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| **Week Ending:** | **DAY:** | | | | **Subject:** Mathematics | |
| **Duration: 60mins per lesson** | | | | | **Strand:** Number | |
| **Class:** B2 | **Class Size:** | | | | **Sub Strand:** Counting, Representation & Cardinality | |
| **Content Standard:**  B2.1.1.1 Count and estimate quantities from 0 to 1000 | | | **Indicator:**  B2.1.1.1.1 use number names ,counting sequences and how to count to find out how many | | | **Lesson:**  1 OF 1 |
| **Performance Indicator:**  Learners can use number names ,counting sequences and how to count to find out how many | | | | **Core Competencies:**  Problem Solving skills; Critical Thinking; Justification of Ideas; | | |
| **Teaching/ Learning Resources** | | Counters patterns made from manila cards | | | | |
| **New words** | |  | | | | |
| **References:** MathematicsCurriculum Pg. 20 | | | | | | |

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| **DAYS** | **PHASE 1: STARTER** | **PHASE 2: MAIN** | **PHASE 3: REFLECTION** |
| Monday | Play show me a number game with learners (up to 10), with fingers.  Teacher mentions the number from (1 to 10).  Learners then show their fingers up to show the number. | Have learners to Skip count forwards and backwards to and from 1000 respectively by 2s, 5s and 10s, starting at 0 or at multiples of 2, 5, 10, 50 and 100  Have learners to play the odd one out game.  Display number cards on the teachers table in front of the class.  Arrange and mix up number cards. Call out learners to pick numbers which are odd.  Play game in groups to create competition | What have we learnt today?    Counting sequence  Give learners task to count numbers in sequence that is by 1s and 2s |
| Tuesday | Have learners to write number patterns in the air.  Bring handy objects to class, call learners to count them. Now use the “how many” to ask pupils about what they counted  Sing songs like:  We class one  We can count etc. | Have learners to Count to answer “how many?” questions about as many as 100 objects arranged in a line, a grid or a circle;  Show that the count of a group of up to 100 objects does not change regardless of the order in which the objects are counted or the arrangement of the objects | Have learners to count how many books , desks, tables ,pencils, crayons, blackboard, rulers, sharpeners, erasers etc. in the classroom |
| Wednesday | Play show me a number game with learners (up to 10), with fingers.  Teacher mentions the number from (1 to 10).  Learners then show their fingers up to show the number.  Show learners a chalk box full of chalks.  Ask learners to guess the number of chalks and hence introduce the lesson | Have learners to Estimate the number of objects in a small group (up to 100) and describe the estimation strategy used;  Select an appropriate estimate among all those given for a group of up to 100 objects and justify the choice  Represent the number of objects in a group with a written numeral 0 to 100. Use ordinal numbers to describe the position of objects up to 10th place | What have we learnt today?  Estimation  Have learners to estimate the number of objects in a small group |
| Thursday | Engage learners in the game.  Clap that number (up to 10).    Have learners count in unison as they clap the number. | Display a number chart with numbers multiples of say 4 between 0 and 100 and have learners identify numbers in different positions around a given number.  Put learners in convenient groups and give each group a number grid and have them identify numbers in different positions around a chosen number.   |  |  |  | | --- | --- | --- | | 4 | 8 | 7 | | 16 | 18 | 11 | | 28 | 44 | 69 | | Give learners task to identify numbers in different positions around a chosen number using number grid |