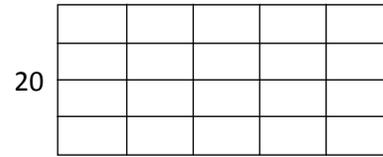
- **Guide:** Ask pupils to complete them orally.

- **Guide:** Work with pupils to give examples of more addition and subtraction facts.

Activity 3

- **Draw:** Draw a rectangle.

- **Demonstrate:** Show how to divide it into 10 equal parts, then into 20 equal parts then count to find the number of rectangles.



- **Draw:** Draw a rectangle

- **Guide:** Work with the pupils to divide it into 20 equal parts.

Classwork

Pupils to work out the activities on page 121.

Conclusion

Ask pupils to say 3 basic addition and subtraction facts.

Homework

Add.

1. $15 + 3 = \underline{\quad}$

2. $9 + 8 = \underline{\quad}$

3. $11 + 7 = \underline{\quad}$

Write the next number.

4. 41, 42, 43, , , .

5. 33, 34, 35, , , .



Write the next number.

1. 43, ___

2. 47, ___

3. 39, ___

4. 45, ___

Add.

5. $3 + 1 = \underline{\quad}$

6. $2 + 3 = \underline{\quad}$

Subtract.

7. $5 - 1 = \underline{\quad}$

8. $5 - 3 = \underline{\quad}$

Divide each rectangle into the number of parts.

9. 20



10. 10



Week 23, Day 1:

Duration:

Roll:

Remarks: _____

Introduction

Count by tens from 10 to 50 twice with the pupils.

Development

Activity 1

- **Draw:** Write the numbers 16 and 19.
- **Demonstrate:** Show how to get the greater number by counting or drawing a number line.
- Circle the greater number.
- **Guide:** Provide pupils with the number cards with numbers 19 and 9. Work with the pupils to identify which one is greater.

Activity 2

- **Demonstrate:** Count by twos from 21 to 49 with the children then write down the numbers and count again as you point at the numbers.
- **Guide:** Let the pupils copy the numbers in their exercise books clearly.

Activity 3

- **Draw:** Write the pattern 23, 25, 27, _____, 31, 33.
- **Demonstrate:** Show how to find the missing number by counting by twos.
- **Draw:** Write the pattern 15, 17, 19, 21, _____, _____.
- **Guide:** Work with the pupils to fill in the missing numbers.

Classwork

Pupils to work out the activities on page 122.

Conclusion

Write the pattern 21, 23, 25, _____, 29 and ask a pupil to find the missing number.

Homework

Write the next numbers.

1. 31, 32, 33, _____, _____, _____, _____, _____, _____.
2. 20, 21, 22, _____, _____, _____, _____, _____, _____.

Circle the greater number.

3. 18, 28
4. 50, 40
5. 39, 41



Circle the greater number.

1. 9 19 2. 20 10 3. 5 15

Write the missing number.

4. 23, 25, 27, _____, 31, 33
5. 31, 33, 35, _____, 39, 41
6. 39, 41, 43, _____, 47, 49

Count by 10s. Write the next numbers.

7. 0, 10, _____, _____, _____, _____.
8. 0, 10, 20, 30, _____, _____.

Write the numbers from 41 to 45.

9. _____

Write the numbers from 46 to 50.

10. _____

Week 23, Day 2:

Duration:

Roll:

Remarks: _____

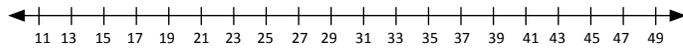
Introduction

Count by twos from 20 to 40 together with the pupils twice.

Development

Activity 1

- **Draw:** Draw a number line by twos from 11 to 49.



- **Demonstrate:** Count by twos as you point at the numbers.
- **Draw:** Write the pattern 11, 13, 15, 17, 19, _____, 23
- **Demonstrate:** Show how to fill in the missing number using the number line.
- **Draw:** Write the pattern 23, 25, 27, 29, 31, _____, _____
- **Guide:** Work with the pupils to find the missing number.

Activity 2

- **Draw:** Draw a rectangle
- **Demonstrate:** Show how to divide it into 20 parts. Count the parts to show the pupils that they are 20.
- **Draw:** Draw another rectangle
- **Guide:** Work with pupils to divide it into 10 parts. Count with the pupils the parts.

Activity 3

- **Draw:** Draw 3 rows of 10 circles
 ○○○○○○○○○○○○ 10
 ○○○○○○○○○○○○ 20
 ○○○○○○○○○○○○ 30 = 30
- **Demonstrate:** Show how to count by tens to find the total.

- **Draw:** Draw 4 rows of 10 dots.
- **Guide:** Work with pupils to count by tens to find the total.

Classwork

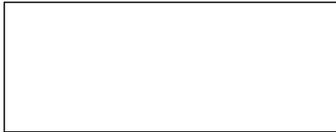
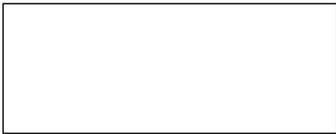
Pupils to work out the activities on page 123.

Conclusion

Ask the pupils to count by 10s from 0 to 50.

Homework

Divide the rectangle in to the parts written.

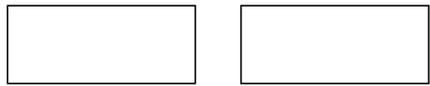
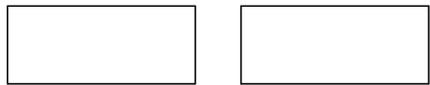
1. 5 
2. 10 

Write the missing number.

3. 15, 17, 19, _____, 23, 25
4. 33, 35, 37, _____, _____.
5. 41, 43, 45, 47, _____.



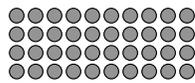
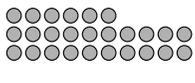
Divide each rectangle into the number of parts.

1. 10 
2. 20 

Write the missing number.

3. 25, 27, 29, _____
4. 43, 45, 47, _____
5. 35, _____, 39, 41
6. 39, 41, _____, 45
7. 25, _____, 29, 31
8. 19, 21, _____, 25

Write the number of circles.

9.  _____
10.  _____

Week 23, Day 3:

Duration: _____

Roll: _____

Remarks: _____

Introduction

Pupils to count by twos from 1 to 49 twice.

Development

Activity 1

- **Draw:** Draw a number line by twos from 1 to 49.
- **Demonstrate:** Count as you point at the numbers ask the pupils to count with you several times.
- **Draw:** Write a number pattern 21, 23, 25, ____, ____, 31.
- **Demonstrate:** Show how to find the missing numbers by counting by twos.
- **Draw:** Write the number pattern 33, 35, 37, ____, ____, ____.
- **Guide:** Work with the pupils to fill in the missing numbers.

Activity 2

- **Demonstrate:** Show how to add the basic addition $7 + 3 =$ ____, $5 + 8 =$ ____, $6 + 4 =$ ____ automatically without counting fingers or counters.
- **Guide:** Work with the pupils to practice more basic addition with numbers between 0 and 9.

Classwork

Pupils to work out the activities on page 124.

Conclusion

Ask the pupils to complete basic addition facts such as $8 + 7 =$ ____, $4 + 6 =$ ____ orally.

Homework

Add.

1. $7 + 4 =$ ____
2. $3 + 8 =$ ____
3. $9 + 8 =$ ____
4. $5 + 5 =$ ____
5. $7 + 9 =$ ____
6. $1 + 1 =$ ____

Write the missing number.

7. 7, 9, ____, ____, 15, 17.
8. 33, 35, ____, ____, 41.
9. Draw a rectangle and divide it into 20 equal parts.



Week 23, Day 4

Add.

1. $6 + 3 =$ ____
2. $4 + 5 =$ ____
3. $8 + 5 =$ ____
4. $9 + 9 =$ ____
5. $3 + 7 =$ ____
6. $1 + 9 =$ ____

Write the missing numbers.

7. 33, ____, 37, ____, 41, 43
8. 41, 43, 45, ____, 49
9. 21, 23, ____, 27, 28, ____
10. ____, 11, 13, 15, ____, 17, 18

124

Week 23, Day 4:

Duration:

Roll:

Remarks: _____

Introduction

Count with pupils by fives from 5 to 50 twice.

Development

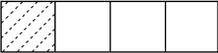
Activity 1

- **Draw:** Write the subtraction facts on the board.
 $8 - 1 = \underline{\quad}$, $7 - 3 = \underline{\quad}$, $10 - 2 = \underline{\quad}$,
 $9 - 7 = \underline{\quad}$.
- **Guide:** Let the pupils provide answers to the various subtraction facts

Activity 2

- **Guide:** Count by fives from 10 to 50 together with the pupils.
- **Draw:** Write the pattern 5, 10, 15, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$
- **Demonstrate:** Show how to count by fives to find the missing numbers.
- **Draw:** Write the pattern 10, 15, 20, 25, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$.
- **Guide:** Work with the pupils to count by fives to find the missing numbers.

Activity 3

- **Draw:** Draw a rectangle and divide it into 4 parts.
- **Demonstrate:** Shade 1 part to represent 1 part of four.
 1 part of four
- **Guide:** Work with pupils to shade 3 parts to represent 3 parts of four.

Classwork

Pupils to work out the activities on page 125.

Conclusion

Give 3 basic subtraction facts and ask the pupils to give you the answer.

Homework

Subtract.

- $3 - 1 = \underline{\quad}$
- $5 - 4 = \underline{\quad}$
- $9 - 6 = \underline{\quad}$

Write the missing number.

- 5, 10, 15, $\underline{\quad}$, $\underline{\quad}$, 30.
- 25, 30, 35, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$.

Note: Do not forget to give the weekly test!



Week 23, Day 5

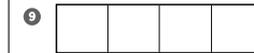
Subtract.

- $7 - 3 = \underline{\quad}$
- $9 - 5 = \underline{\quad}$
- $4 - 3 = \underline{\quad}$
- $8 - 2 = \underline{\quad}$
- $10 - 4 = \underline{\quad}$
- $9 - 6 = \underline{\quad}$

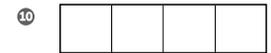
Write the missing numbers.

- 5, 10, 15, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$
- 20, 25, 30, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$

Shade.



two parts out of four



three parts out of four

125

Week 23, Day 5:

Duration:

Roll:

Remarks: _____

Introduction

Count by twos from 10 to 50 together with the pupils.

Development

Activity 1

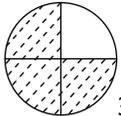
- **Draw:** Write the number pattern 12, 14, 16, _____, _____, _____.
- **Demonstrate:** Show how to fill in the missing numbers through counting by twos.
- **Draw:** Write the number pattern 22, 24, 26, 28, _____, _____.
- **Guide:** Work with the pupils to write the missing numbers through counting by twos.

Activity 2

- **Draw:** Write $12 + 7 = \underline{\quad}$ on the board.
- **Demonstrate:** Show how to find the total by adding ones then tens without counters.
- **Draw:** Write $14 + 3 = \underline{\quad}$
- **Guide:** Work with pupils to find the total by adding ones with then tens without counters.

Activity 3

- **Draw:** Draw a circle and divide into 4 parts.
- **Demonstrate:** Show how to shade the part to show 3 parts of four.



3 parts of four

- **Draw:** Draw another circle and divide into 4 parts.
- **Guide:** Work with the pupils to shade the parts to show 3 parts of four.

Classwork

Pupils to work out the activities on page 126.

Conclusion

Write $13 + 3 = \underline{\quad}$. Ask the pupils to work out the questions and then tell the result.

Homework

Work out:

- $7 + 9 = \underline{\quad}$
- $10 + 7 = \underline{\quad}$
- $14 + 3 = \underline{\quad}$
- $15 + 2 = \underline{\quad}$
- $9 + 11 = \underline{\quad}$
- Draw a rectangle and divide it into 3 quarters.



Week 24, Day 1

Add.

1 $8 + 6 = \underline{\quad}$ 2 $12 + 5 = \underline{\quad}$

3 $9 + 2 = \underline{\quad}$ 4 $16 + 3 = \underline{\quad}$

Count forward by 2s. Write the next numbers.

5 34, 36, 38, _____, _____, _____.

6 28, 30, 32, _____, _____, _____.

7 16, 18, 20, _____, _____, _____.

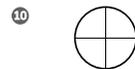
Write the numbers 41 to 50.

8 _____

Shade to show 1 part or 3 parts.



one part



three parts

126

Week 24, Day 1:

Duration:

Roll:

Remarks: _____

Introduction

Ask the pupils to count by tens from 0 to 70 and backwards.

Development

Activity 1

- **Draw:** Write $19 - 6 = \underline{\quad}$.
- **Demonstrate:** Show the pupils how to find the difference by subtracting the ones and the tens.
- **Draw:** Write $18 - 7 = \underline{\quad}$.
- **Guide:** Work with the pupils to work out the question and give the result.

Activity 2

- **Demonstrate:** Count by tens from 0 to 50 and from 50 to 0 twice with the pupils.
- **Draw:** Write the number pattern 50, 40, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$.
- **Demonstrate:** Show how to count by tens to find the missing number.
- **Draw:** Write 40, 30, $\underline{\quad}$, $\underline{\quad}$.
- **Guide:** Work with the pupils to find the missing numbers in the pattern.

Classwork

Pupils to work out the activities on page 127.

Conclusion

Write the pattern 0, 10, 20, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$ and ask the pupils to find the missing numbers.

Homework

Subtract.

1. $13 - 8 = \underline{\quad}$ 2. $18 - 8 = \underline{\quad}$

3. $12 - 3 = \underline{\quad}$

Write the next numbers.

4. 0, 10, 20, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$.

5. 50, 40, 30, $\underline{\quad}$, $\underline{\quad}$.



Week 24, Day 2

Subtract.

1 $12 - 5 = \underline{\quad}$ 2 $16 - 8 = \underline{\quad}$

3 $9 - 7 = \underline{\quad}$ 4 $20 - 9 = \underline{\quad}$

5 $13 - 6 = \underline{\quad}$ 6 $17 - 4 = \underline{\quad}$

7 $10 - 8 = \underline{\quad}$ 8 $18 - 10 = \underline{\quad}$

Count by 10s. Write the next numbers.

9 0, 10, 20, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$.

10 50, 40, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$.

127

Week 24, Day 2:

Duration:

Roll:

Remarks: _____

Introduction

Count by twos from 50 to 20 twice with the pupils.

Development

Activity 1

- **Draw:** Write the numbers from 50 to 20 by twos .
- **Demonstrate:** Count as you point at the numbers.
- **Draw:** Write the pattern 38, 36, 34, _____, _____ .
- **Demonstrate:** Show the pupils how to find the missing numbers.
- **Draw:** Write the pattern 50, 48, 46, 44, _____, _____, _____
- **Guide:** Work with the pupils to find the missing numbers.

Activity 2

- **Draw:** Write the numbers 12, 8 and 10.
- **Demonstrate:** Show how to order the numbers from the least to the greatest. Emphasize that 8 is a single digit. 12 is the greatest due to the digit 2 compared with 0 in 10.
- **Guide:** Ask the pupils to order the numbers 18, 9, 20 from the least to the greatest.

Activity 3

- **Draw:** Write $18 - 3 = \underline{\quad}$ and $7 + 4 = \underline{\quad}$.
- **Demonstrate:** Show how to add or subtract.
- **Draw:** Write $13 + 5 = \underline{\quad}$ and $10 - 8 = \underline{\quad}$.
- **Guide:** Work with pupils to add or subtract.

Classwork

Pupils to work out the activities on page 128.

Conclusion

Have the numbers 11, 8, 18. Have the pupils order them from least to greatest.

Homework

Subtract.

- $18 - 5 = \underline{\quad}$
- $15 - 5 = \underline{\quad}$
- $9 - 4 = \underline{\quad}$
- $5 + 12 = \underline{\quad}$
- $12 + 5 = \underline{\quad}$

Add.



Week 24, Day 3

Add or subtract.

1 $15 - 7 = \underline{\quad}$ 2 $11 + 8 = \underline{\quad}$

3 $19 - 12 = \underline{\quad}$ 4 $9 + 7 = \underline{\quad}$

5 $17 - 11 = \underline{\quad}$ 6 $5 + 13 = \underline{\quad}$

Order from least to greatest.

7

13	9	17
----	---	----

8

14	16	11
----	----	----

____, ____, ____

____, ____, ____

Write the missing numbers.

9 50, 48, _____, 44, 42, _____, 38

10 38, 36, _____, 32, 30, _____, 26

128

Week 24, Day 3:

Duration:

Roll:

Remarks: _____

Introduction

Write the number from 31 to 50 on the board and ask pupils to count by ones with the pupils as you point to the numbers.

Development

Activity 1

- **Draw:** Write the numbers 20, 19, 17 on the board.
- **Demonstrate:** Show the pupils how to order them from the least to the greatest.
- **Draw:** Write the numbers 18, 12, 20.
- **Guide:** Work with the pupils to order them from the least to the greatest.

Activity 2

- **Draw:** Draw a place value chart. Write the number 46 beside it.
- | | | |
|----|------|------|
| 46 | Tens | Ones |
| | 4 | 6 |
- **Demonstrate:** Show the pupils how to write the number in the place value chart.
 - **Draw:** Write the number 28.
 - **Guide:** Work with the pupils to represent 28 in the place value chart.

Activity 3

- **Draw:** Write $12 - 3 - 3 = \underline{\quad}$.
- **Demonstrate:** Show the pupils to subtract ($12 - 3$) then subtract 3 from the difference to find the answer 6.
- **Draw:** Write $10 - 2 - 2 = \underline{\quad}$.
- **Guide:** Work with the pupils to work out the question.

Classwork

Pupils to work out the activities on page 129.

Conclusion

Write the number 39 and ask the pupils to represent the digits in a place value chart.

Homework

Order from least to greatest.

1. 15, 17, 20 2. 19, 11, 13

Fill in the place value charts

3. 41

Tens	Ones

4. 34

Tens	Ones



Count backward by 1s. Write the next 3 numbers.

1. 37, 36, 35, , , .

2. 44, 43, 42, , , .

Order from least to greatest.

3.

15	10	18
----	----	----

4.

17	20	14
----	----	----

 , ,

 , ,

Subtract.

5. $15 - 8 = \underline{\quad}$

6. $15 - 5 - 5 = \underline{\quad}$

Write the missing symbol.

7. $3 \underline{\quad} 2 = 5$

8. $4 \underline{\quad} 1 = 3$

Fill in the place value charts.

9. 48

Tens	Ones

10. 31

Tens	Ones

Week 24, Day 4:

Duration:

Roll:

Remarks: _____

Introduction

Count by ones from 50 to 30 twice with the pupils.

Development

Activity 1

- **Draw:** Write the number 48.
- **Demonstrate:** Show the pupils how to represent the digits in the place value chart. Emphasize the tens and the ones.

Tens	Ones
4	8

- **Draw:** Write the number 40.
- **Guide:** Work with the pupils to represent the number in the place value chart.

Activity 2

- **Draw:** Write $4 - 1 = 5 - \underline{\quad}$.
- **Demonstrate:** Show how to complete the subtraction sentence by working out the side with all numbers then working out the other side.

e.g. $4 - 1 = 5 - \underline{\quad} \Rightarrow 3 = 5 - \underline{2}$
 $3 = 5 - \underline{\quad}$

- **Draw:** Write $3 - 1 = 4 - \underline{\quad}$.
- **Guide:** Work with the pupils to work out the subtraction to find the missing number.

Activity 3

- **Draw:** Write $8 + 1 \underline{\quad} 9$.
- **Demonstrate:** Show how to the pupils the use of equal sign and how it is written.

- **Draw:** Write $3 + 2 \underline{\quad} 5$.
- **Guide:** Work with the pupil to name the missing symbol and write the symbol on the appropriate space in the number sentence.

Classwork

Pupils to work out the activities on page 130.

Conclusion

Guide: Write $5 - 3 = 4 - \underline{\quad}$. Ask the pupils to work out in their exercise books the, one to do on the board.

Homework

Subtract.

1. $16 - 6 = \underline{\quad}$ 2. $18 - 3 = \underline{\quad}$

3. $9 - 4 = \underline{\quad}$

Fill in the place value charts

4. 36

Tens	Ones

5. 50

Tens	Ones

Note: Do not forget to give the weekly test!



Write the next 5 numbers.

1. 34, 33, 32, , , .

2. 49, 48, 47, , , .

Fill in the place value charts.

3. 32

Tens	Ones

4. 46

Tens	Ones

Subtract.

5. $15 - 6 = \underline{\quad}$

6. $15 - 3 - 3 = \underline{\quad}$

Write the missing symbol.

7. $4 \underline{\quad} 3 = 1$

8. $2 + 3 \underline{\quad} 5$

Complete to make equal.

9. $2 - 1 = \underline{\quad} - 2$

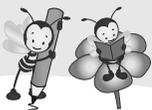
10. $4 - \underline{\quad} = 3 - 1$

Week 24, Day 5:

Duration:

Roll:

Remarks: _____



Speed test 6



Check-Up Quiz, Weeks 21-24

Work out.

$9 + 6 = \underline{\quad}$

$4 + 9 = \underline{\quad}$

$6 + 7 = \underline{\quad}$

$5 + 9 = \underline{\quad}$

$8 + 7 = \underline{\quad}$

$8 + 8 = \underline{\quad}$

$6 + 9 = \underline{\quad}$

$9 + 7 = \underline{\quad}$

$7 + 8 = \underline{\quad}$

$7 + 9 = \underline{\quad}$

$8 + 9 = \underline{\quad}$

$9 + 8 = \underline{\quad}$

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

$15 - 7 = \underline{\quad}$

$14 - 8 = \underline{\quad}$

$15 - 9 = \underline{\quad}$

$16 - 8 = \underline{\quad}$

$15 - 8 = \underline{\quad}$

$16 - 7 = \underline{\quad}$

$17 - 8 = \underline{\quad}$

$16 - 9 = \underline{\quad}$

$17 - 9 = \underline{\quad}$

$18 - 9 = \underline{\quad}$

$15 - 9 = \underline{\quad}$

Count by ones or fives. Write the next numbers.

① 40, 41, 42, , ② 0, 5, 10, ,

Write the missing number.

③ 34, 36, , 40 ④ 40, 30,

Write the missing number.

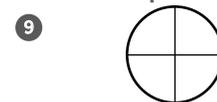
⑤ $13 = 5 + 4 + \underline{\quad}$ ⑥ $12 - 4 - \underline{\quad} = 6$

⑦ $5 + \underline{\quad} = 10$

Divide each rectangle into 20 parts.



Shade 1 part of the shape.



Write numbers from 47 to 56.

⑩ _____

Introduction

Ask pupils to count backwards by ones from 32 to 1.

Development

Activity 1

- **Draw:** Draw a number line from 0 to 30. Write the number 25 and 18.
- **Demonstrate:** Show the pupils how to find the greatest number using the number line.
- **Draw:** Write the numbers 30 and 20.
- **Guide:** Work with the pupils to find the greatest number using the number line.

Activity 2

- **Draw:** Draw 5 rows of 5 dots each.

- **Demonstrate:** Show how to find the total number by counting the first row then count by fives to find the total number 25.
- **Draw:** Draw 4 rows of 5 dots.

- **Guide:** Work with the pupils to count by fives to find the total number of dots.

Activity 3

- **Draw:** Draw a place value chart. Write the number 36 beside it.

36	Tens	Ones

- **Demonstrate:** Show how to fill the digits in the place value chart.

Tens	Ones
3	6

- **Guide:** Write 40 and ask the pupils to represent the number in the place value chart.

40	Tens	Ones
	4	0

Activity 4

- **Guide:** Ask the pupils basic addition and subtraction facts and let the pupils give the answers orally.

Classwork

Pupils to work out the activities on page 133.

Conclusion

Write 23 and 26 and ask a pupil to identify the greatest number.

Homework

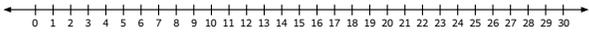
Circle the greatest

1. 16, 17 2. 23, 13 3. 29, 26

Subtract.

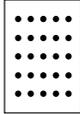
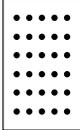
4. $9 - 5 = \underline{\quad}$ 5. $10 - 7 = \underline{\quad}$

Use the number line to circle the greater number.



1. 16 14 2. 21 29

Count and write the number of dots.

3.  _____ 4.  _____

Fill in the place value chart for the number.

5. 45

Tens	Ones

 6. 30

Tens	Ones

Subtract.

7. $9 - 4 = \underline{\quad}$ 8. $8 - 6 = \underline{\quad}$

Add.

9. $5 + 3 = \underline{\quad}$ 10. $6 + 4 = \underline{\quad}$

Week 25, Day 1:	Duration:	Roll:
_____	_____	_____
Remarks: _____		

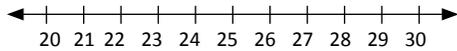
Introduction

Let the pupils count by ones from 20 to 30 and backwards from 30 to 20 twice.

Development

Activity 1

- **Draw:** Draw a number line from 20 to 30. Write the numbers 26 and 21.



- **Demonstrate:** Show how to find the greater number from the number line by checking the number to the right.
- **Draw:** Write the numbers 22 and 29.
- **Guide:** Work with pupils to find the lesser number by checking the number to the left of the other in the number line.

Activity 2

- **Draw:** Draw 4 rows of 10 dots.

○○○○○○○○○○○○

○○○○○○○○○○○○

○○○○○○○○○○○○

○○○○○○○○○○○○
- **Demonstrate:** Show the pupils how to count by tens to find 40.

○○○○○○○○○○○○ 10

○○○○○○○○○○○○ 20

○○○○○○○○○○○○ 30

○○○○○○○○○○○○ 40
- **Draw:** Draw 3 rows of 10 dots.
- **Guide:** Work with the pupils to count by tens to find the total.

Classwork

Pupils to work out the activities on page 134.

Conclusion

Write 27, 25 and ask the pupils to show which one is greater and which is less.

Homework

Circle the greater number

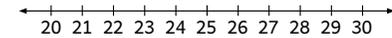
1. 22, 21 2. 23, 19 3. 27, 29

Circle the lesser number

4. 21, 30 5. 30, 20 6. 19, 29



Circle the greater number.



1. 22 27 2. 30 26
3. 24 19 4. 22 25

Circle the lesser number.

5. 26 24 6. 20 25
7. 23 29 8. 24 30

Count and write the number of dots.

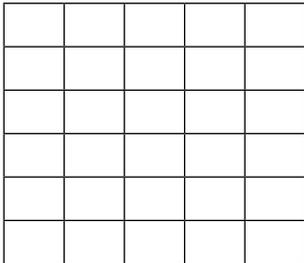
9. 10.

Week 25, Day 2: Duration: Roll:

Remarks: _____

Introduction

Draw a rectangle and divide it into 6 rows of 5 each. Ask the pupils to count it by 5s to find the total number of rectangles formed.



6 rows by 5 columns

Development

Activity 1

- **Demonstrate:** Have number cards with numbers 24, 28. Show how to find the greater number by first looking at the tens place value then the ones. Show that 28 is greater since 8 in the ones place value while 24 is less because 4 in the ones place is less than 8.
- **Guide:** Ask the pupils to repeat the activity with number 21 and 19.

Activity 2

- **Draw:** 3 rows of 10 dots and 1 row of 5 dots.
- **Demonstrate:** Count the number of dots by tens for the three rows and the last row the individual dots.
- **Draw:** Draw 2 rows of 10 dots and 1 row of 6 dots.
- **Guide:** Ask the pupils to count the total number of dots as you guide.

Activity 3

- **Draw:** Write $29 - 15 = \underline{\quad}$.
- **Demonstrate:** Show how to write $29 - 15$ in vertical form as
$$\begin{array}{r} 29 \\ - 15 \\ \hline \end{array}$$
 and work out the question.
- **Draw:** Write $98 - 54 = \underline{\quad}$.
- **Guide:** Work with pupils to write it in vertical format and subtract.

Classwork

Pupils to work out the activities on page 135.

Conclusion

Write the numbers 23 and 26 on the board. Ask a pupil to circle the one that is less.

Homework

Subtract.

$$\begin{array}{r} 47 \\ - 14 \\ \hline \end{array}$$

$$\begin{array}{r} 99 \\ - 43 \\ \hline \end{array}$$

$$\begin{array}{r} 88 \\ - 11 \\ \hline \end{array}$$

$$\begin{array}{r} 90 \\ - 20 \\ \hline \end{array}$$

Circle the greater number

5. 27, 25 6. 29, 19 7. 25, 30



Count by fives. Write the missing number.

1. 5, 10, 15, , 25

2. 50, 45, , 35, 30

Complete to make equal.

3. $\begin{array}{c} \circ \circ \circ \circ \circ \\ \circ \circ \circ \circ \end{array} = \begin{array}{c} \circ \circ \circ \circ \\ \circ \circ \circ \circ \end{array}$ 4. $\begin{array}{c} \circ \circ \circ \circ \\ \circ \circ \circ \circ \end{array} = \begin{array}{c} \circ \circ \circ \circ \circ \\ \circ \circ \circ \circ \circ \end{array}$

9 - = 8 - 6 8 - 3 = 10 -

Add.

5.
$$\begin{array}{r} 13 \\ + 6 \\ \hline \end{array}$$
 6.
$$\begin{array}{r} 24 \\ + 11 \\ \hline \end{array}$$
 7.
$$\begin{array}{r} 16 \\ + 10 \\ \hline \end{array}$$

8. $7 + 5 + 3 = \underline{\quad}$ 9. $7 + 8 = \underline{\quad}$

Week 25, Day 3:

Duration:

Roll:

Remarks: _____

Introduction

Ask pupils to count by twos and by fives from 50 to 0.

Development

Activity 1

- **Draw:** Write the pattern 50, 48, 46, _____, _____, _____.
- **Demonstrate:** Show how to find the missing number by counting by twos.
- **Guide:** Ask pupils to count by fives from 5 to 50 together.
- **Draw:** Write the pattern 5, 10, 15, _____, _____, _____.
- **Guide:** Work with pupils to identify the missing numbers.

Activity 2

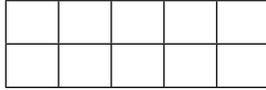
- **Draw:** Write
$$\begin{array}{r} 68 \\ -15 \\ \hline \end{array}$$
- **Demonstrate:** Show how to work it out by taking away the ones then the tens.
$$\begin{array}{r} 68 \\ -15 \\ \hline 53 \end{array}$$
- **Draw:** Write
$$\begin{array}{r} 79 \\ -17 \\ \hline \end{array}$$
- **Guide:** Work with the pupils to work out the subtraction using place value.

Activity 3

- **Draw:** Write the numbers from 51 to 60 on the board.
- **Demonstrate:** Point at the numerals as you count.
- **Guide:** Work with the pupils and guide them to copy the numbers in their exercise books.

Activity 4

- **Draw:** Draw a rectangle. 
- **Demonstrate:** Show the pupils how to divide a rectangle in 10 parts.



- **Draw:** Draw a rectangle
- **Guide:** Work with the pupils to divide the rectangle into 20 parts.

Classwork

Pupils to work out the activities on page 136.

Conclusion

Ask the pupils to count from 51 to 60 twice.

Homework

Write the missing numerals.

1. 40, 42, 44, _____, _____, 50.
2. 41, 43, _____, _____, 49.
3. 50, 45, 40, _____, _____, _____.

Subtract.

4.
$$\begin{array}{r} 18 \\ -9 \\ \hline \end{array}$$
5.
$$\begin{array}{r} 15 \\ -5 \\ \hline \end{array}$$
6.
$$\begin{array}{r} 18 \\ -7 \\ \hline \end{array}$$
7.
$$\begin{array}{r} 19 \\ -5 \\ \hline \end{array}$$



Week 25, Day 4

Complete to make equal.

$$1 \quad \underline{\quad} - 5 = 9 - 6 \quad 2 \quad 9 - \underline{\quad} = 6 - 4$$

Add.

$$3 \quad \begin{array}{r} 15 \\ +4 \\ \hline \end{array} \quad 4 \quad \begin{array}{r} 27 \\ +2 \\ \hline \end{array} \quad 5 \quad \begin{array}{r} 18 \\ +10 \\ \hline \end{array} \quad 6 \quad \begin{array}{r} 21 \\ +3 \\ \hline \end{array}$$

$$7 \quad 6 + 5 + 4 = \underline{\quad} \quad 8 \quad 6 + 9 = \underline{\quad}$$

$$9 \quad 6 + 6 + 6 = \underline{\quad} \quad 10 \quad 6 + 12 = \underline{\quad}$$

$$11 \quad 8 + 3 + 8 = \underline{\quad} \quad 12 \quad 8 + 11 = \underline{\quad}$$

$$13 \quad 2 + 9 + 8 = \underline{\quad} \quad 14 \quad 2 + 17 = \underline{\quad}$$

136

Week 25, Day 4:

Duration:

Roll:

Remarks: _____

Introduction

Ask pupils to count from 40 to 60 twice.

Development

Activity 1

- **Demonstrate:** Count by twos from 2 to 50 and let the pupils write numbers in their exercise books.
- **Guide:** Count forward and backward with the pupils.
- **Draw:** Write the pattern 49, 47, 45, ____, ____, ____, 37.
- **Demonstrate:** Show how to find the missing numbers by counting by twos.
- **Draw:** Write the pattern 27, 25, 23, ____, ____, 17.
- **Guide:** Work with pupil to identify the missing numbers.

Activity 2

- **Draw:** Write the pattern 45, 40, 35, ____, ____.
- **Demonstrate:** Show the pupils how to find the missing numbers by counting by fives backwards.
- **Draw:** Write the pattern 20, 25, 30, ____, ____, ____.
- **Guide:** Work with the pupils to find the missing numbers by counting by fives.

Activity 3

- **Draw:** Write the numbers from 41 to 60 in symbols and words.
- **Guide:** Let the pupils copy in their exercise books.

Classwork

Pupils to work out the activities on page 137.

Conclusion

Ask pupils to write two numbers between 50 and 60 on the board.

Homework

Write the missing numerals.

1. 49, 47, 45, ____, ____, ____.
2. 37, 35, 33, ____, ____, ____.
3. 31, 33, 35, ____, ____, ____.
4. 50, 45, 40, ____, ____, ____.
5. 20, 22, 24, 26, ____, ____.

Write the numerals from 51 to 60.

6. 51, 52, 53, ____, ____, ____, ____, ____, ____, ____.

Note: Do not forget to give the weekly test!



Week 25, Day 5

Write the missing number.

① 45, 43, 41, ____, 37, 35, 33

② 37, 35, 33, ____, 29, 27, 25

③ 29, 27, 25, ____, 21, 19, 17

Count by twos or fives. Write the next number.

④ 20, 25, 30, 35, ____, ____, ____.

⑤ 45, 40, 35, 30, ____, ____, ____.

⑥ 50, 48, 46, 44, 42, 40, ____, ____, ____.

⑦ 26, 28, 30, 32, 34, ____, ____, ____.

Write the numbers from 41 to 60.

⑧ 41, _____

⑨ 51, _____

137

Week 25, Day 5:

Duration:

Roll:

Remarks: _____

Introduction

Write the numbers from 41 to 60 on the board and count with the pupils as you point at the numbers.

Development

Activity 1

- **Draw:** Write the numbers 22 and 24.
- **Demonstrate:** Show how to use a number line or place value to identify a number that is greater than the other.
- **Draw:** Write the numbers 27 and 29.
- **Guide:** Work with the pupils to determine the lesser number (27) using place value or number line.

Activity 2

- **Draw:** Write the numbers 71 to 90 on the board.
- **Demonstrate:** Count the numbers.
- **Guide:** Ask pupils to copy the numbers as they count.

Activity 3

- **Draw:** Write $15 - 5 - 2 = \underline{\quad}$.
- **Demonstrate:** Show how to work out the question by first subtracting $(15 - 5)$ to get to 10 and then $(10 - 2)$ to get 8.
- **Draw:** Write $15 - 7 = \underline{\quad}$.
- **Demonstrate:** Show how to work out the question by breaking apart 7 into 5 and 2 and subtracting from 15 e.g. $15 - 5 - 2 = \underline{\quad}$ and find the answer.
- **Draw:** Write $18 - 9 = \underline{\quad}$.
- **Guide:** Work with pupils to break 9 into 8 and 1 and then find the answer $18 - 8 - 1 = \underline{\quad}$. $10 - 1 = 9$

Classwork

Pupils to work out the activities on page 138.

Conclusion

Ask the pupils to count from 0 to 60 by 2s.

Homework

Circle the lesser number

1. 27, 29 2. 21, 19 3. 24, 28

Circle the greater number

4. 22, 21 5. 29, 20 6. 24, 30

Subtract.

7. $18 - 9 = \underline{\quad}$ 8. $15 - 7 = \underline{\quad}$



Circle the greater number.

1. 24 28 2. 27 23

Circle the lesser number.

3. 21 22 4. 26 29

Write the numbers from 71 to 80.

5. 71 _____

Write the numbers from 81 to 90.

6. 81 _____

Subtract.

7. $14 - 2 - 5 = \underline{\quad}$ 8. $14 - 7 = \underline{\quad}$

9. $15 - 9 = \underline{\quad}$ 10. $15 - 5 - 4 = \underline{\quad}$

Week 26, Day 1:

Duration:

Roll:

Remarks: _____

Introduction

Let pupils count from 30 to 70 by ones twice.

Development

Activity 1

- **Guide:** Count from 50 to 20 by fives 3 times with the pupils.
- **Draw:** Write the pattern 0, 5, 10, 15, _____, _____, _____.
- **Guide:** Work with the pupils to count by fives and fill in the missing numbers.

Activity 2

- **Draw:** Write the numbers 61 to 70 on the board.
- **Demonstrate:** Show the pupils how to count as you point at the numbers.
- **Guide:** Work with the pupils as they copy the numbers in their exercise books.

Activity 3

- **Draw:** Write $9 - \underline{\quad} = 8 - 2$.
- **Demonstrate:** Show the pupils how to complete the statement to make each side equal by working out the complete part i.e. $(8 - 2)$ to find 6 then writing $9 - \underline{\quad} = 6$. Then finding the answer by subtracting $(9 - 6)$ to find three. Write $9 - 3 = 8 - 2$.
- **Draw:** Write $8 - \underline{\quad} = 9 - 5$.
- **Guide:** Work with the pupils to find the missing number to complete the statement.

Classwork

Pupils to work out the activities on page 139.

Conclusion

Write $10 - 6 = 7 - \underline{\quad}$. Ask a pupil to find the missing number to balance the statement.

Homework

Write the numerals from 61 to 70.

1. 61, 62, _____, _____, _____, _____, _____, _____, _____.

Write the missing numeral.

2. 20, 25, 30, _____, _____, 45

3. 50, 45, 40, _____, _____, _____.

Balance to make equal.

4. $8 - \underline{\quad} = 10 - 7$

5. $9 - 8 = 4 - \underline{\quad}$



Week 26, Day 2

Write the missing numbers.

1. 50, 45, 40, _____, 30, _____

2. 20, _____, 30, 35, _____, 45

Write the numbers from 61 to 70.

3. 61, _____, _____, _____, _____, _____, _____, _____, _____, _____.

Complete to make equal.

4. - = - 5. = -

$9 - 6 = \underline{\quad} - 2$ $4 - \underline{\quad} = 5 - 3$

6. - = - 7. = -

$6 - 5 = \underline{\quad} - 3$ $5 - \underline{\quad} = 7 - 6$

139

Week 26, Day 2:

Duration:

Roll:

Remarks: _____

Introduction

Write the numbers from 41 to 70 and count with the pupils as you point at the number.

Development

Activity 1

- **Draw:** Write $9 - \underline{\quad} = 6 - 2$.
- **Demonstrate:** Show the pupils how to find the missing number.
 $-6 - 2 = 4$ and $9 - \underline{\quad} = 4$
 $-$ Subtract 4 from 9 to get $9 - 4 = 5$
 $-$ Write: $9 - \underline{5} = 6 - 2$.
- **Draw:** Write $10 - \underline{\quad} = 7 - 4$.
- **Guide:** Ask the pupils to work out the missing number in their exercise books using the same methods.

Activity 2

- **Draw:** Write $2 + 7 + 8 = \underline{\quad}$.
- **Demonstrate:** Show pupils how to work out
 $2 + 7 + 8 = 2 + 8 + 7$
 $= 10 + 7 = 17$
- Emphasize that when adding 3 numbers use numbers that will give you 10 when two numbers are added.
- **Draw:** Write $3 + 5 + 7 = \underline{\quad}$.
- **Guide:** Work with the pupils to work out the additions in their exercise books and then one to work out the answer in the board.

Activity 3

- **Draw:** Write the pattern 35, 40, 45, $\underline{\quad}$, $\underline{\quad}$.
- **Guide:** Work with the pupils to find the missing numbers.

Classwork

Pupils to work out the activities on page 140.

Conclusion

Write $9 + 6 + 1 = \underline{\quad}$. Ask 1 pupil to work out on the board.

Homework

1. Write the numerals from 51 to 70 in your exercise book.
- Balance to make equal.
2. $8 - 3 = 9 - \underline{\quad}$
 3. $10 - 7 = 5 - \underline{\quad}$
 4. $6 - \underline{\quad} = 8 - 4$
 5. $8 - 6 = \underline{\quad} - 2$



Write the numbers from 71 to 90.

1. 71

2. 81

Complete to make equal.

3. $\begin{array}{c} \circ \circ \circ \\ \circ \circ \circ \end{array} - \circ = \square - \begin{array}{c} \circ \circ \\ \circ \circ \end{array}$ 4. $\begin{array}{c} \circ \circ \circ \circ \\ \circ \circ \circ \end{array} = \begin{array}{c} \circ \circ \circ \\ \circ \circ \end{array}$

$6 - 1 = \underline{\quad} - 3$ $7 - \underline{\quad} = 5 - 3$

Add.

5. $1 + 10 + 8 = \underline{\quad}$ 6. $11 + 2 + 1 = \underline{\quad}$

Count by fives. Write the missing number.

7. 5, 10, 15, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$.

8. 50, 45, 40, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$.

Week 26, Day 3:

Duration:

Roll:

Remarks: _____

Introduction

Write the pattern 0, 5, 10, 15, 20, _____, 30, 35, 40.

Ask the pupils to count by fives to find the missing number.

Development

Activity 1

- **Draw:** Write $\underline{\quad} - 5 = 9 - 4$.
- **Demonstrate:** Show how to work out the right hand side $9 - 4$ to get 5, therefore $\underline{\quad} - 5 = 5$. To get the missing number, add $5 + 5$ to get 10. $10 - 5 = 5$.
- **Draw:** Write $\underline{\quad} - 9 = 6 - 5$.
- **Guide:** Work with the pupils to complete the statement.

Activity 2

- **Draw:** Write $\begin{array}{r} 12 \\ + 13 \\ \hline \end{array}$
- **Demonstrate:** Show how to find the total by first adding the ones ($3 + 2$) then the tens ($1 + 1$) and writing the answers below them.
- **Draw:** Write $\begin{array}{r} 16 \\ + 12 \\ \hline \end{array}$
- **Guide:** Work with the pupils to work out the total by adding ones then tens.

Activity 3

- **Draw:** Write $2 + 7 + 8 = \underline{\quad}$.
- **Demonstrate:** Show how to add the three single digit numbers by adding two numbers at a time.
- Make a ten using 8 and 2 $\rightarrow 8 + 2 = \underline{10}$.

- Add the remaining number $\rightarrow 10 + 7 = \underline{17}$
- **Draw:** Write $6 + 3 + 4 = \underline{\quad}$.
- **Guide:** Work with pupils to find the total by making a 10 then adding the remaining number.

Classwork

Pupils to work out the activities on page 141.

Conclusion

Write $\begin{array}{r} 14 \\ + 11 \\ \hline \end{array}$ Ask a pupil to work out the sum on the board.

Homework

Balance to make equal.

1. $8 - \underline{\quad} = 10 - 7$ 2. $9 - 7 = 4 - \underline{\quad}$

Add.

3. $\begin{array}{r} 10 \\ + 7 \\ \hline \end{array}$ 4. $\begin{array}{r} 14 \\ + 11 \\ \hline \end{array}$

5. $\begin{array}{r} 17 \\ + 12 \\ \hline \end{array}$



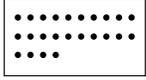
Circle the lesser number.

1. 23 28 2. 29 22

Circle the greater number.

3. 24 23 4. 21 27

Count and write the number of dots.

5.  _____ 6.  _____

Divide each shape into the number of parts.

7. 30  

8. 20  

Subtract.

9. $\begin{array}{r} 88 \\ - 23 \\ \hline \end{array}$ 10. $\begin{array}{r} 99 \\ - 76 \\ \hline \end{array}$

Week 26, Day 4:	Duration:	Roll:
_____	_____	_____
Remarks: _____		

Introduction

Write $\underline{\quad} - 3 = 9 - 2$.

Ask the pupils to find the missing number to make equal.

Development

Activity 1

- **Draw:** Write $\underline{\quad} - 5 = 9 - 4$ on the board.
- **Demonstrate:** Show how to complete the sentence by first working out the side that has all numbers then working out the answer for the side $9 - 4 = 5$, $\underline{\quad} - 5 = 5$, $10 - 5 = 5$.
- **Draw:** Write another sentence $8 - 4 = \underline{\quad} - 5$.
- **Guide:** Work with the pupils to find the missing number to make equal.

Activity 2

- **Draw:** Write $\begin{array}{r} 14 \\ + 11 \\ \hline \end{array}$
- **Demonstrate:** Show how to find the total by adding the ones then the tens and writing the answer below it.
- **Draw:** Write $\begin{array}{r} 17 \\ + 2 \\ \hline \end{array}$
- **Guide:** Work with the pupils to add the ones then the tens to find the answer.

Activity 3

- **Draw:** Write $6 + 7 + 5 = \underline{\quad}$.
- **Demonstrate:** Show how to add by adding two numbers at a time; ($6 + 7 = 13$) Then the total to the remaining number; ($13 + 5$) to get 18.
- **Draw:** Write $4 + 8 + 4 = \underline{\quad}$
- **Guide:** Work with the pupils to find out the total.

Classwork

Pupils to work out the activities on page 142.

Conclusion

Write $\begin{array}{r} 14 \\ + 12 \\ \hline \end{array}$

Ask the pupils to work out the question.

Homework

Add.

1. $3 + 9 + 7 = \underline{\quad}$

2. $6 + 3 + 7 = \underline{\quad}$

3. $\begin{array}{r} 18 \\ + 11 \\ \hline \end{array}$

4. $\begin{array}{r} 17 \\ + 12 \\ \hline \end{array}$

Balance.

5. $8 - \underline{\quad} = 4 - 2$

6. $10 - 7 = 8 - \underline{\quad}$

7. $9 - \underline{\quad} = 7 - 5$

Note: Do not forget to give the weekly test!



Write the missing numbers.

1. $49, \underline{\quad}, 45, \underline{\quad}, 41$

2. $41, 39, 37, \underline{\quad}, 33, 31, \underline{\quad}$

Count by twos or by fives. Write the next number.

3. $50, 48, 46, \underline{\quad}, \underline{\quad}, \underline{\quad}$.

4. $5, 10, 15, \underline{\quad}, \underline{\quad}, \underline{\quad}$.

Divide each shape into the number of parts.



Subtract.

7. $\begin{array}{r} 17 \\ - 10 \\ \hline \end{array}$

8. $\begin{array}{r} 15 \\ - 4 \\ \hline \end{array}$

Write the numbers from 51 to 60.



Week 26, Day 5:

Duration:

Roll:

Remarks: _____

Introduction

Write the numbers from 61 to 70 on the board showing each number except 63, 65 and 69. Have pupils identify the missing numbers.

Development

Activity 1

- **Draw:** Write the numerals from 71 and 80 on the board.
- **Demonstrate:** Show how to count as you point at each number.
- **Guide:** Work with the pupils to count as you point at each number and ask the pupils to copy them in their exercise books.

Activity 2

- **Draw:** Write $12 - 3 - 7 = \underline{\quad}$.
- **Demonstrate:** Show the pupils how to subtract by first subtracting $(12 - 3)$ to get 9 and then $(9 - 7)$ to get 2. $12 - 3 - 7 = (12 - 3) - 7 = 9 - 7 = 2$
- **Draw:** Write $14 - 8 - 1 = \underline{\quad}$
- **Guide:** Work with the pupils to complete the number sentence.

Activity 3

- **Draw:** Draw curved and straight lines and name them A to D as shown .e.g.



- **Guide:** Work with the pupils in identifying curved lines and then straight lines.

Classwork

Pupils to work out the activities on page 143.

Conclusion

Draw different lines on the board and ask different pupils to identify curved lines and straight lines.

Homework

Subtract.

1. $15 - 6 - 2 = \underline{\quad}$ 2. $18 - 7 - 1 = \underline{\quad}$

Write the numerals 71 to 80.

3. 71, 72, , , , , , , , .

Circle the curved lines.



Circle the **curved** lines.



Circle the **straight** lines.



Write the numbers from 61 to 70.

3. _____

Write the numbers from 71 to 80.

4. _____

Subtract.

5. $13 - 1 - 4 = \underline{\quad}$ 6. $13 - 6 = \underline{\quad}$

7. $16 - 8 = \underline{\quad}$ 8. $16 - 6 - 5 = \underline{\quad}$

Week 27, Day 1:

Duration:

Roll:

Remarks: _____

Introduction from 81 to 90 twice with the pupils.

Development

Activity 1

- **Draw:** Write the numbers in symbols and words as shown.

0 zero 5 five 
1 one  6 six 
2 two  7 seven 
3 three  8 eight 
4 four  9 nine 

- **Demonstrate:** Show pupils how to read the numbers in words from zero to nine twice as the pupils listen.
- **Guide:** Read the numbers together with the pupils then let them copy the number names in their books.

Activity 2

- **Draw:** Write the number five in words and draw 5 sticks to represent the number.

e.g.  five

- **Guide:** Write the number two in words and work with the pupils to draw the sticks to represent the number.

Activity 3

- **Draw:** Write the numbers from 81 to 90 on the board.
- **Guide:** Count with pupils as you point at the numbers.

Classwork

Pupils to work out the activities on page 144.

Conclusion

Write the numbers 4 and 5 ask the two pupils come to write the numbers in words on the board.

Homework

Write the number in words

1. 4 _____ 8 _____
2 _____ 7 _____
0 _____

2. Draw balls

Three one
six

3. Write numerals from 81 to 90.



Write the number words.

- 1 | _____ 4 _____ 7 _____
2 _____ 5 _____ 8 _____
3 _____ 6 _____ 9 _____

Draw sticks.

2 six 3 five 4 one

Write the missing numbers.

- 5 81, 82, _____, _____, _____, _____
6 87, 88, _____, 90, _____, _____

Week 27, Day 2:	Duration:	Roll:
_____	_____	_____
Remarks: _____		

Introduction

Write the numbers 39, 36. Ask the pupils to identify which number is greater and which is less.

Development

Activity 1

- **Demonstrate:** Show how to count from 91 to 99 twice.
- **Guide:** Write the numbers from 91 to 99 on the board and work with the pupils to count as you point at the number.
- Let the pupils copy the number then count after you.

Activity 2

- **Draw:** Write the numbers 39 and 40
- **Demonstrate:** Show how to find the greater and lesser number using place values and the number line.
- **Guide:** Give number cards 29 and 31 and work with the pupils to identify which is less and which is greater.

Activity 3

- **Demonstrate:** Have various coins for Ksh 1, Ksh 5, Ksh 10, Ksh 20, Ksh 40. Then show the pupils each coin and where the value is written.
- **Guide:** Show pupils coins of various denomination from Ksh 1 to Ksh 40 and work with the pupils to tell their value.

Classwork

Pupils to work out the activities on page 145.

Conclusion

Ask pupils to write the numeral 73, 72, 70 and 80 on the board.

Homework

Write the numerals from 91 to 99.

1. 91, 92, 93, _____, _____, _____, _____, _____, _____, _____.

Circle the greater number.

2. 35, 29 3. 18, 38 4. 39, 19

Circle the lesser number.

5. 18, 28 6. 36, 15



Write the value.

1  _____ Ksh

2  _____ Ksh

3  _____ Ksh

4  _____ Ksh

5  _____ Ksh

Circle the **greater** number.

6 35 39 7 16 12

Circle the **lesser** number.

8 32 33 9 15 18

Write the numbers from 81 to 90.

10 _____

Write the numbers from 91 to 99.

11 _____

Week 27, Day 3:

Duration:

Roll:

Remarks: _____

Introduction

Ask the pupils to count from 70 to 99 by ones twice.

Development

Activity 1

- **Demonstrate:** Show how to count from 91 to 99 twice as the pupils listen.
- **Draw:** Write the number from 80 to 99 on the board
- **Guide:** Work with pupils to count as you point at the written numbers then to write the numbers in their books.

Activity 2

- **Draw:** Write $1 + 1 = \underline{\quad}$ and $10 + 10 = \underline{\quad}$.
- **Demonstrate:** Show the pupils how to add $10 + 10$ by explaining that $10 + 10 = 1 \text{ tens} + 1 \text{ tens} = 2 \text{ tens} = 20$. Show that $10 + 10 = 20$.
- **Draw:** Write $2 + 2 = \underline{\quad}$ and $20 + 20 = \underline{\quad}$.
- **Guide:** Work with the pupils to add $2 + 2$ then $20 + 20 = \underline{\quad}$ by adding $2 \text{ tens} + 2 \text{ tens} = 4 \text{ tens}$ so $20 + 20 = 40$.

Activity 3

- **Draw:** Write $8 - 1 = 10 - \underline{\quad}$.
- **Demonstrate:** Show the pupils how to work out the missing numbers by working out the part that is complete ($8 - 1$). Then find out what needs to be subtracted from 10 to get 7.
- **Draw:** Write $7 - \underline{\quad} = 10 - 4$.
- **Guide:** Work with the pupils to find the missing number.

Classwork

Pupils to work out the activities on page 146.

Conclusion

Write $30 + 20 = \underline{\quad}$ and ask the pupils to give the sum.

Homework

Add.

1. $1 + 1 = \underline{\quad}$
 2. $10 + 10 = \underline{\quad}$
 3. $1 + 1 = \underline{\quad}$
 4. $10 + 10 = \underline{\quad}$
- Balance
5. $4 - \underline{\quad} = 8 - 7$
 6. $8 - 2 = 7 - \underline{\quad}$



Week 27, Day 4

Add.

1. $2 + 2 = \underline{\quad}$
2. $4 + 4 = \underline{\quad}$
3. $20 + 20 = \underline{\quad}$
4. $40 + 40 = \underline{\quad}$

Write the numbers from 91 to 99.

9. _____

Complete to make equal.

10. $\begin{array}{c} \circ \circ \circ \\ \circ \end{array} - \circ = \square - \begin{array}{c} \circ \circ \\ \circ \circ \end{array}$
 11. $\begin{array}{c} \circ \circ \circ \circ \\ \circ \circ \end{array} - \circ \circ = \square - \begin{array}{c} \circ \circ \\ \circ \circ \end{array}$
- $5 - 1 = \underline{\quad} - 3$ $8 - 2 = \underline{\quad} - 3$
12. $\begin{array}{c} \circ \circ \circ \\ \circ \circ \circ \end{array} - \underline{\quad} = \begin{array}{c} \circ \circ \circ \\ \circ \circ \circ \end{array}$
 13. $\begin{array}{c} \circ \circ \circ \\ \circ \circ \circ \end{array} - \underline{\quad} = \begin{array}{c} \circ \circ \circ \\ \circ \circ \circ \end{array}$
- $8 - \underline{\quad} = 6 - 2$ $7 - \underline{\quad} = 6 - 4$

146

Week 27, Day 4:

Duration:

Roll:

Remarks: _____

Introduction

Ask the pupils to count by ones from 66 to 99 twice.

Development

Activity 1

- **Draw:** Write $80 - 20 = \underline{\quad}$ on the board.
- **Demonstrate:** Show how to subtract by first subtracting the ones ($0 - 0$) to get 0. Then tens ($8 - 2$) to get 6.

$$80 - 20 = 8 \text{ tens} - 2 \text{ tens} = 6 \text{ tens} = 60$$

$$\begin{array}{r} 80 \\ -20 \\ \hline \end{array}$$

- **Draw:** Write $40 - 20 = \underline{\quad}$.
- **Guide:** Work with the pupils to work it out to get 20.

Activity 2

- **Demonstrate:** Count by fives from 95 to 0 with pupils twice.
- **Draw:** Write the pattern 95, 90, 85, 80, $\underline{\quad}$, $\underline{\quad}$.
- **Demonstrate:** Describe how to fill in the missing numbers by counting by fives.
- **Draw:** Write 60, 65, 70, 75, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$, 95.
- **Guide:** Work with the pupils to find the missing numbers by counting by fives.

Activity 3

- **Draw:** Write $\begin{array}{r} 71 \\ +12 \\ \hline \end{array}$

- **Guide:** Work with the pupils to find the total by first adding the ones then the tens separately.

Classwork

Pupils to work out the activities on page 147.

Conclusion

Write $\begin{array}{r} 78 \\ +11 \\ \hline \end{array}$ Ask the pupils to work out the sum.

Homework

Add.

$$\begin{array}{l} 1. \quad \begin{array}{r} 52 \\ + 6 \\ \hline \end{array} \quad 2. \quad \begin{array}{r} 42 \\ +17 \\ \hline \end{array} \quad 3. \quad \begin{array}{r} 80 \\ +19 \\ \hline \end{array} \end{array}$$

4. $80 - 20 = \underline{\quad}$ 5. $70 - 50 = \underline{\quad}$

6. $80 - 10 = \underline{\quad}$

Note: Do not forget to give the weekly test!



Week 27, Day 5

Subtract.

$$\begin{array}{ll} ① \quad 9 - 2 = \underline{\quad} & ② \quad 8 - 4 = \underline{\quad} \\ ③ \quad 90 - 20 = \underline{\quad} & ④ \quad 80 - 40 = \underline{\quad} \\ ⑤ \quad 7 - 5 = \underline{\quad} & ⑥ \quad 6 - 5 = \underline{\quad} \\ ⑦ \quad 70 - 50 = \underline{\quad} & ⑧ \quad 60 - 50 = \underline{\quad} \end{array}$$

Count by fives. Write the missing number.

⑨ 5, 10, 15, 20, $\underline{\quad}$, 30, 35

⑩ 95, 90, 85, $\underline{\quad}$, $\underline{\quad}$, 70

Add.

$$\begin{array}{llll} ⑪ \quad \begin{array}{r} 65 \\ +14 \\ \hline \end{array} & ⑫ \quad \begin{array}{r} 56 \\ +11 \\ \hline \end{array} & ⑬ \quad \begin{array}{r} 88 \\ +11 \\ \hline \end{array} & ⑭ \quad \begin{array}{r} 47 \\ +12 \\ \hline \end{array} \end{array}$$

147

Week 27, Day 5:

Duration:

Roll:

Remarks: _____



Count by 1s or 5s. Write the next numbers.

1 50, 51, 52, __, __ 2 50, 45, 40, __, __

Write the missing number.

3 49, 47, 45, __ 4 28, 30, __

Write the number of objects in each group. Circle the number that is greatest.

5 6

Count the objects. Then write the number needed to make 10.

7 _____ 8 _____

Fill in the place-value chart.

9 16

	Tens	Ones

Circle the equal halves.

10

Duration: _____ Roll: _____

Remarks: _____



Write the missing numbers or signs.

11 $11 = 5 + 2 + \underline{\quad}$ 12 $5 + \underline{\quad} = 10$

13 $8 - 2 \underline{\quad} 3 + 3$ 14 $4 - 1 = 2 \underline{\quad} 1$

Write the numbers from 61 to 70.

15 _____

Write the numbers from 85 to 94.

16 _____

Draw lines under the squares and rectangles.



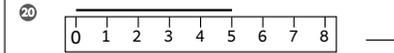
Add.

18 $10 + 2 + 8 = \underline{\quad}$

Circle the object that weighs more than the book.



Measure the line. Write the length.



Duration:	Roll:
_____	_____
Remarks: _____	

Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Duration:	Roll:
_____	_____
Remarks: _____	



Weekly Test, Week 1

Write the following questions on the board. Have pupils write or draw answers in their exercise books. Correct answers appear in brackets—when these are underlined, draw blank lines on the board.

1. Count by 1s. Write the numbers that come next.

1 (2) (3) (4) (5)

2. Count the shapes and write the number of objects.

 (4)

3. Count the fingers and write the number.

 (5)

4. Count the stones. Draw the same number of sticks.



(Students should draw 3 sticks.)

5. Draw four (4) balls.

(Students should draw 4 balls.)

6. Draw the faces together in the box. Write the number.

 (2)

(Students should draw two faces in the box.)

7. Draw lines through these shapes ○.



(Students should draw lines through the circles.)

8. Draw lines through shapes with this color ■.



(Students should draw lines through the black shapes.)

9. Draw lines through the bigger shapes.



(Students should draw a line through the bigger shape in each pair.)

10. Write the numbers in order.

4, 2, 5, 3, 1

(Students should write the numbers in order 1, 2, 3, 4, 5.)



Weekly Test, Week 2

Write the following questions on the board. Have pupils write or draw answers in their exercise books. Correct answers appear in brackets—when these are underlined, draw blank lines on the board.

1. Count the objects and write the number.



(3)

2. Write the number of fingers.



(4)

3. Draw the stars together in the box. Write the number of stars.



4. Number the events to show their order.

Waking up _____

Going to school _____

Taking breakfast _____

5. Draw equal groups of this number of objects.

4



(Students should draw 4 objects in each box.)

6. Read the number. What is 1 more?

3

(4)

7. Circle the object that is hard.



(Students should circle the can.)

8. Draw lines through the bigger shapes.



(Students should draw a line through the bigger shape in each pair.)

9. Draw lines through objects with this shape



(Students should draw lines through the circles.)

10. Write the set of numbers.

5 1 3 4 2

(Students should write the numbers in order: 5, 1, 3, 4, 2.)



Weekly Test, Week 3

Write the following questions on the board. Have pupils write or draw answers in their exercise books. Correct answers appear in brackets—when these are underlined, draw blank lines on the board.

1. Count the objects and write the number.



2. Write the numbers that come next.

1 2 3 4 5 6 (7)

(8) (9) (10)

3. Write the number of fingers.

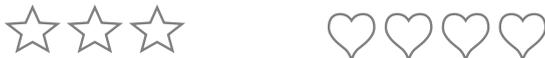


4. Circle the group with less.



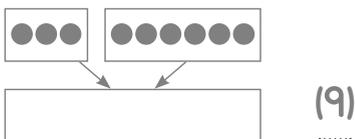
(Students should circle the stars.)

5. Circle the group with more.



(Students should circle the hearts.)

6. Draw the shapes together in the box. Write the number of shapes.



(Students should draw 9 circles in the box.)

7. Count the group. Take 1 away. Write the number of shapes left.



(7)

8. Draw lines through the circles.



(Students should draw lines through the circles.)

9. Copy the numbers in the same order.

5 1 2 3 4

(Students should write the numbers in order: 5, 1, 2, 3, 4.)

10. Copy the numbers in the same order.

6 7 8 9 10

(Students should write the numbers in order: 6, 7, 8, 9, 10.)



Weekly Test, Week 4

Write the following questions on the board. Have pupils write or draw answers in their exercise books. Correct answers appear in brackets—when these are underlined, draw blank lines on the board.

1. Count the objects and write the number of objects.



2. Write the numbers that come next.

1 2 (3) (4) (5) (6)
.....
(7) (8) (9) (10)
.....

3. Write the number of fingers you need to make 5.



4. Circle the group with more.



(Students should circle the circles.)

5. Circle the group with less.



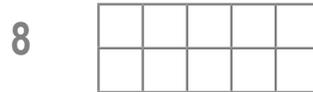
(Students should circle the face.)

6. Count the shapes. Write the number of shapes under each group. Write = sign.



(Students should write the numeral 7 under each group and the equal sign between them.)

7. Fill the chart for the number using dots.



(Students should fill the first 4 columns with dots.)

8. Write the number of rectangles in the array.



9. Draw lines through the rectangles.



(Students should draw lines through the rectangles.)

10. Copy the numbers in the same order.

1 2 3 4 5 6 7 8 9 10

(Students should write the numbers in order from 1 to 10.)



Weekly Test, Week 6

Write the following questions on the board. Have pupils write or draw answers in their exercise books. Correct answers appear in brackets—when these are underlined, draw blank lines on the board.

1. Write the numbers that come next.

1 2 3 4 5 6

7 8 9 10 (11) (12)

(13) (14) (15) (16) (17) (18)

(19) (20)

2. Write the numbers that come next.

10 9 (8) (7) (6) (5)

(4) (3) (2) (1) (0)

3. Write the numbers that come next.

16 17 (18) (19) (20)

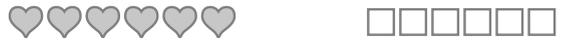
4. Write the missing number.

6, 7, (8), 9, 10

5. Draw 2 groups with the number of objects that is shown. Write = between the groups.

5 (Students should draw 2 groups of 5 objects each, with an equal sign between the groups.)

6. Count each group. Write the number of objects under each group. Write an equal sign between the groups if they are equal.



(Students should write the number 6 under each group and an equal sign between the groups.)

7. Circle the group with more.



(Students should circle the rectangles on the right.)

8. Write the number that is left.



9. Draw lines through the triangles.



(Students should draw lines through the triangles.)

10. Copy the numbers in the same order.

16 17 18 19 20

(Students should write the numbers in order from 16 to 20.)



Weekly Test, Week 7

Write the following questions on the board. Have pupils write or draw answers in their exercise books. Correct answers appear in brackets—when these are underlined, draw blank lines on the board.

1. Count by 1s. Write the numbers that come next.

13 (14) (15) (16) (17) (18)

(19) (20)

2. Count by 1s. Write the next number.

11 (12)

3. Count by 2s. Write the numbers that come next.

0 2 (4) (6) (8) (10)

4. Draw a line under the group with less.



(Students should draw a line the rectangles.)

5. How many more to make 10? Write the number.



(3)

6. Count each group. Write the number of objects under each group. Write an equal sign between the groups if they are equal.



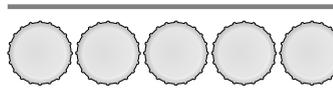
(Students should write the number 7 under each group and an equal sign between the groups.)

7. Count the shapes. What is 1 less? Write the number.



(7)

8. Write the length of the line in the number of bottle caps.



(5)

9. Draw the number of circles.

5 (Students should draw 5 circles.)

10. Copy the numbers in the same order.

20 18 15 16 17

(Students should write the numbers in order: 20, 18, 15, 16, 17.)



Weekly Test, Week 8

Write the following questions on the board. Have pupils write or draw answers in their exercise books. Correct answers appear in brackets—when these are underlined, draw blank lines on the board.

1. Count backward by 1s. Write the numbers that come next.

20 19 18 17 16 15

14 13 (12) (11) (10) (9)

(8) (7) (6) (5) (4) (3)

(2) (1)

2. Write the missing number.

10 9 8 7 (6) 5

3. Write the missing signs + or =.

4 (+) 1 (-) 5

4. Write the numbers that completes the number sentence.

14 - 10 + (4)

5. Add.

8 + 1 = (9)

6. Subtract.

8 - 1 = (7)

7. Write the length of the line in number of cans.



8. Circle the longer line. Circle both lines if they are the same length.



(Students should circle the line on the right.)

9. Draw the number of rectangles.

6 (Students should draw 6 rectangles.)

10. Circle the rectangles.



(Students should circle the rectangles.)



Weekly Test, Week 10

Write the following questions on the board. Have pupils write or draw answers in their exercise books. Correct answers appear in brackets—when these are underlined, draw blank lines on the board.

1. Count backward by 1s. Write the numbers that come next.

16 (15) (14) (13) (12) (11)
.....
(10) (9) (8) (7) (6) (5)
.....

2. Fill in the chart.

Tens	Ones
15	

(Students should write a 1 in the Tens column and a 5 in the Ones column.)

3. Write the number you need to make a number family of 10.

3 (7)
.....

4. Circle the number that is less.

14 4 (Students should circle the 4.)

5. Write the missing signs. Write the missing number.

○○○ ○ - ○ ○○○
○○○ ○ ○ ○○○
○○○ ○○○

12 + 3 - 3 +

(Students should write in the plus signs and the missing number 12.)

6. Write the missing number.



(Students should write in the missing number 18.)

7. Add.

△△ ○○
△△△ ○○
5 + 4 = (9)
.....

(Students should write the number 9 as the solution.)

8. Circle the longest line.



(Students should circle the line on the top.)

9. Copy the numbers in the correct order from least to greatest.

19 17 14 15 16

(Students should write the numbers in order: 14, 15, 16, 17, 19.)

10. Draw a circle, rectangle, and triangle.

(Students should draw a circle, rectangle, and triangle.)



Weekly Test, Week 11

Write the following questions on the board. Have pupils write or draw answers in their exercise books. Correct answers appear in brackets—when these are underlined, draw blank lines on the board.

1. Count by 2s. Write the numbers that come next.

2 4 (6) (8) (10)

2. Circle the tallest. Draw a line under the shortest.



(Students should circle the tallest stick, which is in the middle. They should draw a line under the shortest stick which is on the left.)

3. Write the missing number.

11, 13, (15), 17, 19

4. Write the minus sign.

4 (-) 1 - 3

5. Subtract.



5 - 3 = (2)

6. Draw an equal number of shapes.

□□□□□□ =

(Students should draw 6 shapes to the right of the equal sign.)

7. Subtract.

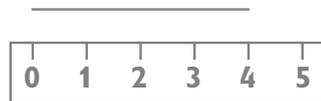
5 - 4 = (1)

8. Copy the numbers in the same order.

13 20 12 11 18

(Students should write the numbers in order: 13, 20, 12, 11, 18.)

9. Measure the line in units.



(4) units

10. Measure the line in units.



(2) units



Weekly Test, Week 12

Write the following questions on the board. Have pupils write or draw answers in their exercise books. Correct answers appear in brackets—when these are underlined, draw blank lines on the board.

1. Count by 2s. Write the numbers that come next.

0 2 4 (6) (8) (10)

(12) (14) (16) (18) (20)

2. Write the numbers from the cards in order from least to greatest.

8 **6** **7** (6) (7) ()

3. Write the missing number.

20, 18, 16, 14, (12), 10

4. Write the number you need to make 10.

3 + (7) = 10

5. Draw lines through shapes to show subtraction. Write the answer.

○ ○ ○ ○ ○ ○ ○

7 - 2 = (5)

(Students should draw a line through 2 of the circles and then write the number 5 as the answer.)

6. Write the missing signs – and = in the subtraction sentence.

○○○ - ○○○○~~○~~~~○~~

7 (-) 10 (-) 3

7. Draw an equal number of shapes.

□□□□□□□ =

(Students should draw 7 shapes to the right of the equal sign.)

8. Circle the longer line.

(Students should circle the line on the bottom.)

9. Write the numbers from 0 to 20.

(Students should write the numbers from 0 to 20.)

10. Draw a rectangle, circle, and triangle.

(Students should draw a rectangle, circle, and triangle.)



Weekly Test, Week 13

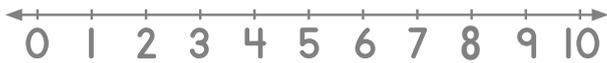
Write the following questions on the board. Have pupils write or draw answers in their exercise books. Correct answers appear in brackets—when these are underlined, draw blank lines on the board.



1. Count by 5s. Write the numbers that come next.

0, 5, (10), (15), (20)

2. Look at the number line. Write the numbers from the cards in order from least to greatest.



10 1 8 (1) (8) (10)

3. Write the missing number.

7 + (3) = 10

4. Write the missing number.

19, 17, (15), 13, 11

5. Draw an equal group of tally marks.

|||| | -

(Students should draw a tally for 7.)

6. Draw a tally for the number.

6 -

(Students should draw a tally for 6.)



7. Add.

8 + 1 = (9)

8. Add.

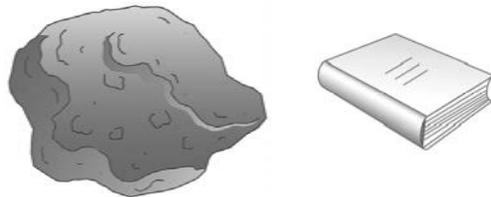
5 + 1 = (6)

9. Circle the object that weighs less.



(Students should circle the flower.)

10. Circle the object that weighs more.



stone

book

(Students should circle the stone.)



Weekly Test, Week 14

Write the following questions on the board. Have pupils write or draw answers in their exercise books. Correct answers appear in brackets—when these are underlined, draw blank lines on the board.

.....

1. Count by 5s. Write the numbers that come next.

20, 15, (10), (5), (0)

2. Count by 5s. Write the numbers that come next.

0, 5, 10, (15), (20)

3. Circle the greater number.

4 7 (Students should circle the 7.)

4. Write the missing number.

12, 14, 16, (18), 20

5. Write the missing number.

20, 15, 10, (5), 0

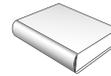
6. Write the number.

 - (6)

7. Add.

7 + 2 = (9)

8. Circle the object that weighs more than the book.



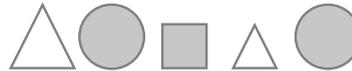
bean

door

flower

(Students should circle the door.)

9. Draw lines under the circles.



(Students should draw lines under the circles.)

10. Write the numbers from 0 to 20.

(Students should write the numbers from 0 to 20.)



Weekly Test, Week 15

Write the following questions on the board. Have pupils write or draw answers in their exercise books. Correct answers appear in brackets—when these are underlined, draw blank lines on the board.

1. Count by 2s. Write the numbers that come next.

20, 18, (16), (14), (12), (10),

(8), (6), (4), (2), (0)

2. Write the number needed to make 10.

2 (8)

3. Draw tally marks to make 10.



(Students should draw a set of 5 tally marks.)

4. Draw circles needed to make 10.



(Students should draw 4 circles.)

5. Write an equal sign if the groups are equal.



5 - 3 (-) 8 - 6

6. Count and write the number of dots.



(8)

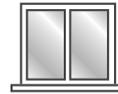
7. Subtract.

7 - 1 = (6)

8. Subtract.

10 - 1 = (9)

9. Circle the object that weighs less than a book.



(Students should circle the pencil.)

10. Circle the container that holds more.



(Students should circle the barrel.)



Weekly Test, Week 16

Write the following questions on the board. Have pupils write or draw answers in their exercise books. Correct answers appear in brackets—when these are underlined, draw blank lines on the board.

1. Count by 1s. Write the numbers that come next.

19, 20, (21), (22), (23), (24),

(25), (26), (27), (28), (29), (30)

2. Order from longest to shortest. Write 1 under the longest and 5 under the shortest.

—————
(4) (3) (2) (5) (1)

3. Write the missing number.

30, 28, 26, (24), 22

4. Write the missing number.

19, 21, (23), 25, 27

5. Write the number to make 10.

7 (3)

6. Fill in the place-value chart.

Tens	Ones

16

(Students should write 1 in the tens column and 6 in the ones column.)

7. Write the correct sign: + or – or =.

2 (+) 3 = 5

8. Draw lines to make 10 equal parts in the rectangle.

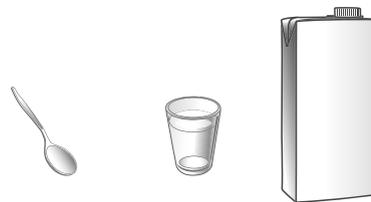


(Students should draw 4 evenly spaced vertical lines and 1 horizontal line across the middle of the rectangle.)

9. Subtract.

6 - 2 = (4)

10. Circle the container that holds more.



(Students should circle the carton.)



Weekly Test, Week 17

Write the following questions on the board. Have pupils write or draw answers in their exercise books. Correct answers appear in brackets—when these are underlined, draw blank lines on the board.

1. Count by 1s. Write the numbers that come next.

23, 24, (25), (26), (27), (28),

(29), (30)

2. Count by 1s. Write the numbers that come next.

30, 29, 28, 27, (26), (25),

(24), (23), (22), (21), (20), (19),

(18), (17)

3. Write the next number.

28 (29)

4. Write the missing number.

30, (28), 26, 24, 22, 20, 18

5. Draw circles needed to make 10.



(Students should draw 8 circles.)

6. Draw tally marks to make 7.



(Students should draw a set of 4 tally marks.)

7. Write the sign.

4 - 1 (-) 1 + 2

8. Split each rectangle into 5 equal parts.



(Students should draw 4 vertical lines inside each rectangle to divide it into 5 equal parts.)

9. Write the numbers from 21 to 30.

(Students should write the numbers from 21 to 30.)

10. Write the time.



10 O'clock



Weekly Test, Week 18

Write the following questions on the board. Have pupils write or draw answers in their exercise books. Correct answers appear in brackets—when these are underlined, draw blank lines on the board.

1. Count by 10s. Write the numbers that come next.

0, 10, (20), (30)

2. Count by 5s. Write the numbers that come next.

0, 5, (10), (15), (20), (25), (30)

3. Count by 2s. Write the numbers that come next.

0, 2, 4, 6, 8, 10, 12, 14, 16, 18,

(20), (22), (24), (26), (28), (30)

4. Write the missing number.

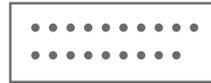
27, 25, (23), 21, 19, 17

5. Order the numbers from least to greatest.

14 6 9

(6), (9), (14)

6. Write the number of dots.



(14)

7. Write the sign.

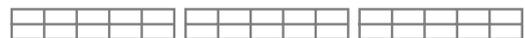
6 + 2 = 10 (-) 2

8. Draw a line under the shape that shows 2 equal parts.



(Students should draw a line under the rectangle with 2 equal halves.)

9. Draw dots to show the number.



20 (Students should fill the first 2 tens frame charts.)

10. Copy the numbers in the same order.

25 22 17 9 24 30

(Students should write the numbers in the order they are shown.)



Weekly Test, Week 19

Write the following questions on the board. Have pupils write or draw answers in their exercise books. Correct answers appear in brackets—when these are underlined, draw blank lines on the board.

1. Count by 10s. Write the numbers that come next.

30, 20, (10), (0)

2. Count by 10s. Write the numbers that come next.

0, 10, (20), (30)

3. Count by 1s. Write the numbers that come next.

23, 22, (21), (20), (19), (18), (17),

(16), (15), (14), (13), (12), (11), (10)

4. Order the numbers from least to greatest.

20 16 12

(12), (16), (20)

5. Draw the number of dots needed to make 10.



(Students should draw 2 dots.)

6. Write the missing number.

0, 5, (10), 15, 20

7. Write the missing number.

30, 25, (20), 15, 10

8. Draw shapes to balance the equation.



(Students should draw 3 circles in the box.)

9. Add.



3 + 5 + 2 = (10)

10. Draw a line under the shape that shows 2 equal parts.



(Students should draw a line under the circle that is divided into 2 equal halves.)



Weekly Test, Week 20

Write the following questions on the board. Have pupils write or draw answers in their exercise books. Correct answers appear in brackets—when these are underlined, draw blank lines on the board.

1. Count by 5s. Write the numbers that come next.

30, 25, (20), (15), (10), (5), (0)

2. Count by 2s. Write the numbers that come next.

30, 28, 26, (24), (22), (20), (18), (16)

3. Count by 2s. Write the numbers that come next.

2, 4, (6), (8), (10), (12), (14)

4. Order the numbers from greatest to least.

6	8	12
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(12), (8), (6)

5. Write the missing number.

$$15 - 5 + 10$$

$$15 - 5 + 4 + (6)$$

6. Add.

$$3 + 3 = (6)$$

7. Add.

$$3 + 2 = (5)$$

8. Draw circles in the box and write the number to balance the equation.

$$\begin{array}{c} \bigcirc \\ \bigcirc \end{array} + \boxed{} = \begin{array}{c} \bigcirc \bigcirc \\ \bigcirc \bigcirc \end{array}$$

$$2 + (2) = 4$$

(Students should draw 2 circles in the box and write 2 on the blank line.)

9. Count and write the number of the shaded part.



(1)

10. Write the numbers from 31 to 40.

(Students should write the numbers from 31 to 40.)



Weekly Test, Week 21

Write the following questions on the board. Have pupils write or draw answers in their exercise books. Correct answers appear in brackets—when these are underlined, draw blank lines on the board.

1. Count by 1s. Write the numbers that come next.

36, 37, (38), (39), (40), (41),

(42), (43), (44), (45), (46), (47),

(48), (49), (50)

2. Order the numbers from least to greatest.

9 7 17

(7), (9), (17)

3. Circle the group with more.



(Students should circle the array on the left that shows 10 squares.)

4. Add.

$$6 + 6 = (12)$$

5. Add.



$$8 + 3 = (11)$$

6. Add.

$$11 + 2 = (13)$$

7. Subtract.



$$12 - 7 = (5)$$

8. Draw circles in the box and write the number to balance the equation.



$$3 + (2) = 5$$

(Students should draw 2 circles in the box and write 2 on the blank line.)

9. Write the number to balance the equation

$$4 = 3 + (1)$$

10. Count and write the shaded parts.





Weekly Test, Week 22

Write the following questions on the board. Have pupils write or draw answers in their exercise books. Correct answers appear in brackets—when these are underlined, draw blank lines on the board.

1. Count by 1s. Write the numbers that come next.

50, 49, (48), (47), (46), (45),

(44), (43), (42), (41), (40)

2. Count by 1s. Write the numbers that come next.

40, 41, (42), (43), (44), (45),

(46), (47), (48), (49), (50)

3. Write the next number

39, (40)

4. Write the missing number.

40, 42, (44), 46, 48, 50

5. Circle the number that is greater.

12 14 (Students should circle 14.)

6. Write the missing number.

$$18 - 10 + 8$$

$$18 - 10 + (4) + 4$$

7. Draw circles in the box and write the number to balance the equation.

$$\begin{array}{c} \bigcirc \bigcirc \\ \bigcirc \bigcirc \\ \bigcirc \bigcirc \end{array} + \boxed{} = \begin{array}{c} \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \\ \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \end{array}$$

$$6 + (4) = 10$$

(Students should draw 4 circles in the box and write 4 on the blank line.)

8. Add.

$$3 + 1 = (4)$$

9. Subtract.

$$5 - 2 = (3)$$

10. Count and write the shaded parts.





Weekly Test, Week 23

Write the following questions on the board. Have pupils write or draw answers in their exercise books. Correct answers appear in brackets—when these are underlined, draw blank lines on the board.

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1. Count by 10s. Write the numbers that come next.

0, 10, (20), (30), (40), (50)

2. Count by 5s. Write the numbers that come next.

0, 5, (10), (15), (20), (25),

(30), (35), (40), (45), (50)

3. Count by 2s. Write the numbers that come next.

30, 32, (34), (36), (38), (40),

(42), (44), (46), (48), (50)

4. Write the missing number.

41, 43, (45), 47, 49

5. Write the next number.

49, (50)

6. Add.

6 + 3 = (9)

7. Subtract.

10 - 2 = (8)

8. Divide each rectangle into 20 parts.



(Students should divide each rectangle into 20 parts by drawing 4 evenly spaced vertical lines and 3 evenly spaced horizontal lines inside the rectangles.)

9. Write the numbers from 41 to 50.

(Students should write the numbers from 41 to 50.)

10. Shade to show one fourth ($\frac{1}{4}$)





Weekly Test, Week 24

Write the following questions on the board. Have pupils write or draw answers in their exercise books. Correct answers appear in brackets—when these are underlined, draw blank lines on the board.

1. Count by 10s. Write the numbers that come next.

50, 40, (30), (20), (10), (0)

2. Count by 1s. Write the next numbers.

47, 46, (45), (44), (43), (42),

(41), (40), (39), (38), (37)

3. Order the numbers on the cards from least to greatest.

14 16 11

(11), (14), (16)

4. Write the missing number.

50, 48, 46, 44, (42), 40

5. Write the missing number.

15 - 10 = 5

15 - 5 = (5) = 5

6. Fill in the chart for the number.

Tens	Ones

34

(Students should write 4 in the tens column and 4 in the ones column.)

7. Write the missing sign.

4 (-) 1 = 3

8. Draw circles and write the number to balance the equation.

○ - ○ =  - ○

2 - 1 = (3) - 2

(Students should draw 3 circles in the box and write 3 on the blank line.)

9. Subtract.

○○○○○○~~○○○○○○~~
○○○○○○~~○○○○○○~~

20 - 12 = (8)

10. Add.

○○○ ○○○
○○○ ○○○
○○○ ○

9 + 7 = (16)



Weekly Test, Week 25

Write the following questions on the board. Have pupils write or draw answers in their exercise books. Correct answers appear in brackets—when these are underlined, draw blank lines on the board.

1. Count by 5s. Write the numbers that come next.

50, 45, (40), (35), (30), (25),

(20), (15), (10), (5), (0)

2. Count by 2s. Write the numbers that come next.

50, 48, (46), (44), (42), (40),

(38), (36), (34), (32), (30)

3. Circle the number that is less.

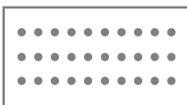


23 12 (Students should circle 12.)

4. Write the missing number.

49, 47, 45, (43), 41, 39

5. Count and write the number of dots.



(30)

6. Divide each rectangle into 30 parts.



(Students should divide each rectangle into 30 parts by drawing 4 evenly spaced vertical lines and 5 evenly spaced horizontal lines inside the rectangles.)

7. Subtract.

$$18 - 3 = (15)$$

8. Subtract.

$$\begin{array}{r} 16 \\ -11 \\ \hline (5) \end{array}$$

9. Add.

$$6 + 3 = (9)$$

10. Write the numbers from 51 to 60.

(Students should write the numbers from 51 to 60.)



Weekly Test, Week 26

Write the following questions on the board. Have pupils write or draw answers in their exercise books. Correct answers appear in brackets—when these are underlined, draw blank lines on the board.

1. Count by 1s. Write the numbers that come next.

59, 60, (61), (62), (63), (64),

(65), (66), (67), (68), (69), (70)

2. Circle the number that is greater.



24 23 (Students should circle 24.)

3. Write the missing number .

14 - 7 = 7

14 - 4 - (3) = 7

4. Write the missing number.

30, 35, (40), 45, 50

5. Write the missing number.

50, 45, 40, 35, 30, (25)

6. Add.



3 + 7 + 4 = (14)

7. Add.



10
10
+ 3
(23)

8. Balance to make equal.



7 - (5) = 5 - 3

9. Balance to make equal.

8 - 3 = 10 - (5)

10. Write the numbers from 61 to 70.

(Students should write the numbers from 61 to 70.)

Glossary

Place value: is the value of each digit in a number in the relation to the position occupied by the digit.

A rule tells how numbers relate to one another in a pattern. Eg the pattern 50,45,40,35,30,25,20. The rule is that the numbers are decreasing by 5.

Time:

The short hand is the hour hand. It tell the number of hours. When it points at 12, the time is to the O' clock. The long hand is the minute hand. It tells the number of minutes.

The time is 1 o'clock.

Operations

Addition is the process of joining numbers to find the sum.

Associative Property of Addition is a rule that states that the way the numbers are ordered does not change the result in addition. $6+6 = 4+6$

Identity Property of Addition: A rule stating that the sum of 0 and a number is equal to the number.

$$3+0 = 3$$

Subtraction is the process of taking some number away from the another number to find the difference.

Note: Addition and subtraction are opposite operations hence they undo each other. $6 + 5 = 11$ and $11-5 =6$.

A fact family is the set of four related addition and subtraction problems using the same numbers.

$$4 + 5 = 9 \quad 9 - 4 = 5$$

$$5 + 4 = 9 \quad 9 - 5 = 4$$

Regrouping is the act 'borrowing' a number value from the number to the left of the number you are operating in.

$$\begin{array}{r} 1 \\ + 25 \\ \hline 17 \\ \hline \end{array}$$

A tens frame is a table with two rows and five columns.

Numbers

Number	Word form	Ordinal Number
1	One	1st
2	Two	2nd
3	Three	3rd
4	Four	4th
5	Five	5th
6	Six	6th
7	Seven	7th
8	Eight	8th
9	Nine	9th
10	Ten	10th