

Teachers Guide
Ready, Steady, Go... Mathematics
for Class Pre 1

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SNC 2020 Learning Outcomes Mathematics (Pre-School)

Basic Mathematical Concepts:

S.N	Learning Outcome	Early Years II Ready Steady Go	Pre - I Ready Steady Go
<p>Competency 1: Children will develop basic logical, critical, creative and problem-solving skills by demonstrating an understanding of the different attributes of objects (such as colour, size, weight and texture) and match, sequence, sort and classify objects based on one/two attributes.</p> <p>By the end of the year children will begin to:</p>			
a.	Recognise, name and differentiate between colours.	TB First Term Pg. 1 Teacher's Guide Pg. 8	
b.	Differentiate between the objects on the basis of size, weight, length, width and textures (smooth & rough).	TB First Term Pgs. 4, 5, 7, 8, 12, 13 TB Second Term Pgs. 13, 14 Teacher's Guide Pg. 18	
c.	Arrange objects and later pictures, according to their size/length, going from smallest to biggest, biggest to smallest, shortest to longest and longest to shortest and vice versa.		Pgs 129 - 132
d.	Arrange objects and then pictures, according to their weight and width, going from highest to lowest, heaviest to lightest and narrowest to widest and vice versa.		Pgs 134 – 137
e.	Match and compare one object with another on the basis of similar attributes.	TB First Term Pgs. 4, 5, 7, 8, 12, 13 TB Second Term Pgs. 13, 14	
f.	Sort and group objects (classify) based on a single attribute (for e.g.; colour or size etc) and based on two attributes (e.g. colour, weight, size, number of	Teacher's Guide Pg. 9	Pgs. 22, 23

S.N	Learning Outcome	Early Years II Ready Steady Go	Pre - I Ready Steady Go
	sides).		
g.	Observe, identify and extend patterns developed with various concrete materials.		Pg 35 – 37
h.	Observe, identify and extend the given picture/symbol patterns.		Pgs 35 – 37
i.	Group objects together according to their shapes and colours.	Teacher’s Guide Pg. 19	
j	Sequence objects according to their size, shapes and colours.	TB Second Term Pgs. 33, 34	Pgs. 35-37
k.	Identify and differentiate between broad and narrow.	First Term Pgs. 12, 13 Teacher’s Guide Pg. 11	
l.	Identify that 'some' is less than 'all'.	.	Pg. 148
m.	Differentiate between 'more', 'less' and 'equal'.		Pgs 6 – 10
n.	Differentiate between half and full.		Pgs. 144-146, 148-151
o.	Create own patterns using concrete materials and pictures and then explain them.		Pgs 35 – 37
p.	Observe and identify the “odd one out” from the given set of concrete material or pictures and explain the answer.	Teacher’s Guide Pg. 21	

S.N	Learning Outcome	Early Years II Ready Steady Go	Pre - I Ready Steady Go
Competency 2: Children will develop a basic understanding of quantity, counting up to 50 and simple number operations of 0-9.			
a.	Differentiate between some and all from a given set of objects, and understand that some is less than all.	First Term Pgs. 18, 19 Teacher's Guide Pg. 12	
b.	Understand one to one correspondence.	First Term Pgs. 2, 15, 30 Second Term Pgs. 20	Pgs. 16, 17, 77
c.	Count up to 50 orally.	TB Second Term Pg. 59	Pg. 2
d.	Use numbers to represent quantities in daily life interaction.	TB First Term & Second Term	
e.	Compare quantities of objects in different sets and describe which sets are equal, which have more objects, and which have lesser objects than another.		Pgs. 8-9
f.	Begin to develop an understanding of the concept of zero (meaning nothing).	First Term Pgs. 26, 27	Pg 11
g.	Identify and write correct numerals to represent numbers from 0-50.	TB First Term & Second Term	
h.	Sequence numerals correctly from 0-50.	Textbook and Practice Book First Term & Second Term	
i.	Identify which numeral represents a bigger quantity or lesser quantity.		Pgs. 8-10
j.	Identify ordinal numbers up to		Pgs 129, 133, 143, 147

S.N	Learning Outcome	Early Years II Ready Steady Go	Pre - I Ready Steady Go
	ten.		
k.	Tell number stories to build the concept of “more” and “less” using concrete objects.	TB First Term 18, 19 Teacher’s Guide Pg. 12	Pgs. 6-7
l.	Use concrete objects to develop the concept of addition and subtraction.	TB First Term Pgs. 43, 44, 51 Second Term Pgs. 10, 29, 30, 51, 52	Pgs 39 – 45, 47 – 49, 51 – 53, 55 – 57, 59 – 62
m.	Substitute numerals for concrete objects during the process of addition.		Pgs 39 – 45, 47 – 49, 51 – 53, 55 – 57, 59 – 62
n.	Use the concept of addition in their daily lives with oral examples.		Pgs 39 – 45, 47 – 49, 51 – 53, 55 – 57, 59 – 62
o.	Remove the identified number of objects from a given set, and tell how many objects are left in the set.		Pgs 39 – 45, 47 – 49, 51 – 53, 55 – 57, 59 – 62
p.	Substitute numerals for concrete object during the process of subtraction.		Pgs 39 – 45, 47 – 49, 51 – 53, 55 – 57, 59 – 62
q.	Use the concept of subtraction in their daily lives with oral examples.		Pgs 39 – 45, 47 – 49, 51 – 53, 55 – 57, 59 – 62
r.	Identify the signs of addition and equals to.		Pgs 39 – 45, 47 – 49, 51 – 53, 55 – 57, 59 – 62
s.	Introduce and apply the addition and subtraction signs to add or		Pgs 39 – 45, 47 – 49, 51 – 53, 55 – 57, 59 – 62

S.N	Learning Outcome	Early Years II Ready Steady Go	Pre - I Ready Steady Go
	subtract from 0 till 9 with a single digit answer. Use concrete objects and other ways to support the process.		
t.	Use mathematical language while talking to children, such as, add/subtract and makes/left to describe the process of addition and subtraction.		Pgs 39 – 45, 47 – 49, 51 – 53, 55 – 57, 59 – 62
Competency 3: Children will recognise basic geometrical shapes and the position of objects in relation to each other and surroundings			
a.	Recognise, name and draw two dimensional shapes, such as circle, oval, square, rectangle or triangle, using features such as number of sides, curved or straight.	First Term Pg. 1 Second Term Pgs.	Pgs 16 – 23
b.	Recognize and name 3-D shapes such as sphere, cube, cuboid cylinder and cone using features such as number of faces, flat or curved faces	First Term Pgs. 21, 23, 24, 36, 39, 40, 47, 48 Second Term Pg. 20	Pgs 122 - 128
c.	Identify the shapes in their environment.		Pgs 16 – 23, 122 - 128
d.	Draw object of their own choice using various shapes.		Pgs 16 – 23, 122 - 128
e.	Develop understanding and describe the position and order of objects using position words such as, in front of, behind, up, down, under, inside, outside, between and next to.	TB First Term Pgs. 32, 58 Second Term Pgs. 7, 8, 42 Teacher's Guide Pgs. 14, 17, 22	
Competency 4: Children will develop an understanding of measurement.			
a.	Describe and compare objects using length; weight, height and	TB First Term Pgs. 4, 5, 7,	Pgs 130-132, 134-137

S.N	Learning Outcome	Early Years II Ready Steady Go	Pre - I Ready Steady Go
	temperature (hot & cold) as measurement attributes.	8, 12, 13, 37 Second Term Pgs. 7,8, 13, 14 Teacher's Guide Pg. 15	
b.	Observe various objects and estimate their weight and length.	TB First Term Pgs. 7, 8 Second Term Pgs.13, 14 Teacher's Guide Pgs. 10, 18	
c.	Verify their estimations using simple tools.	Teacher's Guide Pgs. 10, 18	
d.	Understand informal time units and know that clocks and calendars mark the passage of time.		Pgs 64 – 67, 69 – 72, 74 – 76
e.	Sequence events in time and anticipate events.		Pgs 64 – 67, 69 – 72, 74 – 76

(Strands)




NOTE: There are 21st Century Life Skills essential for success /performance in life. It is important to develop them through deliberate instructions and activities. 21st Century skills & strands (with icons for identification) have been embedded in the lessons. The icon will appear where the relevant concept will appear in the lessons.



- **Critical thinking and Problem solving:** to develop intentional, reflective and lateral way of looking at things or circumstances whereas, problem solving enables students to find solutions to difficult / complex issues.



- **Collaboration:** is a joint effort to support multiple individuals or groups to accomplish a task or project successfully. It develops students' focused listening skill and promotes sharing of ideas / thoughts and peer work. Both collaboration and communication are closely interlinked.

-  **Communication:** to develop students' spoken and written expression through the use of a mutually understood language.
-  **Creativity:** to enable students to think innovatively and develop 'out of box' thinking and problem solving, and be able to express their individual thoughts and actions skilfully in their work presentation.
-  **ICT/Digital Literacy:** Integration of ICT in curriculum to prepare students for the challenges of 21st century



Decision Making:



Life Skills:

Ready, Steady, Go Mathematics Early Years Stage 2 First Term

Resources: Board, Flashcards, Pictures, Real Objects, Computer/ laptop, Ready, Steady, Go Textbook, Chart Papers, Paint, Coloured Pencils, Small Boards, Slate

Skills: Recognizing, Counting, Colouring, Tracing, Writing, Sequencing, Classifying, Drawing, Matching, Visual Discrimination, Identifying, Observing, Pasting, Adding, Subtracting, Differentiating.

Textbook Page 1

Colours



Play and sing colours poem

<https://youtu.be/czRhWIK6yY4>

Show and tell colours of different objects in the environment e. g. colour of board, door, walls, fan, table, chair, etc. Take children outside and show colour of sky, trees, sand etc.

Shapes



Play and sing shapes poem

<https://youtu.be/nhOCiCPGITU>

- Show shape cards such as circle, oval, square, rectangle and triangle, and ask children to name each shape.
- Call children on the board to draw two dimensional (2D) shapes.
- Involve children in identifying and talking about similarities and differences of the shapes using features such as number of sides (curved or straight).
- Provide easily available material to build models.
- Take children on a 'shape walk' looking for shapes in the environment.
- Make shapes with play dough.
- Colour shape train with different colours on **Textbook Pg. 1**

Textbook Page 2



Play and sing Number Song

<https://youtu.be/z3Af6WQAR6o>

Clapping game: Clap 1-5 times and say numbers 1-5

Count on the fingers: Say one and open 1 finger; say 2 and open 2 fingers and so on till 5 fingers of a hands are open. Count objects in the class i. e. 1 door, 2 fans, 3 tables, 4 chairs, 5 girls etc. Reinforce counting on Ready, Steady, Go **Textbook pg. 2**

The symbol 'Ant' has been introduced as an ongoing lesson for children on character building. The character traits associated with ants are steadfastness, discipline, unity, planning, hard work and nurturing community living. Since children associate reading with the animal world, the symbol will capture their attention and their focus on the value being imparted at that time during the lesson or activity.

Textbook Page 3

Number 1



Play and sing Number Song

<https://youtu.be/WoKJSN-H4NU>

- **Note:** Do oral counting (daily) through singing, on the board with the help of flashcards, real objects, counting bars, small blocks, balls, spoons, ice-cream sticks and things from the classroom.
- Write number 1 (with correct formation) on white board and draw 1 tree with it. Associate number with quantity.
- Encourage children to count 1 body part e.g. 1 nose, 1 tongue, 1 head
- Ask children to count picture on **Textbook pg. 3**
- Practice tracing number 1 in the book, on the table, on small boards/ slate and in the air
- Do Ready, Steady, Go **Practice Book pgs. 1,2,3**

Textbook Pages 4-5

Big and Small

- Show different objects and introduce the terms big and small e.g. this is a big book and this is a small book.




- Show the video for more practice <https://youtu.be/OtigY6XCE7U>
- Draw big tree and a small tree on the board and ask children to tell which is big and which is small. Give more practice with different examples

Activity: Use a variety of materials for example, give children red and blue beads of the same size and ask them what is similar (size of beads) and what is different (colour of beads). Now sort these in two groups (red beads and blue beads)

- Then give them red beads in small and large sizes and ask them what is similar (colour of beads) and what is different (size of beads). Now sort these in two groups (small beads and large beads)
- Explain Ready, Steady, Go **Textbook pgs. 4, 5** and let children do the work independently

Textbook Page 6

Number 2

- Sing number poem
- Introduce Number 2 with flashcard, real objects and by asking children to count body parts that are 2 in number e.g. 2 hands, 2 arms, 2, feet, 2 legs, 2 eyes
- Call students and ask them to draw 2 objects they like on white board. Try to call the shy students out to build their confidence
- Write number 2 on white board (with correct formation) and draw 2 flowers with it. Associate number with quantity.
- Ask children to count pictures on **Textbook pg. 6**
- Trace number 2 with two fingers and colour it.
- Practice tracing number 2 in the book, on the table, on the small boards/slate and in the air
- Do Ready, Steady, Go **Practice Book pgs. 4-6**
-  **Activity:** Make cake and candles cut outs and distribute in groups. Let children paste 2 candles on the cake.

Textbook Pages 7-8

Long and Short

- Show different objects and introduce the terms long and short e.g. this is a long candle and this is a short candle.



- Show video for more practice
- <https://www.youtube.com/watch?v=5G0JwKhTWYU>

Activity:

- Draw long pencil and a short pencil on the board and ask children to observe and tell which is long and which is short. Now teacher to use a ruler to verify their estimations.
- Call 2 children (one tall and one short) to stand in front of the class and ask children to observe and tell who is tall and who is short. Now teacher to use a measuring tape to verify their estimations.
- Explain **Textbook pgs. 7,8** and let children do the work independently

Textbook Pages 9-10

Number 3

- Sing Number poem and revise numbers 1,2
- Introduce Number 3 with flashcard, real objects and by asking children to count 3 objects in the classroom
- Discuss three traffic lights and their uses.
- Call students and ask them to draw 3 objects they like on white board.
- Write number 3 on white board (with correct formation) and draw 3 circles with it. Associate number with quantity.
- Ask children to count pictures on **Textbook pg. 9**
- Trace number 3 with two fingers and colour it.
- Practice tracing number 3 in the book, on the table on the small boards/slate and in the air.
- Do Ready, Steady, Go **Practice Book pgs. 7-9**. Provide daily opportunities to the children to count objects in the environment.
- Ask children to write numbers 1, 2, 3 on the **Textbook Pg10** and then draw objects in front of numbers.

Textbook Page 11

Number 4

- Sing number poem and revise numbers 1, 2, 3
- Introduce Number 4 with flashcard, real objects and by asking children to count 4 objects in the classroom
- **Activity:** Distribute number cards 1-4 and make a child call out numbers from 1 to 4 one by one. The child with relevant flashcard will come out and jump once. The child with number two will jump twice, the child with number 3 will jump three times, the child with number 4 will jump four times
- Call students and ask them to draw 4 objects they like on white board. Try to call the shy students out to build their confidence
- Discuss the things that are four in numbers e.g. the four seasons, the Holy Books, four wheels of a car etc.
- Write number 4 on white board (with correct formation) and draw 4 flowers with it. Associate number with quantity.
- Ask children to count pictures on **Textbook pg. 11**, trace number 4 with two fingers and colour it.
- Practice tracing number 4 in the book, on the table on the small boards/slate and in the air

Group Activity: Make a chart paper car and let the children paste 4 wheels on it



- Do Ready Steady Go **Practice Book pgs. 10 -12**

Textbook Pages 12-13

Thick and Thin

Show different objects and introduce the terms Thick and Thin e.g. this is a thick crayon and this is a thin crayon.



Show video for more practice

- <https://youtu.be/1NR84XJS1lc>
- Draw thick book and a thin book on the board and ask children to tell which is thick and which is thin
- Explain **Textbook pgs. 12, 13** and let children do the work independently

Wide and Narrow

Measure the window with opening two arms saying wide and measure door and say narrow. Tell the difference of wide and narrow

Show video for more practice <https://youtu.be/DyVvgESP9Hk>

Textbook Pages 14-15

Number 5



- Play/.Sing Number Poem
<https://youtu.be/JgH9ALICWSs>
- Introduce digit 5 by showing 5 fingers. Count by folding one finger at a time from 1, 2, 3, 4, 5 till all the fingers are closed. Show flashcard of 5 with real objects such as 5 flowers, 5 leaves, 5 grapes, 5 carrots, 5 almonds etc.
- Discuss the things which are five in numbers e.g. five Prayers, five fingers etc.
- Write number 5 on white board (with correct formation) and draw 5 leaves with it. Associate number with quantity.
- Ask children to count pictures on **Textbook pg. 14**
- Trace number 5 with two fingers and colour it.
- Practice tracing number 5 in the book, on the table and in the air
- **Activity:** Make a dice with card board and write numbers 1-5 on it. Ask a child to roll a dice and tell the number.
- Paste numbers 1-5 on the board and put flashcards of leaves/ flowers/ apples on the table. Call children one by one and ask them to count and paste the pictures according to the number.
- Explain **Textbook pg. 15** and let children paste the stickers on the correct place to match the numbers
- Do Ready, Steady, Go **Practice Book pgs. 13-17**


Textbook Page 16

Number 6

- Revise numbers 1-5 through number cards, board, clapping, jumping, poems etc.
- Introduce digit 6 by showing 6 fingers. Show flashcard of 6 with real objects such as 6 flowers, 6 leaves, 6 seasonal fruits & vegetables etc.
- Show and discuss six legs of an insect.
- Write number 6 on white board (with correct formation) and draw 6 carrots with it. Associate number with quantity.
- Ask children to count pictures on **Textbook pg. 16**
- Trace number 6 with two fingers and colour it.
- Practice tracing number 6 in the book, on the table on the small boards/slate and in the air
- **Activity:** Children love movement; make them sit/stand on their chair 6 times
- Do Ready, Steady, Go **Practice Book pgs. 18-20**

Textbook Page 17

Number 7

- Revise numbers 1-6 through number cards, board, clapping, jumping, poems etc.
- **Introduce** digit 7 by asking students how many days are there in a week? Let's count them; Monday 1, Tuesday 2, Wednesday 3, Thursday 4, Friday 5, Saturday 6, Sunday 7. Write the number 7 on the board. Draw 7 objects and paste flashcard of 7 on the board. Count 7 objects in the class
- Ask children to count pictures on **Textbook pg. 17**
- Trace number 7 with two fingers and colour it.
- Practice tracing number 7 in the book, on the table on the small boards/slate and in the air
-  **Group Activity:** Make a rainbow with 7 colour wool threads or poster colours
- Do Ready, Steady, Go **Practice Book pgs. 21-23**

Textbook Pages 18-19

More and Less

- Bring 2 baskets with more fruits and less fruits and introduce the terms, More and Less. Children may be given more practice of this concept by using different real objects, pictures and examples
- Draw 2 circles on the board, colour one circle (all) and some portion of other circle. Explain the difference between all and some and tell that some is less than all.
- Explain Ready, Steady, Go **Textbook pgs. 18, 19** and let children do the work independently

Textbook Page 20


Number 8

- Revise numbers 1-7 through number cards, board, clapping, jumping, poems etc.
- Introduce digit 8 by showing flashcard of 8, with real objects such as 8 flowers, 8 leaves, 8 grapes, 8 carrots etc.
- Write number 8 on white board (with correct formation) and draw 8 grapes with it. Associate number with quantity.
- Make students count 8 objects in the class.
- Ask children to count pictures on **Textbook pg. 20**

- Trace number 8 with two fingers and colour it.
- Practice tracing number 8 in the book, on the table on the small boards/slate and in the air
- Do Ready, Steady, Go **Practice Book pgs. 24-26**
- Discuss there are eight letters in “Pakistan” and eight legs of octopus.

Textbook Page 21

Solid Shape Cube

-  Play video and revise shapes
<https://youtu.be/VdzzE20zQC8>



- Ask student to find the square, circle, rectangle, triangle shapes in the class.
- Introduce solid shape Cube by showing real objects dice, paper box, wooden block etc.
- Colour he cube on Ready, Steady, Go **Textbook pg.21**

Textbook Page 22

Number 9

- Revise numbers 1-8 through number cards, board, clapping, jumping, poems etc.
- Introduce number 9 by showing flashcards of 9
- Write number 9 on white board (with correct formation) and draw 9 mangos with it. Associate number with quantity.
- Make students count 9 objects in the class.
- **Activity:** Put some leaves on the table and ask children to count and paste only 9 leaves on the board
- Ask children to count pictures on **Textbook pg. 22**
- Trace number 9 with two fingers and colour it.
- Practice tracing number 9 in the book, on the table on the small boards/slate and in the air
- Do Ready, Steady, Go **Practice Book pgs. 27-29**

Textbook Pages 23-24

Solid Shape Cuboid

- Revise flat shape rectangle by flashcard then ask children to find the shape in the class. Introduce solid shape Cuboid by showing real objects to students.



- Make students find solid shapes from the classroom
- Do Ready, Steady, Go **Textbook pg.23, 24**

Textbook Page 25

Backward Counting 5-1

Activity: Draw a number line (1-5) outside the classroom with chalk and ask children to stand on number 5, jump backwards and say numbers 5-1



Play/ Sing Poem 5 little ducks

<https://www.youtube.com/watch?v=-ccCPcujnys>

- Write backward counting 5-1 on the board and call children for oral practice
- Explain **Textbook pg. 25** and let children do the work independently. Do **Practice Book pg 30**.

Textbook Pages 26-27

Concept of Zero 0

- Explain concept of zero by showing a box full of sweets/ biscuits. Distribute all sweets and show the empty box and tell there is no sweet in the box. We use 0 to mean nothing.



Activity: show video for more practice of concept of zero

- <https://youtu.be/G7QSEmAN6uw>
- Explain pictures on **Textbook pgs.26,27**
- Trace number 0 with two fingers and colour it.
- Practice tracing number 0 in the book, on the table and in the air
- Do Ready, Steady, Go **Practice Book pgs. 31-33**

Textbook Pages 28-29

- Quickly revise numbers 1-9 on board with flashcards and objects.
- **Activity:** Make Number line on the floor and ask children to count 1-10 while walking on it.
- Introduce number 10 by counting fingers of both hands. Paste flashcard of 10 on the white board. Ask students to draw 10 objects one by one on the white board. Guide how to write number 10 in square boxes.
- Ask children to count pictures on **Textbook pg. 28**
- Trace number 10 with two fingers and colour it.
- Practice tracing number 10 in the book, on the table and in the air
- Explain forward counting on the board , call some children to practice on the board and let children do the work independently on Ready, Steady, Go **Textbook pg. 29**
- Do Ready, Steady, Go **Practice Book pgs.34- 37**

Textbook Pages 30-31

Recap



Show video of numbers 1-10 <https://youtu.be/EdHwpRQihzA>

- Revise numbers 1-10 forward and backwards with board drill, flashcards, dices, number line jumping, building blocks, and playing abacus etc.
- Explain Ready, Steady, Go **Textbook pgs.30,31**, Ready, Steady, Go **Practice Book pg.37** and let children do the work independently

Textbook Page 32

- Describe the position of different objects in the class such as, in front of, behind, under. Explain with pictures and examples i. e. book is in front of the girl, dustbin is behind the door, bag is under the table etc. Draw pictures on the board and Ask children to draw pictures on Ready, Steady, Go **Textbook pg. 32**

Textbook Pages 33-34

Numbers 11, 12

- Revise numbers 1-10 through number cards, board, clapping, jumping, poems etc.
- **Introduce** number 11, 12 with counting leaves. Make students count leaves one by one loudly.
- **Activity Macaroni counting:** Write random numbers on coloured chart paper. Circle the numbers and ask students to count macaroni corresponding to the number and place them inside the circle on the paper mat.
- **Board Drill:** do number writing drill on the board.
- Ask children to count pictures on **Textbook pgs. 33-34**
- Trace numbers 11, 12 with two fingers and colour it.
- Do Ready, Steady, Go **Practice Book pg.38-41**


Textbook Page 35

What comes after

- Introduce what comes after by showing number cards and asking what comes after this number.
- Distribute number cards to the children call children one by one and ask what comes after this number
- Write numbers on the board and practice what comes after
- Explain Ready, Steady, Go **Textbook pg. 35** and let children do the work independently
- Do Ready, Steady, Go **Practice Book pg. 42**

Textbook Page 36

Solid shape Sphere

- Revise flat shape circle by flashcard
-  Ask student to find the shape in the class.
- Introduce solid shape Sphere by showing real objects to students. Make students find solid shape from the classroom
- Do Ready, Steady, Go **Textbook pg. 36**

Textbook Pages 37-38

Numbers 13, 14


- Revise numbers 1-12 through number cards, board, clapping, jumping, poems etc.
- Introduce number 13, 14 with flashcard and real objects such as 13, 14 red beans.
- Ask students to draw 13, 14 objects (star, flower etc) on the board and write 13, 14 with it.
- **Writing:** do board drill of writing number 13 and 14 in square boxes.
- Ask children to count pictures on **Textbook pgs. 37, 38.**



- Ask children in which season do we eat ice cream? Is it hot or cold? Tell names of some hot objects (tea, sun, soup) and cold objects (ice, ice cream). Show pictures
- Trace numbers with two fingers and colour it on Ready, Steady, Go **Textbook pgs. 37-38**
- Do Ready, Steady, Go **Practice Book pgs. 43-46**

Textbook Pages 39- 40

Solid Shape Cone

- Revise flat shape triangle by flashcard
-  Ask student to find the shape in the class.
- Introduce solid shape Cone by showing real objects to students.
- Do Ready, Steady, Go **Textbook pg. 39, 40**

Textbook Pages 41-42

Numbers 15, 16

- Revise numbers 1-14 through number cards, board, clapping, jumping, poems etc.
- Paste flashcard of 15, 16 on the board. Draw 15, 16 objects
- **Activity**
 - Call 15 students one by one and do counting with the class loudly.
 - Ask each student to pick up one object from the classroom and put it into the basket till 16 objects are collected e.g. (pen, pencil, bottle, eraser etc.)
- Explain how to write 15, 16 in square boxes on the board.
- Ask children to count pictures on **Textbook pgs. 41, 42**
- Trace numbers with two fingers and colour it on **Textbook pgs. 41, 42**
- Ready, Steady, Go **Practice Book pgs. 47-51**

Textbook Pages 43-44

One more (Add)

- Put 3 cars on the table and ask children to count then add one more and ask to count again. Repeat this with other sets of objects
- Draw addition sum on the board as well for more practice
- Explain Ready, Steady, Go **Textbook pgs. 43, 44** and Ready, Steady, Go **Practice Book pg. 52** and let children do independently

Textbook Pages 45-46


Numbers 17, 18

- Revise numbers 1-16 through number cards, board, clapping, jumping, poems etc.
- Introduce number 17, 18 with flashcards, Paste the flashcards on the board
- **Activity:**
 - Ask students to collect 17 books.
 - Draw ladybirds on the board with 18 dots. Let children count how many dots are there.
- Explain how to write 17, 18 in square boxes on the board
- Ask children to count pictures on **Textbook pgs. 45,46**

- Trace numbers with two fingers and colour it.
- Do Ready, Steady, Go **Practice Book pgs. 53-56**

Textbook Pages 47-48

Solid Shape Cylinder

- Revise flat shape oval by flashcard
-  Ask student to find the shape in the class.
- Introduce solid shape Cylinder by showing real objects to students.
- Make students find solid shape from the classroom
- Do Ready, Steady, Go **Textbook pgs. 47, 48**

Textbook Pages 49-50

Numbers 19, 20

- Revise numbers 1-18 through number cards, board, clapping, jumping, poems etc.
- Introduce numbers 19, 20 with flashcards and real objects.
- **Writing:** do board drill. Reinforce by Ready, Steady, Go **Textbook pgs. 49-50**
- Ready, Steady, Go **Practice Book pgs. 57-60**

Textbook Pages 51-52

Count and add

- Revise concept of one more and introduce + (sign) by showing real objects. Put 4 pencils on the table and ask children to count then add one more and ask to count again. Repeat this with other sets of objects
- Use blocks, beads, straws, pencils etc. for counting and adding activity Draw addition sums with + sign on the board as well for more practice
- Explain Ready, Steady, Go **Textbook pgs. 51, 52** and Ready, Steady, Go **Practice Book pg. 61** and let children do independently

Textbook Pages 53-54

Forward Counting

- Make students read aloud numbers from 1-20
- Write forward counting on Ready, Steady, Go **Textbook pgs.53, 54** and Ready, Steady, Go **Practice Book pgs. 62**

Textbook Pages 55-57

Recap

Revise the concepts (What comes after, counting numbers, one more) and do Ready, Steady, Go **Textbook pgs. 55- 57** and Ready, Steady, Go **Practice Book pgs. 63– 65**

Textbook Pages 58

- Describe the position of different objects in the class such as inside, outside, between and next to i. e pencils are inside the basket, eraser is outside, boy is holding a ball between his two hands, Ali is standing next to the teacher. Explain with pictures real objects and examples. Draw pictures on the board for clarity.
- Ask children to draw pictures on Ready, Steady, Go **Textbook pg. 58**

Ready, Steady, Go Mathematics Early Years Stage 2 Second Term


Textbook Pages 1-2

Recap

- Write numbers on board (1-20) randomly and ask students to tell the number.
- Revise counting 1-20 by singing number poems.
- Revise numbers from 1-20 on the white board, with the help of number cards, pictures, objects, beads and real things etc.
- **Activity: Play dough Shapes**
The teacher must demonstrate how to mould play dough to make different flat shapes. Let children make shapes with play dough
- Use different materials and real objects for concept Add one more. Place some pencils and number cards on the table, call children to pick up one number card, show and say the number loudly. count the pencils add one more pencil and tell the number again.
- Do **Ready, Steady, Go Textbook pgs. 1, 2 and Practice Book pgs. 1, 2**


Textbook Pages 3-6

Numbers 21-24

- Introduce Numbers 21-24 by drawing/showing objects. Let the children count the objects
- Show number card 21-24 one by one
-  Make students count 24 students in the class.
- **Board Drill:** do board drill of writing numbers 21-24 with correct formation
- Ask children to count picture on **Textbook pgs. 3-6**
- Practice tracing numbers in the book, on the table and in the air
- Do Ready, Steady, Go **Practice Book pgs. 3-10**
- **Note:** Engage children in hands on activities to help them build an understanding of numbers and their number representations/quantity. Provide manipulative, such as counting bars, small blocks, balls, spoons, ice-cream sticks, pencils, straws, books etc.

Textbook Pages 7-8

High and Low

- Show different objects in the class and introduce the terms **High and Low**
- **Activity:**
 - Take children outside and show high and low objects
 -  Show video <https://www.youtube.com/watch?v=jKDNPP-oPro>
- Explain **Textbook pgs. 7, 8** and let children do the given task independently. Tell children that we can also use the words up and down for high and low. In the picture the girl is up and boy is down

Textbook Page 9

What comes before

- Start with oral drill of backward counting 10-0
- Make a number line on chart paper/board /floor, put number cards 1-10 on the table, ask children one by one to come and pick up a number card say the number and then tell what comes before that number
- Explain **Textbook pg. 9, Practice Book pg. 11** and let children do the given task independently.

Textbook Page 10

Count and add 2 more

- Draw addition sums on the board (with pictures only) as well for more practice **introduce the signs + and =**
- **Activity:** Provide manipulative, such as counting beads, small blocks, balls, spoons, ice-cream sticks etc. and ask children to practice add 2 more (2+2, 1+2, 3+2 , 4+2 etc.)
- Explain Ready, Steady, Go **Textbook pg. 10** and Ready, Steady, Go **Practice Book pg. 12** and let children do the work independently.

Textbook Pages 11-12

Numbers 25, 26

- Revise counting numbers 1-24 using different ways e.g. count mentally, count yellow objects in the classroom, count your and your friend's fingers etc.
- Show number cards and ask children to recognize the number.
- **Introduce Numbers '25, 26'** by drawing/showing 25, 26 objects. Let the children count the objects
- Show number cards.
- **Board Drill:** do board drill of writing numbers 25, 26 with correct formation
- Ask children to count pictures on **Textbook pgs. 11, 12**
- Practice tracing numbers in the book, on the table and in the air with correct formation
- Do Ready, Steady, Go **Practice Book pgs. 13-18**

Textbook Pages 13-14

Heavy and light

- Show different objects in the class and introduce the terms **light and heavy**

Activity:

- Call children one by one and tell to pick up a notebook and a book. Ask which is heavy and which is light. Explain the concept light and heavy using other objects e.g. pen and book, bag and marker, water bottle and eraser etc.
- Now teacher to use a balance to verify their estimations.

Rough and Smooth

- Bring some objects e.g. piece of cloth, wood, leaves, sand paper. Introduce the term rough and smooth by touching the surfaces. Give these objects to the children to feel the textures and tell which is smooth and which is rough.



Show video: <https://www.youtube.com/watch?v=SQml21BB8mA>

- Explain **Textbook pgs. 13, 14** and let children do the given task independently.

Textbook Pages 15, 16, 18

Numbers 27, 28, 29

- Discuss different ways they can count objects e.g. count chairs in the classroom, black objects in the classroom etc.
- Introduce Numbers '27, 28, 29' by drawing/showing objects. Let the children count the objects
- Show number cards.
- **Board Drill:** do board drill of writing numbers 27, 28, 29 with correct formation
- Ask children to count pictures on **Textbook pgs. 15, 16, 18**
- Practice tracing numbers in the book, on the table and in the air with correct formation
- Do Ready, Steady, Go **Practice Book pgs. 19-22, 24-25**

Textbook Page 17

Backward counting 10-1

Activity: Draw a number line on the board and ask children to count backwards 10-1.



Play/ Sing Poem 10 little monkeys jumping on the bed

<https://www.youtube.com/watch?v=Z5MtUmgDiMw>

- Do Ready, Steady, Go **Textbook pg. 17** and **Practice Book pg. 23**

Textbook Page 19

Number 30

- Revise counting numbers 1-29 using different ways e.g. count girls in the class
- Call 3 children, tell them to show their fingers and let students count them
- Show number card of 30 and tell correct formation.
- Ask children to count pictures on **Textbook pg. 19**

- Practice tracing numbers in the book, on the table and in the air with correct formation
- **Do Ready, Steady, Go Practice Book pgs. 26-27**

Textbook Page 20

Recap

- Show pictures or real objects box, book, tissue box, tissue roll, ball, cone ice cream etc. and ask children the shapes of these objects.
- Explain **Ready, Steady, Go Textbook pg. 20** and let children match the solid shapes with the real objects
- **Activity: Grouping Shapes**
- The teacher must demonstrate how to mould play dough and make different 2xD and 3xD shapes.
- Divide children in groups and distribute play dough. Let children be creative and make different shapes.
- Call one child to collect one shape e.g. cube from all the tables and put them together to make a groups of different. In this way make group of each shape.
- Revise oral counting 1-30 and What comes before and after
- Do Ready, Steady, Go **Practice Book pgs. 28, 29, 30, 31**

Textbook Pages 21-22

Fast and slow

- Ask children how do they come to school? Introduce fast and slow by showing pictures/ toys of different vehicles (bicycle, car, motor cycle, aeroplane, bus etc.) and compare the speed of bicycle and car then bus and aeroplane.

Activity



Show video <https://www.youtube.com/watch?v=nfO61fiSqaI>

- Discuss Ready, Steady, Go **Textbook pgs. 21, 22** and let children match the given pictures with fast or slow


Textbook Pages 23-24

Numbers 31, 32

- Revise counting numbers 1-30 using different ways e.g. count blue objects in the classroom.
- Write numbers 31, 32 on the cards and place on students' tables and introduce Numbers '31, 32'.
- Ask children to count pictures on **Ready, Steady, Go.. Textbook pgs. 23, 24**
- Practice tracing numbers in the book, on the table and in the air with correct formation
- Do Ready, Steady, Go **Practice Book pgs. 32-35**

Textbook Pages 25-26

Time

- Introduce day and night time through pictures showing some activities (day, night)
- **Activity**
-  Show video <https://www.youtube.com/watch?v=hG85D69Pepw>
- Discuss pictures given on **Ready, Steady, Go.. Textbook pgs. 25, 26** and do the given task

Textbook Pages 27-28

Numbers 33, 34

- Revise numbers through **Activity:**
Make a number hunt box, put rice or pulses in it and bury 0 to 30 number cards in it. Ask students to come one by one take out one number and tell which number is this
- Show number cards of 33, 34. Ask children to count pictures on **Ready, Steady, Go.. Textbook pgs. 27, 28** and trace numbers 33, 34.
- Do Ready, Steady, Go **Practice Book pgs. 36-39**

Textbook Pages 29-30

Take away

- Put 4 books on the table. Call out a child asks him/her to count books on the table then take away 1 book ask him/ her to count again. Repeat this with numbers (1-5). Provide manipulative, such as counting beads, small blocks, balls, spoons, ice-cream sticks etc. for more practice.
- Draw sums on the board (with pictures only) for more practice introduce the terms take away, subtract
- Explain Ready, Steady, Go **Textbook pgs. 29, 30** and Ready, Steady, Go **Practice Book pg. 40** and let children do the work independently.

Textbook Pages 31-32


Numbers 35, 36

- Revise numbers 1-34 orally
- Introduce Numbers '35, 36'
- Ask children to count pictures on **Ready, Steady, Go.. Textbook pgs. 31, 32**
- Practice tracing numbers in the book, on the table and in the air with correct formation
- Do Ready, Steady, Go **Practice Book pgs. 41- 46**

Textbook Pages 33-34

Patterns

- **Activity:** To give concept of patterns paste red, blue (colour) strips on the board and explain pattern of colours. Ask 2 girls and 2 boys to stand making pattern girl, boy, girl, boy Teacher can use different objects for more practice i.e. ball- bat, rubber- sharpener, spoon- fork etc.

-  Show videos for more practice:

- <https://www.youtube.com/watch?v=MBjixSx45-Q>
- <https://youtu.be/a9wt4K5Zup0>
- Explain patterns on Ready, Steady, Go.. **Textbook pgs. 33, 34** and let children do the given task independently,
- **Odd one out:** Draw a patterns on the board (with pictures) flower, tree, flower, tree, flower, tree and a ball. Ask children to observe and identify the “odd one” from the given pattern (ball). Explain with more examples.

Textbook Pages 35-36

Numbers 37, 38

- Introduce Numbers '37, 38' by showing number cards.
- **Board Drill:** do board drill of writing numbers 37, 38 with correct formation
- Ask children to count pictures on Ready, Steady, Go.. **Textbook pgs. 35, 36**
- Give ice-cream sticks to count till Numbers 37, 38
- Practice tracing numbers in the book, on the table and in the air with correct formation
- Do Ready, Steady, Go **Practice Book pgs. 47-50**

Textbook Pages 37-38

Money

- Bring paper money and discuss the uses of money
- Make a shop, put some objects/ toys with price tags (1, 2, 5, 10, 20, 50). Make paper coins and money (1, 2, 5, 10, 20, 50) and give concept of buying things with money.
- Look at the money (pictures) given on Ready, Steady, Go.. **Textbook pgs. 37, 38** explain the task and let children do the work independently.

Textbook Page 39

Number 39

- Show number cards 1-38 randomly and ask children to recognize the number.
- Introduce Number '39' by drawing/showing objects. Let the children count the objects
- Revise counting numbers using different ways e.g. count chairs in the classroom.
- Show number card of 39.
- **Board Drill:** do board drill of writing number 39 with correct formation
- Ask children to count pictures on **Ready, Steady, Go.. Textbook pg. 39**
- Practice tracing numbers in the book, on the table and in the air with correct formation
- Do Ready, Steady, Go **Practice Book pgs. 51-52**

Textbook Page 40

Number 40

- Show number cards 1-39 randomly and ask children to recognize the number.
- Introduce Number '40' by drawing/showing objects.
- Let the children count 40 objects in the classroom.
- Show number card of 40.
- **Board Drill:** do board drill of writing number 40 with correct formation
- Ask children to count pictures on Ready, Steady, Go.. **Textbook pg. 40**

- Practice tracing numbers in the book, on the table and in the air with correct formation
- Do Ready, Steady, Go **Practice Book pgs. 53, 54**

Textbook Pages 41-44

Recap

- Revise day and night activities, look at the pictures given on **Ready, Steady, Go.. Textbook pg. 41** explain the task and let children do the work independently
- Revise patterns showing objects /drawing on the board.
- Revise the concept High and low /up and down **Textbook pgs. 7, 8**. Draw pictures on the board for clarity. Ask children to draw pictures on Ready, Steady, Go **Textbook pg. 42**
- Revise Oral counting (1-40) and do Ready, Steady, Go.. **Practice Book pgs. 55, 56**
- Revise one more (addition) on the board through pictures
- Explain **Ready, Steady, Go.. Textbook pgs. 43, 44** and let children do the task independently

Textbook Pages 45-46

Numbers 41-42

- **Activity:** Put number cards (10, 20, 30, 40). Call children one by one and ask them to choose one number card, count macaronis and put with the number card.
- Show number cards 1-40 randomly and ask children to recognize the number.
- Introduce Numbers '41, 42' by drawing/showing objects.
- Show number cards of 41, 42.
- **Board Drill:** do board drill of writing number 41, 42 with correct formation
- Ask children to count pictures on Ready, Steady, Go.. **Textbook pgs. 45, 46**
- Practice tracing numbers in the book, on the table and in the air with correct formation
- Do Ready, Steady, Go **Practice Book pgs. 57-60**

Textbook Pages 47-48

Recap

- Revise money through coins and paper notes/pictures
- Explain Ready, Steady, Go.. **Textbook pgs. 47, 48** and let children do the task independently


Textbook Pages 49-50

Numbers 43-44

- Show number cards 1-42 randomly and ask children to recognize the number.
- Introduce Numbers '43, 44' by drawing/showing objects.
- Show number cards of 43, 44.
- **Board Drill:** do board drill of writing numbers 43, 44 with correct formation
- Ask children to count pictures on **Ready, Steady, Go.. Textbook pgs. 49, 50**
- Practice tracing numbers in the book, on the table and in the air with correct formation
- Do Ready, Steady, Go **Practice Book pgs. 61-64**

Textbook Page 51

Two less

Activity  Show video (Subtraction)

<https://youtu.be/GdXClek-051>

- Put 5 balls on the table. Call out a child ask him/her to count the balls on the table then take away 2 balls ask him/ her to count again. Draw sums on the board (with pictures only) for more practice. Repeat this with different examples.
- **Note:** Engage children in hands on activities to help them build an understanding of subtraction. Provide manipulative, such as counting bars, small blocks, balls, spoons, ice-cream sticks.
- Explain **Ready, Steady, Go Textbook pg. 51** and let children do the work independently.

Textbook Pages 52-57

Numbers 45-49

- Show number cards 1-44 randomly and ask children to recognize the number.
- Introduce Numbers 45-49 one by one by showing number cards.
- **Board Drill:** do board drill of writing numbers 45-49 with correct formation
- Ask children to count pictures on **Ready, Steady, Go.. Textbook pgs. 52-57**
- Do Ready, Steady, Go **Practice Book pgs. 65-78**

Textbook Page 58

Number 50

- Show number cards 1-49 randomly and ask children to recognize the number.
- Introduce Number '50' by drawing/showing objects.
- Show number card of 50.
- **Board Drill:** do board drill of writing number 50 with correct formation
- Ask children to count pictures on Ready, Steady, Go.. **Textbook pg. 58**
- Practice tracing numbers in the book, on the table and in the air with correct formation
- Do Ready, Steady, Go **Practice Book pgs. 79, 80**

Textbook Page 59

Recap

- Revise counting orally 1-50 and let children join the dots on **Ready, Steady, Go.. Textbook pg. 59** and write forward counting 0-50 on **Practice Book pgs. 81, 82**
- Revise concept what comes before and after by showing number cards, and do **Practice Book pg. 83**

Ready, Steady, Go... Mathematics Pre 1

Recap

Suggested Duration

5-7 periods

Required Resources

- Flashcards of different objects up to 10
- Small objects
- Cubes

Teaching Tips

In this unit students are required to look back at some concepts they learned in the previous classes before they start to learn new concepts.

Number (pg 1)

Show students different flashcards, let them identify how many objects are in the flashcard. Students count the number of objects from the given picture. Guide the students to identify each object and fill the box

Counting 0-50 (pg 2)

Recap counting from 0-50 in order done in EY1 & EY2. Explain how to join the dots. Encourage the students to start at 0 and join up with 1 then 2 then 3....up to 50

Adding (pg 3)

Remind the students on how to add one more & two more by using small objects/cubes. Let the student's complete pg 3. You may use small objects to help the students do the additions.

Take away (pg 4)

Recap taking away one by using fingers. Let the students' complete pg 4. They may use their fingers to help them do the subtractions.

Unit 1 Counting 50-54, Comparing Numbers

Suggested Duration

10-12 periods

Expected Learning Outcomes

By the end of the year children will begin to:

- Count, read & write numbers 50.-54
- Compare the number of objects in two groups
- Use the words more, less, greater, smaller to compare items.

Required Resources

- Flashcards of numbers 50-51
- Toy cars/animals
- Cubes
- Coloured pencils

Key Words

Use them repeatedly during the lesson, make the students use and repeat them frequently. Pay special attention to students who need extra help

Count, fifty, fifty one, fifty two, fifty three, fifty four

Compare, more, less, greater, smaller

Recommended Websites

<https://www.youtube.com/watch?v=Ge9lazJons0>

<https://www.youtube.com/watch?v=ZxC4YFLVSsQ>

Skills

Counting, sequencing, comparing, identifying, communicating, ICT, critical thinking

Strands



Teaching Tips

Counting 50-54 (pg 5)

This lesson will focus on counting numbers 50-54. Each number will be written in numerical form. It is a good idea to practice reading and writing the numbers repeatedly guide the students to practice “writing in the air”. Use flashcards and manipulatives to practice the counting. Care

must be taken to write one number in one box. The numbers must not touch the top and bottom lines of the box.

Comparing Numbers (pgs 6-10)

In mathematics, to **compare** means to examine the differences between **numbers**, quantities or values to decide if it is greater than, smaller than or equal to another quantity. Learning to compare quantities helps students begin to make sense of the relationships between numbers: seven is one less than eight, but it is one more than six. Students already understand the concept of more and less informally. Even without any instruction, most are able to compare quantities if only small amounts are involved, or if two quantities are very different from each other visually. But comparing larger quantities is much more difficult. To learn to make these more difficult comparisons, students need instruction and lots of practice. For example, students who are just learning to compare larger quantities begin by matching the objects one-by-one to see which group has more. Then, as they gain more experience with comparing, children learn that they can use counting to compare quantities. Focus on the key words.

Unit 2 Number Word Zero, Before After & In between

Suggested Duration

5-7 periods

Expected Learning Outcomes

By the end of the year children will begin to:

- Read and write the number word zero
- Use the terms before, after & in between
- Identify a number that comes before or after a given number
- Identify a number that comes in between two numbers

Required Resources

- Flashcards z,e,r,o, zero, numbers
- Small toys

Key Words

Use them repeatedly during the lesson, make the students use and repeat them frequently. Pay special attention to students who need extra help

Zero, before, after, in between

Recommended Websites

https://www.youtube.com/watch?v=yCz2t7_uN9Q

<https://www.youtube.com/watch?v=eENg3BzDL-U>

Skills

Reading, writing, sequencing, ordering, ICT, critical thinking, communicating

Strands



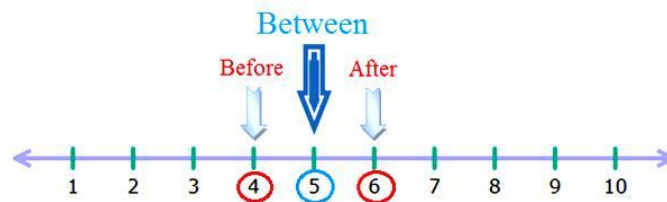
Teaching Tips

Number Word Zero (pg 11)

A good way to start **teaching kids about the number zero** is with hands on play that will help them understand that **zero is nothing**. Use song and music to introduce the concept of zero. Let the kids draw the numerical form using coloured pencils and practice writing zero in words.

Before After & In between (pgs 12-14)

Counting before, after and between numbers improves the child's counting skills. In this learning activity kids will learn to find the before, after and between numbers. Number counting is the basic math skill that will help your children to recognize the order of the numbers.



On the number-line –

number 4 is before number 5,

number 6 is after number 5,

number 5 is between number 4 and 6.

Suggested Duration

10-12 periods

Expected Learning Outcomes

By the end of the year children will begin to:

- Read & write the number word one
- Recognise 2D shapes
- Identify squares, rectangles, circles, ovals and rectangles in real life objects
- Describe 2D shapes
- Identify straight and curved lines
- Draw 2D shapes

Required Resources

- Flashcards o,n,e, one, 2D Shapes
- Real life objects that have 2D shapes faces
- Shape games, manipulatives, puzzles, shape cookie cutters, shape magnets

Key Words

Use them repeatedly during the lesson, make the students use and repeat them frequently. Pay special attention to students who need extra help

One, square, rectangle, circle, triangle, oval, face, straight, curve, line, side

Recommended Websites

<https://www.youtube.com/watch?v=beTDz9HSNOM>

<https://www.youtube.com/watch?v=gZ6cnZOcOmc>

Skills

Reading, writing, identifying shapes, describing shapes, drawing shapes, ICT skills, communicating, creating

Strands



Teaching Tips

Number Word One (pg 15)

Use flashcards to teach the spelling of number word one. Let the students say the word and spell it out.

2D Shapes (pgs 16-23)

Create shape activity centres in the classroom. Students need to be playing, manipulating and creating with shapes all over the classroom. Toothpick Shapes are a fun and interactive way to learn shapes. Students can make shapes with toothpicks and play dough. When teaching your little learners about shapes, it's important to teach about the sides too. Feel, touch and count the number of sides a shape has. Identify the straight and curved sides too.

Unit 4 Counting 55-59, Number Word Two, Place Values

Suggested Duration

8-10 periods

Expected Learning Outcomes

By the end of the year children will begin to:

- Read, write & count numbers from 55-59
- Count and write in tens and ones
- Count from 0-9 in tens and ones
- Count from 11-19 in tens and ones
- Read and write the number word two
- Identify the number of tens and ones in a given number

Required Resources

Rubber bands, kidney beans, straws, coloured pencils, flashcards t,w,o, two

Key Words

Use them repeatedly during the lesson, make the students use and repeat them frequently. Pay special attention to students who need extra help

Two, tens, ones, place values, groups

Recommended Websites

<https://www.youtube.com/watch?v=dHu5TFxPtk>

<https://luckylittlelearners.com/videos-teach-place-value/>

Skills

Reading, writing, counting, grouping, identifying, critical thinking, communicating, creativity, collaborating, ICT

Strands



Teaching Tips

Counting 55-59 (pg 24)

Counting objects initiates the skill of 1:1 correspondence – the understanding that every object can only be counted once. Accurate counting develops with experience and maturity. Children will count objects repeatedly, until they develop this skill of 1:1 correspondence. With mastery of this skill, numerical values and relationships are explored using logic. The teacher can practice counting with a number of cubes, straws, stuffed animals, beads, and stacking rings are good toys to start with.

Place Values (pgs 25-32)

In mathematics, every digit in a number has a place value. Place value can be defined as the value represented by a digit in a number on the basis of its position in the number e.g. 48 - 4 is in tens place and its place value is 40, 8 is in ones place and its place value is 8. The place value of digits in numbers can also be represented using base-ten blocks and single cubes. Students have to understand how to read and write numerals. Making these connections hinges on utilizing different counting strategies in practice: counting by ones, counting by groups and singles, and counting by tens and ones.

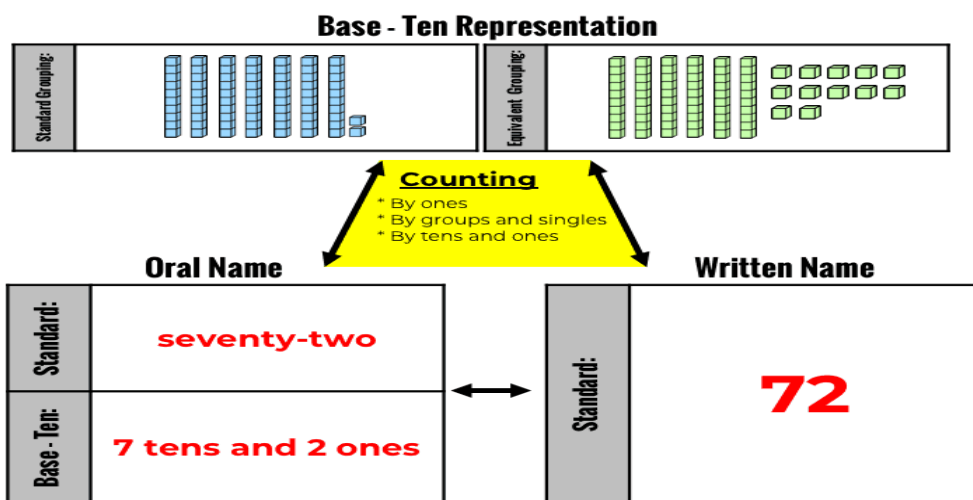


Image modeled after Van De Walle, Karp, & Bay-Williams, 2010, Figure 11.3

Unit 5 Counting 60-64, Number Word Three, Patterns

Suggested Duration

7-9 periods

Expected Learning Outcomes

By the end of the year children will begin to:

- Read & write the number word three
- Count, read & write numbers from 60-64
- Recognise patterns
- Complete patterns

Required Resources

Number cards, flashcards t,h,r,e,e, three, coloured pencils, pipe cleaners, dori, wool, beads

Key Words

Use them repeatedly during the lesson, make the students use and repeat them frequently. Pay special attention to students who need extra help

Three, pattern, repeat, position, next

Recommended Websites

<https://www.youtube.com/watch?v=MBjxSx45-Q>

<https://www.youtube.com/watch?v=UuAYp6O8GwU>

Skills

Reading, writing, counting, identifying, predicting, sequencing critical thinking, communicating, creativity, collaborating, ICT

Strands



Teaching Tips

Number Word Three (pg 33)

Use flashcards, pictures, small objects etc to explain how to write the number word three. Let the students say it several times and encourage them to spell it. Encourage the students to write on the line.

Counting 60-64 (pgs 34)

Recap counting from 1-59. Use flashcards, base ten blocks and ones cubes to help with the counting and writing of numbers 60-64. Point out the place values.

Patterns (pgs 35-37)

Patterns help children learn to make predictions, to understand what comes next, to make logical connections, and to use reasoning skills Arrangements of colours, shapes, gestures, sounds, images, and numbers are a crucial concept for young kids and contributes heavily to their early math understanding. Here's a simple progression you might want to use when you teach patterns:

- ABAB (red, blue, red, blue)
- ABC (car, truck, plane, car, truck, plane)
- AABB (crayon, crayon, pencil, pencil, crayon, crayon, pencil, pencil)
- AAB (almond, almond, raisin, almond, almond, raisin)
- ABB (stomp, clap, clap, stomp, clap clap)

Guide the children to decide what comes next, they should be able to continue the pattern.

Unit 6 Number Words Four & Five, Counting 65-69, Addition

Suggested Duration

20-22 periods

Expected Learning Outcomes

By the end of the year children will begin to:

- Recognize, read & write number word four
- Spell, read & write the number five
- Count, read & write numbers from 65-69
- Use the term “more” when doing addition
- Explain the meaning of more, add & altogether
- Add two numbers within 10
- Recognise and use the + sign
- Recognise and use the “=” sign
- Use different addition words
- Write addition sentences using numbers

Required Resources

- Flashcards f, o,u,r,l,v,e, four, five
- Small countable objects/items
- Manipulatives

Key Words

Use them repeatedly during the lesson, make the students use and repeat them frequently. Pay special attention to students who need extra help

Add, more, plus, altogether, equals, four, five

Recommended Websites

<https://www.youtube.com/watch?v=tVHOBVAFjUw>

<https://www.youtube.com/watch?v=AQ7THUKx6Es>

Skills

Reading, writing, counting, identifying, adding, critical thinking, ICT, communicating, collaborating

Strands



Teaching Tips

Number Words Four & Five (pg 38, pg 42)

Do different activities to introduce number words four and five. Involve as many students as possible. Use flashcards, number cards, base tens and ones.

Addition (pgs 39-41, 43-49)

The concept of addition can be too abstract for young children. Teachers should strive to make addition as concrete as possible and relatable to the children so they can understand the basic underlying concepts of addition. To lay the foundation for understanding have children either use their fingers, counters, manipulatives or toys to do addition e.g. take out four toy trains and say, "I have four trains, now let's have Ali give me 4 more trains from the bucket now how many trains do I have total?" The children can then see the 2 sets of four trains and use their counting skills to arrive at a total of 8. After the kids have arrived at the total the teacher will say "so four trains plus four more trains equaled eight trains" so the children can hear that terminology. Repeat several times using different small objects and addition words..

Unit 7 Number Words Six, Seven & Eight, Subtraction

Suggested Duration

20-22 periods

Expected Learning Outcomes

By the end of the year children will begin to:

- Read, spell and write number word six
- Read, spell and write number word seven
- Read, spell and write number word eight
- Use the term “take away” when doing subtraction
- Use the words less, subtract, cross out, minus for subtraction
- Subtract two numbers within 10
- Recognise and use the - sign
- Write subtraction sentences using numbers

Required Resources

- Flashcards, s,i,x,e,v,n,g,h,t,six,seven,eight, 0-10
- Small objects for subtractions
- Subtraction words cards
- Number cards 0-10

Key Words

Use them repeatedly during the lesson, make the students use and repeat them frequently. Pay special attention to students who need extra help

less, subtract, cross out, minus, six, seven, eight

Recommended Websites

<https://www.youtube.com/watch?v=qM7B2nwpV1M>

<https://www.youtube.com/watch?v=pwQKuqrFmJQ>

Skills

Subtracting, identifying, recognizing, critical thinking, communicating, collaborating, ICT

Strands



Teaching Tips

Number Words Six, Seven & Eight (pgs 50, 54, 58)

Introduce the number words by reading, spelling and writing the words in the air and on the board. Let the students spell out the words and practice writing them.

Subtraction (pgs 51-53, 55-57, 59-62)

Here is a simple and very easy to prepare activity that introduces subtraction to preschoolers. Begin by having a child draw out a card from the deck and identify the number. Using the manipulatives set on the table, invite the child to count to the number on the card. Ask the child to draw a second card. He identifies the name of the number then ask the child to take pieces away from the original number. Talk through the activity focusing on the important moves and words e.g. *You took two counters away from the five you had. How many are left now?* Repeat several times using the different subtraction words with different children.

Unit 8 Counting 70-74, Time

Suggested Duration

8 periods

Expected Learning Outcomes

By the end of the year children will begin to:

- Count numbers 70-74
- Identify the different parts of the day
- Relate different activities to the parts of the day
- Identify the face and hands of a clock
- Explain the function of a clock
- Know the long hand refers to minutes and the short hand refers to hours

Required Resources

- Flashcards 70-74
- Manipulatives
- Clock
- Paper plate
- Strips for clock hands

Key Words

Use them repeatedly during the lesson, make the students use and repeat them frequently. Pay special attention to students who need extra help

Count, morning, night, afternoon, evening, clock, hands

Recommended Websites

https://www.youtube.com/watch?v=Kj_tZ5sRf3M

<https://www.youtube.com/watch?v=tEmg914-9xY>

Skills

Identifying, sequencing, spelling, counting, reading time, critical thinking, collaborating, communicating, creativity, ICT

Strands



Teaching Tips

Counting 70-74 (pg 63).

Start by counting from 1-69, go round the class each child gives the next number in the sequence. Ask what will come next? Guide the students the next number after 69 is 70 then 71 and so on. Use different resources to help explain the concept.

Time (pgs 64-67)

Start by introducing your children to the concepts of morning, noon, evening, and night time. Then, ask your children when certain routine activities happen. i.e. "When do we eat breakfast?" or "What do we do in the morning?" "What time school ends?". Then, ask them to show you the corresponding time on the model clock. Try doing this a few times every day (with different examples). **Make a Model Clock Together:** Pick up a paper plate, and enthusiastically tell the children "Today we're making our own clocks!" Keep an analog clock next to you, to use for reference. Be sure to focus on the important markers (12, 3, 6, 9), as well as the Hour Hand and Minute Hand *during construction*. Afterwards, try a few *simple* examples of setting and telling times. Take turns with setting and answering (don't be afraid to get a few wrong to show them that it's okay to make mistakes) Start With the hour hand: As the easier of the two hands to grasp, start teaching your children how to use the hour hand of the clock so they can relate each number to an hour of the day. Model *how* to read the hour hand a few times ("I see the hour hand is pointing to __, so I know it is __ o'clock!"). Then, as they start to pick it up, ask them

to show you certain times on the clock. As your children slowly builds confidence with the time-telling process, encourage them and continue to practice with them regularly. If they make mistakes, simply model the correct way to do it and try again.

Unit 9 Number Words Nine & Ten, Calendar

Suggested Duration

10-12 periods

Expected Learning Outcomes

By the end of the year children will begin to:

- Read, spell & write number word nine
- Read, spell and write the number word ten
- Identify the days of the week
- Identify the months of the year

Required Resources

- Flashcards n,i,n,e,t,,nine,ten
- Days of the week cards
- Months of the year cards
- calendar
- Manipulatives

Key Words

Use them repeatedly during the lesson, make the students use and repeat them frequently. Pay special attention to students who need extra help

Nine, ten, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, January, February, March, April, May, June, July, August, September, October, November, December, week, month

Recommended Websites

<https://www.youtube.com/watch?v=fSWfRL3LKm0>

<https://www.youtube.com/watch?v=epdshFicYKQ>

Skills

Identifying, sequencing, spelling, critical thinking, collaborating, communicating, creativity, ICT

Strands



Teaching Tips

Number Words Nine & Ten (pgs 68, 73)

Recap the number words zero to ten. Encourage the students to spell out the words. In the same introduce the words nine and ten.

Calendar (pgs 69-72, 74-76)

Point out the days on a calendar and explain which activities they have on what days. Talk about how there are five weekday days and two weekend days. If you have regularly scheduled events on certain days (library period, games, arts, etc.), show where they fall during the week and how the days are related to each other. While understanding the concept of the days of the week is important, so is memorizing the names of the days. Singing a song that names each day and repeats it is a great way to reinforce the lesson. Here is one song you can try. A familiar one for any preschooler, this simple song goes to the tune of "Twinkle, Twinkle Little Star."

Monday, Tuesday, Wednesday, too.

Thursday, Friday, just for you.

Saturday, Sunday that's the end.

Now let's say those days again!

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday!

Teach the months of the year

Start off by looking at a calendar with everyone. Have some fun with the calendar first: ask students to point at holidays such as Eid and to point out their birthdays. Ask what month their birthdays are in and point to the month word (e.g. January) at the top of each month. Start to teach / elicit the English words for months as you discuss their birthdays. Ask what month it is now as well as the following (using the calendar):

Play "Put the months in order"

Before class, prepare some colored rectangles of card and write the months of the year in thick marker pen on each rectangle of card. You'll be putting students in pairs so make enough sets for each pair. Also, if each month can be written on a different colored card it will help the students to quickly identify each month. Put your students in pairs and give each pair a set of mixed up cards. By referring to the calendar, have the pairs put the months in order on the floor or table. Then get everyone to touch each card and repeat after you as you chorus the months of the year paying special attention to the first letter of each word (e.g. "J" for "January"). Run through a few times, getting faster and faster. Finally, get the pairs to mix up the cards and tell them they are going to race to see which pair can put their cards in order first. Say "Ready, steady, go!" and let the students put the cards in order.

Unit 10 Counting 75-79, Counting in 2s

Suggested Duration

5-7 periods

Expected Learning Outcomes

By the end of the year children will begin to:

- Count numbers 75-79
- Count in 2s from 0 to 20

Required Resources

- Flashcards
- Small objects (20)
- Manipulatives

Key Words

Use them repeatedly during the lesson, make the students use and repeat them frequently. Pay special attention to students who need extra help

Counting in 2s

Recommended Websites

<https://www.youtube.com/watch?v=JyCr0lqbYcl>

<https://www.youtube.com/watch?v=GvTcpfSnOMQ>

Skills

Identifying, counting, sequencing, skip counting, critical thinking, collaborating, communicating, creativity, ICT

Strands



Teaching Tips

Counting 75-74 (pg 87)

Practice counting from 0 to 74. Ask different students to give 5 numbers e.g. Student 1 counts 0-4, Student 2 counts 5-7 and so on. Introduce the numbers 70-74. Discuss the number of tens and ones.

Counting in 2s (pgs 82-84)

Skip counting helps students see patterns in numbers as well as lays a great foundation for number sense and learning the multiplication facts. Have students sit or stand in a circle. The teacher starts at a random number and have students skip count from that number until they go all the way around the circle.

Get the children up on their feet. You are all going to march together. Swing your arms, encourage them to get those knees up! We are going to count at the same time as marching – 1, 2, 3 etc. However, when everyone's right foot hits the floor we are going to say the number, and when their left foot hits the floor, we are going to be silent, and just say the number in our head. So it will look a bit like – left foot: silently mouth '1', right foot: say, '2', left foot: silent '3', right foot: '4'. Keep going like this until the children reach 20.

Unit 11 Number Words Eleven & Twelve, Thirteen & Fourteen, Groups of 2s, Counting 80-89

Suggested Duration

20 periods

Expected Learning Outcomes

By the end of the year children will begin to:

- Read, spell & write number word eleven
- Read, spell & write number word twelve
- Read, spell & write number word thirteen
- Read, spell & write number word fourteen
- Identify the multiplication sign x
- Write a mathematical sentence
- Make groups of 2 by repeated addition

Required Resources

- Flashcards
- Fingers
- Small objects (20)
- Manipulatives

Key Words

Use them repeatedly during the lesson, make the students use and repeat them frequently. Pay special attention to students who need extra help

Add, groups, multiply, times, eleven, twelve, thirteen, fourteen

Recommended Websites

<https://www.youtube.com/watch?v=iiR8hqJeQsw>

<https://www.bbc.co.uk/bitesize/topics/zqbq87h/articles/zc7yqdm>

Skills

Identifying, counting, sequencing, skip counting, making groups of 2, critical thinking, collaborating, communicating, creativity, ICT

Strands



Teaching Tips

Number Words Eleven, Twelve, Thirteen, Fourteen (pgs 85, 89)

Recap the number words one to ten and introduce eleven and twelve and thirteen and fourteen using different objects and flashcards. Tell the students about the “teen” numbers.

Counting 80-89 (pg 94)

Recap counting from 0-79. Ask the students to give the next 5 numbers 80, 81, 82, 83, 84.

Use base tens and different manipulatives to explain the counting.

Groups of 2 (pgs 86-88, 90-93, 95-98)

The simplest way to begin teaching multiplication is to anchor the concept in terms of its relation to addition. Ensure your students grasp the first pillar of multiplication: that it is simply **repeated addition**. Use **relatable examples** to contextualize this fact. It will help to write out examples so students can visualize the idea:

2 x 2 is the same as **2 + 2** or **2 x 4** is the same as **4 + 4**

Use interlocking cubes to represent the equal groups.



When introducing times table it's always good practice to begin by counting in steps of that times table (e.g. 2, 4, 6, 8) and using practical resources and images to help your children understand counting in different amounts (such as counting pairs of socks in twos)

Once your children feel confident in counting in 2s the next stage would be to introduce multiplication. We can do this by using the term “group of”. For instance, we can ask, ‘What are 3 groups of 2?’ You can then work this out with your children by making three groups of two. (This could be groups of two toys, coins, sweets, etc.) Count the groups: 2, 4, 6. Once counted, help your children to understand that this is multiplication by stating aloud, ‘That’s right. 3 groups of 2 is 6. So, $3 \times 2 = 6$ (or 2 multiplied by 3 is 6).’ This helps child to become familiar with the terms ‘times’ and ‘multiply’. Once children feel confident counting in steps of a given number and begin to multiply the number with visual examples, the next stage is to practise the times

tables so that they know them by heart. All children have preferred ways to learn times tables. Your children may like to write out times tables over and over again or may learn best when singing, dancing or playing a board game.

Unit 12 Number Words Fifteen & Sixteen, Counting 85-89, Addition

Suggested Duration

20 periods

Expected Learning Outcomes

By the end of the year children will begin to:

- Read, spell & write number word fifteen
- Read, spell & write number word sixteen
- Count numbers 85- 88
- Add two numbers within 10 using the vertical addition method
- Add two numbers within 10 using a number line

Required Resources

- Flashcards
- Fingers
- Small objects (10)
- Manipulatives

Key Words

Use them repeatedly during the lesson, make the students use and repeat them frequently. Pay special attention to students who need extra help

Add, vertical, number line, addition stories

Recommended Websites

https://www.youtube.com/watch?v=8Rgo_O9-L9I

<https://www.youtube.com/watch?v=s79OUi4Nog0>

Skills

Identifying, counting, sequencing, adding vertically, making addition stories, critical thinking, collaborating, communicating, creativity, ICT

Strands



Teaching Tips

Number Words Fifteen & Sixteen (pg 99)

Practice spelling number words randomly from zero to fourteen. Introduce the next two numbers, point out we are adding “teen” to five and six.

Vertical Addition (pgs 100-103)

Practice doing a few simple addition sums on the board with students help. Tell them that now we will set our sums in a different way, up and down. Teacher will write a vertical addition sum on the board Teacher will show the students how the numbers are one on top of the other and the line under the addends is another way of putting an equal sign. It separates the addends from the sum. The teacher will tell them the + sign will go on the left side of the sum. Write an example on the board. The teacher will show how to do the addition by starting with the number at the bottom add the number above it. The teacher should use counters or cubes to show the addition. Tell the students the answer is to be written between the lines under the two numbers that are being added. Use counters to help the students visualize the two quantities that are being added.

Counting 85-89 (pg 104)

Practice counting from 50 to 84. Let the students continue the sequence to 89. Show the students 8 groups of 10 objects that represent 80 and 5 single objects to represent 5, repeat up to 89.

Addition Using a Number Line (pgs 105-107)

Number lines help to provide a mental strategy for addition and subtraction; research has shown that number lines are important because they promote good mental number sense and arithmetic strategies. Number lines are simple, visual pictures of how the values of numbers increase and decrease. It is a straight line that is divided into parts. Number line exercises help reinforce the count sequence and number recognition. Students count to reach a given point on the number line: Point out you need to remember not to count the number you start on.

Making Addition Stories (pgs 108-109)

In maths, addition stories are a form of Word Problem in which children read written questions to determine what sum to answer. These sums will always involve addition problems e.g. *Max ate 5 biscuits in the morning. He ate 4 more biscuits in the afternoon. How many biscuits did he eat throughout the day?* $5 + 4 = 9$. Encourage the children to make their own stories using small objects.

Unit 13 Number Words Seventeen & Eighteen, Number words Nineteen & Twenty Subtraction

Suggested Duration

20 periods

Expected Learning Outcomes

By the end of the year children will begin to:

- Read, spell & write number word seventeen
- Read, spell & write number word eighteen
- Read, spell & write number word nineteen
- Read, spell & write number word twenty
- Subtract two numbers within 10 using the vertical subtraction method
- Subtract two numbers within 10 using a number line

Required Resources

- Flashcards
- Fingers
- Small objects (10)
- Manipulatives

Key Words

Use them repeatedly during the lesson, make the students use and repeat them frequently. Pay special attention to students who need extra help

Subtract, vertical, number line, subtraction stories

Recommended Websites

<https://www.youtube.com/watch?v=mhEoCeBFZFo>

<https://www.youtube.com/watch?v=Uffln6yh7QQ>

Skills

Identifying, counting, sequencing, subtracting vertically, subtracting using a number line, making subtraction stories, critical thinking, collaborating, communicating, creativity, ICT

Strands



Teaching Tips

Number Words Seventeen, Eighteen, Nineteen & Twenty (pgs 110, 115)

Recap the spellings of number words zero to sixteen. Encourage the students to give the next numbers in the sequence. They should be able to determine that seventeen follows sixteen and so on. Focus on the spellings.

Vertical Subtraction (pgs 111-114)

Children begin to learn about the concept of taking away from an early age. Singing songs such as 'Ten Green Bottles' really helps them to understand that when something goes there are less left behind; equally 'Five Little Monkeys', 'Five Little Ducks' and 'There were ten in a bed' help practise the process of subtracting one each time. Vertical subtraction is done in the same way as vertical addition, the two numbers are lined up with the subtraction sign written to the left. The answer is written between the two lines. Do lots of practice on the board with student volunteers showing the subtraction using different countable objects.

Subtraction Using a Number Line (pgs 116-118)

Number lines can be extremely useful in subtraction. and help children learn more deeply about the operation involved. Encourage the students to put their finger on the original number and jump back one at a time until they have subtracted the required amount. Repeat several times.

Making Subtraction Stories (pgs 119-120)

Subtraction stories are always useful to help children understand why we need to learn mathematical concepts, It is vital that children understand how to analyse a story problem e.g.

There were 8 children at the party. Two went home. How many are left?

Underline the numbers and the question before showing your child how to write the problem as a number sentence ($8 - 2 =$). If your children struggle with this, it could help to use eight objects (small toys, pasta shapes, counters) or you could show them a ruler or number line and get them to point at 8 and then count back 2.

Unit 14 Counting 90-94, 3D Shapes

Suggested Duration

8-10 periods

Expected Learning Outcomes

By the end of the year children will begin to:

- Count numbers 90-94
- Recognise cube, cuboid, cylinder, cone & sphere in real life objects
- Identify flat and curved faces of 3D shapes\

Required Resources

- Flashcards
- 3D shapes
- Real life items that are in 3D shape

Key Words

Use them repeatedly during the lesson, make the students use and repeat them frequently. Pay special attention to students who need extra help

Cube, cuboid, cone, sphere, cylinder, flat, curved, face, surface

Recommended Websites

<https://www.youtube.com/watch?v=guNdJ5MtX1A>

<https://www.youtube.com/watch?v=BjibWAYQIno>

Skills

Identifying, counting, sequencing, identifying, recognizing, matching, critical thinking, collaborating, communicating, creativity, ICT

Strands



Teaching Tips

Counting 90-94 (pg 121)

Practice counting for 0-89 with student volunteers. Ask for the next numbers in the sequence, the students will be able to give numbers 90-94. Practice writing the digits on the board

3D Shapes (pgs 122-128)

Give each child a 3D shape. Seat the students in a large group area in front of you. Place 3D shaped items next to you (party hat, can, box, ball etc) and select one at a time to hold up. As you hold up each item invite the children who have the corresponding shape to hold it up.

Identify flat and curved surfaces e..g. a cube, cuboid are **3D shapes** that are made up of **flat surfaces**. Their **surfaces** are squares, rectangles, triangles and parallelograms. None of them has a **curved surface**. The examples of **3D shapes** with the **curved surface** cylinder, cone and sphere. Also point out some shapes have both flat and curved surfaces e.g. cone and cylinder.

Unit 15 Ordinal Numbers 1st to 5th First to Fifth, Length

Suggested Duration

8-10 periods

Expected Learning Outcomes

By the end of the year children will begin to:

- Recognise ordinal numbers 1st, 2nd, 3rd, 4th & 5th
- Read, spell & write first, second, third, fourth & fifth
- Identify long and short
- Compare the length of objects using the terms long, longer, longest
- Compare the length of objects using the terms short, shorter, shortest

Required Resources

- Flashcards
- Objects of different length
- carrots

Key Words

Use them repeatedly during the lesson, make the students use and repeat them frequently. Pay special attention to students who need extra help

First, second, third, fourth, fifth, short, shorter, shortest, long, longest, longer, compare

Recommended Websites

<https://www.youtube.com/watch?v=0CWWNzprEQ4>

https://www.youtube.com/watch?v=hVOsRQ_IzJs

Skills

Identifying, sequencing, comparing, recognizing, critical thinking, collaborating, communicating, creativity, ICT

Strands



Teaching Tips

Ordinal Numbers 1st to 5th

Ordinal numbers are simply “a thing’s position in a series.” (As in, first, second, third, so on and so forth). The relationship between the positions of 2 different objects is the foundation of ordinal numbers. In other words, you have to have a second to have a first. One of the first and easiest ordinal number activities for preschool is lining objects up in a row. Start out with 3-5 objects. Let your students point to the object and match the correct position. You may repeat positioning with days of the week, months of the year, queue in the canteen etc.

Length (pgs 130-132)

Tell students that you like to eat carrots at lunch. Hold two carrots side by side, checking that they are the same length. Have students turn and talk to a partner about what will happen after you take a bite of one of the carrots. Take a bite of one of the carrots. Show the students the carrots side by side a second time, and prompt students to **compare** the carrots now with the words **shorter**. In the same add one more carrot and let the students decide which is the longest and shortest carrot,

Unit 16 Ordinal Numbers 1st to 5th First to Fifth, Mass

Suggested Duration

8-10 periods

Expected Learning Outcomes

By the end of the year children will begin to:

- Recognise ordinal numbers 1st, 2nd, 3rd, 4th & 5th
- Read, spell & write first, second, third, fourth & fifth
- Identify heavy and light
- Compare the mass of objects using the terms heavy, heavier, heaviest
- Compare the length of objects using the terms light, lighter, lightest

Required Resources

- Flashcards
- Objects of different mass

Key Words

Use them repeatedly during the lesson, make the students use and repeat them frequently. Pay special attention to students who need extra help

First, second, third, fourth, fifth, heavy, heavier, heaviest, light, lighter, lighter, compare

Recommended Websites

<https://www.youtube.com/watch?v=qUOQrXmfwDM>

<https://www.youtube.com/watch?v=-DMqCU4N1jU>

Skills

Identifying, sequencing, comparing, recognizing, critical thinking, collaborating, communicating, creativity, ICT

Strands



Teaching Tips

Ordinal Numbers (pg 133)

Place several cards on the board, each containing a number between 1 and 5. Then you simply call out an ordinal number, such as “second!” and encourage one student to run up to the board and choose the notecard containing the number “2.” Alternatively, write the ordinal number word on the board and volunteers give the correct ordinal number.

Mass (pgs 134-137)

Teaching measurement is fun! Provide lots of opportunities for your students to sort objects by mass. Using everyday activities and experimenting with real objects help children understand mass concepts. To introduce this concept, we simply practice comparing weights by holding different objects in our hands. Of course, some objects are a little too heavy to actually pick up. Luckily, the kids already can easily tell you that a car weighs more than a football. Play games that include identifying a specified object from a group of objects based on an attribute (e.g., long, short, tall, heavy, light, big, small, wide, narrow). Start comparing two objects to decide which is heavier then repeat with three objects. Use the vocabulary so students get familiar with it. Read *Goldilocks and the Three Bears*. As you read and show illustrations, talk to children about the size and weight of the bears and other objects. The great big bear was very heavy. The middle-sized bear was heavy, and the little bear was light. Look at how heavy that big bear looks sitting in his chair. Look at how heavy the big bowls of porridge look. Ask children to help you identify heavy and light objects.

Unit 17 Counting 95-99, Money

Suggested Duration

8-10 periods

Expected Learning Outcomes

By the end of the year children will begin to:

- Count from 95-99
- Recognise Pakistani coins and rupees
- Compare the cost of two items

Required Resources

- Flashcards
- Small objects
- Coins and rupees

Key Words

Use them repeatedly during the lesson, make the students use and repeat them frequently. Pay special attention to students who need extra help

First, second, third, fourth, fifth, coin, rupee, cost

Recommended Websites

<https://www.youtube.com/watch?v=ndGb6MJ47Vg>

<https://www.youtube.com/watch?v=6RfyaTZOUWU>

Skills

Identifying, sequencing, comparing, recognizing coins & notes, critical thinking, collaborating, communicating, creativity, ICT

Strands



Teaching Tips

Counting 95-99 (pg 138)

Practice counting from 0-94 by going round the class to give the next number. When they reach 94 ask them to give the next number. Let them continue to 99.

Money (pgs 139-142)

When teaching children about money, be sure to tell them they will need money to buy things, there are limits to how much money you have, so choices need to be made,

Once money is spent, it's gone & saving money is important, for use in the future.

A simple game is Money Toss. You only need a container, such as a bowl, plus coins. Have your group of children toss coins into the container and then let them count the coins and the total value.

Unit 18 Ordinal Numbers Sixth to Tenth, fractions

Suggested Duration

12-14 periods

Expected Learning Outcomes

By the end of the year children will begin to:

- Recognise ordinal numbers 6th to 10th
- Read, spell and write ordinal number words sixth to tenth
- Recognise one whole
- Identify two equal halves
- Identify a half

Required Resources

- Flashcards
- Symmetric objects

Key Words

Use them repeatedly during the lesson, make the students use and repeat them frequently. Pay special attention to students who need extra help

Sixth, seventh, eighth, ninth, tenth, half, equal, whole

Recommended Websites

<https://www.youtube.com/watch?v=BaO1E21Spkl>

<https://www.youtube.com/watch?v=3afEr61KNDk>

Skills

Identifying, comparing, recognizing, halving, critical thinking, collaborating, communicating, creativity, ICT

Strands



Teaching Tips

Ordinal Numbers Sixth to tenth (pgs 143,147)

In groups, provide ten blocks of various shapes and sizes and explain that the goal is to work together to make a tower as tall as possible using only these ten blocks. Each child will have a turn to put a block on the tower. For each turn, stress the ordinal number words. For example, you might say, “Jamal, will you add the *fifth* block to the tower?” or “Jamal did a great job adding the *fifth* block to our tower. Sara, will you add the *sixth* block to the tower?” etc.

Fractions (pgs 144-146, 147-151)

Use different fruits/vegetables to explain splitting a whole thing into two equal parts gives a half. Do lots of practice using different objects and point out both parts have to be identical otherwise it is not a half. Make a paper pizza without adding the toppings. Draw a line to divide it into halves. Then add paper toppings. Have a volunteer add chicken to one $\frac{1}{2}$ and cheese to the other $\frac{1}{2}$. Point out that halving something is sharing.

When cutting a sandwich, show your child how you can cut a whole sandwich into two equal parts, and explain that we call each part a half. Point out that we could put the two halves together again to make the whole. Try halving in different ways, such as cutting a whole sandwich into two equal rectangles or triangles.

Use short stories to introduce fractions in a fun and interesting way. This will help introduce the vocabulary and give concrete meaning too.

Recap (pgs 152-157)

Revise the concepts taught throughout the term. Let the students attempt the work.