GRADE ONE

MATHEMATICS GRADE ONE TERM TWO YEAR 2018

WEEK	LESSON	STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	KEY ENQUIRY QUESTIONS	LEARNING EXPERIENCE	LEARNING RESOURCES	ASSESSMENT METHOD	REFLECTION
1	**PREPARATION**								
2	1	**Numbers**	Subtraction	By the end of the sub-strand, the learner should be able to: a) model subtraction as 'taking away' using concrete objects,	How do you subtract a single digit number from a 2-digit number?	Learners in pairs/groups to model subtraction using concrete objects.	Realia Charts	Observation Oral Question Written Question	
	2	**Numbers**	Subtraction	By the end of the sub-strand, the learner should be able to: a) model subtraction as 'taking away' using concrete objects,	How do you subtract a single digit number from a 2-digit number?	Learners in pairs/groups to model subtraction using concrete objects.	Realia Charts	Observation Oral Question Written Question	
	3	**Numbers**	Subtraction	By the end of the sub-strand, the learner should be able to: a) use the ' - ' and '='signs in writing subtraction sentences,	How do you subtract a single digit number from a 2-digit number?	Learners to use ' - ' and '=' signs in writing subtraction sentences.	Realia Charts	Observation Oral Question Written Question	
	4	**Numbers**	Subtraction	By the end of the sub-strand, the learner should be able to: a) use the ' - ' and '='signs in writing subtraction sentences,	How do you subtract a single digit number from a 2-digit number?	Learners to use ' - ' and '=' signs in writing subtraction sentences.	Realia Charts	Observation Oral Question Written Question	
	5	**Numbers**	Subtraction	By the end of the sub-strand, the learner should be able to: a) use the ' - ' and '='signs in writing subtraction sentences,	How do you subtract a single digit number from a 2-digit number?	Learners to use ' - ' and '=' signs in writing subtraction sentences.	Realia Charts	Observation Oral Question Written Question	
3	1	**Numbers**	Subtraction	By the end of the sub-strand, the learner should be able to: a) subtract single digit numbers,	How do you subtract a single digit number from a 2-digit number?	Learners in pairs/groups to subtract by counting backwards	Realia Charts	Observation Oral Question Written Question	
	2	**Numbers**	Subtraction	By the end of the sub-strand, the learner should be able to: a) subtract single digit numbers,	How do you subtract a single digit number from a 2-digit number?	Learners in pairs/groups to subtract by counting backwards	Realia Charts	Observation Oral Question Written Question	

	3	**Numbers**	Subtraction	By the end of the sub-strand, the learner should be able to: a) subtract single digit numbers,	How do you subtract a single digit number from a 2-digit number?	Learners in pairs/groups to subtract by counting backwards	Realia Charts	Observation Oral Question Written Question	
	4	**Numbers**	Subtraction	By the end of the sub-strand, the learner should be able to: a) subtract a 1- digit number from a 2- digit number based on basic addition facts,	How do you subtract a single digit number from a 2-digit number?	Learners to solve routine and non-routine problems involving subtraction of a 1-digit number from a 2- digit number based on basic addition facts.	Realia Charts	Observation Oral Question Written Question	
	5	**Numbers**	Subtraction	By the end of the sub-strand, the learner should be able to: a) subtract a 1- digit number from a 2- digit number based on basic addition facts,	How do you subtract a single digit number from a 2-digit number?	Learners to solve routine and non-routine problems involving subtraction of a 1-digit number from a 2- digit number based on basic addition facts.	Realia Charts	Observation Oral Question Written Question	
4	1	**Numbers**	Subtraction	By the end of the sub-strand, the learner should be able to: a) subtract a 1- digit number from a 2- digit number based on basic addition facts,	How do you subtract a single digit number from a 2-digit number?	Learners to solve routine and non-routine problems involving subtraction of a 1-digit number from a 2- digit number based on basic addition facts.	Realia Charts	Observation Oral Question Written Question	
	2	**Numbers**	Subtraction	By the end of the sub-strand, the learner should be able to: a)use the relationship between addition and subtractionin working out problems involving basic addition facts,	How do you subtract a single digit number from a 2-digit number?	Learners to create subtraction sentences related to basic addition facts.	Realia Charts	Observation Oral Question Written Question	
	3	**Numbers**	Subtraction	By the end of the sub-strand, the learner should be able to: a)use the relationship between	How do you subtract a single digit number from a 2-digit	Learners to create subtraction	Realia Charts	Observation Oral Question Written	

				addition and subtractionin working out problems involving basic addition facts,	number?	sentences related to basic addition facts.		Question	
	4	**Numbers**	Subtraction	By the end of the sub-strand, the learner should be able to: a)subtract multiples of 10 from10 to 30,	How do you subtract a single digit number from a 2-digit number?	Learners to use tablets to workout subtraction of multiples of 10from 10 to 30	Realia Charts	Observation Oral Question Written Question	
	5	**Numbers**	Subtraction	By the end of the sub-strand, the learner should be able to: a)subtract multiples of 10 from10 to 30,	How do you subtract a single digit number from a 2-digit number?	Learners to use tablets to workout subtraction of multiples of 10from 10 to 30	Realia Charts	Observation Oral Question Written Question	
5	1	**Numbers**	Subtraction	By the end of the sub-strand, the learner should be able to: a)subtract multiples of 10 from30 to 60,	How do you subtract a single digit number from a 2-digit number?	Learners to use tablets to workout subtraction of multiples of 10from 30 to 60	Realia Charts	Observation Oral Question Written Question	
	2	**Numbers**	Subtraction	By the end of the sub-strand, the learner should be able to: a)subtract multiples of 10 from30 to 60,	How do you subtract a single digit number from a 2-digit number?	Learners to use tablets to workout subtraction of multiples of 10from 30 to 60	Realia Charts	Observation Oral Question Written Question	
	3	**Numbers**	Subtraction	By the end of the sub-strand, the learner should be able to: a)subtract multiples of 10 from60 to 90,	How do you subtract a single digit number from a 2-digit number?	Learners to use tablets to workout subtraction of multiples of 10from 60 to 90	Realia Charts	Observation Oral Question Written Question	
	4	**Numbers**	Subtraction	By the end of the sub-strand, the learner should be able to: a)work out missing numbers in patterns involving subtraction of whole numbers up to 100.	How do you subtract a single digit number from a 2-digit number?	Learners to use tablets to workout subtraction of multiples of 10from 60 to 90	Realia Charts	Observation Oral Question Written Question	
	5	**Numbers**	Subtraction	By the end of the sub-strand, the learner should be able to: a)work out missing numbers in patterns involving subtraction of whole numbers up to 100.	How do you subtract a single digit number from a 2-digit number?	Learners to use tablets to workout subtraction of multiples of 10from 60 to 90	Realia Charts	Observation Oral Question Written Question	

6	1	**Measurement**	Length	By the end of the sub-strand, the learner should be able to: a)compare length of objects directly,	How do you compare the length of two objects?	Learners in pairs/groups to compare objects directly to identify objects which are longer than, shorter than or same as.	Realia Charts	Observation Oral Question Written Question	
	2	**Measurement**	Length	By the end of the sub-strand, the learner should be able to: a)compare length of objects directly,	How do you compare the length of two objects?	Learners in pairs/groups to compare objects directly to identify objects which are longer than, shorter than or same as.	Realia Charts	Observation Oral Question Written Question	
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	4	**Measurement**	Length	By the end of the sub-strand, the learner should be able to: a)conserve length through manipulation,	How do you conserve length through manipulation,	Learners to place objects of equal length in different orientations and describe them using words such as longer than, shorter than and same as.	Realia Charts	Observation Oral Question Written Question	
	5	**Measurement**	Length	By the end of the sub-strand, the learner should be able to: a)conserve length through manipulation,	How do you conserve length through manipulation,	Learners to place objects of equal length in different orientations and describe them using words such as longer than, shorter than and same as.	Realia Charts	Observation Oral Question Written Question	
7	1	**Measurement**	Length	By the end of the sub-strand, the learner should be able to:	How do you conserve length	Learners to place objects of equal	Realia Charts	Observation Oral Question	

				a)conserve length through manipulation,	through manipulation,	length in different orientations and describe them using words such as longer than, shorter than and same as.		Written Question	
	2	**Measurement**	Length	By the end of the sub-strand, the learner should be able to: a)measure length using arbitrary units.	Which objects can be used to measure the length of the teacher's table?	Learners in pairs /groups to measure lengths using different objects as arbitrary units and discuss the measurements from the various groups.	Realia Charts	Observation Oral Question Written Question	
	3	**Measurement**	Length	By the end of the sub-strand, the learner should be able to: a)measure length using arbitrary units.	Which objects can be used to measure the length of the teacher's table?	Learners in pairs /groups to measure lengths using different objects as arbitrary units and discuss the measurements from the various groups.	Realia Charts	Observation Oral Question Written Question	
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8	1	**Measurements**	Mass	By the end of the sub-strand, the learner should be able to:	How can you compare the mass of	Learners in pairs/groups use	Realia Charts	Observation Oral Question	

				a) compare mass of objects directly,	two or more objects?	safe objects to identify those heavier than, lighter than or same.		Written Question	
	2	**Measurements**	Mass	By the end of the sub-strand, the learner should be able to: a) compare mass of objects directly,	How can you compare the mass of two or more objects?	Learners in pairs/groups use safe objects to identify those heavier than, lighter than or same.	Realia Charts	Observation Oral Question Written Question	
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	4	**Measurements**	Mass	By the end of the sub-strand, the learner should be able to: a) conserve mass through manipulation,	What would you do to show that shape does not change mass?	Learners to use two objects of equal mass and a beam balance to demonstrate that change of shape does not change the mass of an object.	Realia Charts	Observation Oral Question Written Question	
	5	**Measurements**	Mass	By the end of the sub-strand, the learner should be able to: a) conserve mass through manipulation,	What would you do to show that shape does not change mass?	Learners to use two objects of equal mass and a beam balance to demonstrate that change of shape does not change the mass of an object.	Realia Charts	Observation Oral Question Written Question	
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	2	**Measurements**	Mass	By the end of the sub-strand, the learner should be able to: a) measure mass using arbitrary units.	How can you show that an object is heavier than, lighter than or same as your mathematics textbook?	Learners in pairs/groups to use an identified mass to compare the mass of other objects using the words heavier than, lighter than or same as.	Realia Charts	Observation Oral Question Written Question	
	3	**Measurements**	Mass	By the end of the sub-strand, the learner should be able to: a) measure mass using arbitrary units.	How can you show that an object is heavier than, lighter than or same as your mathematics textbook?	Learners in pairs/groups to use an identified mass to compare the mass of other objects using the words heavier than, lighter than or same as.	Realia Charts	Observation Oral Question Written Question	
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10	1	**Measurement**	Capacity	By the end of the sub-strand, the learner should be able to: a) compare capacity of containers directly.	How can we find out which of two containers hold more, less or same as?	Learners to empty and fill water in different containers to establish which holds more, which holds less and which holds the same.	Realia Charts	Observation Oral Question Written Question	

	2	**Measurement**	Capacity	By the end of the sub-strand, the learner should be able to: a) compare capacity of containers directly.	How can we find out which of two containers hold more, less or same as?	Learners to empty and fill water in different containers to establish which holds more, which holds less and which holds the same.	Realia Charts	Observation Oral Question Written Question	
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	4	**Measurement**	Capacity	By the end of the sub-strand, the learner should be able to: a) compare capacity of containers directly.	How can we find out which of two containers hold more, less or same as?	Learners to empty and fill water in different containers to establish which holds more, which holds less and which holds the same.	Realia Charts	Observation Oral Question Written Question	
	5	**Measurement**	Capacity	By the end of the sub-strand, the learner should be able to: a) conserve capacity through manipulation,	How can we find out which of two containers hold more, less or same as?	Learners to identify and compare containers which holds more, less or same as.	Realia Charts	Observation Oral Question Written Question	
11	1	**Measurement**	Capacity	By the end of the sub-strand, the learner should be able to: a) conserve capacity through manipulation,	How can we find out which of two containers hold more, less or same as?	Learners to identify and compare containers which holds more, less or same as.	Realia Charts	Observation Oral Question Written Question	
	2	**Measurement**	Capacity	By the end of the sub-strand, the learner should be able to: a) conserve capacity through manipulation,	How can we find out which of two containers hold more, less or same as?	Learners to identify and compare containers which holds more, less or same as.	Realia Charts	Observation Oral Question Written Question	
	3	**Measurement**	Capacity	By the end of the sub-strand, the learner should be able to: a) conserve capacity through	How can we find out which of two containers hold more,	Learners to identify and compare containers which	Realia Charts	Observation Oral Question Written	

					manipulation,	less or same as?	holds more, less or same as.		Question	
	4	**Measurement**	Capacity	By the end of the sub-strand, the learner should be able to: a) measure capacity using arbitrary units.	How can we find out which of two containers hold more, less or same as?	Learners to fill containers of different shapes and sizes with water then empty into others so as to establish that some containers can hold the same amount although their shapes are different.	Realia Charts	Observation Oral Question Written Question	
	5	**Measurement**	Capacity	By the end of the sub-strand, the learner should be able to: a) measure capacity using arbitrary units.	How can we find out which of two containers hold more, less or same as?	Learners to fill containers of different shapes and sizes with water then empty into others so as to establish that some containers can hold the same amount although their shapes are different.	Realia Charts	Observation Oral Question Written Question	
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						establish that some containers can hold the same amount although their shapes are different.			
	3	**Measurement**	Time	By the end of the sub-strand, the learner should be able to: a) relate daily activities to time	Which day of the week do you raise the school flag?	Learners in pairs/groups to identify activities they do in the morning, afternoon and evening both at home and school.	Realia Charts	Observation Oral Question Written Question	
	4	**Measurement**	Time	By the end of the sub-strand, the learner should be able to: a) relate daily activities to time	Which day of the week do you raise the school flag?	Learners in pairs/groups to identify activities they do in the morning, afternoon and evening both at home and school.	Realia Charts	Observation Oral Question Written Question	
	5	**Measurement**	Time	By the end of the sub-strand, the learner should be able to: a) relate daily activities to time	Which day of the week do you raise the school flag?	Learners to sing songs/ rhymes related to days of the week. .	Realia Charts	Observation Oral Question Written Question	
13	1	**Measurement**	Time	By the end of the sub-strand, the learner should be able to: a) relate days of the week with various activities.	Which day of the week do you worship?	Learners to sing songs/ rhymes related to days of the week.	Realia Charts	Observation Oral Question Written Question	
	2	**Measurement**	Time	By the end of the sub-strand, the learner should be able to: a) relate days of the week with various activities.	Which day of the week do you worship?	Learners to sing songs/ rhymes related to days of the week.	Realia Charts	Observation Oral Question Written Question	
	3	**Measurement**	Time	By the end of the sub-strand, the learner should be able to: a) relate days of the week with various activities.	Which day of the week do you worship?	Learners to sing songs/ rhymes related to days of the week.	Realia Charts	Observation Oral Question Written Question	
	4	**Measurement**	Time	By the end of the sub-strand, the learner should be able to:	Which day of the week do you	Learners in pairs/groups to	Realia Charts	Observation Oral Question	

				a) relate days of the week with various activities.	worship?	identify activities that take place during the days of the week.		Written Question	
	5	**Measurement**	Time	By the end of the sub-strand, the learner should be able to: a) relate days of the week with various activities.	Which day of the week do you worship?	Learners in pairs/groups to identify activities that take place during the days of the week.	Realia Charts	Observation Oral Question Written Question	
14		**C.A.T**							14