

TERM I

BOOKS 1, 2, 3 (up to page 13)

Book I

Level R: Book 1 introduces learners to **number concepts from 1 to 4**, with an emphasis on developing **spatial awareness and understanding the concepts of “more” and “less”**. These skills are explored through activities themed around *Discovering at home*.

Book 1 has additional resources on pages 23 and 25 which can be used to assist in making number concepts concrete. This concrete learning material can be used together with the activities on pages 4, 6, 8 and 10 to practise number concepts.

PAGES 4 AND 5

Focus: Numbers, operations and relationships

LS My Body

IA Use this lesson for informal/continuous assessment.

Equipment needed



HB writing pencil, eraser, colouring pencils, classroom objects (blocks, different pieces of stationery, a shoe – anything to concretely represent the number one), flashcard of number one (optional), sand and whiteboard markers (optional), items to draw/make a large number line on the floor (tape/chalk).

Key focus skills



Counting, numerical symbol and name for **number one**, representing the number one through drawings.

Introducing the concept



Begin the lesson with the learners seated on the mat. Start by relating this concept to something familiar to them, such as their body. Say to the learners, “Let’s see what we have one of.” Ask them “How many heads do we have?” Let them touch their heads and shout out, “One!” “How many noses?” “How many belly buttons?” Let the learners shout out, “One!”

Make use of as many different classroom objects as you can to represent the number one. Show the learners one block, one crayon, one shoe – hold up each item and say, “This is one (block). Only one.” Pass it around. Let them hold the object and say “one (block)” each time.

Once you feel that the learners are beginning to grasp the concept of one, introduce a movement-based game called *Simon Says*. Give the learners instructions and give them time to do each one before you move on to another. For example: “Simon says touch one ear, pick up one pencil, give your friend one high-five.” Continue playing the game, giving different examples until you feel that the learners are beginning to grasp the concept.

Now, begin to introduce the numeral 1. Use a flashcard or write a big number 1 on the board. Say to the learners, “This is how we show one in writing. It is a number, and it is called one.” Using your finger, show the learners how you would draw the number one in the air, starting at the top and moving your finger down. Let the learners copy you several times. Say aloud during this process, “Start at the top and move your finger straight down.” The learners can practise tracing the number one using different mediums, such as in sand or on the window using their whiteboard markers.

The learners will also be introduced to a number line 0–10 in the workbook activity, so they need to become familiar with it first, before starting work in their books. Begin by drawing a large number line from 0–10 on the floor, either inside the classroom or outside in an open space. Have the learners stand just before the number line and explain that they always start counting from the beginning, which we call “zero”.

Demonstrate first by standing at the start (0) and then jumping onto 1 while saying the number aloud. Continue jumping to each number one at a time, saying each number as you land on it. Invite the learners to count aloud with you as you jump.

After the demonstration, let the learners take turns jumping along the number line and counting aloud, either individually or together as a group. This helps them link movement to number sequence in a fun and active way.

Next, begin working through the workbook activity. The goal here is to get the learners to count, trace, write, identify, colour, and draw to show understanding of 1. The workbook includes the following activities:

- ✍ **Number line 0–10:** Point to the number line and remind the learners that they will always need to start at zero when counting. Ask them to place their finger on 0. Say, “Let’s count together 1, 2, 3...” until 10. Each time they say the next number, they need to move their finger across to point at it. Ask, “Where is one?” Let them point or you circle it. Let them trace or colour the number **1** on the line.
- ✍ **Tracing and writing 1 with dots:** Say to the learners, “Let’s learn how to write the number one.” Show them how to trace over the dotted numeral 1 using their finger first. Then guide them to trace it with a crayon or pencil. Use the rhyme, “Start at the top and go down straight – number one is really great!” Explain to the learners that they must start by placing their pencil on the green dot and trace along all the dotted lines until they reach the red dot.
- ✍ **Colour one picture in a group:** Explain to the learners that they have been given a row of identical pictures (desks, chairs and mugs). Say to them, “There are many pictures, but we only colour one.” Ask them to count all the pictures first, then colour just one. Emphasise that it’s just one. Say, “Stop after one. Not two. Just one.”
- ✍ **Draw one picture of your choice:** Ask the learners, “Can you draw one thing you like? Just one.” Guide and model for them by drawing one dog, one house, etc. Let each learner share what they drew and repeat, “I drew one [thing].”

Teaching tips



Make sure that you pay attention to the following as you teach and assess:

- ✍ Are the learners counting accurately, not skipping or repeating numbers?
- ✍ Can they point to and identify the number 1 on the number line?
- ✍ Are they stopping after colouring only one picture?
- ✍ Can they write the numeral 1 (not backwards or as a different shape)?
- ✍ Do they understand the concept of 1 as being just one item, not more?

Look out for common challenges:

- ✍ Colouring more than one picture by mistake. Gently correct this if it is the case.
- ✍ Reversing the number 1 or starting from the bottom. If this happens, model the number 1 again.
- ✍ Drawing many things instead of one. In this case, remind and redirect the learner.

Lesson outcomes



By the end of the lesson, learners should be able to recognise and identify the number **1** on a number line (0–10), verbally count to 1 and understand it as a quantity, trace and correctly form the numeral **1**, colour in exactly **one** object in a set, and represent the number one by drawing a single object.

Consolidation



To consolidate and reinforce the concept introduced in this lesson, here are some fun and engaging follow-up activities that support active learning and repetition:

- ✍ **Treasure hunt:** Ask the learners to find one item of their choice in the classroom and bring it back to the group.
- ✍ **Sorting box:** Provide a collection of mixed objects and instruct the learners to pick “only one red item” or “only one small object,” reinforcing the concept of selecting one from a group.
- ✍ **Playdough practice:** Let the learners form the numeral **1** using playdough and roll one ball or snake shape to represent the number.
- ✍ **Storytime:** Read a short, repetitive story that emphasises the number 1, such as “One duck stuck.”
- ✍ **Number songs:** Sing songs that highlight the number 1, like “one little finger” or “One, two, buckle my shoe”, with an emphasis on recognising and repeating the word “one.”
- ✍ **Hop-on-1 game:** Use a floor number line, number mat, or outdoor chalk markings. Call out numbers and have the learners jump and land only on the number 1 when it is called.

PAGES 6 AND 7

Focus: Numbers, operations and relationships

LS My Body

Equipment needed



HB pencil, eraser, colouring pencils, flashcard of number 2 (optional), classroom objects in pairs (blocks, crayons, pencils, socks, etc.), playdough (optional), sand/tray/whiteboard markers (optional), tape or chalk for a large floor number line.

Key focus skills



Counting objects accurately to **two**, recognising the numeral and name for two, understanding “the same number of”, representing the number 2 through drawings, positioning number 2 on a number line.

Introducing the concept



Gather the learners on the mat and start with a familiar, body-based introduction. Say to the learners, “Let’s find out what we have two of on our bodies.” Ask them questions such as, “How many eyes do we have? (let them point and shout: “Two!”) How many hands? “How many ears? How many feet?” Let them act it out by asking them to wiggle two fingers, wave two hands, stamp two feet, etc.

From here, use real objects to introduce the concept. Show the learners pairs of objects and say: “Look, I have two pencils. Here are two blocks. I have two shoes.” Pass the objects around and ask the learners to say with you, e.g., “Two blocks”. Ask the learners to show you two fingers, pick two crayons, or hold up two books.

As in the previous lesson, then introduce a movement game (“Simon says”, using two). Say to the learners, “Simon says, pick up two pencils”, “Simon says, touch two friends”, “Simon says, jump two times”.

Once you feel that the learners are beginning to grasp the concept of two, introduce real-world visuals and invite the learners to bring pictures or toys that show two of something. For example, you could ask, “Who has two apples?”, “What do you have two of?” Let them share, e.g. “I have two cats”, “I have two soccer balls”.

Now begin to introduce the numeral and name for two. Use a flashcard or write a large 2 on the board and say, “This is the number two. Can you say two?” Trace it in the air together and say, “Start with a curve, then slide across and down.”

A fun and engaging activity to then introduce is multi-sensory tracing. Use sand trays, whiteboards, or window markers to trace the number 2. Remember to emphasise that the learners need to start at the top and curve their way down as they form the number 2.

As the activity in the workbook focuses on the use of a number line, we once again need to ensure that the learners have a more concrete/practical experience with this concept. Start by drawing a large floor number line (0–10) inside or outside, as you did when teaching number 1. Have the learners line up at 0 and say, “Our number line starts at 0.”

Demonstrate how to jump from $0 \rightarrow 1 \rightarrow 2$, saying the number as you land. Let the class count with you. Then allow the learners to take turns jumping and counting to 2. Ask the learners “Who can land on 2? Let us all count as they jump: One, two!”

Next, begin working through the workbook activity. The goal here is to get the learners to count, trace, write, colour, and draw to show their understanding of the number 2 and “the same number of”. The workbook involves the following activities:

- ✍ **Number line 0–10:** Point to the number line and say, “Let’s count together from zero to 10.” The learners must move their finger from $0 \rightarrow 1 \rightarrow 2$. Ask them, “Where is number two?” Let them circle or colour it.
- ✍ **Tracing and writing 2 with dots:** Say, “Let’s learn how to write the number two.” Use the rhyme, “Around and back on a railroad track — two, two, two!” Demonstrate tracing with your finger in the air, have the learners copy you a few times, and then complete this part of the activity with a pencil. Emphasise starting at the green dot, pausing to change direction at the orange dot, and ending at the red dot.
- ✍ **Colour two pictures in a group:** Explain to the learners that they have been given a row of identical pictures (e.g., fridges and ovens). Say, “There are many pictures, but we only colour two.” Have them count all, then colour exactly two. Reinforce this by saying, “Stop after two. Not one. Not three. Just two.”
- ✍ **The same number of (matching activity):** Explain to the learners that they are given a number, either 1 or 2, and then a row of pictures next to these numbers. Instruct them to first trace the number, remembering the coloured dots, and then to colour in the same number of pictures next to this. Explain, “We want to have the same number — two here, two there.” Complete the first row together and explain that they need to trace the number 2 and then colour in 2 wheels. Allow them to complete the next rows independently if they can.

Teaching tips



Make sure that you pay attention to the following as you teach and assess:

- ✍ Counting accurately to two.
- ✍ Stopping after two items when colouring/drawing.
- ✍ Writing the numeral 2 correctly (not reversed).
- ✍ Understanding “the same number of” in matching tasks.

Look out for common challenges:

- ✍ Confusion between 1 and 2 (especially in colouring).
- ✍ Reversing the number 2.
- ✍ Drawing too many or not enough items when asked for 2. (Tip: Re-model if needed using real objects. You could say, “Let us check with two blocks.”)

Lesson outcomes



By the end of the lesson, learners should be able to recognise and identify the number 2 on a number line (0–10), count up to 2 using real objects, trace and write the numeral 2 correctly, colour exactly two objects in a set, draw two objects of their choice, and match sets showing the same number (two).

Consolidation



To consolidate and reinforce the concept introduced in this lesson, here are some fun and engaging follow-up activities that support active learning and repetition:

-  **Pair hunt:** Ask the learners to find two of something in the classroom and bring it to the mat.
-  **Matching socks game:** Mix up socks and ask them to make pairs.
-  **Playdough 2s:** Make the number 2 from playdough and shape two balls or figures.
-  **Storytime:** Read a book that uses repetition of “two” — e.g., “*Two little trains*” or “*Two can toucan*”.
-  **Number songs:** Sing “Two little dicky birds”, “One, Two, buckle my shoe”. Pause and point when you say “two”.
-  **Hop-on-2 game:** Use the number line and call out numbers. The learners must hop and land only on 2.

PAGES 8 AND 9

Focus: Numbers, operations and relationships



My Body

Equipment needed



HB pencil, eraser, colouring pencils, flashcard of the number 3 (optional), classroom objects in sets of 3 (blocks, crayons, pencils, etc.), playdough (optional), sand/tray/whiteboard markers (optional), tape or chalk for a large floor number line.

Key focus skills



Counting objects accurately to **three**, recognising the numeral and name for three, understanding “the same total as”, representing the **number 3** through drawings, finding and identifying the number 3 on a number line.

Introducing the concept



Gather the learners on the mat and start with a familiar, body-based introduction. Say to the learners, “Let’s find out what we have three of ... oh wait – do we have three noses?” (No!) “But what could we do three times?” Clap your hands three times, stamp your feet three times, and nod your head three times. Each time, have the learners count aloud using numerals: “One, two, three!”