Grade 1 Mathematics

Term 1 - 45 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 30-minute lessons | PDF and editable Word

ABOUT THIS PACK

45 complete, ready-to-teach Grade 1 Mathematics lesson plans for Term 1, covering pre-number activities and whole numbers.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.1	Pre-number activities	20
1.2	Whole Numbers	25

INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- The key content (a worked example, notes or a practical with its expected results), then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

A TASTE OF LESSON 1

Collecting safe objects

By the end of the lesson, the learner should be able to collect safe objects from the environment

> **Collecting**
> Walk round the compound with the teacher and collect safe objects: bottle tops, leaves, small stones, sticks, seeds. Put them in a basket and name each one.

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

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Collecting safe objects

Strand 1.0 Numbers > Sub-strand 1.1 Pre-number activities | Lesson 1 of 20 | 30 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to collect safe objects from the environment

KEY INQUIRY QUESTION(S)

- How can we group objects?
- How can we arrange objects?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
VALUE	**Unity**	Learners share materials fairly and work as one team.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Safety**	Learners follow safety rules when using materials and moving about.
PCI	**Social cohesion**	Learners work in harmony, include everyone and settle differences peacefully.

LEARNING RESOURCES

Safe objects from the environment: bottle tops, sticks, stones, seeds, leaves, blocks | Trays or baskets | Picture cards | Crayons and paper

ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

KEY WORDS

sort | group | match | pair | size | colour | shape | texture | order | pattern

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
4 min	7 min	8 min	7 min	4 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	4	Greet the class and ask: "What objects can we find in our school compound?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	7	Take learners through "Collecting" (learning activity on the next page), explaining as you go. Use safe objects from the environment: bottle tops, sticks, stones, seeds, leaves, blocks, trays or baskets, picture cards. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	8	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	7	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	4	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "How many objects did you find?"	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Collecting

Walk round the compound with the teacher and collect safe objects: bottle tops, leaves, small stones, sticks, seeds. Put them in a basket and name each one.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Name an object you collected.	**A leaf (answers vary)**
2	Is broken glass safe to collect?	**No**
3	Put your objects in the basket.	**Learner does it**
4	How many objects did you find?	**Answers will vary**

WATCH OUT FOR

No glass, nails, thorns or dirty objects.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can collect safe objects from the environment confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can collect safe objects from the environment accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly collect safe objects from the environment, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet collect safe objects from the environment without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Collect with a partner.
Learners ready for more	Find an object that is round. (Answer: A bottle top (answers vary))
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "collecting safe objects" and bring one question of your own to ask next lesson.

TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.

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Sorting by colour

Strand 1.0 Numbers > Sub-strand 1.1 Pre-number activities | Lesson 2 of 20 | 30 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to sort objects by colour

KEY INQUIRY QUESTION(S)

- How can we group objects?
- How can we arrange objects?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
VALUE	**Unity**	Learners share materials fairly and work as one team.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
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LEARNING RESOURCES

Safe objects from the environment: bottle tops, sticks, stones, seeds, leaves, blocks | Trays or baskets | Picture cards | Crayons and paper

ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

KEY WORDS

sort | group | match | pair | size | colour | shape | texture | order | pattern

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
4 min	7 min	8 min	7 min	4 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	4	Greet the class and ask: "Which of our objects are green?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	7	Take learners through "Colour groups" (learning activity on the next page), explaining as you go. Use safe objects from the environment: bottle tops, sticks, stones, seeds, leaves, blocks, trays or baskets, picture cards. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	8	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	7	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	4	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Where does this blue top go?"	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Colour groups

Put all objects of the same colour together: green leaves, red bottle tops, white stones.

Say the colour of each group.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Put the red objects together.	**Learner sorts**
2	What colour is this group?	**Answers will vary**
3	Which group has the most objects?	**Answers will vary**
4	Where does this blue top go?	**In the blue group**

WATCH OUT FOR

Check that learners know colour names.