Grade 1 Mathematics

Term 2 - 55 complete lesson plans

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

ABOUT THIS PACK

55 complete, ready-to-teach Grade 1 Mathematics lesson plans for Term 2, covering addition, subtraction and length.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.3	Addition	25
1.4	Subtraction	20
2.1	Length	10

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

Putting objects together

By the end of the lesson, the learner should be able to model addition by putting two groups together

> **Putting together**
> Put 2 bottle tops in one group and 3 in another. Push them together and count all: 5 altogether.
> Adding means putting groups together and counting the total.

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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ELIMU254

Putting objects together

Strand 1.0 Numbers > Sub-strand 1.3 Addition | Lesson 1 of 25 | 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 model addition by putting two groups together

KEY INQUIRY QUESTION(S)

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

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	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
VALUE	**Social justice**	Every learner gets a turn and a fair chance to answer.
VALUE	**Unity**	Learners share materials fairly and work as one team.
PCI	**Safety issues**	Learners follow safety rules when using materials and moving about.
PCI	**Creative thinking**	Developed through the activities in this lesson.

LEARNING RESOURCES

Counters: bottle tops, sticks, seeds | A number line on the ground and number lines in books | Flash cards with addition facts | Dice | A place value chart and bundles of ten sticks | An abacus (if available)

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

add | plus | equals | altogether | total | sum | count on | number line | tens | ones

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: "I have 2 bottle tops. You give me 3 more. How many do I have now?" 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	Work through the worked example on the next page, thinking aloud. Use counters: bottle tops, sticks, seeds, a number line on the ground and number lines in books, flash cards with addition facts. Ask learners to predict each step 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: "What does adding mean?"	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

Putting together

Put 2 bottle tops in one group and 3 in another. Push them together and count all: 5 altogether.

Adding means putting groups together and counting the total.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Put 3 sticks and 1 stick together. How many?	**4**
2	Put 4 seeds and 2 seeds together. How many?	**6**
3	Put 5 stones and 3 stones together. How many?	**8**
4	What does adding mean?	**Putting groups together**

WATCH OUT FOR

Count all the objects after joining, one by one.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Groups up to 5.
Learners ready for more	Put 6 and 3 together. How many? (Answer: 9)
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 "putting objects together" 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.

ELIMU254

Addition stories

Strand 1.0 Numbers > Sub-strand 1.3 Addition | Lesson 2 of 25 | 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 solve simple addition stories with objects

KEY INQUIRY QUESTION(S)

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

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	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
VALUE	**Social justice**	Every learner gets a turn and a fair chance to answer.
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LEARNING RESOURCES

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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

add | plus | equals | altogether | total | sum | count on | number line | tens | ones

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: "There are 2 apples on the table. Mum adds 3 more. How many apples are there?" 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	Work through the worked example on the next page, thinking aloud. Use counters: bottle tops, sticks, seeds, a number line on the ground and number lines in books, flash cards with addition facts. Ask learners to predict each step before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
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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: "Tell your own addition story."	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

Stories
Act the story with real objects: 2 apples, add 3 more, count all: 5 apples.
Learners make up their own stories with objects for a partner to solve.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	4 birds sit on a tree. 2 more come. How many birds?	**6**
2	3 children play. 3 more join. How many children?	**6**
3	5 cows are in a field. 1 more comes. How many cows?	**6**
4	Tell your own addition story.	**Answers will vary**

WATCH OUT FOR

Let learners act the story with objects.